



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Diablo Elementary	07-61754-6004188	January 28, 2025	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Mt. Diablo Elementary School's goals mirror those of Mt. Diablo Unified School District. 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. A focus for our school is on outreach to students that need further academic support in the classroom using MTSS protocols for Tiers 1-3 tools. The entire school site will spend time developing and implementing Instructional Leadership Teams, CARE Team, and PBIS Teams in order to effectively support our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our school staff held approximately 10 meetings or input structures in consultation with all educational partner groups, including parents and school personnel, and management in the development of our 2024-2025 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and groups.

Our school also used electronic surveys and observation data to ensure that each subgroup engagement process was inclusive. Data was gathered pertaining to student performance, actions, services and programs. School staff collected responses between all data gathering methods. The data analysis process was used to pull major themes and patterns from the survey.

Structure for the SPSA input meetings:

Each presentation began with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used, and the current goals and actions. Local benchmark/grade data and state data were reviewed and highlights from this data were discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected electronically and in person.

Data Collection Process:

Data from all subgroups meetings were collected. All data was documented and included information all subgroups. The School Site Council, a group of staff, parents, and administrators from across the school, and the school leadership/department chair teams met to review the data and the initial themes that emerged.

Prioritization and ranking of the data collected:

Following all of the subgroups engagement and input sessions, different staff and parent groups ranked the priorities for each goal. This information was then shared with the School Site Council for review and adoption. The following is a detail of the meeting dates held with each subgroup.

RSE Data:

October 2024: Staff and Parents subgroups were sent information on their role in creating a SPSA, Staff and parents were introduced to the SPSA with opportunities to discuss the document, their roles and responsibilities, Staff and parent groups discussed the SPSA document and its content. The purpose was discussed and the group was informed on what to pay particular attention to- the four site goals

November 2024: Discussion of new and proposed strategies on the four site goals. Discussed next steps and completing planning for improvements. Approval of the SPSA

December 2024: Creation of a parent survey

February 2025: Discuss the parent survey results and discussed next steps for the 2025-2026 school year

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic absenteeism is orange.

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

One in red for English Language Arts for students with disabilities, and one in orange for Math for students with disabilities.

Other Needs

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

In accordance with our updated data, results show that 23 students kind of or do not feel a part of the school community or a sense of belonging in the classroom (SEL Survey)

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.20%	0.72%	1.08%	8	5	8
Asian	4.50%	5.92%	8.13%	30	41	60
Filipino	3.00%	2.74%	2.85%	20	19	21
Hispanic/Latino	15.59%	15.87%	16.94%	104	110	125
Pacific Islander	0.45%	0.29%	0.41%	3	2	3
White	47.38%	42.71%	53.66%	316	296	396
Multiple/No Response	10.64%	11.11%	13.01%	71	77	96
Total Enrollment				667	693	738

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	119	149	122
Grade 1	106	105	116
Grade 2	104	110	113
Grade3	118	106	119
Grade 4	102	110	112
Grade 5	118	113	114
Total Enrollment	667	693	738

Conclusions based on this data:

1. Enrollment has fluctuated and increased in 23-24 to 738 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	29	33	30	2.4%	4.3%	4.1%
Fluent English Proficient (FEP)	45	42	42	5.9%	6.7%	5.7%
Reclassified Fluent English Proficient (RFEP)				5.6%		

Conclusions based on this data:

1. Many of our students are meeting the reclassification criteria
2. Increase in English Learners since 2019-2023

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	121	106	119	118	103	119	118	103	119	97.5	97.2	100
Grade 4	105	112	109	102	108	107	102	108	107	97.1	96.4	98.2
Grade 5	119	112	118	118	109	116	118	109	116	99.2	97.3	98.3
All Grades	345	330	346	338	320	342	338	320	342	98.0	97.0	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2444.	2442.	2455.	30.51	26.21	36.13	24.58	25.24	22.69	22.03	31.07	27.73	22.88	17.48	13.45
Grade 4	2533.	2526.	2514.	51.96	50.93	46.73	26.47	25.00	28.04	13.73	12.96	12.15	7.84	11.11	13.08
Grade 5	2553.	2564.	2557.	43.22	49.54	41.38	27.12	23.85	32.76	17.80	17.43	12.07	11.86	9.17	13.79
All Grades	N/A	N/A	N/A	41.42	42.50	41.23	26.04	24.69	27.78	18.05	20.31	17.54	14.50	12.50	13.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.97	22.33	26.89	57.63	68.93	65.55	14.41	8.74	7.56
Grade 4	35.29	37.04	28.97	61.76	57.41	68.22	2.94	5.56	2.80
Grade 5	38.14	34.86	36.21	55.93	58.72	55.17	5.93	6.42	8.62
All Grades	33.73	31.56	30.70	58.28	61.56	62.87	7.99	6.88	6.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.19	14.56	24.37	55.93	60.19	54.62	22.88	25.24	21.01
Grade 4	38.24	34.26	32.71	51.96	55.56	54.21	9.80	10.19	13.08
Grade 5	31.36	44.04	38.79	56.78	51.38	50.86	11.86	4.59	10.34
All Grades	29.88	31.25	31.87	55.03	55.63	53.22	15.09	13.13	14.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.25	16.50	19.33	73.73	75.73	72.27	11.02	7.77	8.40
Grade 4	24.51	23.15	16.82	71.57	67.59	77.57	3.92	9.26	5.61
Grade 5	19.49	23.85	22.41	72.03	69.72	67.24	8.47	6.42	10.34
All Grades	19.53	21.25	19.59	72.49	70.94	72.22	7.99	7.81	8.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.03	19.42	18.49	66.10	70.87	76.47	11.86	9.71	5.04
Grade 4	29.41	29.63	28.04	65.69	65.74	67.29	4.90	4.63	4.67
Grade 5	35.59	33.94	30.17	54.24	57.80	57.76	10.17	8.26	12.07
All Grades	28.99	27.81	25.44	61.83	64.69	67.25	9.17	7.50	7.31

Conclusions based on this data:

1. Students are testing at a higher rate Below Standard in Listening and Reading from 22-23 to 23-24.
2. Students are showing that they struggle with writing and reading- implemented a reading intervention teacher on campus
3. Reading results have increased overall from Below Standard to At or Near Standard, but % Above Standard dropped in 23-24.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	121	106	119	118	103	119	118	103	119	97.5	97.2	100
Grade 4	105	112	109	102	108	107	102	108	107	97.1	96.4	98.2
Grade 5	119	112	118	119	108	116	119	108	116	100.0	96.4	98.3
All Grades	345	330	346	339	319	342	339	319	342	98.3	96.7	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2455.	2458.	2471.	25.42	22.33	37.82	37.29	39.81	27.73	19.49	26.21	27.73	17.80	11.65	6.72
Grade 4	2534.	2539.	2527.	38.24	50.00	34.58	38.24	29.63	42.99	20.59	11.11	16.82	2.94	9.26	5.61
Grade 5	2535.	2533.	2550.	33.61	25.93	44.83	18.49	29.63	19.83	26.89	25.00	19.83	21.01	19.44	15.52
All Grades	N/A	N/A	N/A	32.15	32.92	39.18	30.97	32.92	29.82	22.42	20.69	21.64	14.45	13.48	9.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.73	28.16	36.97	55.93	58.25	52.94	20.34	13.59	10.08
Grade 4	35.29	40.74	30.84	55.88	49.07	57.94	8.82	10.19	11.21
Grade 5	26.89	22.22	32.76	55.46	56.48	52.59	17.65	21.30	14.66
All Grades	28.32	30.41	33.63	55.75	54.55	54.39	15.93	15.05	11.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.58	22.33	31.09	63.56	66.99	57.98	11.86	10.68	10.92
Grade 4	39.22	47.22	38.32	53.92	43.52	53.27	6.86	9.26	8.41
Grade 5	25.21	17.59	32.76	61.34	66.67	53.45	13.45	15.74	13.79
All Grades	29.20	29.15	33.92	59.88	58.93	54.97	10.91	11.91	11.11

