

# Mt. Diablo USD

LCAP Mid-Year Progress Report

# Local Control Accountability Plan (LCAP) At-A-Glance

## 2014-2018

### College and Career

Common Core State Standards (CCSS)	Multi-Tiered Systems of Support (academic and behavior)	Access to College and Career Pathways (A-G for all)	Access to tools and technology*	Student Leadership and learning	Extra curricular activities, VAPA and Athletics*	Counseling services*	Climate and Attendance
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### Parent & Community Engagement

Parent/Teacher conferences	Access to information and parent classes*	Parent Liaison staff	Support parent collaboration	Needs assessment to develop a communication plan
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### Professional Learning

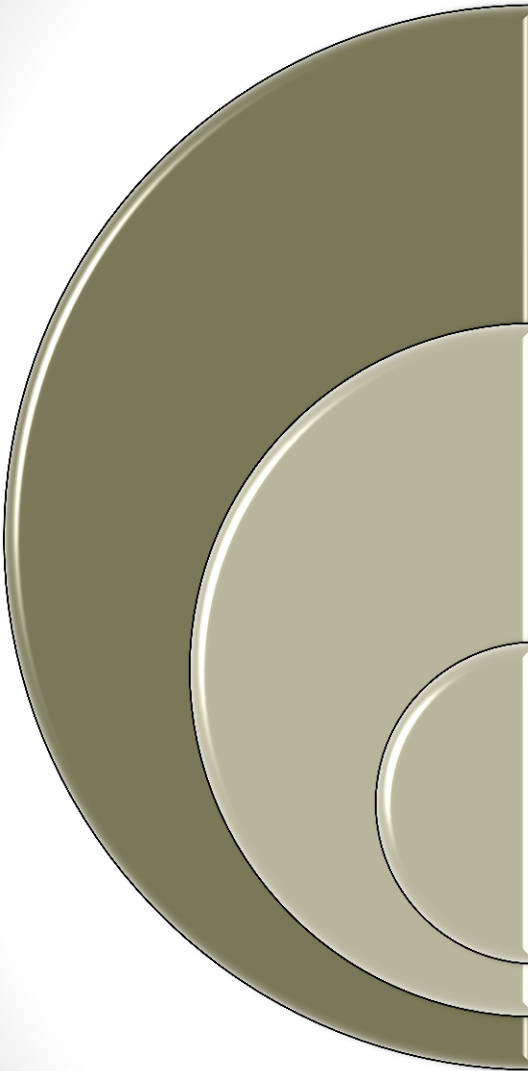
Effective teaching and learning practices	Teacher and staff collaboration time	Implement Common Core State Standards	Implement social-emotional learning	Implement culturally responsive teaching practices	Coach and support leadership at the sites	Imbed ELD standards and full inclusion in all content areas	Exemplars
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### Special Populations

Early childhood education	Support for inclusion	Opening access and removing barriers	Increasing college and career opportunities	Supporting at-risk populations
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\* indicates additional supports provided for special populations



<p><b>LCAP Goal One: College and Career Ready</b>  <b>All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepare them to be college, career and ready to be adult members of their community.</b></p>	<ul style="list-style-type: none"> <li>• Strategic Initiative 1: Academic Excellence and Learning</li> <li>• Strategic Initiative 2:</li> <li>• Supportive Family and Community Involvement</li> <li>• Strategic Initiative 3:</li> <li>• High Quality, Effective Staff</li> </ul>
<p><b>LCAP Goal Two: Parent and Community Engagement</b>  <b>Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning.</b></p>	<ul style="list-style-type: none"> <li>• Strategic Initiative 2: Supportive Family and Community Involvement</li> <li>• Strategic Initiative 3: High Quality, Effective Staff</li> <li>• Strategic Initiative 4: Respectful, Responsive Service and Communication</li> <li>• Strategic Initiative 5: Optimal Operations and Infrastructure</li> </ul>
<p><b>LCAP Goal Three: Professional Learning</b>  <b>High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students.</b></p>	<ul style="list-style-type: none"> <li>• Strategic Initiative 1: Academic Excellence and Learning</li> <li>• Strategic Initiative 3: High Quality, Effective Staff</li> <li>• Strategic Initiative 4: Respectful, Responsive Service and Communication</li> </ul>

