



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta View Elementary School	07-61754-0106088	April 24, 2024	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community members on budget allocations, and expenditures beyond base funding of the Local Control Funding formula, as it relates to improving academic performance for all students. Delta View Elementary has been identified for ATSI for the following student groups: African American, White.

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

Delta View Elementary's four goals mirror those of the Mt. Diablo Unified School District. Kindergarten through Fifth grade students will have access to Common Core aligned curriculum, strategies, and 21st century technology skills. All stakeholders will be encouraged to be engaged and work together as partners in activities that reflect the importance of students being college and career ready. Staff and Community members will realize we have a responsibility for supporting and developing the whole child by providing opportunities and experiences needed to support the emotional and social attributes of students. 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, families, and staff. In an effort to meet these goals the following will be provided to Delta View students as essential components to the overall student success.

- * Learning Acceleration Professional Development
- * PBIS Implementation School Wide
- * AVID
- * Focal Scholar Program and Supports

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The 2020 -2021 California School Parent Survey had 124 parents participate. The survey revealed that parents have a positive view of the teachers and the academic program presented. 89% of parents agree or strongly agree that the school promotes academic success for all students and motivates students to learn. 91% of the respondents felt that the school staff promptly responds to phone calls, messages and emails. Staff feedback reveals a collaborative supportive environment.

In February of 2023 parents were surveyed about the continuation of being a uniformed school. 102 parents responded with 72.5% stated yes to continue requiring school uniforms. Suggestions were made to broaden the colors allowed. On this survey parents were also asked their opinion about moving to a full day of Kindergarten. Only 58% of parents agreed with the statement.

Staff and parents provided information at Staff, PTA, ELAC and Site Council meetings to help identify areas of concern and develop actions as part of the School Plan.

In February of 2024, teachers were presented with information about Title 1. They were told that Delta View was becoming a Title 1 school and would receive additional funds. The teachers reviewed the schools' California School Dashboard and made suggestions as to providing new services to help change the areas of concern.

At the February Site Council Meeting, the members were presented information about Title 1 and told that Delta View is now eligible for additional funding through Title 1. Parents were encouraged to share what type of things they would like to see at Delta View. Overwhelming, it was stated that field trips are an essential part of academics and they would like their children to participate in more. Parents also shared they would like more academic interventions.

Classroom Observations

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

The administrator consistently visits classroom on a daily basis. Feedback, coaching and materials are often provided to support teachers as a result of the visit. Along with these informal visits, teachers participate in two or three formal observations during an evaluation year. District staff also visit classrooms periodically to give feedback on teaching strategies, student engagement and coherence of instruction.

Last year each teacher had the opportunity to observe two grade level colleagues at Sun Terrace Elementary. After the observations, the principal lead discussions about the teaching techniques observed and similarities to those used at Delta View.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Over the course of the school year, all students are assessed three times using iReady Diagnostic Assessment in grades First through Fifth grade in both reading and math.

Kindergarten students take the iReady in math and use ESGI to report students knowledge of letter names, letter sounds, number recognition, and sight words.

Students comprehension is monitored through the use of Renaissance Star testing in grades Three through Five. RAP testing is used by First and Second Grade teachers. All grades administer the Wonders Reading Comprehension Assessments.

In math student data is gathered through Engage New York Math Assessments, ENY Exit tickets, Zearn lessons and Teacher created assessments,

District Benchmarks, IABs/FIAB. and CAASPP provide data from students in grades 3 -5 for ELA and Math.

ADEPT and ELPAC provide individual levels for our English Language Learners.

The data gathered from these sources help to inform our instruction and provide support to Tier 2 and Tier 3 students.

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

Along with assessments mentioned above, additional assessments were used such as i-Ready, Accelerated Reader's STAR assessment scores, visual cues and check-ins, formal and informal observations, exit ticket responses, essays, Zearn progress, ESGI letter names and sounds, sight word recognition, and teacher generated tests. The data gathered from these sources help guide our SST meetings along with creating Tier 2 & 3 intervention groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Delta View Elementary meet state credentialing requirements.

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

All teachers at Delta View Elementary participate in professional development on a regular basis. The district provides professional development in core curricular areas throughout the school year. Teachers are encouraged to seek coaching from TOSAs as needed. A monthly meeting is provided to the staff for professional opportunities in Learning Acceleration and Building Thinking Classrooms. Professional development is also provided in PBIS, systematic ELD, and AVID Practices. Teachers are given release days to collaborate on data and lesson planning when approved. They also may participate in opportunities for outside PD at conferences.

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

Teachers are attending various professional development workshops in order to support standards based instruction and our newly adopted history/social studies program. Professional Development is determined by the teachers needs and supported through our Educators Effectiveness grant. Professional development is aligned to goals outlined in the SPSA. Teachers will bring the knowledge back to the staff during teacher collaborations and/or monthly staff meetings. We align our pacing guide and look at our core standards, compare student data, and target standards that need more attention. We collaborate with colleagues from other schools.

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

Teachers are provided with ongoing instructional assistance. Teachers on Special Assignment (TOSAs) provide one-on-one, grade level, or whole staff support on data analysis, best instructional strategies, and applications of the content standards. Administrators provide support in academic instruction and coaching to staff to ensure students receive the first best instruction. Outside consultants can be contracted to support identified needs. Our ILT (Instructional Leadership Team/Grade level leads) help lead some implementation of new strategies and data analysis.

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

Teachers regularly collaborate with their grade level teams on district designated Wednesdays. The culture of the school encourages teachers to pursue additional collaboration time for grade level projects and initiatives. Many grade level groups meet on their own throughout the day, during lunch, prep, before and after contract hours, and by text/email/in person.

Teaching and Learning

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

McGraw Hill Wonders ELA program is used in all classrooms. Engage New York is the adopted program for math. Additionally, Carolina Science Curriculum was adopted and implemented last year. This year the materials have been distributed by the district for our new history social studies program.

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

Daily instructional minutes are based on state and board requirements. Total minutes for reading/language arts and math are met in our daily schedules.

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

We use the scope and sequences provided the Wonders curriculum and the Engage New York curriculum that was developed by a district committee. Science and Social Studies theme guides have been established by the district as well. We use the provided pacing guides given with the curriculum but adjust based on the needs and abilities of our students. We use assessment data to guide instruction, as well as the district priority standards to adjust our pacing of the curriculum.

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

District adopted curriculum is standards based and appropriate for all student groups. Delta View Elementary School was fully sufficient on our Textbook Sufficiency Survey.

- *Language Arts (Wonders)
- *Math (Engage New York)
- *Science (Carolina Biological)
- Social Studies (Savvas EasyBridge).

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

The school uses the state and standards aligned instructional materials directed by the district. In addition to the adopted curriculum, teachers and students have access to additional instructional materials to support Common Core State Standards. Manipulatives vary by grade level,

Opportunity and Equal Educational Access

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

Teachers provide some services to underperforming students through accelerated learning strategies, direct instruction, small group, pair them with peers. push in Learning Center support, intervention and ELD, We do not have enough support staff to run small groups or several intervention times.

Evidence-based educational practices to raise student achievement

We use a variety of instructional strategies that are research based for student achievement including Learning Acceleration, AVID and the Science of Reading.

Parental Engagement

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

All stakeholders may participate regularly in School Site Council, English Language Advisory Committee, and PTA meetings to help plan, implement, and evaluate school programs. Parents have many opportunities to get involved.

Parents can refer their child to our school counselor for support in social groups or support for any emotional need. The Diablo Valley Assistance League supports families with uniforms and school supplies. CARES After School Program provides academic, nutrition, and physical activity support to students.

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

Parents and community members receive information and engage in conversations related to student learning and positive school climate throughout the year via the school website, ParentSquare, School Site Council, PTA, and parent nights. Parents and community members give input in the development of our SPSA in SSC, PTA, and ELAC. Teachers and students contribute during monthly meetings.

Other input is given during impromptu conversations.

