

Single Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: El Dorado Middle School

CDS 07617546004030

Contact Person: Chris Clausen

Position: Principal

E-mail Address: clausenc@mdusd.org

Phone Number: 925 - 682 - 5700

SPSA Year: 2017-2018

X **The school certifies completion of this plan.**

School Site Council Approval: December 1, 2017

Approved by MDUSD Board of Education: TBD

Introduction

The MDUSD Single Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students and teachers will have access to rigorous and relevant Common Core aligned curriculum, materials, training, and technology tools.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> Title I Schoolwide Related LCAP Goals:
Goal Applies to: Grade/Department/Other: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Use of Common Core materials and technology will be evident in all classrooms. Teachers will have more confidence preparing, delivering, and evaluating CCSS/NGSS lessons. Students will have increased engagement and success with mastery of CCSS/NGSS. Our D/F rates will decrease by 10%, We will increase the percentage of all students performing at or above grade level on the IReady #3 Diagnostic by 5% in all grade levels. ((8th grade 38% to 43%)	Actual Annual Measurable Outcomes: Common Core materials were used on campus. Most notably through the new math adoption, teacher created materials, and purchased supplemental materials. Technology - class sets of chromebooks were added to classrooms lacking them. Every classroom had a projection TV installed or other AV equipment. Teacher confidence is difficult to gauge. Teachers attended PD and walk-through observations saw the PD implemented in classrooms. Student iReady scores in Reading increased 6% for those students at or above grade level standard. iReady scores in Math increased 4% for students at or above grade level. The number of Ds/Fs decreased by 24% & 25% respectively.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	This year teachers are focusing on instruction and student tasks to evaluate what students are being asked to do. They will then work with students to set goals for the year. We will continue to increase the amount of technology students have access to.	
SPSA Year : 2016-17		
Planned Actions/Services	Actual Actions/Services	
1.1 Ensure all staff are highly qualified and prepared to teach CCSS/NGSS.	Actual Actions	Evaluation
	1.1 Staff were provided many opportunities for professional development and training around CCSS and NGSS.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		Staff attended several professional development sessions and conferences on CCSS and NGSS such as Learning and the Brain, Code.org, Constructing Meaning, Readers/Writers Workshops.
1.2 Assess and expand students and staff access to technology both in and outside of the school day.	1.2 Purchases of Chromebooks, displays for classrooms, document cameras, computers for teachers and educational software.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We purchased equipment, software, and services as evidenced by purchase orders.
1.3 Assess and expand staff confidence in engaging students in meaningful classroom experiences.	1.3 Staff were provided many opportunities for professional development and training around PBL, the integration of technology, and real world education. Staff were giving multiple opportunities for release time to plan and observe/visit other classes/schools.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? While our attendance improved moderately and the number of Ds/Fs decreased, it has proven difficult to measure staff confidence.
1.4 Assess and expand the use of Common Core curriculum, materials, and supplies.	1.4 Materials, supplies and software were purchased to support the implementation of CCSS.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We purchased materials, supplies and software as evidenced by our purchase orders.
1.5 Assess and expand student access to intervention and enrichment beyond the school day.	1.5 Peer tutoring before and after school. Intervention done during Enhancement.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The increases in iReady scores and the decrease in the number of Ds/Fs show a correlation between improved grades/scores and attendance of peer

		tutoring and Intervention sessions.
1.6 Improve attendance for chronically absent by 5%	1.6 Regular attendance monitoring. SART/SARB meetings. Letters sent home. Parent meetings.	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>School attendance data indicates attendance for students who were chronically absent only improved by a small percentage.</p>

Annual Evaluation Goal 2:	All students, parents and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Related State and/or Local Priorities:
		<input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Other Pupil Outcomes <input checked="" type="checkbox"/> Title I Schoolwide Related LCAP Goals:

Goal Applies to:	Grade/Department/Other: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>We will see increased attendance at parent meetings / community activities and an increased amount and communication with all stakeholders.</p> <p>Teachers will attend trainings / conferences around the topic of student support academically, socially, and emotionally to better serve our students.</p> <p>Decrease suspension rate from 24% to 15%.</p> <p>Decrease chronic absenteeism from 8.9% to 6%.</p>	Actual Annual Measurable Outcomes:	<p>Parent meetings and community gatherings saw marginal increases in attendance.</p> <p>Teachers attended trainings around restorative justice, Mindfulness, and Learning and the Brain.</p> <p>Suspension rate for 16-17 was 11%.</p> <p>Chronic absenteeism decreased from 8.9% to 8.2%.</p>
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	El Dorado is implementing a new PBIS digital reward system to change school culture to increase and incentivize positive behaviors around campus. EDMS is increasing the number of parent events on campus during the year. (Parent University Nights, Coffee w/ the Principal, BTSN) and will continue to reach out to all stakeholders.
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SPSA Year : 2016-17		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
2.1 Assess and expand staff confidence in collaborating and aligning assessments and curriculum.	2.1 Staff received professional development and training in a variety of areas, Staff met as job alikes and departments to align curriculum.	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>While staff received professional</p>

		development and time to collaborate, there is little evidence of alignment of curriculum and assessments.
2.2 Assess and improve communication with all stakeholders.	2.2 Office layout was rearranged to better facilitate communication with stakeholders. Increased methods of communication. Increased access to Spanish speaking secretary. Get parents signed up for electronic communications. Monitor display installed in office to communicate upcoming meetings/events/celebrations.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Stakeholders reported feeling involved in their children's' education on the Healthy Kids Survey, more data collection is needed to evaluate the increased methods of communication and the effectiveness of actions.
2.3 Assess and continue to focus on improving student attendance.	2.3 Regular attendance monitoring. SART/SARB meetings. Letters sent home. Parent meetings.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Student attendance data indicated that attendance for chronically absent students and for all others only improved marginally.
2.4 Assess and continue to focus on Positive Behavior Intervention and Support (PBIS) and alternatives to suspension.	2.4 El Dorado implemented PBIS to affect change of behavior on campus.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Behavior on campus was greatly improved indicated by the significant decrease in our suspension rate.

Annual Evaluation Goal 3:	El Dorado Middle School will build structures to raise the achievement of students as measured by frequent systematic common formative assessments.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> Course Access <input checked="" type="checkbox"/> Other Pupil Outcomes <input checked="" type="checkbox"/> Title I Schoolwide Related LCAP Goals:
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Goal Applies to:	Grade/Department/Other: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Use of Common Core materials and technology will be evident in all classrooms. The Master Schedule will reflect access to a guaranteed viable curriculum for all students as well as additional support classes for English Language Learners and students with special needs. iReady scores for our ELL students and students with special needs will increase by 5% in Math and ELA.	Actual Annual Measurable Outcomes:	CCSS materials and technology are evident in all classrooms. ELD and Special Education classes received Chromebooks. Additional support classes were provided. ELL and SPED students increased by 4% in both ELA and Math.
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	An English Language Review Team will meet regularly to discuss data and review progress of EL students. SPED department will provide more support throughout the day via push in, collaboration in general education classes.
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SPSA Year : 2016-17		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 The Master Schedule will contain sections dedicated to serving English Language Learners, Long-term English Learners (LTEL's) and students with special needs.	3.1 Sections were put into the master schedule for ELLs, LTELs, and special education students.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? In the Master schedule there are sections for ELL, LTEL and special education support.

<p>3.2 Assess and expand instructional materials / curriculum for English Learners and students with special needs.</p>	<p>3.2 Staff attended CABE. Purchased Lexia and magazines for ELD. Provided more library time throughout the week.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Several staff and parents attended EL conferences and we purchased materials and supplies as evidenced by purchase orders.</p>
<p>3.3 Add sections on master schedule to expand Academic Literature classes and to reduce class size in ELD below the district base class size. Additionally, we will examine the possibility of smaller class sizes for the core academic classes. (These expenditures are covered in Goal 3, Action Item 3.1).</p>	<p>3.3 Sections were put into the master schedule for ELLs, LTELs, and special education students.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Additional sections were put in the master schedule to reduce class size in ALD and ELD class as evidenced by the master schedule.</p>

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2017-2018 SPSA

Stakeholder input is received through regular monthly meetings such as ELAC, PFC, School Site Council and Community Meetings. We are in the process of starting Community Meetings such as "Coffee w/ Clausen", providing parents a time to meet with the principal. Additionally, we would like to start "Dads and Donuts" to engage our fathers/male guardians to provide our students with more male role models. Students are surveyed twice annually to provide input on classes, school culture, and staff. In addition to the formal surveys, informal conversations take place with students, staff, and community members. Our staff is provided with weekly meetings such as staff meetings, job-alike meetings, and professional development meetings. Staff input is always solicited before, during and after these meetings on a regular basis.