District Plans	Goal 1: College and Career Ready	Goal 2: Parent and Community Engagement	Goal 3: Professional Learning	Special Populations
<p><b>LCAP – Through the lens of 8 state priorities, the LCAP focuses district actions and expenditures to support pupil outcomes and overall performance. There is a specific focus on English Learners (including R-FEP), Foster Youth, and Low Income Students.</b></p>	<ul style="list-style-type: none"> <li>✧ Common Core State Standards (CCSS)</li> <li>✧ Multi-Tiered Systems of Support (PBIS/Rtl)</li> <li>✧ Units of study and access to College and Career opportunities</li> <li>✧ Access to tools and technology*</li> <li>✧ Student Leadership and learning</li> <li>✧ Extracurricular activities, VAPA and Athletics*</li> <li>✧ Counseling services*</li> <li>✧ Climate and Attendance</li> </ul>	<ul style="list-style-type: none"> <li>✧ Parent/Teacher conferences</li> <li>✧ Access to information and parent classes*</li> <li>✧ Parent Liaison staff</li> <li>✧ Collaboration and networking in interest based groups</li> <li>✧ Needs assessment to develop a communication plan</li> </ul>	<ul style="list-style-type: none"> <li>✧ Art &amp; Science of Teaching</li> <li>✧ PLC (collaboration and coaching time, data analysis)</li> <li>✧ Assess Professional development needs in CCSS/Rtl/PBIS</li> <li>✧ Assess needs to implement culturally responsive teaching practices</li> <li>✧ Administrative training and coaching in personnel practices</li> <li>✧ Professional development to support ELD standards and full inclusion in all content areas</li> </ul>	<ul style="list-style-type: none"> <li>✧ Pre-School Programs</li> <li>✧ English Learner Master Plan</li> <li>✧ Assistance accessing college and career opportunities</li> <li>✧ Childcare provided at school events</li> <li>✧ Translation services</li> <li>✧ Foster Youth liaison staff</li> </ul>
<p><b>LEAP (Addendum) – Developed in 2011, this revision to the Local Education Agency Plan (LEAP) is required when districts are identified as Program Improvement. It enables the continued receipt of federal Title I funds.</b></p>	<ul style="list-style-type: none"> <li>✧ Coherent K-12 instructional plan – ELA and Math</li> <li>✧ District-wide K-12 intervention plan</li> <li>✧ Student data system</li> <li>✧ District-wide formative and summative assessments</li> <li>✧ Core instruction in English/language arts and mathematics for all students</li> <li>✧ Strategic and intensive intervention</li> <li>✧ Prioritization of all district funding decisions based on student achievement and instructional priorities</li> </ul>	<ul style="list-style-type: none"> <li>✧ Communication to community stakeholders</li> <li>✧ Parent/Teacher conferences.</li> <li>✧ Provide information about grade level standards</li> <li>✧ Identification of parent training needs</li> </ul>	<ul style="list-style-type: none"> <li>✧ District-wide PD plan for teachers and administrators, including a plan for new staff</li> <li>✧ Training for teachers providing intensive intervention</li> <li>✧ Ensure all teachers are HQT</li> <li>✧ K-12 coaching plan including job descriptions, training, and support</li> <li>✧ Protected collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>✧ Collaboration between Special Ed and General Ed</li> <li>✧ Daily ELD</li> <li>✧ Translation services</li> </ul>

District Plans	Goal 1: College and Career Ready	Goal 2: Parent and Community Engagement	Goal 3: Professional Learning	Special Populations
<p><b>Equity Plan - Coordinated Early Intervening Services (CEIS) Plan outlining how the district will address disproportionality and will re-allocate 15% of existing Individuals with Disabilities Education Act (IDEA) funds support this effort.</b></p>	<ul style="list-style-type: none"> <li>◇ Multi-Tiered Systems of Support (PBIS/RtI) through               <ul style="list-style-type: none"> <li>○ District-wide Response to Instruction and Intervention (RtI2) model for academic and behavior interventions and supports, and,</li> <li>○ Develop a district-wide Response to Instruction and Intervention (RtI2) model for academic and behavior interventions and supports.</li> </ul> </li> <li>◇ Data analysis and collection to support implementation and sustainability of the Equity Plan.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Effective communication systems to support implementation and sustainability of the Equity Plan.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop systems and supports to create a culturally responsive school environment</li> <li>◇ Professional development, to support implementation and sustainability of the Equity Plan.</li> </ul>	
<p><b>Master Plan for English Learners – Developed in 2011-2012, under the direction of our Board, this plan provides focus and direction to how we identify, serve, and support English learners.</b></p>	<ul style="list-style-type: none"> <li>◇ Reduce number of LTEL’s</li> <li>◇ Increase R-FEPS</li> <li>◇ Full integration of ELD standards in ELA and beyond</li> <li>◇ Full access to core curriculum in content areas</li> <li>◇ Instructional program reviews, principal assurances, ELD/SDAIE walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>◇ Parent notification of results and progress, exception waivers</li> <li>◇ DELAC/ELAC</li> <li>◇ Parent Education</li> <li>◇ Support for communication/translation services</li> <li>◇ Opportunities to volunteer</li> <li>◇ Support for learning at home</li> <li>◇ Inclusion in decision making and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>◇ Training on process, waivers, and notices</li> <li>◇ Professional development for all who work with English learners</li> <li>◇ Recruitment of CLAD/BCLAD teachers and bilingual paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>◇ Appropriate identification and placement – program/classroom</li> <li>◇ Creation, expansion, and maintenance of program options</li> <li>◇ Appropriate identification for and access to Special Ed services</li> <li>◇ EL Catch-Up Plans</li> <li>◇ Monitoring of R-FEP’d students</li> </ul>