Funding

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

0.2 School Counselor
0.25 Additional Noon Supervisor
Additional software interventions and materials.

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement. For the 2023-2024 school year, Delta View Elementary received base funding as well as LCFF funding.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

8/7 Staff reviewed the school's mission and data from the CAASPP.

8/9/23 and 8/15/23 Parents attended meeting with the principal to discuss the importance of attendance. The tardy policy and medical verification policy were also reviewed.

8/30 Principal shared school goals at PTA General Meeting
9/20/23--Staff meeting to discuss Comprehensive Needs Assessment, including use of data to inform instruction.
10/10.23 - MTSS team updated sections of the current plan
11/1/23 - Staff reviewed 2023-24 SPSA goals and actions
11/2/23 - Principal presented the 2023-24 SPSA to school site council
4/24/24-Principal presented updated SPSA to School Site Council with proposed Title I expenditures.

Resource Inequities

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

We have a lot of needs that often go unmet because of our socio-economic demographics. There is a huge disparity in the amount of resources provided to other schools in higher economic areas compared to what Delta View is provided. We are lacking in extra personal support, additional materials, and technology. We believe that we need more behavioral support in our classrooms, on the playground, and in the lunchroom.

A full time intervention teacher, coach, and a PE teacher would truly support our school. A majority of the teachers do not speak the predominant language of our largest subgroup families (Spanish). which is Spanish. More resources would allow for full time academic intervention and increased counseling or community liaison time to help support and engage disconnected students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	8.4%	8.26%	7.28%	55	47	43
Asian	16.1%	14.41%	13.03%	105	82	77
Filipino	20.4%	20.21%	17.94%	133	115	106
Hispanic/Latino	35.7%	35.15%	36.72%	233	200	217
Pacific Islander	1.7%	1.05%	2.37%	11	6	14
White	5.7%	5.80%	4.23%	37	33	25
Multiple/No Response	6.3%	6.33%	3.89%	41	36	23
	Total Enrollment			652	569	591

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	104	96	119
Grade 1	123	86	88
Grade 2	102	111	89
Grade 3	114	89	114
Grade 4	110	98	82
Grade 5	99	89	99
Total Enrollment	652	569	591

Conclusions based on this data:

1. Our Hispanic/Latino population continues to be our biggest subgroup.
2. Our Filipino subgroup is the second largest group but has been declining in the past three years.
3. Our African American subgroup is declining but is still a significant number.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	141	149	141	21.6%	26.2%	23.9%
Fluent English Proficient (FEP)	67	49	64	10.3%	8.6%	10.8%
Reclassified Fluent English Proficient (RFEP)	6	7	9	4.3%	4.7%	6.2%

Conclusions based on this data:

1. The number of English Learners has stayed relatively the same over the past three years.
2. Our Fluent English Proficient students continue to be approximately 10% of our population.
3. We saw a slight increase in our reclassified students last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	111	86	118	104	85	115	104	85	115	93.7	98.8	97.5
Grade 4	111	102	92	105	100	90	105	100	90	94.6	98.0	97.8
Grade 5	99	91	102	93	89	100	92	89	100	93.9	97.8	98.0
All Grades	321	279	312	302	274	305	301	274	305	94.1	98.2	97.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2411.	2403.	2406.	18.27	18.82	18.26	22.12	20.00	26.09	29.81	34.12	25.22	29.81	27.06	30.43
Grade 4	2436.	2457.	2419.	21.90	22.00	10.00	17.14	22.00	22.22	20.00	26.00	17.78	40.95	30.00	50.00
Grade 5	2466.	2492.	2491.	11.96	21.35	19.00	22.83	21.35	29.00	28.26	28.09	17.00	36.96	29.21	35.00
All Grades	N/A	N/A	N/A	17.61	20.80	16.07	20.60	21.17	25.90	25.91	29.20	20.33	35.88	28.83	37.70

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	15.53	16.47	18.26	59.22	61.18	57.39	25.24	22.35	24.35	
Grade 4	17.14	15.00	5.56	54.29	66.00	66.67	28.57	19.00	27.78	
Grade 5	15.22	17.98	18.00	54.35	69.66	62.00	30.43	12.36	20.00	
All Grades	16.00	16.42	14.43	56.00	65.69	61.64	28.00	17.88	23.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.50	12.94	18.26	53.40	54.12	50.43	30.10	32.94	31.30
Grade 4	17.31	25.25	9.09	45.19	50.51	56.82	37.50	24.24	34.09
Grade 5	15.38	25.84	18.00	50.55	44.94	52.00	34.07	29.21	30.00
All Grades	16.44	21.61	15.51	49.66	49.82	52.81	33.89	28.57	31.68

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.74	8.24	7.83	72.82	75.29	77.39	18.45	16.47	14.78
Grade 4	6.67	7.00	4.44	69.52	71.00	68.89	23.81	22.00	26.67
Grade 5	4.35	11.24	12.00	82.61	67.42	65.00	13.04	21.35	23.00
All Grades	6.67	8.76	8.20	74.67	71.17	70.82	18.67	20.07	20.98

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.42	14.12	10.43	67.31	62.35	66.09	18.27	23.53	23.48
Grade 4	12.38	13.00	4.44	60.00	73.00	67.78	27.62	14.00	27.78
Grade 5	7.61	16.85	18.00	70.65	61.80	56.00	21.74	21.35	26.00
All Grades	11.63	14.60	11.15	65.78	66.06	63.28	22.59	19.34	25.57

Conclusions based on this data:

1. Our student participation continues to be about 98%.
2. Last year the % of our students to meet the ELA standards was higher than in the previous two years.
3. Our students did better in writing than in reading, listening and research.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	111	86	118	105	85	112	103	85	112	94.6	98.8	94.9
Grade 4	111	102	92	106	100	89	106	100	89	95.5	98.0	96.7
Grade 5	99	91	102	95	89	100	95	89	100	96.0	97.8	98.0
All Grades	321	279	312	306	274	301	304	274	301	95.3	98.2	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2426.	2417.	2418.	17.48	12.94	21.43	21.36	35.29	27.68	36.89	21.18	12.50	24.27	30.59	38.39
Grade 4	2450.	2475.	2435.	13.21	16.00	10.11	25.47	34.00	23.60	30.19	27.00	30.34	31.13	23.00	35.96
Grade 5	2467.	2481.	2487.	12.63	17.98	20.00	12.63	12.36	13.00	28.42	34.83	28.00	46.32	34.83	39.00
All Grades	N/A	N/A	N/A	14.47	15.69	17.61	20.07	27.37	21.59	31.91	27.74	22.92	33.55	29.20	37.87

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	22.33	22.35	26.79	55.34	48.24	41.96	22.33	29.41	31.25	
Grade 4	17.92	21.00	16.85	50.94	51.00	43.82	31.13	28.00	39.33	
Grade 5	14.74	15.73	18.00	42.11	49.44	48.00	43.16	34.83	34.00	
All Grades	18.42	19.71	20.93	49.67	49.64	44.52	31.91	30.66	34.55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.48	14.12	25.89	49.51	63.53	42.86	33.01	22.35	31.25
Grade 4	12.26	16.00	7.87	55.66	56.00	52.81	32.08	28.00	39.33
Grade 5	10.53	16.85	15.00	50.53	48.31	49.00	38.95	34.83	36.00
All Grades	13.49	15.69	16.94	51.97	55.84	47.84	34.54	28.47	35.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24.27	15.29	15.18	59.22	64.71	69.64	16.50	20.00	15.18
Grade 4	20.75	23.00	8.99	51.89	59.00	56.18	27.36	18.00	34.83
Grade 5	8.42	11.24	11.00	63.16	60.67	62.00	28.42	28.09	27.00
All Grades	18.09	16.79	11.96	57.89	61.31	63.12	24.01	21.90	24.92

Conclusions based on this data:

1. Our participation rate in math declined 1.7% last year.
2. There was an increase of 2% in students exceeding the standard in math.
3. Our highest % of students at or near the standard was in the area of demonstrating an ability to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1421.7	1393.9	1432.5	1413.8	1396.4	1347.2	32	30
Grade 1	1453.8	1436.8	1461.3	1453.8	1445.6	1419.2	31	29
Grade 2	1446.3	1485.3	1462.6	1503.0	1429.6	1467.1	22	27
Grade 3	1502.7	1497.7	1498.2	1503.5	1506.5	1491.2	36	19
Grade 4	1496.6	1536.7	1493.4	1548.3	1499.4	1524.7	21	26
Grade 5	1514.7	1532.6	1516.3	1530.4	1512.7	1534.4	26	16
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							168	147

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	9.68	0.00	41.94	30.00	32.26	40.00	16.13	30.00	31	30
1	9.68	6.90	48.39	34.48	25.81	37.93	16.13	20.69	31	29
2	9.09	23.08	36.36	50.00	31.82	11.54	22.73	15.38	22	26
3	17.14	21.05	48.57	42.11	28.57	26.32	5.71	10.53	35	19
4	14.29	30.77	19.05	61.54	52.38	3.85	14.29	3.85	21	26
5	15.38	12.50	42.31	68.75	26.92	18.75	15.38	0.00	26	16
All Grades	12.65	15.07	40.96	45.89	31.93	23.97	14.46	15.07	166	146

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	9.68	6.67	48.39	33.33	22.58	36.67	19.35	23.33	31	30
1	25.81	34.48	45.16	31.03	25.81	27.59	3.23	6.90	31	29
2	22.73	42.31	36.36	34.62	36.36	19.23	4.55	3.85	22	26
3	28.57	47.37	57.14	31.58	8.57	10.53	5.71	10.53	35	19
4	38.10	69.23	28.57	26.92	19.05	0.00	14.29	3.85	21	26
5	38.46	31.25	38.46	68.75	15.38	0.00	7.69	0.00	26	16
All Grades	26.51	37.67	43.98	35.62	20.48	17.81	9.04	8.90	166	146

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	9.68	0.00	25.81	13.33	41.94	46.67	22.58	40.00	31	30
1	3.23	10.34	51.61	31.03	19.35	20.69	25.81	37.93	31	29
2	9.09	11.54	22.73	57.69	36.36	7.69	31.82	23.08	22	26
3	11.43	0.00	28.57	31.58	57.14	52.63	2.86	15.79	35	19
4	9.52	11.54	14.29	23.08	38.10	61.54	38.10	3.85	21	26
5	7.69	0.00	11.54	43.75	46.15	56.25	34.62	0.00	26	16
All Grades	8.43	6.16	27.11	32.19	40.36	39.04	24.10	22.60	166	146

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
K	16.13	20.00	70.97	66.67	12.90	13.33	31	30	
1	35.48	34.48	61.29	58.62	3.23	6.90	31	29	
2	18.18	38.46	77.27	61.54	4.55	0.00	22	26	
3	31.43	47.37	68.57	36.84	0.00	15.79	35	19	
4	19.05	73.08	66.67	23.08	14.29	3.85	21	26	
5	15.38	18.75	76.92	81.25	7.69	0.00	26	16	
All Grades	23.49	39.04	69.88	54.11	6.63	6.85	166	146	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	12.90	3.33	64.52	60.00	22.58	36.67	31	30
1	16.13	20.69	67.74	72.41	16.13	6.90	31	29
2	22.73	46.15	63.64	50.00	13.64	3.85	22	26
3	37.14	57.89	57.14	31.58	5.71	10.53	35	19
4	52.38	76.92	28.57	19.23	19.05	3.85	21	26
5	61.54	75.00	30.77	25.00	7.69	0.00	26	16
All Grades	32.53	42.47	53.61	45.89	13.86	11.64	166	146

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	6.45	0.00	74.19	56.67	19.35	43.33	31	30
1	19.35	24.14	51.61	20.69	29.03	55.17	31	29
2	9.09	15.38	54.55	61.54	36.36	23.08	22	26
3	11.43	0.00	65.71	52.63	22.86	47.37	35	19
4	4.76	3.85	52.38	73.08	42.86	23.08	21	26
5	3.85	6.25	57.69	81.25	38.46	12.50	26	16
All Grades	9.64	8.90	60.24	55.48	30.12	35.62	166	146

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	12.90	13.33	58.06	36.67	29.03	50.00	31	30
1	9.68	3.45	64.52	75.86	25.81	20.69	31	29
2	14.29	23.08	61.90	61.54	23.81	15.38	21	26
3	20.00	5.26	77.14	84.21	2.86	10.53	35	19
4	14.29	26.92	57.14	69.23	28.57	3.85	21	26
5	15.38	18.75	61.54	81.25	23.08	0.00	26	16
All Grades	14.55	15.07	64.24	65.75	21.21	19.18	165	146

Conclusions based on this data:

1. The number of students tested with the ELPAC declined.
2. The majority of our students are at a level 3 overall.
3. 66% of our students last year performed in the moderate level in writing.

School and Student Performance Data

Student Population

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

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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
591	59.7	23.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Delta View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	23.9
Foster Youth		
Homeless	5	0.8
Socioeconomically Disadvantaged	353	59.7
Students with Disabilities	26	4.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	7.3
Asian	77	13
Filipino	106	17.9
Hispanic	217	36.7
Two or More Races	23	3.9
Pacific Islander	14	2.4
White	25	4.2

Conclusions based on this data:

1. Our Socioeconomically disadvantaged students are 59.8%
2. Hispanic students make up our largest ethnicity.

-
-
3. Filipino is our second largest race.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. We are proud of the work we have done to reduce the number of suspensions.
2. Our math and English learner progress is moving up
3. We are very concerned about the attendance of our students and will focus on it this year.

School and Student Performance Data

Academic Performance English Language Arts

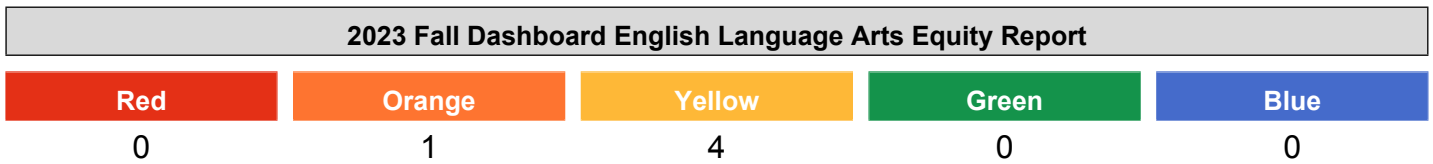
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>21.2 points below standard</p> <p>Decreased -5 points</p> <p>281 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>46.4 points below standard</p> <p>Increased +6.4 points</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>36 points below standard</p> <p>Decreased -5.3 points</p> <p>164 Students</p>	<p>Students with Disabilities</p> <p>95.9 points below standard</p> <p>Increased Significantly +67.1 points</p> <p>19 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>60 points below standard</p> <p>Decreased Significantly -17 points</p> <p>32 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>9.9 points below standard</p> <p>Increased +14.8 points</p> <p>41 Students</p>	<p></p> <p>Yellow</p> <p>5.1 points above standard</p> <p>Decreased Significantly - 21.2 points</p> <p>66 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>31.7 points below standard</p> <p>Increased +13.1 points</p> <p>96 Students</p>	<p>16.5 points below standard</p> <p>Decreased Significantly - 22.1 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>3.7 points below standard</p> <p>Decreased Significantly - 21.1 points</p> <p>15 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>80.6 points below standard</p> <p>Increased +10.2 points</p> <p>54 Students</p>	<p>7.8 points above standard</p> <p>Decreased Significantly -22.6 points</p> <p>34 Students</p>	<p>16 points below standard</p> <p>Decreased -14.3 points</p> <p>180 Students</p>

Conclusions based on this data:

1. Our Filipino, White and Two or More races scored above the standard.
2. Our African Americans, Asian, and Hispanic scored below the standard.
3. Our Reclassified English Learners scored above the standard.