Conclusions based on this data:

1. Students improved in both Communicating Reasoning and Problem Solving/Modeling (overall % Above Standard). This may be related to increased focus on grade-level math standards instruction and student engaged learning.
2. 3rd and 5th grades showed a significant increase in % Above Standard, but 4th grade declined significantly.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1432.7	1478.6	*	1441.9	1483.1	*	1411.1	1468.4	*	13	14	5
1	*	*	*	*	*	*	*	*	*	7	5	10
2	*	*	*	*	*	*	*	*	*	4	4	5
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										34	30	27

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	42.86	*	38.46	35.71	*	38.46	21.43	*	0.00	0.00	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.47	30.00	33.33	50.00	43.33	44.44	14.71	20.00	7.41	8.82	6.67	14.81	34	30	27

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	57.14	*	23.08	28.57	*	53.85	14.29	*	0.00	0.00	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.94	60.00	59.26	17.65	20.00	25.93	26.47	16.67	7.41	2.94	3.33	7.41	34	30	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	21.43	*	53.85	35.71	*	46.15	42.86	*	0.00	0.00	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.82	20.00	14.81	47.06	33.33	40.74	32.35	36.67	25.93	11.76	10.00	18.52	34	30	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	71.43	*	69.23	28.57	*	7.69	0.00	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.24	63.33	55.56	52.94	33.33	40.74	8.82	3.33	3.70	34	30	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	28.57	*	61.54	57.14	*	15.38	14.29	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	43.33	55.56	41.18	40.00	37.04	8.82	16.67	7.41	34	30	27

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	21.43	*	92.31	78.57	*	0.00	0.00	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.59	20.00	18.52	61.76	63.33	59.26	17.65	16.67	22.22	34	30	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	57.14	*	69.23	35.71	*	0.00	7.14	*	13	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.21	43.33	14.81	72.73	50.00	70.37	6.06	6.67	14.81	33	30	27

Conclusions based on this data:

- Increase in % of students scoring at levels 3 and 4 overall.
- Significant decrease in % of students scoring as Well Developed in Writing in 23-24. This indicates an area of need.

School and Student Performance Data

California School Dashboard 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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
693	5.3	4.8	
Total Number of Students enrolled in Mt. Diablo Elementary.	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	31	4.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	37	5.3
Students with Disabilities	55	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7
Asian	41	5.9
Filipino	19	2.7
Hispanic	110	15.9
Two or More Races	77	11.1
Pacific Islander	2	0.3
White	296	42.7

Conclusions based on this data:

1. The percentage of socioeconomically disadvantaged has remained steady since the 2021-2022 school year

2. ELD population has increased
3. Based on 2023 data, Students with Disabilities has increased

School and Student Performance Data

Overall Performance

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

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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
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Blue
Mathematics Green		

Conclusions based on this data:

1. Chronic Absenteeism is high
2. Suspension Rate remains very low

School and Student Performance Data

Academic Performance English Language Arts

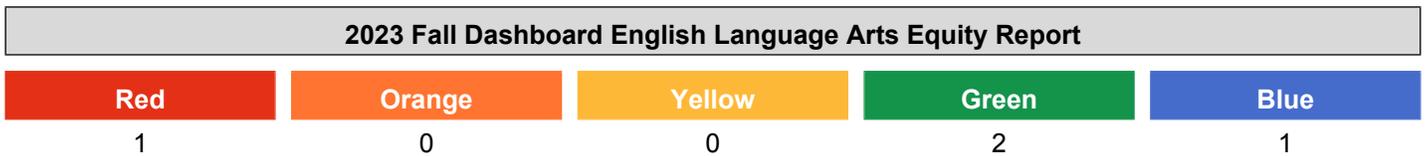
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 43.1 points above standard Maintained +2.5 points 318 Students	English Learners 27.1 points above standard Increased +8 points 16 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 10.4 points below standard Decreased Significantly -24 points 22 Students	Students with Disabilities  Red 77.6 points below standard Decreased Significantly -48.5 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	89 points above standard Decreased Significantly - 18.8 points 20 Students	57.7 points above standard Increased Significantly +37.7 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 16.2 points above standard Maintained +2.4 points 49 Students	 Green 34.2 points above standard Increased +4.2 points 41 Students	Less than 11 Students 1 Student	 Blue 45.1 points above standard Maintained -1.3 points 179 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 10 Students	41.3 points above standard Maintained +0.1 points 283 Students

Conclusions based on this data:

- English Learners increased by 8 points and score 27 points above standard.
- Socioeconomically Disadvantaged, Students with Disabilities declined significantly, as did Asian students.

School and Student Performance Data

Academic Performance Mathematics

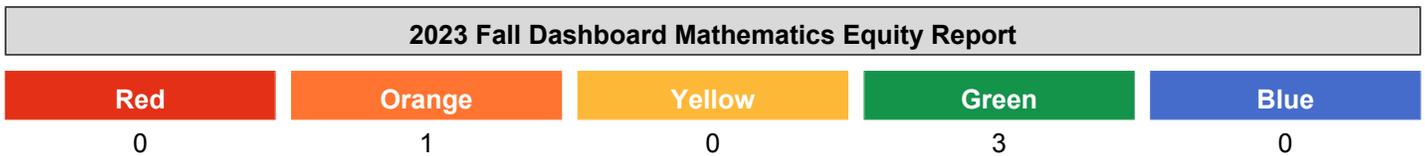
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>27.6 points above standard</p> <p>Maintained +2.4 points</p> <p>317 Students</p>	<p>English Learners</p> <p>10.7 points above standard</p> <p>Increased Significantly +17.8 points</p> <p>16 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>22.5 points below standard</p> <p>Decreased Significantly -19.5 points</p> <p>22 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>80.6 points below standard</p> <p>Decreased Significantly -40.5 points</p> <p>44 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	66.9 points above standard Decreased -9.2 points 20 Students	27.3 points above standard Decreased Significantly - 23.4 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.9 points below standard Increased +4.5 points 49 Students	 Green 28.1 points above standard Increased +3.3 points 41 Students	Less than 11 Students 1 Student	 Green 32.5 points above standard Maintained +0.8 points 178 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
Less than 11 Students 6 Students	Less than 11 Students 10 Students	27 points above standard Maintained +0.5 points 282 Students

Conclusions based on this data:

1. Mathematics results show similar results to ELA, with significant increase for English Learners but significant decreases for Socioeconomically Disadvantaged students and students with disabilities.
2. Results for student groups also shows a decrease for Asian and Filipino students in math.