District Plans	Goal 1: College and Career Ready	Goal 2: Parent and Community Engagement	Goal 3: Professional Learning	Special Populations
<p><b>Title III Plan – With the goals of achieving English language proficiency and to meet the same high academic standards required of all students, this plan is required to receive federal funding for English Learners.</b></p>	<ul style="list-style-type: none"> <li>✧ Correct placement in courses, monitoring of progress</li> </ul>	<ul style="list-style-type: none"> <li>✧ Increase parent outreach and parent education – Noche Universitaria</li> <li>✧ Provide information about student identification, placement, and progress</li> </ul>	<ul style="list-style-type: none"> <li>✧ Robust training for ELA and Math teachers by EL coaches</li> </ul>	<ul style="list-style-type: none"> <li>✧ Daily ELD appropriate to level of proficiency</li> <li>✧ Newcomer academy</li> <li>✧ Classes for long term learners</li> <li>✧ Correct placement in courses, monitoring of progress</li> </ul>
<p><b>Special Education Master Plan – This local plan describes how we provide special education services for students and training for parents and educators.</b></p>	<ul style="list-style-type: none"> <li>✧ Access to core curriculum and instructional materials</li> <li>✧ Ensure maximum interaction with peers</li> <li>✧ Removal of physical, facilities, and program barriers</li> <li>✧ Reading proficiency</li> <li>✧ Involvement in selection of materials and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✧ Parental involvement in IEP process</li> <li>✧ Regular communication with parents</li> <li>✧ Community Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>✧ Recruitment, hiring, and retention of highly qualified staff</li> <li>✧ Professional development of staff related to core curriculum, program, identification and service to special education students</li> </ul>	<ul style="list-style-type: none"> <li>✧ Development of Behavior Intervention Plans and related training</li> </ul>

District Plans	Goal 1: College and Career Ready	Goal 2: Parent and Community Engagement	Goal 3: Professional Learning	Special Populations
<p><b>Technology Master Plan - School districts must have an approved education technology plan to receive education technology funds administered by the California Department of Education (CDE). The current programs requiring a technology plan include the federal E-rate program and the Education Technology K-12 Voucher Program. Development of our plan began in 2012.</b></p>	<ul style="list-style-type: none"> <li>✧ Improve instruction via technology integration in core subjects</li> <li>✧ Technology-enriched project-based learning</li> <li>✧ Use of BYOD (Bring Your Own Device)</li> <li>✧ Distance learning opportunities</li> <li>✧ Inclusion of 21<sup>st</sup> Century Skills into CCSS aligned unit/lesson planning</li> <li>✧ Digital literacy and citizenship</li> <li>✧ Development of basic student skills such as keyboarding and information literacy skills</li> <li>✧ Cyber Safety and Cyberbullying education</li> <li>✧ Equitable technology access</li> <li>✧ Access to hardware, Internet access, electronic learning resources, and technical support for Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✧ Parent use of and access to HomeLink</li> <li>✧ Use of technology tools to enhance and improve communication between home and school by using services such as voice mail, email, and web based services.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Survey teachers to measure integration of technology</li> <li>✧ Sustained PD and coaching in instructional technology</li> <li>✧ Development of online curricular mapping</li> <li>✧ Further development of district-supported digital content resources</li> <li>✧ Continue and increase Technology Integration Leaders (TILS)</li> <li>✧ Access to hardware, Internet access, electronic learning resources, and technical support to support the Professional Development Components of the plan</li> </ul>	<ul style="list-style-type: none"> <li>✧ Distant learning opportunities</li> </ul>

## LCAP

- Extracurricular activities, VAPA and Athletics\*
- Art & Science of Teaching
- PLC (collaboration and coaching time, data analysis)
- Administrative training and coaching in personnel practices
- Pre-School Programs
- Translation services
- Foster Youth liaison staff

## LEAP Addendum

- Student data system
- Core instruction in English/language arts and mathematics for all students
- Prioritization of all district funding decisions based on student achievement and instructional priorities

## Master Plan for English Learners

- Parent notification of results and progress, exception waivers
- DELAC/ELAC
- Support for communication/translation services
- Training on **process**, waivers, and notices

## Title III Plan

- Newcomer academies
- Constructing Meaning
- EL Support Classes
- Seal of Bi-Literacy
- Catch-Up Plans

## Special Education Master Plan

- Access to core curriculum and instructional materials
- Ensure maximum interaction with peers
- Parental involvement in IEP process
- Community Advisory Council
- Development of Behavior Intervention Plans and related training

# ACTIONS COMPLETED



# ACTIONS IN PROGRESS – FEW HIGHLIGHTS

## College and Career Ready

- Common Core State Standards (CCSS)
- Counseling services\*
- District-wide K-12 intervention plan
- District-wide formative and summative assessments
- Digital literacy and citizenship

## Parent and Community Engagement

- Inclusion in decision making and advocacy
- Parent Liaison staff
- Parent use of and access to HomeLink

## Professional Learning

- Assess Professional development needs in CCSS/RtI/PBIS\*
- Recruitment of CLAD/BCLAD teachers and bilingual paraprofessionals

## Special Populations

- Assistance accessing college and career opportunities
- Collaboration between Special Ed and General Ed\*
- EL Catch-Up Plans