School and Student Performance Data

Academic Performance Mathematics

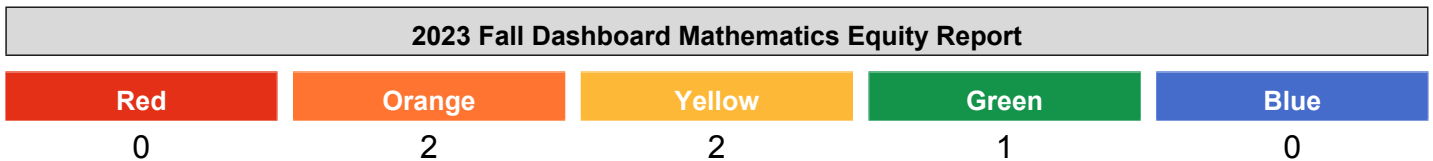
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This section provides number of student groups in each level.



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>Orange</p> <p>28.1 points below standard</p> <p>Decreased -5.2 points</p> <p>278 Students</p>	<p>English Learners</p> <p>Orange</p> <p>58.9 points below standard</p> <p>Decreased -6.1 points</p> <p>88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>45.3 points below standard</p> <p>Decreased -8.5 points</p> <p>161 Students</p>	<p>Students with Disabilities</p> <p>111.6 points below standard</p> <p>Increased Significantly +28.5 points</p> <p>19 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>73.4 points below standard</p> <p>Decreased Significantly - 19.6 points</p> <p>33 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>14.7 points below standard</p> <p>Maintained -1.1 points</p> <p>40 Students</p>	<p></p> <p>Green</p> <p>12.1 points above standard</p> <p>Decreased -10 points</p> <p>66 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>52.6 points below standard</p> <p>Increased +6.2 points</p> <p>96 Students</p>	<p>33.8 points below standard</p> <p>Decreased Significantly - 29.5 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>12.4 points below standard</p> <p>Decreased Significantly - 24.2 points</p> <p>15 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>86.1 points below standard</p> <p>Decreased -6 points</p> <p>54 Students</p>	<p>15.6 points below standard</p> <p>Decreased Significantly -22.8 points</p> <p>34 Students</p>	<p>17.7 points below standard</p> <p>Decreased -7 points</p> <p>177 Students</p>

Conclusions based on this data:

1. Only our Filipino and White students scored above the standard.
2. Our Hispanic students scored almost 60 points below the standard.
3. Our Reclassified English Learners scored above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

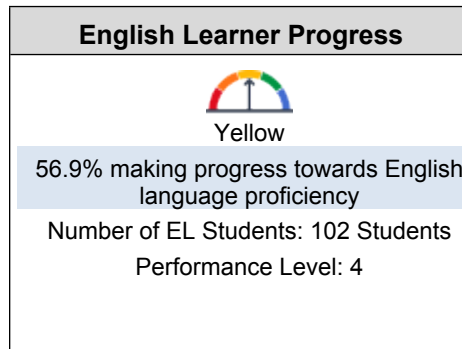
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	32	1	57

Conclusions based on this data:

1. 60% of our English Learners progressed at least one level.
2. 8.6% of our English Learners decreased one level.
3. 31.4% maintained their level.

School and Student Performance Data

Academic Performance College/Career Report

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

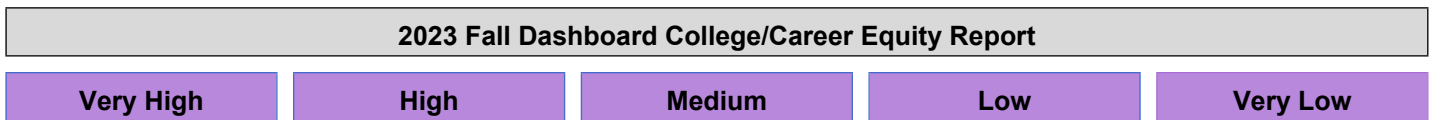
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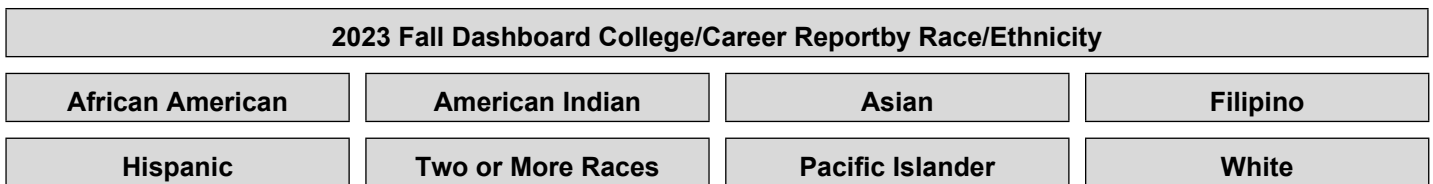
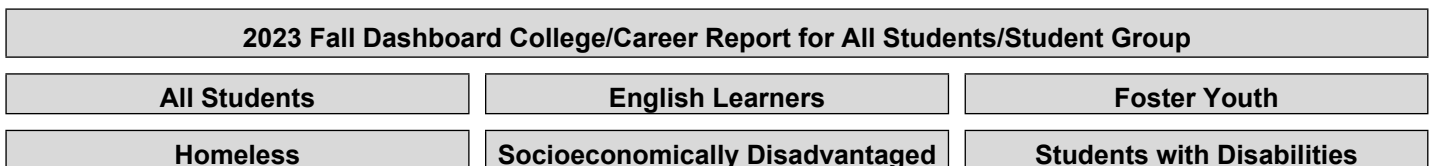
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.



Conclusions based on this data:

1. Data does not apply to Delta View

School and Student Performance Data

Academic Engagement Chronic Absenteeism

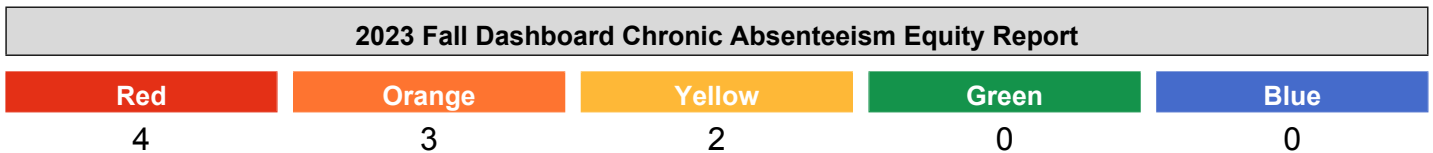
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>33% Chronically Absent</p> <p>Maintained 0.2</p> <p>637 Students</p>	<p>English Learners</p> <p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined -2</p> <p>183 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>35.7% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>36.1% Chronically Absent</p> <p>Declined Significantly -3.3</p> <p>388 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>37.8% Chronically Absent</p> <p>Declined -7.9</p> <p>37 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 37.8% Chronically Absent Increased 10.8 74 Students	 No Performance Color 0 Students	 Red 29% Chronically Absent Increased 1.5 100 Students	 Red 22.8% Chronically Absent Increased 4.7 123 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.4% Chronically Absent Declined Significantly -3 238 Students	 Orange 32.7% Chronically Absent Declined -10.9 55 Students	64.7% Chronically Absent 0 17 Students	 Red 23.3% Chronically Absent Maintained -0.2 30 Students

Conclusions based on this data:

1. Students with Disabilities were 45.7% chronically absent.
2. Two or more Races and Hispanic were over 40% chronically absent.
3. African Americans and Asian students were over 27% chronically absent.