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

English Learner Progress
43.8% making progress towards English language proficiency
Number of EL Students: 16 Students
Performance Level: No Performance Level

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
2	7	0	7

Conclusions based on this data:

1. Students are showing an overall progression on ELPAC.
2. Need to create a systematic plan for targeted our ELD Students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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 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		
All Students Orange 14.8% Chronically Absent Increased 2.3 701 Students	English Learners Red 22.2% Chronically Absent Increased 10 36 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 19.1% Chronically Absent Maintained 0.2 47 Students	Students with Disabilities Red 24.6% Chronically Absent Increased 18.1 69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">8.9% Chronically Absent</p> <p align="center">Maintained 0.1</p> <p align="center">56 Students</p>	<p align="center">4.3% Chronically Absent</p> <p align="center">Declined -5.2</p> <p align="center">23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">25% Chronically Absent</p> <p align="center">Increased 4.2</p> <p align="center">112 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">18.2% Chronically Absent</p> <p align="center">Increased 5.7</p> <p align="center">121 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">12.2% Chronically Absent</p> <p align="center">Increased 1.9</p> <p align="center">378 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is high on campus
2. English learners, Students with Disabilities, and Hispanic students have chronic absenteeism rates above 22%, well above school overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

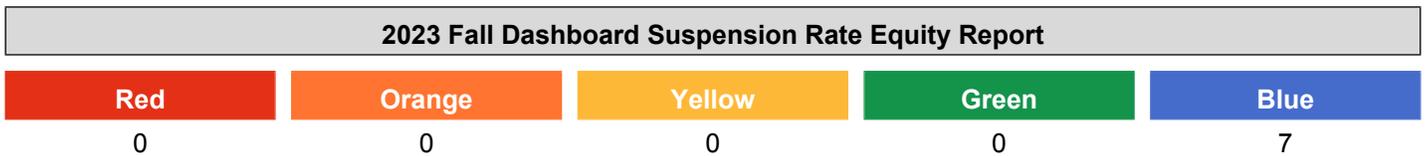
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.1% suspended at least one day</p> <p>Maintained 0 706 Students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 36 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.8 47 Students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 69 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 57 Students</p>	<p align="center">0% suspended at least one day Maintained 0 23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 112 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 123 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue 0.3% suspended at least one day Maintained 0 380 Students</p>

Conclusions based on this data:

1. MDE practices PBS and a variety of schoolwide MTSS strategies when working with students
2. Suspension rates declined or maintained for all student groups with a color rating.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Goal 1

All students at Mt. Diablo Elementary will achieve typical growth in Language Arts on the goals set using the STAR or mClass early literacy assessment by their third trimester of the 2024-2025 school year. Students will utilize their skills and knowledge through a variety of fiction and nonfiction texts consistent with the Common Core State Standards and supplemental reading texts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

This goal was based upon the analysis of state and local data available at the time. Specific data in ELA was analyzed through a variety of baseline percentiles and this goal was created as a result. This goal address the overall needs of the school, specifically focusing on English Language Arts. Upon acquiring baseline data for the upcoming school year, student group targets will be identified to implement targeted interventions and supports as needed.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Grade TK: During small group activity time, have several small objects or pictures on a table that are recognizable to the students (cat, cup, dog, mouse). Have children find an object by its first sound ("Can you find something that begins with /r/?")</p> <p>When given a paper, students are able to write most of the letters of their name.</p>	<p>Students have some knowledge of letters and most do not match letters to their sound yet. We have begun large/small group phonemic awareness work with rhyming and beginning sounds.</p> <p>Students practice writing their name everyday but most continue to need scaffolding.</p>	<p>Small group lessons 3x a week practicing matching sounds to objects. Large group lessons on letters and their corresponding sound 2x a week.</p> <p>Students can isolate the beginning sound of a word and match it to a corresponding object with increasing accuracy.</p> <p>Continue to encourage writing of their name during small group projects and begin to eliminate scaffolds when appropriate.</p> <p>Students can write the first letter of their name independently without scaffolds with increasing accuracy.</p>
<p>Grade K: Wonders Big books, vocabulary, phonics, phonemic awareness,</p>	<p>Baseline class percentage for letter name recognition. Class 1: 65% *August data*</p>	<p>Complete November letter writing assessment as our baseline.</p>

<p>handwriting, Sight words, photo cards, realia, decodable readers, leveled readers, whole group, listening comprehension, making connections, interactive read-alouds, shared reading, text connections, speaking and listening, grammar, small group, centers, retelling, intervention, sensory bins, songs, magnetic letters/words, building words, hands on, pocket charts, games, alphabet, word wall, modeling sounds, white boards, morning message, word families, letter sorting cards, word sorts, sensory activities and flash cards.</p> <p>Writing Model, wonders big books, vocabulary, phonics, reading, shared writing, interactive writing, independent writing, anchor charts, brainstorming, photo cards, guided writing, grammar, realia, songs, practice, hands on activities, fine motor skills, flash cards, white boards, write the room, read the room, sentence frames, playdoh, journaling, making connections, and oral vocabulary.</p>	<p>Class 2: 65% *August data 89% Oct Class 3: 91% *October data* Class 4: 90% *October data*</p> <p>Initial assessment data October/November tbd .</p>	<p>Target students meet two to three times a week in a small group.</p> <p>Increase letter writing with proper formation by 30% by the end of the year.</p> <p>End of year Goal - Increase known letters by 30% Class 1: 84% Class 2: 84% Class 3: 100% Class 4: 100%</p>
<p>Grade 1: Daily oral language activities in wonders - using explicit phonemic lessons from Wonders.</p> <p>Explicitly teach and practice using “First, Next, Then, Last” in whole group lessons and in weekly journal writing.</p>	<p>mClass</p> <p>Students are at a variety of levels. Many need support and have emerging phonemic skills.</p> <p>More than half of the students can write 3 sentences sequencing events.</p> <p>Daily explicit phonemic lessons via Wonders slides. Daily Wonders Your Turn workbook pages.</p>	<p>We would like to see each student progress 10% in mClass each time we reassess.</p> <p>We would like to see each student’s score increase 1-2 levels every trimester.</p> <p>We would like 80% of students to be able to write 4 sentences sequencing events, using temporal words like “First, Next, Then, Last.”</p>