Our ELAC meets monthly to review DLAC information, discuss parent concerns and progress towards goals and priorities. The most recent meeting was held on 10/26/17.

The School Site Council (SSC) meets monthly. At each meeting input is given by SSC members regarding school progress towards goals and priorities.

Annual Evaluation Impact on SPSA 2017-2018

The SSC/ELAC and staff eager to implement a new PBIS rewards system. Students are being taught the "Toro Way" of Be Safe, Be Respectful, Be Responsible and what that looks like in all facets and areas of school.

The ELAC has expressed a desire to increase the number of Parent University Nights and discussed possible topics from Homelink, Digital Citizenship, and Social/Emotional development of pre teens and teens.

The SSC/ELAC and staff eager to implement a new PBIS rewards system. Students are being taught the "Toro Way" of Be Safe, Be Respectful, Be Responsible and what that looks like in all facets and areas of school.

Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

Data Analysis

This section provides a brief summary of the data used to inform the Single Plan and the information that analysis provided.

We used a variety of data including, but not limited to, CELDT scores, iReady scores, student grades, and other assessments to inform the Single Plan. In the most recent round of iReady testing, we saw growth in both Math and ELA scores yet over 50% of our students are still scoring below grade-level. This information shows a continued need for targeted interventions for students in the areas of math and language arts, as well as increased supports and interventions for our English Learners, including our Long-Term English Learners (LTEL's). Additionally, after analyzing our grading data, many of our students, up to 50% in math, language arts and science, are receiving D's and/or F's on their quarterly report cards. This data reveals that our focus should be in the areas of providing a high-quality education for all students in a safe and welcoming environment that is high quality, culturally proficient and engaging for students of all backgrounds, and leads students to college and/or career readiness. Additionally, we need to engage, inform and empower all our stakeholders as partners to support student learning.

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).

We used data from staff and student surveys to inform the Single Plan. These surveys focused on technology access, availability and need with regards to supporting all students academically. The results of the student survey showed that a majority of our students (70%) have access to the internet at home through a variety of sources - computer, laptop, phones, tablets, etc. However, many students do not have keyboarding skills and/or experience with producing documents, presentations, spreadsheets, or programs. The staff survey showed an ongoing need for more training around integrating technology meaningfully classes and utilizing academic software with the technology we have. Additionally, staff members stated the need for a computer lab or labs that are open before or after school to provide students with access to technology. While the surveys focused on technology, staff reported that the need for technology was based on serving our students and supporting them academically. In addition to the formal surveys, informal conversations took place with students, staff, and community members (as noted in Section 1: Stakeholder Engagement) that demonstrated a need for technology to support our students. As a result of these surveys and conversations, the following were identified as top priorities: technology in the classroom and the accessibility/access to a computer lab before, during and after school, purchase of more software to engage students and enrich their learning; more STEAM and VAPA electives; iReady assessment program; meaningful professional development; and materials.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We use the results of the iReady assessments 3 times throughout the year to provide additional support to students during and after the school day. Scores on the first assessment of 2017-18 indicated that 14% of student scored at or above grade level in math and 21% scored at or above grade level in Reading.

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

EDMS Leadership Team and job alike colleagues meet at least once a month to review data, modify instruction, and refer students to support services.

Staffing and Professional Development

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

All teachers at EDMS meet state credentialing requirements.

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

EDMS has adequate staffing and teachers participate in their own self selected professional development at least once a month. Staff are offered a wide range of choices to grow in their profession throughout the course of the year. Additionally, we have 3 Middle School Conference days where they come together with teachers from all the middle schools for professional development.

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

Staff development is provided to staff based on need and current research. Our staff participated in the following trainings: Positive Behavior Intervention Supports, Constructing Meaning, and various Professional Development sessions. (Learning and the Brain, Technology Integration, Readers/Writers Workshop)

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

We have the support of an ELA TOSA and an EL District support person.

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

We have early release Wednesdays for meetings as a staff, by job alike colleagues, by Focus groups, and Individualized Professional Development. Teachers are also provided with a substitute as needed throughout the year to provide planning time.