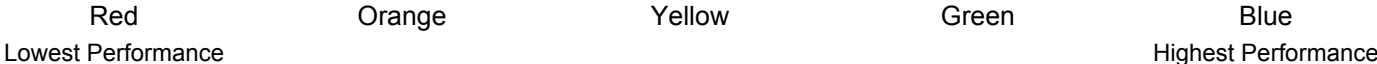
School and Student Performance Data

Academic Engagement Graduation Rate

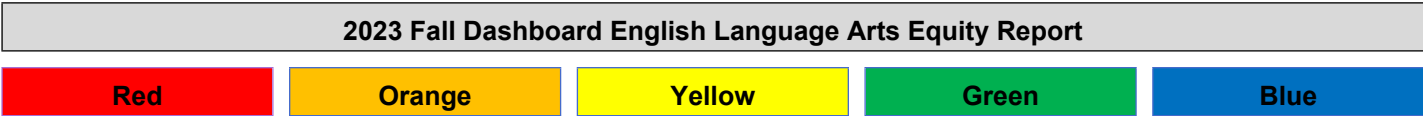
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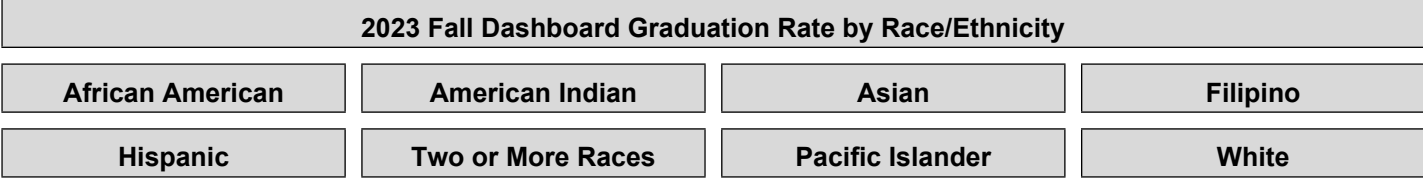
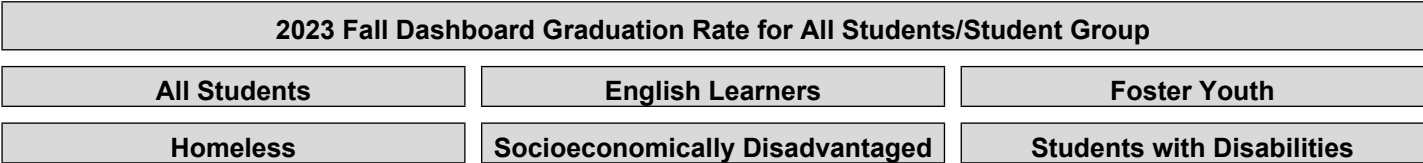
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. Data does not apply to Delta View

School and Student Performance Data

Conditions & Climate Suspension Rate

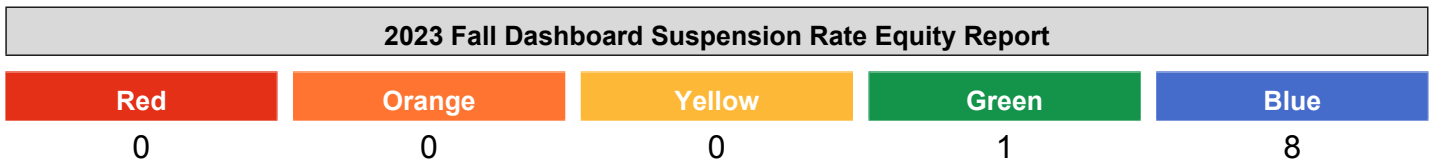
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This section provides number of student groups in each level.



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		
All Students Blue 0.1% suspended at least one day Maintained -0.2 673 Students	English Learners Blue 0% suspended at least one day Maintained 0 188 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day Maintained 0 17 Students	Socioeconomically Disadvantaged Blue 0.2% suspended at least one day Maintained 0 407 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 39 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 76 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 104 Students	 Blue 0% suspended at least one day Declined -0.8 126 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.4% suspended at least one day Increased 0.4 251 Students	 Blue 0% suspended at least one day Declined -1 64 Students	0% suspended at least one day 18 Students	 Blue 0% suspended at least one day Maintained 0 34 Students

Conclusions based on this data:

1. Our suspension rate is very low.
2. Only 1% of students in the two or more races group was suspended for at least one day.
3. 0.3% of the socioeconomically disadvantaged group was suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

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

Goal 1

All students and teachers will have access to and utilize Common Core aligned curriculum, strategies, and 21st century technology skills in a safe environment that prepare them for college or a career.

Identified Need

Teachers shared that the materials used in the classroom need to be better models of what is expected on the CAASPP. Learning Acceleration does not teach staff how to use the Engage New York materials. Continued training needs to be done to better use the Wonders and ENY curriculum. Training on how to better support these programs with resources such as Zearn and IReady would also be beneficial. Professional Development that will coordinate Building Thinking Classrooms and ENY is needed so as not to add additional curriculum on to the classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall ELA	Average Distance from Level 3 • 28 points	decrease from -28 to -18
CAASPP Overall Math	Average Distance from Level 3 • 34 points	decrease from -34 to -24
CAASPP ELA for Special Education	Average Distance from Level 3 • 111 points	decrease from -111 to -105
CAASPP Math for Special Education	Average Distance from Level 3 • 125 points	decrease from -125 to -115
iReady for ELA	36% scored below grade level standard	12% will score below grade level standard
iReady for Math	41% scored below grade level standard	15% will score below grade level standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Special Education

Strategy/Activity

1.1 Provide professional development to support the implementation of Common Core standards. Arrange release days to be used to support visitations and team collaboration. Some topics could include Engage New York, Zearn, Wonders (the district adopted ELA materials), AVID, Assessment Analysis, Accelerated Learning and district recommended platforms and apps to use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes
1000	Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Pay
1500	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) District TOSAs and materials
1300	Site Discretionary 5800 Professional/Consulting Services and Operating Expenditures Conference Registrations or Outside Trainers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students
African American, Low Income Pupils, English Learners and Foster Youth

Strategy/Activity

1.2 Provide and replenish instructional materials to support Common Core State Standard implementation and the NGSS standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28,000	Site Discretionary 4000 - 4999 Books and Supplies Instructional Materials
1500	Site Discretionary 4000 - 4999 Books and Supplies Purchase Non-fiction current event materials for students to read at home
10,000	Title I (3070) 4000 - 4999 Books and Supplies Investigate various supplemental English Language Arts and Math programs/apps to support stronger instruction
500	LCFF Supplemental 4000 - 4999 Books and Supplies Investigate various supplemental English Language Arts and Math programs/apps to support stronger instruction
1,000	Site Discretionary 4000 - 4999 Books and Supplies Increase the number of fiction and nonfiction books available to students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students
African American, Low Income pupils, English Learners, Foster Youth, Special Education

Strategy/Activity

1.3 Assess and expand staff and student access to technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF Supplemental 4000 - 4999 Books and Supplies

	Purchase teacher devices for those that need to be updated including but not limited to new Redcats, document cameras, and ipads
3000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase headphones for each student so students can work on Chromebooks in class.
3140	Site Discretionary 5800 Professional/Consulting Services and Operating Expenditures Continue to provide software licenses to support our adopted curriculum
3,670	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Purchase software licenses that can be used as additional practice and intervention, (ie Raz-Kids, Imagine Math Facts, Imagine Learning Language, Zearn, iReady, Moby Max, etc.)
12,575	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Purchase software licenses that can be used as additional practice and intervention, (ie Raz-Kids, Imagine Math Facts, Imagine Learning Language, Zearn, iReady, Moby Max, etc.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Other Subgroups
English Learners, Foster Youth, Homeless, African American

Strategy/Activity

1.4 Provide additional intervention support to those students not yet meeting academic standards or displaying social-emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Purchase licenses to provide additional English Language Developmental instruction.
3500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Consider other computer apps to support various intervention needs.
128300	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide intervention teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Include celebrations for academic achievements as part of our monthly student recognition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	Site Discretionary 4000 - 4999 Books and Supplies Purchase awards and incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Continue to provide and replenish materials to implement our hands on science curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2625	LCFF Supplemental Science 4000 - 4999 Books and Supplies Provide materials to support hands on science activities
1900	LCFF Supplemental Science 5800 Professional/Consulting Services and Operating Expenditures Train more teachers in PLTW, EIE and the use of Mystery Science

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students
Low Income Pupils, English Learners, Foster Youth and African Americans

Strategy/Activity

1.7 Continue to offer student leadership opportunities through Student Council, Privilege Pass Holders and Classroom Jobs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Research ways to provide compensation to teachers that guide student leadership groups
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase materials to support these student groups

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Delta View developed the Single Plan for Student Achievement and the strategies and activities to provide academic supports for all students. There is a desire to ensure teachers have a chance to receive quality professional development to better use the curriculum provided as a way to close the achievement gap. This will be the second year that Delta View will offer release time for teachers to do observations and plan. It is also our hope to continue to provide interventions for students through additional computer programs and apps.