	Weekly journal writing practicing using temporal words and sequencing events.	
<p>Grade 2: Whole group, direct instruction to students using Wonders curriculum, Science of Reading Training slides, Five Minute Phonics lessons, and supplemental phonics workbook.</p> <p>Whole group, direct instruction to students using Wonders curriculum, Second Grade Writing Building the Foundation writing slides, and temporal words lesson in Chapter 1 of Savvas Social Studies curriculum.</p> <p>Peer editing: Students will read their writing together with partners. They will look for and discuss appropriate temporal words in each other's writing samples.</p>	<p>IXL - Language Arts J.7</p> <p>Class 1: 80% and above - 15 60 - 70% - 8 50% and below - 7</p> <p>Class 2: 80% and above - 9 60 - 70% - 8 50% and below - 13</p> <p>Class 3: 80% and above - 11 60 - 70% - 5 50% and below - 12</p> <p>Teachers will give IXL LA J.7 Quiz</p> <p>IXL assessment - distinguish between long and short vowels. Students will answer 5 questions and need to get 80% correct.</p> <p>IXL - Language Arts HH. 4</p> <p>Teachers will give IXL Quiz LA HH.4.</p> <p>Class 1: 80% and above - 18 60 - 70% - 8 50% and below - 4</p> <p>Class 2: 80% and above - 22 60 - 70% - 5 50% and below - 3</p> <p>Class 3: 80% and above - 24 60 - 70% - 4 50% and below - 0</p> <p>IXL assessment using temporal words in writing. Students will be given 10 questions and need to get 80% correct.</p>	<p>Guided Practice - whiteboard feedback whole class, reading aloud (whole class, small groups, with teacher)</p> <p>Independent Practice: Your Turn Practice Book , supplemental phonics workbook</p> <p>Small group instruction, center activities</p> <p>Students will be able to independently distinguish between short and long vowels when reading one syllable words.</p> <p>Grade level mastery average will increase by 12% by December 11th. (12% is approximately 3-4 students per classroom)</p> <p>Use the same IXL assessment as baseline - J.7 (short and long vowels) using the same parameters. We will compare scores.</p> <p>Students will be able to independently identify and use temporal words to show a sequence of events in writing.</p> <p>Grade level mastery average will increase by 12% by December 11th. (12% is approximately 3-4 students per classroom)</p> <p>Use the same IXL assessment as baseline - HH.4 (temporal words) using the same parameters. We will compare scores</p>
<p>Grade 3: Direct instruction to students using Wonders curriculum.</p> <p>Emphasize and model referring back to the text for comprehension questions. Focus on page numbers, underline answers, restate questions in the answer.</p> <p>Teaching Without Frills Mini-lessons that build on how to write a narrative. The lessons take the students through the writing process from brainstorm to</p>	<p>Students are writing sentences, paragraphs, and focusing on grammar and punctuation. They are working on order of events and sequence.</p> <p>Week of 10/10/23-score final drafts of their narratives to determine % of students that were able write a narrative with clear sequence of events, transition words, introductions and conclusions.</p> <p>Overall grade level mastery:</p>	<p>Students will publish a personal narrative after following the Teaching Without Frills lessons.</p> <p>Students will acquire and improve their writing skills in order to move forward with the next genre of writing.</p> <p>Majority of students will achieve 75% or above.</p>

<p>final draft. Lessons focus on a clear sequence of events with transition words. In addition, they learn how to introduce their topic, and how to wrap it up with a conclusion.</p>	<p>58% of students in grade 3 have mastery of the standard. Writing a well developed paragraph, on the topic, and with appropriate details. Students were given time to generate ideas, complete a graphic organizer, write a rough draft, peer edit, and then type a final draft.</p>	
<p>Grade 4: Reading district adopted curriculum (Wonders) and core literature novels</p> <p>Using district adopted curriculum (Wonders) and other standards-aligned curriculum</p>	<p>Currently (based on Star Reader)</p> <p>61% proficient 29% approaching 10% below grade level</p> <p>No baseline yet Will administer a baseline prompt and score using a rubric.</p>	<p>Emphasize Wonders lessons which target key ideas and details</p> <p>Emphasize citing text evidence using core literature novels</p> <p>Explicitly teach elements of opinion writing, utilizing the 5-paragraph essay to persuade the reader</p> <p>Using Star Reader</p> <p>70% proficient 25% approaching 5% below grade level</p> <p>70% proficient 25% approaching 5% below grade level</p>
<p>Grade 5: Using the supplemental curriculum of Scholastic News, informational text is read, discussed, reviewed, summarized using key details for the main idea and supporting details. Direct instruction with graphic organizers, outlines, taking notes, highlighting, modeling of complete sentences and putting ideas into a coherent summary of facts.</p> <p>Using the articles in Scholastic News, we will assign a quick write on an article to summarize what the article was about with key details.</p> <p>Direct instruction with graphic organizers, outlines, taking notes, highlighting, modeling of complete sentences and putting ideas into a coherent summary of facts.</p>	<p>Using STAR data: 85.5% of the grade did well on this skill when there was a multiple choice test. But in actuality, on paper, in practice the grade level struggled with this skill.</p> <p>The week of November 11, we will give a baseline writing assignment, using a writing prompt based on a Scholastic News article.</p>	<p>Using the supplemental curriculum of Scholastic News, informational text is read, discussed, reviewed, summarized using key details for the main idea and supporting details.</p> <p>Using the articles in Scholastic News, we will assign a quick write on an article to summarize what the article was about with key details.</p> <p>Overall increase in the rubric score from a 2 to a 3 when done on paper by the end of the second trimester.</p> <p>Using a baseline grading rubric, we will have scores that can be used for future assessments and data. This is an ongoing process to show growth.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Grade TK: During small group activity time, have several small objects or pictures on a table that are recognizable to the students (cat, cup, dog, mouse). Have children find an object by its first sound ("Can you find something that begins with /r/?")</p> <p>When given a paper, students are able to write most of the letters of their name.</p> <p>Grade K: Wonders Big books, vocabulary, phonics, phonemic awareness, handwriting, Sight words, photo cards, realia, decodable readers, leveled readers, whole group, listening comprehension, making connections, interactive read-alouds, shared reading, text connections, speaking and listening, grammar, small group, centers, retelling, intervention, sensory bins, songs, magnetic letters/words, building words, hands on, pocket charts, games, alphabet, word wall, modeling sounds, white boards, morning message, word families, letter sorting cards, word sorts, sensory activities and flash cards.</p> <p>Writing Model, wonders big books, vocabulary, phonics, reading, shared writing, interactive writing, independent writing, anchor charts, brainstorming, photo cards, guided writing, grammar, realia, songs, practice, hands on activities, fine motor skills, flash cards, white boards, write the room, read the room, sentence frames, playdoh, journaling, making connections, and oral vocabulary.</p> <p>Grade 1: -Daily oral language activities in wonders - using explicit phonemic lessons from Wonders.</p> <p>Explicitly teach and practice using "First, Next, Then, Last" in whole group lessons and in weekly journal writing.</p> <p>Grade 2: Whole group, direct instruction to students using Wonders curriculum, Science of Reading Training slides, Five Minute Phonics lessons, and supplemental phonics workbook.</p> <p>Whole group, direct instruction to students using Wonders curriculum, Second Grade Writing Building the Foundation writing slides, and</p>	All Students Groups of students not meeting expected growth	10,385.60 LCFF Supplemental 4000 - 4999 Books and Supplies Supplemental classroom resources for all grade levels to support standards-based instruction and student outcomes