Teaching and Learning

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

Math and English teachers align their curriculum according to the Common Core standards. Science has implemented the Next Generation Science Standards (NGSS) and History is beginning to implement the new History-Social Science Framework.

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

Our instructional minutes are well within the state guidelines.

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

Our teachers collaborate on lesson plans as well as developing common units of study. We are developing intervention periods for our new 7 period day this year.

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

All textbooks are state and district approved, including reading intervention and ELD materials.

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

All students have access to standards based instructional material and teachers have access to support materials, as well as supplemental fictional and non-fiction reading materials, including ALD and ELD materials.

Opportunity and Equal Educational Access

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

We use the results of the iReady assessments as well as pre and post tests in the intervention periods to inform our instruction and level of support.

14. Research-based educational practices to raise student achievement

Teachers participate in collaborative Professional Learning Communities (DuFour), employing a cycle of inquiry model to create common formative assessments, align curriculum, and examine assessment data in order to adjust instruction accordingly. Professional development has focused on developing supportive relationships with students and creating intentionally inviting classroom environments and increasing student engagement (Marzano, Art and Science of Teaching). Additionally, we use the results of the I-Ready District diagnostic assessments and progress monitoring, with other department created assessments to inform our instruction and level our support.

Parental Involvement

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

Qualifying students are invited to participate in free tutoring opportunities after school. El Dorado offers intervention classes during the school day, as well as free academic intervention and enrichment classes after school. Students have access to an after-school STEM program as well as Peer Tutoring for support. Additionally, a free after-school program (ASP) is available to all El Dorado students five days a week, and includes homework assistance, a sports program, and nutrition. Parents participate in student success team meetings with the school team to address the needs of under-achieving students and create a plan. The El Dorado PFC provides incentives for positive behavior supports. El Dorado will also be starting a Principal's List to celebrate successful students who fulfill certain citizenship and academic requirements. EDMS also offers additional staff support from 3 psychologist interns as well as additional funds to work on creating a more positive school environment and improve relationships between staff and students.

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

Parents have a variety of opportunities for involvement. Parents, community members, teachers, students, and school personnel participate in regularly scheduled School Site Council, English Learner Advisory Committee (ELAC), and Parent Faculty Club (PFC) meetings and help to plan, implement, and evaluate school programs. A Title I parent meeting is held in the fall, and Title I requirements are reviewed at a parent assembly. Additionally, components of our Title 1 program are shared and discussed at Back-to-School night and Open House. Parents are invited to Coffee with the Principal and several Parent University nights are held throughout the year.

Funding

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

Additional sections have been added to the master schedule to provide literacy support to long-term English learners. Title I funds support after-school academies, which focus on reading, math, and academic support for English Learners. Additionally, 2 periods of release time have been added to the master schedule in order for our EL site based coach to assist and support students and staff. El Dorado uses Title 1 funds to fund a full-time substitute that is on campus everyday. The primary purpose of this position is to ensure that students have consistency in the classroom when their regular teacher is off campus. Additionally, this position allows for classroom teachers to participate in professional development both on and off campus. Due to the recent shortage of substitutes in our district, this supplemental position is needed to ensure student access to core instruction and to the overall educational program. El Dorado uses funds to support additional time for our school site technician. Our site tech provides critical support campus wide for our technology which is integrated into almost every classroom. El Dorado additionally uses funds to provide an additional campus supervisor to support student safety, build relationships, and support students campus wide.

18. Fiscal support (EPC)

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

**Mt. Diablo Unified's Local Control Accountability Plan
LCAP At-A-Glance 2017-2018**

College and Career					
California State Standards (CCSS) <i>Goal 1.1-1.5, 1.22-1.24</i>	Interventions <i>Goal 1.6, 1.13-1.17</i>	Access to College and Career <i>Goal 1.12, 1.18, 1.19</i>	Access and Integration of Technology <i>Goal 1.7</i>	Extra curricular activities, arts and athletics <i>Goal 1.20,1.21</i>	Positive and supportive learning environment <i>Goal 1.8-1.11</i>
Professional Learning					
Professional development, coaching and support <i>Goal 2.1, 2.3-2.5, 2.11</i>	Teacher and staff collaboration <i>Goal 2.2, 2.10</i>	Leadership coaching and support <i>Goal 2.6</i>	Professional development focused on special populations <i>Goal 2.7-2.9</i>		
Parent/Family & Community Engagement					
Expand outreach to parents/guardians <i>Goal 3.1, 3.3</i>	Increase parent/ family education opportunities <i>Goal 3.4</i>	Outreach to special populations <i>Goal 3.6-3.8</i>	Increase engagement in advisory groups <i>Goal 3.2</i>	Expand translation services <i>Goal 3.5</i>	