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

Additional money needs to be spent on collaboration time for teachers to analyze data and create instructional plans using a cycle of inquiry and the Building Thinking Classroom strategies. We also need to assure students have supports to help them learn the grade level standards.

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.

Data shows that additional support is needed around addressing chronic absenteeism. Students would also continue to benefit from intervention and tutoring opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

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

Goal 2

All stakeholders; parents, students, and staff; will be engaged and will work together as partners in activities that reflect the importance of students being college and career ready.

Identified Need

Parents shared they want to know how their child did in school on a regular basis and be informed of events that are planned at the school. Parents also shared that they would like to have more information to be able to help their child with understanding homework and classwork. Staff believes it is important to continue to keep the school safe and inviting. Additional Noon Supervision would help to keep students engaged in activities at recess. There is a desire to continue to create an environment where students can take pride and feel ownership. Teachers also want to build a partnership with parents and make them feel welcomed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Last Year we had only 1 suspension	We will continue to have 1 or less suspensions by using Other Means of Corrections when behavior problems occur.
California School Parent Survey	85% of respondents agreed or strongly agreed to the statement "School encourages me to be an active partner with the school in educating my child."	We will maintain 85% or better in the responses to the statement "School encourages me to be an active partner with the school in educating my child."

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
African Americans, Low Income Pupils, English Learners, Foster Youth

Strategy/Activity

2.1 Continue to implement Parent Square in all classrooms to create ways to communicate to parents about "What happened today" at Delta View. More efforts will be made to include other forms of social media as a way to share upcoming events with the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
75	Site Discretionary 5900 Communications Investigate aspects of Parent Square to support teacher-parent communications
3000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Provide training for parents as well as teachers on Parent Square and Homelink
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Work with parent leadership groups to survey the most effective ways to use social media as a way to communicate with the community and gather a large representation of parental input.
2361	Site Discretionary 4000 - 4999 Books and Supplies Provide AVID materials to support students in organization of materials and allow for communication with families
1500	Site Discretionary 5900 Communications Investigate alternative ways to communicate with parents, such as recording family night presentations or doing virtual parent nights.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Arrange for Parent/Family Nights to help partner with parents to provide additional support for students, especially in helping with Common Core strategies in math, reading and science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Contract with Consultants, MDUSD Adult Ed speakers, or district TOSAs to provide parent education. Include childcare as an option so more parents are able to attend. Consider virtual Family Nights so parents can participate from their homes.
3000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase instructional materials for families in attendance of Family Nights
3000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Pay teachers for extra hours to organize and host Parent/Family Nights. These nights should also allow students to showcase their work.
15000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Provide new sound system or equipment for MUR to help support parent involvement/ engagement activities and events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students
African American, Low Income Pupils, English Learners, Foster Youth,

Strategy/Activity

2.3 Develop College & Career Day Assemblies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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450	LCFF Supplemental 4000 - 4999 Books and Supplies Hold College & Career Spirit Days
1000	LCFF Supplemental 5900 Communications Invite community members and parents to share about their careers.
1000	LCFF Supplemental 5700-5799 Transfer of Direct Costs Host graduating seniors assembly and encourage them to talk about their future
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Continue to have 1st and 2nd graders participate in Jr. Achievement Day
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase and request HBCU memorabilia to add to our College displays.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students
African American, Low Income Pupils, English Learners, Foster Youth

Strategy/Activity

2.4 Ensure the school environment is inviting and safe to all.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Site Discretionary 4000 - 4999 Books and Supplies Purchase materials to increase ownership of all members and display student work as a way to encourage academics.
1000	Site Discretionary 4000 - 4999 Books and Supplies Continue to purchase more banners, posters or supplies that support our PBIS process and encourage expected student behaviors.
300	Site Discretionary 4000 - 4999 Books and Supplies

	Maintain school cleanliness. Consider school beautification days that would include all stakeholders participation to clean up and beautify the landscaping.
4000	Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Provide additional noon supervision to help ensure the safety of students.
1500	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase signs and traffic cones/fences and/or walkie talkie to keep students safe at the start of school and dismissal
10974	Site Discretionary 5800 Professional/Consulting Services and Operating Expenditures Investigate playground educational supports to provide the teaching of sportsmanship and game rules during recess
9500	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Add one 10 hour Noon Supervisor to the rotation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners
Special Education

Strategy/Activity

2.5 Continue to provide translation services for parent teacher conferences and meetings. Also make translation services available for students with IEPs or parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)
Provide translators for families who speak other languages other than English at all school related meetings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Other Subgroups

African American, Low Income Pupils, English Learners, Foster Youth

Strategy/Activity

2.6 Investigate ways to build relationships with families and support their hopes for their children, especially those in our subgroups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Additional hourly pay for teachers to do home visits or hold additional conferences

26830

LCFF Supplemental
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Provide 0.6 Community Liaison (shared cost with Title 1)

20055

Title I (3070)
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Provide 0.4 Community Liaison (shared cost with LCFF)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Provide opportunities for students to learn from off campus environments by attending field trips

Proposed Expenditures for this Strategy/Activity

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

20,000

LCFF Supplemental

5800 Professional/Consulting Services and Operating Expenditures
Provide funds to allow grade levels plan to take students on field trips

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Last year there was an increase in effort by the office staff to assist parents in using Parent Square as a way of communication with staff. Some teachers also sent home classroom newsletters or parent assessment result letters, like ESGI and iReady. Our Instagram and Twitter accounts were used often with the help of our office staff to create posts. Our PTA held their annual "Trunk or Treat" and Food Truck Nights to support our parent community in getting to know others. There was a request for more signage and parking lot bumpers to create a safer parking lot. School Newsletters were not created monthly as it was evident that very few parents were reading them. Parent Square posts provided evidence of continued reminders to parents about safety during dismissal and at the start of the school day. The office holiday decorations and classroom work displays created an inviting environment.

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

The funds that were allocated for additional noon supervisor positions to support student behavior and their safety proved to be beneficial. While we are continually focused on parent engagement and involvement, this year we have created a separate goal aimed at improving these relationships especially with our subgroup families (Goal 4).

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.

We will continue to fund additional hours for our Noon Supervisors and look at ways to have parents volunteer more at school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

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

Goal 3

The Delta View Staff and Community realize that we have a responsibility for supporting and developing the whole child. Opportunities and experiences needed to support the emotional and social attributes of students will be made available.