<p>temporal words lesson in Chapter 1 of Savvas Social Studies curriculum.</p> <p>Peer editing: Students will read their writing together with partners. They will look for and discuss appropriate temporal words in each other's writing samples.</p> <p>Grade 3: Scholastic News- text, worksheets, quiz</p> <p>Wonders- Non fiction text</p> <p>SAVAAS Social Studies</p> <p>Epic books</p> <p>Teaching Without Frills Videos Graphic Organizers Not So Wimpy Teacher Videos Anchor Stories Bi-weekly quick writes</p> <p>Grade 4: Reading district adopted curriculum (Wonders) and core literature novels</p> <p>Using district adopted curriculum (Wonders) and other standards-aligned curriculum</p> <p>Grade 5: Using the supplemental curriculum of Scholastic News, informational text is read, discussed, reviewed, summarized using key details for the main idea and supporting details. Direct instruction with graphic organizers, outlines, taking notes, highlighting, modeling of complete sentences and putting ideas into a coherent summary of facts.</p> <p>Using the articles in Scholastic News, we will assign a quick write on an article to summarize what the article was about with key details.</p> <p>Direct instruction with graphic organizers, outlines, taking notes, highlighting, modeling of complete sentences and putting ideas into a coherent summary of facts.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal Area 1: Actions and services for this goal were implemented and planned using a vast variety of district administered curriculum, as well as online programs to support learning. Many of our teachers used IXL, STAR, Lexia, and Accelerated Reader for baseline ELA data.

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

The implementation of the supplemental intervention program has been especially effective as evidenced by local data collected. We were also able to provide some in-person intervention by our instructional aides in the lower grade levels.

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.

As goals, actions, services, and expenditures were analyzed, staff and parents determined to continue SPSA Goal 1 with the following adjustments to actions, services, and expenditures. Increased focus on teaching essential standards and assess weekly using district-adopted curriculum daily. Create weekly opportunities to include lessons that mirror CAASPP structures and language in daily teaching and learning. Groups have identified "high-priority actions" to focus on for the next school year as outlined in strategies/activities above.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Goal 2

All students will increase their fluency in basic number sense and sequencing as measured by mid-module and end of module assessments using the Engage New York Curriculum. Students will show growth in math concepts and topics that meet the academic needs of students as outlined in the Common Core State Standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed resulted in the creation of the goal centered around improving and strengthening the overall proficiency of our students in mathematics. This goal addresses the overall needs of the school. Upon acquiring baseline data for the upcoming school year, student group targets will be identified to implement targeted interventions and supports and needed.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade TK: Using manipulatives, have the students count the number of objects and demonstrate one- to one counting to the total (up to 5).	Students are able to count to 5 with increasing accuracy but need continued help to count objects 1-1 and understand that one object is equal to one number.	Small group lessons with various manipulatives and counting. (dice games, counting activities) Working with students during free choice play to count the objects they are playing with (block tower, train of cars, etc) Students will be able to count five objects accurately with 1-1 correspondence with increasing accuracy.
Grade K: Number recognition - ENY, whole and small group, hands on with manipulatives, songs, games, oral counting, reference charts, counting collections, numeral cards, subitizing, dice, calendar, counting with movement, count-the-room, number exercises.	Number recognition baseline Class 1: 70% *August data* Class 2: 56% * August data* 83% Oct Class 3: 81% *October data* Class 4: 90% *October data*	Target students will work in small groups for two to three times a week for a six week period. End-of-Year goal: Number recognition across the grade level increases by 30% from baseline assessment. Class 1: 91% Class 2: 72%

		Class 3: 100%
<p>Grade 1: Counting to 120 by 1s</p> <p>Writing numerals to 120 on 120s chart</p> <p>Fill in missing numbers on a 120 chart</p> <p>Engaging counting videos to 120</p>	<p>iReady Math Assessment</p> <p>pre assessment- oral counting to 120 one on one with teacher, fill in a blank 120 chart, recognizing numbers out of order</p>	<p>Practicing counting using multimodalities.</p> <p>Students will use a whiteboard to practice writing numbers. Teacher will orally say a number and students will write the number on their boards.</p> <p>Pocket 120 Number chart activities</p> <p>Students will be able to count and write to 100 independently by the end of the 2nd trimester. Students will be able to successfully count and write to 120 by 1s independently by the end of the 3rd trimester.</p> <p>Students will be able to independently write numerals 1-120 in a blank 120 chart.</p>
<p>Grade 2: Whole group instruction and hands on application practice with measurement tools using Engage New York module 2.</p>	<p>IXL - Math HH.2 (measure to compare length in centimeters)</p> <p>Teachers will give IXL Quiz for Math HH.2.</p> <p>Class 1: 80% and above - 4 60 - 70% - 7 50% and below - 19</p> <p>Class 2: 80% and above - 1 60 - 70% - 6 50% and below - 23</p> <p>Class 3: 80% and above - 4 60 - 70% - 3 50% and below - 22</p> <p>Using IXL to assess measurement skill. Students will be given 10 questions and need to get 80%..</p>	<p>Computer based practice on measurement skills (ie: Zearn)</p> <p>Additional practice on IXL computer program</p> <p>Matching applications problems using random groupings.</p> <p>Guided practice - Engage New York lessons using whiteboard feedback</p> <p>Independent practice - Engage New York Problem Sets Individual Partners Small Groups</p> <p>Students will be able to independently determine how much longer one object is than another using cm and m.</p> <p>Grade level mastery average will increase by 12% by December 11th.</p> <p>Use the same IXL assessment as baseline - Math HH.2 with the same parameters. We will compare the scores.</p> <p>An increase of 12% is approximately 3-4 students per classroom.</p>