A focus on Equity and Special Populations- including English learners, foster youth , special education & low socio-economic students

State Indicators:	3 rd -8 th grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
Local Indicators:	1 st & 3 rd grade literacy	6 th grade ELA & Math	Algebra pass rates	9 th grade credits	Climate surveys	Advisory mtg. Attendance
* Includes: A-G eligibility, pathway completion, 11 th grade EAP results ELA & math						

Section 2: Goals, Actions, Expenditures

Goal 1:	All students will receive a high-quality education in a safe and welcoming environment, with equitable high expectations, access to technology, and instruction in CSS that prepare them for college and/or career readiness.	Related State and/or Local Priorities:
		<input checked="" type="checkbox"/> Basic
		<input checked="" type="checkbox"/> Implementation of State Standards
		<input checked="" type="checkbox"/> Parental Involvement
		<input checked="" type="checkbox"/> Pupil Achievement
		<input checked="" type="checkbox"/> Pupil Engagement
		<input checked="" type="checkbox"/> School Climate
		<input checked="" type="checkbox"/> Course Access
		<input checked="" type="checkbox"/> Other Pupil Outcomes
		<input checked="" type="checkbox"/> Title I Schoolwide
		Related LCAP Goals:
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 1
Identified Need :	The majority of students are below grade level proficiency in both Math and Reading.	
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All Students

SPSA Year : 2017-18

Expected Annual Measurable Outcomes:

Student Group SPSA Academic Improvement Outcomes

Overall Grades 6-8 Increase/decrease CAASPP distance from a level 3*:
 ELA increase from 2497 by 15 mean scaled score points.
 Math increase from 2472 by 15 mean scaled score points.

English Learners Grades 6-8 Increase/decrease CAASPP distance from a level 3*:
 ELA increase from 2478 by 5 mean scaled score points.
 Math increase from 2452 by 5 mean scaled score points

Low Income Grades 6-8 Increase/decrease CAASPP distance from a level 3*:
 ELA increase from 2478 by 5 mean scaled score points.
 Math increase from 2452 by 5 mean scaled score points

Special Education Grades 6-8 Increase/decrease CAASPP distance from a level 3*:
 ELA increase from 2415 by 5 mean scaled score points.
 Math increase from 2378 by 5 mean scaled score points

English Learners
 Increase from 27 to 35 the number of students redesignated as English proficient.

Overall
 Decrease the percentage of students performing at the Tier III level on the iReady Diagnostic #2- ELA from 52% to 44% Math from 48% to 40%

Increase the percentage of students performing at the Tier I level on the iReady Diagnostic #2- ELA from 13% to 25% Math from 8% to 16% ("End of Year" view)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Assess the need for and develop an Intervention specialist position. (Reading, Math, Student Skills)	X All Students	Release time for staff to collect data Intervention Specialist	Title I (3070) Base (0301, 0701, 0801) Targeted Supplemental (0930)	8000 2000 61424
1.2 Support current and ongoing technology needs for students, teachers, staff and parents. To support students developing college and career readiness.	X All Students X Low Income Pupils	Maintain current technology Add additional technology as needed Software / License purchases Increase Site Tech Time: School will fund above the base provided by the	Title I (3070) Title I (3070) Title I (3070) Targeted Supplemental (0930)	15000 20000 10000 15000