Identified Need

After reviewing our CAASPP data, we realized our English Learners made some growth but did not meet the goals we set in both English Language Arts and Math. Teachers believe a more focused approach to teach EL standards during a designated ELD time and throughout the day in all subjects would help. As a way to take pride in their education, teachers would like to create ways for all grade levels to share their students work with other grade levels, similar to our annual State Float Parade. Teachers also believe more counseling support is needed to help with classroom community circles, small groups, and implementing Second Step SEL program. A consistent and prioritized effort in monitoring students attendance is needed this year. The office staff should be able to follow the district's attendance process and help educate parents about the importance of being at school each day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Learner ELA	Average Distance from Level 3 • 94	decrease from -94 to -88
CAASPP English Learner Math	Average Distance from Level 3 • 95	decrease from -95 to -85
English Learner Redesignated	Last year we had 9 students redesignated	This year we will go from 9 to 12 students redesignated.
Chronic Absenteeism	16.4% of students were severely chronic	10% will be severely chronic
SEL Survey	8.7% of students scored in the very low or low range overall.	4% of students will score in the very low or low range overall.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
African American, Low Income Pupils, English Learners, Foster Youth

Strategy/Activity

3.1 Closely monitor Student Attendance and provide frequent notification to parents through Parent Square posts, letters and phone calls. Encourage students to have good attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10	Site Discretionary 5900 Communications Phone calls will be made by teachers and other staff to our "at risk/chronic absent" students
100	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Parent leadership groups will discuss the importance of attendance and the district policy
2500	Site Discretionary 5900 Communications Attendance letters will be mailed or sent home to keep parents informed of student's attendance
250	Site Discretionary 4000 - 4999 Books and Supplies SART meetings will be held at school with parents and the principal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Other Subgroups
Low Income Pupils, English Learners, Foster Youth, African American

Strategy/Activity

3.2 Ensure the whole child is supported at school. Continue to create counselling time, social skills opportunities, and friendship groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide substitutes so SSTs and Parent Meetings can take place during the school day.
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Include Morning Meetings in weekly classroom agendas. Use this time to teach social emotional skills to students
800	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Allow opportunities for friendship groups and social skills groups
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Continue to provide Check In/Check Out program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth, Special Education

Strategy/Activity

3.3 Ensure foster youth, Special Education, Black/African American, and homeless students have resources and knowledge to support their education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700	LCFF Supplemental 5900 Communications Work with the district to have Care team members find supports for foster students, Black/African American, Special Education students and homeless families
2100	LCFF Supplemental

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Work with the district to have teachers paid for after school tutoring for our students not yet meeting academic standards or displaying social-emotional needs.
600	LCFF Supplemental 5900 Communications Work with foster families and homeless to connect them with community resources that provide students with school uniforms, instructional materials, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.4 Help students take pride and invest in their own education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Site Discretionary 4000 - 4999 Books and Supplies Display student work (including art, writing samples, math, etc.) in common areas and recognize efforts at monthly award assemblies
100	Site Discretionary 4000 - 4999 Books and Supplies Participate in monthly Student Council Spirit Days
500	LCFF Supplemental 4000 - 4999 Books and Supplies Allow students to earn a Star Pass for demonstrating behavior expectations. Continue to purchase materials needed to make the badges.
1700	LCFF Supplemental 4000 - 4999 Books and Supplies Students will participate in the Check in/Check out program to recognize their positive achievements throughout the day.

3500	LCFF Supplemental 4000 - 4999 Books and Supplies Students will earn incentives for positive behaviors. Rewards may be given by teachers or at our student store.
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.5 Embed English Language Development standards in all content areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Provide Professional development opportunities for teachers that include the EL TOSA or other trainers
6000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Offer EL parents the option to attend conferences such as CABE
350	LCFF Supplemental 5700-5799 Transfer of Direct Costs Offer translations of Parent Nights that accommodate parents that speak another language instead of English
2500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Hire Subs so members of ELRT can discuss reclassification and research strategies to enhance learning for EL students. Look at strategies for students who are dual identified as EL and Special Education students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

African American, Low Income Pupils, English Learners, Foster Youth, Special Ed

Strategy/Activity

3.6 Allocate funds to have school counselor one more day at Delta View. This would have the position be a 80% position.

Proposed Expenditures for this Strategy/Activity

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

24400

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Add 1 day of counselling per week at Delta View

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Attendance letters were sent out but not in accordance with the district's schedule of dates. Teachers did send emails and/or made phone calls to students who were frequently absent. Our school counselor hosted groups and oversaw our check in/check out program to help students focus on their daily strengths. Classrooms spent some class time on daily social emotional lessons during the year. Care team notes provided evidence that students in our subgroups were supported with resources. Our work with the Assistive League provided uniforms for those students in need. Data analysis on SEL and academics focused on these subgroups. The school Comet store allowed students to spend their earned tokens. Fourth and Fifth grade students earned Behavior Bucks to spend on monthly events. Student work was displayed in classrooms and hallways. Our annual Art Gala awarded, framed, and hung one piece of artwork from each grade level. Schedules for ELD showed that 30 minutes daily was set aside to provide instruction in developing English. Teachers also used visuals, anchor charts, and labeled content to help support EL students learn academic language.

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

Our school counselor began teaching SEL lessons to our first graders from the Second Step program when a review of the check in/check out data revealed a high level of first graders.

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.

We added funds to provide an additional day of counselling at our site.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4

LEA/LCAP Goal

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.

Goal 4

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

Identified Need

Students in these subgroups have typically struggled both socialemotionally and academcially. A concentrated effort to work as partners with parents of these subgroups began last year and will be a focus this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA for Black/African American students	Average Distance from Level 3 <ul style="list-style-type: none"> • 50 points 	decrease from -50 to -40
CAASPP Math for Black/African American students	Average Distance from Level 3 <ul style="list-style-type: none"> • 62 points 	decrease from -62 to -52
CAASPP ELA for low income students	Average Distance from Level 3 <ul style="list-style-type: none"> • 18 points 	decrease from -18 to -10
CAASPP Math for low income students	Average Distance from Level 3 <ul style="list-style-type: none"> • 25 points 	decrease from -25 to -15

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth

Strategy/Activity

4.1 Provide professional development to support the implementation of Common Core standards. Arrange release days to be used to support visitations and team collaboration. The focus of these trainings will be stronger teaching to help close the achievement gap of our subgroups, as in Accelerated Learning

Proposed Expenditures for this Strategy/Activity

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

1,500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes
800	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Pay
10000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes
5000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth

Strategy/Activity

4.2 Provide additional intervention supports after school for our Focal Scholars

Proposed Expenditures for this Strategy/Activity

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

5500	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase licenses to provide intervention
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4000

Title I (3070)
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Extra Pay for Instructional Assistants

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth

Strategy/Activity

4.3 Investigate ways to build relationships with families especially those of our Focal Scholars.
Arrange for the development of AAPAC at our site

Proposed Expenditures for this Strategy/Activity

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

2000

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Additional hourly pay for teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth

Strategy/Activity

4.4 Work with families to closely monitor student attendance of our Focal Scholars

Proposed Expenditures for this Strategy/Activity

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

1500

LCFF Supplemental
5900 Communications
Attendance Letters will be mailed

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Other Subgroups
African American, Low Income Pupils, Foster Youth

Strategy/Activity

4.5 Ensure the whole child is supported at school. Continue to create counseling time, and social skill opportunities for our Focal Scholars.

Proposed Expenditures for this Strategy/Activity

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

1500

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Provide substitutes for SSTs and Parent
Meetings

4000

LCFF Supplemental
4000 - 4999 Books and Supplies
Materials for Cultural Awareness and Equity

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Last year since this was a new goal we allocated funds that we believed would support our subgroups that often struggled both socioeconomically and academically. Tutoring was offered to students that were in the after school program. Additional licenses for iReady were purchased so our 4th and 5th graders could use the instructional lessons as a form of intervention.

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

Parent meetings were not conducted at our site as we were part of a district-wide group that had district parent monthly meetings.