<p>Grade 3: Engage NY Module 1 and 3</p> <p>Skip Counting at PE</p> <p>Zearn Sprints</p> <p>IXL skills</p> <p>Multiplication Songs</p> <p>Math games</p>	<p>End of Module 1 assessment.</p> <p>Team will score the Module 1 tests to determine % of students with mastery of 3OA1</p> <p>66% of 3rd grade students have demonstrated mastery of this standard</p>	<p>Students will model and solve multiplication and division problems by end of year.</p> <p>Majority of students will pass with 70% or above.</p> <p>Grade level is having conversations around the assessments and grading expectations. We have different expectations for what information students should provide when answering a question.</p> <p>Mid-module 3 assessment End of module 3 assessments White board feedback Zearn progress reports (tower alerts) Small groups</p>
<p>Grade 4: Engage New York/Eureka Math and other supplemental curriculum</p> <p>HH. 4 IXL- area of rectangle word problems</p> <p>IXL. HH. 3 Find the area of the missing side length</p> <p>23% of 4th grade student body is proficient (scoring 70% or better)</p>	<p>Small groups</p> <p>Reteaching area and perimeter in small group setting to students who have not mastered the skills</p> <p>Pair students to provide scaffolding during work time</p> <p>Isolation of skill out of word problem format</p>	<p>Administer timed math fact drills.</p> <p>Introduce multiple methods to find the answer</p> <p>70% proficient 25% approaching 5% below grade level</p> <p>HH.4 IXL- area of rectangle word problems</p> <p>IXL. HH. 3 Find the area of the missing side length</p> <p>The grade level will increase from baseline score by 10%</p>
<p>Grade 5: Direct instruction using a variety of strategies from ENY, supplemental lessons, and lessons from Zearn.</p> <p>Teaching using partial products, area models and traditional algorithms. Lessons include videos (Brain Pop and Math Antics), note taking, individual practice, IXL, word problems and warm-ups.</p>	<p>Using iReady Data: 29% did well on the skill of multiplication of decimals to the hundredth place 71% did not do well on the skill of multiplication of decimals</p> <p>Using the ENY curriculum, as well as, common core sheets for practice of the skill to fidelity using the strategies outlined in column one, students will be assessed again on specific skill of multiplying decimals and moving the decimal correctly.</p>	<p>By end of trimester 2, students will be able to multiply decimals, with the overall grade level goal going from 29% to 70% accuracy.</p> <p>**We anticipate a large jump to 70% since it was a skill that wasn't previously taught to them when they were given the problems on iReady.**</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Grade TK: Using manipulatives, have the students count the number of objects and demonstrate one-to one counting to the total (up to 5).</p> <p>Grade K: Number recognition - ENY, whole and small group, hands on with manipulatives, songs, games, oral counting, reference charts, counting collections, numeral cards, subitizing, dice, calendar, counting with movement, count-the-room, number exercises.</p> <p>Grade 1: Counting to 120 by 1s</p> <p>Writing numerals to 120 on 120s chart</p> <p>Fill in missing numbers on a 120 chart</p> <p>Engaging counting videos to 120</p> <p>Grade 2: Whole group instruction and hands on application practice with measurement tools using Engage New York module 2.</p> <p>Grade 3: Engage NY Module 1 and 3</p> <p>Skip Counting at PE</p> <p>Zearn Sprints</p> <p>IXL skills</p> <p>Multiplication Songs</p> <p>Math games</p> <p>Grade 4: Engage New York/Eureka Math and other supplemental curriculum</p> <p>Grade 5: Direct instruction using a variety of strategies from ENY, supplemental lessons, and lessons from Zearn.</p> <p>Teaching using partial products, area models and traditional algorithms. Lessons include videos (Brain Pop and Math Antics), note taking, individual practice, IXL, word problems and warm-ups.</p>	All Students	2,247.02 LCFF Supplemental 4000-4999: Books And Supplies Supplemental curriculum and online programs
2.2	Library books and culturally responsive supplemental books for classrooms	All Students Unduplicated students	3550 LCFF Supplemental 4000 - 4999 Books and Supplies Library books

			3100 LCFF Supplemental 4000 - 4999 Books and Supplies Culturally Responsive classroom supplemental books
2.3	Positive Behavior Interventions and Supports (PBIS) school-wide incentive program targeting the following school rules: Be Safe, Be Respectful, Be Responsible, and Be Kind	All Students Unduplicated students	1000 LCFF Supplemental 4000 - 4999 Books and Supplies Incentives (included but not limited to, items for store, reward assemblies, and certificates.)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Actions and services for this goal were implemented and planned using a variety of instructional modalities. Teachers focused on scored in the 1st trimester of the 2024 school year to analyze and establish their baseline data.

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

The implementation of our Math goal has increased the need to supplement and different, dependent upon the student. The implementation of a math intervention program and STAR math assessment.

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.

As goals, actions, services, and expenditures were analyzed, staff and parents determined to continue SPSA Goal 2 with the following adjustments to actions, services, and expenditures. Increased focus on teaching essential standards and assess weekly, using district-adopted curriculum daily. Create weekly opportunities to include lessons that mirror CAASPP structures and language in daily teaching and learning using the CAASPP practice supports monthly as it aligns with curriculum pacing. Stakeholders have identified actions to focus on for the next school year as outlined in strategies/activities above.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Goal 3

All community members will feel welcomed and supported by fellow students, families, and staff, shown by at least 70% positive climate survey results by April 2025. Mt. Diablo Elementary community will have access to information and initiatives on campus, this includes forums with the Administration, weekly communications, schoolwide opportunities to assist in our programming, and community partnerships. Families will play an active role in the educational opportunities for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

This goal was based upon the analysis of local and district wide surveys conducted over the last two school years. This goal addresses the need of all students and community members, specifically those exhibiting a need for more support in all areas of the school- attendance, behavior, social-emotional regulation, etc.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Locally approved surveys, attendance data, discipline data	<p>Over 98% of students completed the SEL survey and 85% said they feel supported while at school.</p> <p>Black/African Americans students reported that they did not feel a connection at school through SEL practices- 15%. 5% decrease from the 2023-2024 school year.</p> <p>3%, 23 out of 744 students do not feel welcomed on campus- EL and new students (4 in combo class). 3 504 students. 15 females responded that they do not feel a part of the school community.</p>	<p>Students will be consistently taught SEL strategies within the classroom and feel that they are familiar with all resources on campus</p> <p>All students will fall within Very Low and Low as measured on the Dashboard for Suspension Rates</p> <p>All students will fall within Very Low, Low, and Medium as measured on the Dashboard for Chronic Attendance Rates.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>High Priority Actions:</p> <p>Street Smart Assembly for all students on street safety</p> <p>School wide assemblies led by the Administration around school wide behaviors and expectations</p> <p>Curriculum/Instruction: SEL Curriculum and instruction (ie. brain breaks, mindfulness, calming corner) Whole staff restorative practices Whole staff PBIS/MTSS Implementation</p> <p>Progress Monitoring: Attendance and Discipline Data Subgroups surveys to assess needs, climate, and culture</p> <p>The implementation of monitoring programs around our ELA Intervention.</p> <p>Sense of Belonging Strategies: Greeting students at the door Circle time sharing Take interest in student's outside interests Morning meeting Fun Friday Knowing students by name Job in the classroom for students Students sharing about their culture/families Reading SEL books about belonging Star of the Week poster sharing Touches of "home" in every classroom Students sharing about their culture/families Allowing kids to vote on choices sometimes Greeting students and trying to check in with each student at least once a day Community building in the classroom</p> <p>School Garden Educator to promote Environmental Studies and NGSS STEM program for Science</p> <p>PFC Foundation that was designed and works holistically to support students</p> <p>ELAC and DELAC committees and meetings are held and create focus areas for our English Learners</p> <p>Districtwide speaker series and assemblies that target specific groups in order to enhance the inclusivity</p>	All Students School-wide implementation	<p>15,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Active Education- Community Building 2,247.02 LCFF Supplemental 4000-4999: Books And Supplies SEL Curriculum 1,000 LCFF Supplemental 4000 - 4999 Books and Supplies Awards and Prizes 3,970.36 LCFF Supplemental 4000 - 4999 Books and Supplies Garden Program</p>

	<p>PBIS Wings based on good behavior, actions, and attendance. It is not based on grade, but places an emphasis on character.</p> <p>"Do The Right Thing"-Clayton City acknowledges students that show commendable attributes- Responsibility, Inclusion, Kindness, etc.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Actions and services for this goal were implemented and planned with a few exceptions, such as lack of training/implementation of SEL, restorative practices, and conflict managers.