		district site tech hours to keep technology up and running to not lose any instructional time due to technological problems.		
1.3 Provide opportunities to learn and deepen teaching strategies and instruction through the attendance of conferences, professional development, and use of professional consultants on campus.	X All Students	Staff, Classified/Certificated and parents professional development and conferences Professional development - site based	Title I (3070)	50000
1.4 Provide supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to supplemental material in the classroom will enable students to complete assignments in class.	X All Students X Low Income Pupils	Classroom/student materials and supplies.	Base (0301, 0701, 0801)	24800
			Title I (3070)	7000
		Student Planners to support home/school communication	Title I (3070)	6000
1.5 Expand student access to and increase intervention during the school day focusing on improving literacy and increasing math proficiency.	X All Students	Math 180 Program	Title I (3070)	35000
		Hire consultants/coaches	Title I (3070)	20000
1.6 Attendance rates for chronically absent students will improve by 5%	X All Students	Release time for attendance review team to meet and conduct parent meetings	Targeted Supplemental (0930)	10000.00
		Purchase supplies, materials and rewards for students with good and/or improved attendance	Targeted Supplemental (0930)	5000.00
		Assemblies and activities to encourage and engage students in positive attendance and behavior		
		Positive student attendance will be encouraged through the use of the SART and SARB process		
		Postage	Base (0301, 0701, 0801)	2000
1.7 Provide additional support to the Special Education program.	X Other Subgroups: (Specify) Special Education	Materials and supplies	Base (0301, 0701, 0801)	200

Goal 2:	El Dorado will provide high quality, culturally proficient, responsive and engaging instruction that reflects and is respectful of all students' backgrounds to ensure they are college and career ready.	Related State and/or Local Priorities:		
		<input checked="" type="checkbox"/>	Basic	
		<input checked="" type="checkbox"/>	Implementation of State Standards	
		<input checked="" type="checkbox"/>	Parental Involvement	
		<input checked="" type="checkbox"/>	Pupil Achievement	
		<input checked="" type="checkbox"/>	Pupil Engagement	
		<input checked="" type="checkbox"/>	School Climate	
		<input checked="" type="checkbox"/>	Course Access	
		<input checked="" type="checkbox"/>	Title I Schoolwide	
		Related LCAP Goals:		
		<input checked="" type="checkbox"/>	MDUSD LCAP Goal 1	
		<input checked="" type="checkbox"/>	MDUSD LCAP Goal 2	

Identified Need : Currently we have students struggling to access grade level curriculum across multiple disciplines.

Goal Applies to: Grade/Department/Other: All
 Applicable Pupil Subgroups: All students

SPSA Year : 2017-18

Expected Annual Measurable Outcomes: Decrease chronic absenteeism rate from 8.6% to 6.0%
 Decrease the number of suspension incidents from 102 to 82 (20%)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Implement positive student rewards to encourage safe, respectful, and responsible behavior on campus to support all students learning.	X All Students	PBIS Rewards Program: software, supplies, materials	Title I (3070)	5000
		WEB (Link Crew) training to support positive student behavior	Title I (3070)	10000
		Teacher planning time for PBIS events, activities, etc	Title I (3070)	2000
		PBIS activities and events to support positive student behavior	Title I (3070)	2000
2.2 Provide teachers with release time for planning, professional learning and development of lessons and learning experiences.	X All Students	Release time for teachers	Title I (3070)	10000
		Ensure students have consistency in the classroom and teacher have release time for professional	Targeted Supplemental (0930)	25000

		development by adding a daily roving substitute		
2.3 Additional support of psychological services, campus supervision, and instructional media assistant support.	X All Students	Provide psychologist interns for 2 days a week	Targeted Supplemental (0930)	6000
		Increase hours for Campus Supervisor to ensure students are safe and in class on time.	Targeted Supplemental (0930)	21000
		Additional IMA FTE	Targeted Supplemental (0930)	7000
2.4 Provide before and/or after school intervention/tutoring.	X All Students	Teacher extra pay to support students	Title I (3070)	14000
		Extra pay for classified to support students beyond contract hours	Targeted Supplemental (0930)	4000
2.5 Provide opportunities for teachers to learn and deepen strategies and improve instruction through attendance of conferences and use of professional consultants on campus.	X All Students	Staff, Classified/Certificated, Parents professional development/conferences	Title I (3070)	25000
2.6 To create real world connections for student learning	X All Students	Field Trips - pre/post testing to gauge improved academic outcomes (Art and Science of Teaching, Project Based Learning, and Learning by Doing)	Title I (3070)	10000
			Targeted Supplemental (0930)	7000

Goal 3:	All students, parents and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Related State and/or Local Priorities:		
		<input checked="" type="checkbox"/>	Parental Involvement	
		<input checked="" type="checkbox"/>	Pupil Engagement	
		<input checked="" type="checkbox"/>	School Climate	
		<input checked="" type="checkbox"/>	Title I Schoolwide	
		Related LCAP Goals:		
		<input checked="" type="checkbox"/>	MDUSD LCAP Goal 3	

Identified Need : Parents/Stakeholders need more ways/access to be involved in their children's education.