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

This year we want to make a better effort at building relationships with our subgroup families and continue to work together to create a school that is a welcoming and inclusive environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$456,465.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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	\$197,000.00
LCFF Supplemental Science	\$4,525.00
Site Discretionary	\$65,010.00
Title I (3070)	\$189,930.00

Subtotal of state or local funds included for this school: \$456,465.00

Total of federal, state, and/or local funds for this school: \$456,465.00

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	65,010	0.00
LCFF Supplemental	197,000	0.00
Title I (3070)	189,930	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	197,000.00
LCFF Supplemental Science	4,525.00
Site Discretionary	65,010.00
Title I (3070)	189,930.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	195,100.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	68,385.00
4000 - 4999 Books and Supplies	85,786.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	28,000.00
5700-5799 Transfer of Direct Costs	1,350.00
5800 Professional/Consulting Services and Operating Expenditures	69,959.00
5900 Communications	7,885.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	47,800.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	40,330.00
4000 - 4999 Books and Supplies	LCFF Supplemental	37,150.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	26,500.00
5700-5799 Transfer of Direct Costs	LCFF Supplemental	1,350.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	40,070.00
5900 Communications	LCFF Supplemental	3,800.00
4000 - 4999 Books and Supplies	LCFF Supplemental Science	2,625.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental Science	1,900.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	4,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	4,000.00
4000 - 4999 Books and Supplies	Site Discretionary	36,011.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	1,500.00
5800 Professional/Consulting Services and Operating Expenditures	Site Discretionary	15,414.00
5900 Communications	Site Discretionary	4,085.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	143,300.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	24,055.00
4000 - 4999 Books and Supplies	Title I (3070)	10,000.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	12,575.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	226,810.00

Goal 2	139,045.00
Goal 3	54,810.00
Goal 4	35,800.00

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
Cheryl Champion	Principal
Ruth Montgomery	Classroom Teacher
Elizabeth Premo	Classroom Teacher
Raychel Webb	Classroom Teacher
Carla Guillen Portillo	Parent or Community Member
Nikki Kaur	Parent or Community Member
Kat Yu	Parent or Community Member
Terri Liu	Parent or Community Member
Bridget Davenport	Parent or Community Member
Giovanna Fleming	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



District/School Liaison Team for schools in Program Improvement



Other: PTA

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 April 24, 2024.

Attested:



Principal, Cheryl Champion on 6/20/2024



SSC Chairperson, Ruth Montgomery on 6/20/2024

DELTA VIEW ELEMENTARY

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

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 -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I - for all students unless otherwise indicated.	<p>Adopted Curriculum in each classroom:</p> <ul style="list-style-type: none"> ● ELA: Wonders Curriculum ● Math: Engage NY Curriculum ● Science: Carolina Science ● History/Social Studies: Savvas ● Priority Standards/Scope & Sequence <p>Strategies by teacher:</p> <ul style="list-style-type: none"> ● Whole Class Instruction ● Small groups ● Partner/Group Work ● Re-teaching ● Lesson extensions ● Common Assessments ● Data driven discussions <p>Other Supports:</p> <ul style="list-style-type: none"> ● Language Arts/ELD Rotation ● iReady adaptive lessons ● AVID ● Renaissance Accelerated Reader (3rd - 5th) ● Accelerated Learning - all teachers <ul style="list-style-type: none"> ○ Just In Time Scaffolding 	<p>PBIS by teacher</p> <ul style="list-style-type: none"> ● School & Classroom rules, routines and procedures ● School-wide signage & posters <p>In classrooms by teacher</p> <ul style="list-style-type: none"> ● Class & Table Points ● Marble Jars ● Students vs. Teachers Points ● Community Circle ● Prize Box ● Goal setting <p>Whole School by:</p> <ul style="list-style-type: none"> ● Starbursts (K - 3rd) & Behavior Bucks (4th & 5th) ● Comet Store (K - 3) & Behavior Buck Day ● Behavior Expectation Assemblies presented by Principal to 1st - 5th ● Class Rewards with Super Novas for whole schools ● Library Elf on the Shelf Award selected monthly by librarian ● Restorative justice ● Aeries 	<p>SEL Curriculum in each classroom by teacher:</p> <ul style="list-style-type: none"> ● Scope & Sequence ● Class & Morning Meetings ● Community Circles ● Mindfulness Activities ● Meditative Breathing ● Class Jobs <p>Other Supports by Support Staff:</p> <ul style="list-style-type: none"> ● Headspace (5th Grade) ● Second Step Program (1st & 2nd)

	<ul style="list-style-type: none"> ● CARES Expanded Learning Program 		
-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks			
Tier II	<p>Might still be in classroom:</p> <ul style="list-style-type: none"> ● Small group instruction ● Modified grade level work (ie. individualized spelling) ● Math Support (manipulatives and additional adults) ● Intervention Groups (Leveled reading & Math groups) <p>Technology Intervention</p> <ul style="list-style-type: none"> ● IReady ● Zearn (All grades) ● Imagine Learning (for newcomers) ● Raz-Kids (K-3) <p>Schoolwide Supports (see glossary)</p> <ul style="list-style-type: none"> ● Learning Center ● Care Team ● SST 	<p>Might still be in classroom:</p> <ul style="list-style-type: none"> ● Parent Communication & Collaboration ● Behavior Contracts ● Discipline at grade level <p>Schoolwide Supports:</p> <ul style="list-style-type: none"> ● Restorative Practices provided by school counselor ● Parent Meetings arranged by individual teachers ● Small Group Counseling/Friendship Groups created by school counselor with input from teachers ● Care Team ● Star Pass (3rd - 5th) ● Check In/Check Out overseen by school counselor 	<p>People:</p> <ul style="list-style-type: none"> ● School Counselor ● School Psychologist ● Care Team ● District Behaviorist <p>SEL groups</p> <ul style="list-style-type: none"> ● Friendship Groups developed by school counselor ● Mentor Program organized by teachers ● Staff supports (ie buddy classes) created among teachers
Tier III -Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)			
Tier III	<p>In the Classroom:</p> <ul style="list-style-type: none"> ● One-on-One Instruction by teacher <p>IEP Services provided by Special Ed staff:</p> <ul style="list-style-type: none"> ● Speech ● OT ● Resource <p>Other Supports (see glossary)</p> <ul style="list-style-type: none"> ● SARB ● 504 ● Additional ELD Time provided by ELD Teacher 	<ul style="list-style-type: none"> ● Behavior Intervention Plan (BIP) developed by Care Team ● Individual Counseling provided by school counselor or school psychologist ● District Behavior Matrix & Consequences determined by principal 	<ul style="list-style-type: none"> ● Individual Counseling provided by school counselor or school psychologist ● District Wrap Around Services requested by Care Team ● Administrator Support

AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> ● Instructional Leadership Team (ILT) ● Grade Level Meetings ● Data Driven decision making and Cycle of Inquiry ● English Language Learner (ELL) support 	<ul style="list-style-type: none"> ● Access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards and instruction. <ul style="list-style-type: none"> ○ Focused Note Taking (AVID Goal 1) ● Universal screening and assessments 3x a year <ul style="list-style-type: none"> ○ IReady & Benchmark Assessments ● Professional Development and collaboration for staff <ul style="list-style-type: none"> ○ Accelerated Learning Trainings/Work WICOR/AVID training for more teachers (AVID goal 2) ● Support Staff to assist/enhance learning <ul style="list-style-type: none"> ○ Provide SEL Programs to students ● Student Voice and engagement in their learning <ul style="list-style-type: none"> ○ Building Thinking Classroom Activities 	<ul style="list-style-type: none"> ● Clear and ongoing communication to parents/community (Parent Square, website, email, phone) ● Parent/School Group Meetings (PTA, & Site Council, ELAC, PAC) ● Create opportunities for parent’s involvement and leadership ● Budget funds <i>will be supported with available resources and materials</i> for AVID implementation (AVID Goal 3) ● Principal and leadership team will examine barriers to access and equity in school policies and instructional opportunities (AVID Goal 3) 	<ul style="list-style-type: none"> ● Aeries Data System Management ● Data Systems to assess and analyze student learning and needs. ● School Single Plan for Student Achievement ● MTSS Team ● Board Policies

Glossary

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

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

Advancement Via Individual Determination (AVID) the AVID Coaching and Certification program provides a systematic pathway to impact more students through the implementation of AVID by providing the means for transforming the instruction, systems, leadership and culture of a school to benefit the entire campus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Attendance Review Board (SARB) parent meeting with the school principal to review individual students' attendance history. The meeting develops a plan to help improve the student's attendance/truancies.

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

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