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

The implementation of protected daily SEL time to increase positive behavior and inclusivity as evidenced by observations and local data, we well as Tier III support from our school team. School counselor to support individual students, small groups, and whole class lessons around SEL focus.

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.

As goals, actions, services, and expenditures were analyzed, staff and parents determined to continue SPSA Goal 3. Whole-elementary training and multi-year implementation of "Restorative Practice" program. Groups have identified high need for action in these areas for the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Goal 4

Mt. Diablo Elementary devotes resources and training around community responsive teaching for our staff. All students will have the opportunity to experience quality education in a safe, joyful, and engaging classroom. The entire school will be encouraged and taught to engage in positive behavior through school wide assemblies, Positive Behavior Interventions and Support training, Heritage Months celebrations, SEL district wide lessons, and a healthy reward system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

All students, plus the following target groups: target groups include students that have been historically underserved.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments, such as CAASPP and CA dashboard data, and local assessments, such as NWEA, PASS, and ESGi	2023-2024 data for historically marginalized students as indicated in Goals 1,2, and 3	For 2024-2025, to show an increase in representation and inclusion based on determined metric indicator

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	High Priority Actions: Fire and Safety Drills Curriculum and Instruction: Diversity in curriculum and classroom/school libraries Include an equity lens in all site teams to support work	All Students Focal Scholar students	2,000 LCFF Supplemental 4000 - 4999 Books and Supplies Supplementary programs that target all students

<p>Inter and intra-site collaboration for intentional integration of Diversity-Equity-Inclusion-Belonging into current curriculum and instruction Create more opportunities for student voice and representation</p> <p>Progress Monitoring: Analyze current data for our historically marginalized student groups Staff, family, and student surveys Tier 1-3 data analysis</p> <p>Intervention: Embedded in full-site implementation</p> <p>Professional Learning: Participate in PD opportunities offered at the site and district level that may include restorative practices, implicit bias, social justice, etc.</p> <p>3rd grade teachers</p> <p>Morning Meetings</p> <p>Bucket Filling</p> <p>Calming/breathing strategies</p> <p>Go Noodle Flow</p> <p>Collaborative Learning</p> <p>Think/Pair/Shares</p> <p>I Feel Messages and Clean Up Apologies</p> <p>2nd grade teachers greet each student at the door every morning. We all hold morning meetings. During this time we do check -ins and solve classroom issues.</p> <p>Giving students the opportunity to share out loud with their class or with small groups & partners.</p> <p>Playing collaborative games.</p> <p>Reading from a variety of texts & using resources that represent and value differences.</p> <p>Teaching students to be problem solvers, modeling and supporting how to use words and communicate with one another respectfully.</p> <p>Show interest in the students lives and teach them to appreciate one another.</p>		
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	<p>We have a morning meeting each day where students greet each other and say good morning in different ways. Students give compliments and all students are encouraged to share thoughts, feelings, worries and exciting news in a comfortable and safe environment.</p> <p>We have a morning meeting every morning where the conversation topic is simply, "Does anybody have anything they would like to share?" Students are allowed to share anything on their minds. It is a great way to get to know each other and be supportive.</p> <p>Sharing during morning meeting allows students to listen and get to know their classmates and what is important to them and going on in their lives.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Actions and services for this goal were implemented as planned with a few exceptions, such as consistency of equity teams and analyzing diversity in curriculum across all subjects.

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

The implementation of LCAP funds to diversify classroom libraries and the implementation of the Equity Team, as an extension to district programs.

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.

As goals, actions, services, and expenditures were analyzed, staff and parents determined to continue to SPSA Goal 4 with the disclaimer that all staff should be active participants in this work. Groups have identified a needs to action during this and the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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	\$44,500.00

Subtotal of state or local funds included for this school: \$44,500.00

Total of federal, state, and/or local funds for this school: \$44,500.00

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	81,180	81,180.00
LCFF Supplemental	44,500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	44,500.00

Expenditures by Budget Reference

Budget Reference	Amount
4000 - 4999 Books and Supplies	25,005.96
4000-4999: Books And Supplies	4,494.04
5800 Professional/Consulting Services and Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000 - 4999 Books and Supplies	LCFF Supplemental	25,005.96
4000-4999: Books And Supplies	LCFF Supplemental	4,494.04
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,385.60
Goal 2	9,897.02
Goal 3	22,217.38
Goal 4	2,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sara Harris	Principal
Kim Keogh	Classroom Teacher
Melissa Fail	Classroom Teacher
Diana Zimmer	Other School Staff
Nadine Pence	Other School Staff
Patti O'Brien	Parent or Community Member
Megan Eorio-Panza	Parent or Community Member
Lindsay Ring	Parent or Community Member
Samantha Ward	Parent or Community Member
Ashley Marvin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 January 28, 2025.

Attested:

	Principal, Sara Harris on 1/28/25
	SSC Chairperson, Patti O'Brien on 1/28/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Mt. Diablo Elementary School

Mission

The Mission at Mt. Diablo Elementary is to educate all students to the highest level of academic achievement, to enable them to reach and expand their potential. Mt. Diablo Elementary strives to create an accepting, inclusive, and welcoming environment where students and staff are responsible, ethical, creative, and compassionate members of society.

Vision

Mt. Diablo Elementary will incorporate academic standards in a culturally responsive manner and place an emphasis on supporting the social, emotional, and cultural needs of all students. We will inspire our students and staff to be the best they can be and support differentiated learning and a mindset to think critically in order to develop a sense of efficacy. All members of the school community are valued, safe to express themselves, and are actively involved in the initiatives happening at our school.

All Means All

MDUSD Multi-Tiered System of Support			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -Professional Learning Communities were created to help design lessons and coordinate targeted and differentiated strategies for intervention -Pre-referral Interventions in Aeries -Professional development and collaboration time for Staff -Engagement with parents/community. MDUSD MTSS Handbook .		
Tier I	<ul style="list-style-type: none"> ● Standards Based instruction with scope and sequence: TNTP <ul style="list-style-type: none"> ○ Wonders ○ Engage NY ○ Savvas ○ Carolina Science ○ Mystery Science ● Thinking Classrooms and designing curricular and non-curricular tasks ● Differentiated Instruction: graphic organizers, videos, multimedia, pictures, tactiles ● Category 2 & 3 literature novels (grades 2-5) ● Online platforms used for assessment: Emphasis on ELA and Math <ul style="list-style-type: none"> ○ Lexia (reading computer program) ○ Zearn (math computer program) ○ IXL (reading and math computer program) ○ ESGI (Grades TK-K) 	<ul style="list-style-type: none"> ● Behavioral Matrix ● Classroom Eagle Wing Rewards ● PBIS- Positive Behavior Intervention and Supports ● Common area lesson plans ● Individual classroom reward systems ● RTI in the classroom- Response to Intervention in the classroom ● Conflict resolution 	<ul style="list-style-type: none"> ● Morning Meetings- community building in classroom ● SEL classroom instruction ● Buddy Classrooms between lower and upper grades ● PFC/Community events ● Do the Right Thing- City of Clayton character building program ● Assemblies and community building activities ● Counseling services ● Zones of regulation chart and training ● Social stories