Goal Applies to: Grade/Department/Other: All
 Applicable Pupil Subgroups: All students

SPSA Year : 2017-18

Expected Annual Measurable Outcomes: 80% of the parents on the California Healthy Kids Survey 2017 will strongly agree or agree with the statement, "School encourages me to be an active partner with the school in educating my student." In 2016-17, 18% strongly agreed and 53% agreed.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Community nights and Parent University Nights for students and parents.	X All Students	Materials and supplies for Community Events such as BTSN, Coffee w/ Clausen, Parent University nights, etc (no food)	Title I (3070)	5000
3.2 Parent University (education) Nights focusing on the technology education, accessing community resources, learning and adolescents, the RFEP process will be held to connect the subgroup to the larger school culture.	X All Students	Provide supplies and materials for parent meetings. (no food)	Title I Parent Engagement (3068)	2285.81
	X English Learners	Improve community room to increase parent and community engagement at our school	Title I Parent Engagement (3068)	2000
3.3 Hire a part time bilingual paraprofessional to provide support to our English learners.	X All Students	Hire a part time bilingual paraprofessional to provide support to our English learners.	Title I (3070)	15318.60
3.4 Make improvements to the MU, M1 and Community Room to increase parent and community engagement at our school.	X All Students	Materials and supplies	Base (0301, 0701, 0801)	20000

Section 3: Increased or Improved Services for Unduplicated Pupils

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

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

Total amount of projected Supplemental grant funds:	161,424.00
Supplemental funds will be used to support students in the following ways: Low income students, foster youth, and English learners will be provided with the additional opportunities for expanded services including access to additional tutoring and counseling through Foster Youth Services; Academic counseling will be provided as needed; Individual and group counseling for social and emotional needs; Intervention classes for long-term English learners during and after the school day; Targeted language arts and math instructions using online instructional programs (including but not limited to iReady, Math 180 and Lexia) during and after the school day; Parent education nights to provide parents increased access and connection to El Dorado.	

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	66,829.00	17,829.00
Targeted Supplemental (0930)	161,424.00	0.00
Title I (3070)	269,318.6	0.00
Title I Parent Engagement (3068)	4,285.81	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	49,000.00
Targeted Supplemental (0930)	161,424.00
Title I (3070)	269,318.60
Title I Parent Engagement (3068)	4,285.81

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: El Dorado Middle School

Year: 2017-2018

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

Schoolsite Council
Elementary

(1)	(3)	(2)
Principal	Teachers	Other school staff
(3)		(3)
Parents and other community members		Students

Schoolsite Council
Secondary

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

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Chris Clausen	X				X					
Pam Humphrey	X						X			
Susan Shih	X						X			
Kari Finch (alternate)										X
Carla Rivera	X			X					X	
Nathan Crabtree	X			X					X	
Michelle Thomas	X	X		X						
Michele Nicola	X					X				
Kristen Afable	X					X				
Vacant (teacher)	X					X				
Vacant (student)	X			X					X	
Vacant (parent)	X	X		X						
Vacant (parent)	X	X		X						
Numbers of members	12	3	0	6	1	3	2	0	3	1

Section 4: Common Pages

English Learner Advisory Committee

School: El Dorado Middle School

Year: 2017-2018

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal's Administrative designee:

Megan Gemma

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

1. Nestor Guardron

2. Carolina Segovia

3. Francesca Lopez

4. Carlos Ascencio

5. Rosa Allen

c. Two Staff members, elected by staff:

1. Robyn Davis-Ramos

2. Amy Lyons

Section 4: Common Pages

School: El Dorado Middle School


**Schoolsite Councils/Committees
Assurances & Recommendations**


The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This Single Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the Single Plan for Student Achievement on		<u>12/1/17</u>
		Council Approval Date
Chris Clausen		<u>12/1/17</u>
Typed name of chairperson	Signature	Date

If Applicable English Learner Advisory Committee reviewed the SPSA on		<u>12/6/17</u>
		Council Approval Date
Nestor Guardron		<u>12/1/17</u>
Typed name of chairperson	Signature	Date

Chris Clausen		<u>12/1/17</u>
Typed name of Principal	Signature	Date