	<ul style="list-style-type: none"> ○ mClass (Dibels) ○ Accelerated Reader (Grades 1-5) ○ iReady Assessment (Grades 1-5 Math), iReady Reading for ELL students ○ Illuminate- Baseline and Benchmark assessments ○ FIAB- Focused Interim Assessment Block (Grades 3-5) ● CAASPP- California Assessment of Student Performance and Progress (grades 3-5) ● Growing Healthy Kids- Garden Education Program ● Art of Ed program 		
Tier II	-Targeted Intervention and Supports -Coordinated Care Team -English Learners/Multi-Language Learners		
Tier II	<ul style="list-style-type: none"> ● Intervention teacher support for English Language Arts and Math ● Modified instruction/ curriculum ● English Learner Designation <ul style="list-style-type: none"> ○ Small group instruction ● Implementation of strategies for student support in the classroom <ul style="list-style-type: none"> ○ Front loading ○ Small groups ○ Reteaching of concepts ○ Preferential seating ○ Frequent check-ins ○ Visual aides ○ Multiple modalities of instruction and responses ○ Shortened assignments ○ Verbal prompts/reminders 	<ul style="list-style-type: none"> ● Aeries Documentation- Pre-Intervention Referrals ● CARE Referral ● Admin Support ● Behavior Intervention Plan ● Implementation of strategies for student support in the classroom <ul style="list-style-type: none"> ○ Behavior conferences ○ Flexible seating ○ Brain/movement breaks ○ Caregiver contact/conference ● Zones of regulation chart ● Incentive charts 	<ul style="list-style-type: none"> ● CARE Referral ● Counselor support: social skills group, small groups ● Admin support ● SART- Student Attendance Review Team
Tier III	-Student Success Review Team: monitoring and check-in -Possible assessment for Section 504 Plan or Special Education -Home and Hospital -Medical diagnoses and elevated health concerns		

Tier III	<ul style="list-style-type: none"> • IEP-Individualized Educational Plan • 504 Plan • Resource class • PBIS reinforcement and strategies • Occupational Therapy • Physical Therapy • Adaptive PE (Grade 2: 2024-2025) • SEA-Special Education Aide • Home and Hospital Program • Speech Services (IEP service) • Health Plans • Intervention Support Teacher- small group, 1:1 targeted 	<ul style="list-style-type: none"> • Psychologist • Incident charts per individual student needs • Annual and ongoing meetings with the Teacher, Administration and Caregiver (IEP and 504) • Research-based programs and activities for use at Tier III level • Individual Counseling Support 	<ul style="list-style-type: none"> • Psychologist • Social stories focusing on students in the community (ie. allergies, wheelchairs, dyslexia) • SARB- Student Attendance Review Board • Individual Counseling support
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**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	Administrative Leadership Strong & engaged site leader & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> • Establish a school-wide initiative that is committed to MTSS designed to meet the needs of ALL students • Create and implement a plan for core academic and behavior programs • Schedule for school-wide meetings and activities • Provide support and training for staff on core instructional and behavioral strategies • Support teachers to organize flexible student groupings and to deliver differentiated instruction • Provide materials, technology, and resources to support educational systems • Communicate with the 	<ul style="list-style-type: none"> • Trainings/Staff Meeting and planning time • Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction • PBIS • Engagement with parents/community • CARE and SST Meetings • SEL Instruction • Support Staff: SEA, Intervention, Counseling • Grade Level SMART goal development • Online Curriculum Forums • Parent/Teacher Conferences 	<ul style="list-style-type: none"> • Attendance monitoring • Parent/Teacher conferences • Communication with parents from the school and with teachers (ParentSquare, Konstella, weekly newsletters) • Coordination, as possible, with PFC • School Site Council • SPSA Action Plan related to culture/climate • Surveys • Parent Education (Finalsite, Loving Solutions) 	<ul style="list-style-type: none"> • See the SPSA • The NEST for Staff resources • English Language Advisory Committee • MDUSD Board Policy LCAP (Local Control and Accountability Plan) and Mission/Vision • Aeries Student Information System • PBIS • Behavior Matrix • Leadership Team: equity and culture focus • Parent/Teacher conferences • African American Parent Advisory Council (AAPAC)

	<p>community on learning and behavioral expectations of the school</p> <ul style="list-style-type: none"> • Continue grade level leadership teams • Review school-wide data on a regular basis 			
Tier II	<ul style="list-style-type: none"> • CARE team • Identify and support Tier 2 interventions that will be trained and delivered by staff • Assure strategies, tools, training, and data collection methods for progress monitoring • Develop and implement a method of identification, communication, and record keeping of interventions and management concerns to support Tier 2 students • Know the students who are identified for Tier 2 interventions and the instructional/management concerns of staff in meeting their needs 	<ul style="list-style-type: none"> • Post-referral Interventions and meetings, as well communication with parents • Trainings on pre-referral interventions on Aeries • Training, Staff Meetings, and Planning Time - CARE and SST meetings • Counseling • Social Emotional Learning Instrucon • Student Attendance Review Team meetings 	<ul style="list-style-type: none"> • All meetings involving parents • Student Attendance Review Team (SART) meetings • Parent Teacher Conferences • Communication to parents from the school and teachers (ParentSquare, Konstella, weekly newsletter) • SPSA Actions/Services related to culture parent involvement via the School Site Council Handbook 	<ul style="list-style-type: none"> • SPSA Actions/Services related to culture parent involvement via the School Site Council Handbook • English Language Advisory Committee • MDSUD Board Policy • Section 504 Plans • MDUSD Board Policy LCAP (Local Control and Accountability Plan) and Mission/Vision
Tier III	<ul style="list-style-type: none"> • Identify and support staff who will provide for and support Tier 3 interventions • Provide coaching 	<ul style="list-style-type: none"> • Student Success Team and possible assessment for Special Education • English Learning (EL) Instructional Program and supports 	<ul style="list-style-type: none"> • District Welcome Center • District • Parent/Community Liaison • School Attendance Review Board (SARB) 	<ul style="list-style-type: none"> • English Language Advisory Council • MDSUD Board Policy, Mission and Vision

	<p>support to staff</p> <ul style="list-style-type: none"> ● Assure progress monitoring tools, instructional resources, technology, and supports are available to deliver Tier 3 interventions ● Know the students identified for Tier 3 interventions and the presenting concerns of staff who are working with them ● Assure communication with parents regarding student progress, the interventions used and the parent upon to request a special education evaluation 	<ul style="list-style-type: none"> ● CARE and SST meetings, as well communication with parents; referral to special education other more supportive program(s) ● SART and SARB ● Training, Staff Meeting, and Planning Time ● Special Education Referral 	<ul style="list-style-type: none"> ● Parent Teacher Conferences ● Communication to parents from the school and teachers 	<ul style="list-style-type: none"> ● Aeries - Student Information System ● PBIS ● District Behavior Matrix ● Parent Teacher Conferences ● MDUSD LCAP and State Plans
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