Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Mt. Diablo Unified School District

CDS Code:

07 61754 0000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Mt. Diablo Unified School District (MDUSD) uses federal funds to supplement and enhance actions and services supported with state funds that are designed to close the achievement gap and support all students in meeting state academic standards, as reflected in our Local Control Accountability Plan (LCAP). MDUSD allocates Title I funds by the percentage of students enrolled in the Free & Reduced Meal (F/R) program. Funds are used to supplement and enhance local initiatives including, but not limited to, socio-emotional supports, extended learning opportunities, intervention specialists, family literacy programs, and parent involvement and education activities. Supplemental Title II funds are used for professional development for teachers, principals, and other staff members and school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of under served student groups, improving the multi-tiered systems of support (MTSS), implementing Study Lab classrooms to help teachers design lessons that engage students at all performance levels, reinforcing professional learning communities where teachers analyze data and plan instructional improvements to increase student success, and to support teacher credentialing in high needs subject areas. Title III funds are utilized for supplemental tutoring, summer learning opportunities, and to provide instructional support for newcomer students. MDUSD regularly meets with families of English learners as part of DELAC meetings and throughout the LCAP process and have found that they are interested in learning more about how to negotiate the path to college and how to access work-based learning opportunities. Families have shared how much they have appreciated the addition of school counselors and community liaisons at their school sites. MDUSD uses Title IV funds to expand International Baccalaureate (IB) and AVID schoolwide programs at high needs schools, a Teacher on Special Assignment position focused on the integration of technology into instruction, and to support supplemental sections for low -performing students at secondary sites.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MDUSD's LCAP is a single plan that guides the use of all funds available to the district, including LCFF (Supplemental Grant Funds), state grants, federal Title I, Title II, Title III, and Title IV funds, smaller grants, and other funds available to the district. Examples of alignment include using LCFF Supplemental grant funds for professional development and coaching positions, which is then supplemented by Title I and Title II funding to enrich and expand professional learning and training offerings. Using these funds together allows MDUSD to intensify improvement efforts, to work on college and career, academic, and social-emotional areas simultaneously, and to support collaboration time for teachers to plan instructional improvements. All of these funding sources are used in conjunction to achieve MDUSD's three overachieving LCAP goals. Support for English learners requires alignment of LCFF funds and the Title III program. Title III funds provide enhanced support for presentations on how families can help their children navigate the pathway to college and career. LCFF funds are utilized to support bilingual counselors to ensure students get the academic guidance necessary for high school graduation and for college admission.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Schools are ranked annually based on the percentage of students participating in the Free and Reduced Priced Meal Program. Schools with 75% or above low income students are automatically selected to participate in a Schoolwide Title I program. After those schools are served, using the same Free and Reduced Priced Meal Program calculation, additional schools are identified. Currently, MDUSD's Title I program is supporting schools through 55% low income percentage.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to determine if there are disparities that result in underserved students being taught at higher rates than other students by an inexperienced, ineffective, or out-of-field teacher, MDUSD analyzed CALPADS and data compiled by out Human Resource Department to identify teachers in each teacher category and the school where they work. Once areas of needs were identified, expanded support was provided utilizing district and site based coaches.

Addendum Data Requirement:
- Are low-income students taught at higher rates than other students by ineffective teachers? No. There are no differences in the rates of low-income students being taught at higher rates than other students by ineffective teachers.
- Are minority students taught at higher rates than other students by ineffective teachers? No. There are no differences in the rates of minority students being taught at higher rates than other students by ineffective teachers.
- Are low-income students taught at higher rates than other students by inexperienced teachers? There is a 1% difference in the percentage of tenured teachers at Title I and non-Title I schools.
- Are minority students taught at higher rates than other students by inexperienced teachers? There is a 1% difference in the percentage of tenured teachers at Title I and non-Title I schools.
- Are low-income students taught at higher rates than other students by out-of-field teachers? No. There are no differences in the rates of low-income students being taught at higher rates than other students by out-of-field teachers.
- Are minority students taught at higher rates than other students by out-of-field teachers? No. There are no differences in the rates of minority students being taught at higher rates than other students by out-of-field teachers.

In the event that disparities exist, inexperienced teachers are supported by site mentors, district Teacher Induction and Support (TISP) Coaches, after school professional development sessions, opportunities for instructional rounds, and conferences. Additionally, MDUSD personnel work with principals, universities, and other support providers to coordinate the support and development of new and inexperienced teachers. Ineffective teachers are supported by administrators who have been provided the tools and resources to prepare, plan, and conduct timely and accurate teacher evaluations. District TISP Coaches are assigned to provide mentoring, as necessary. Final evaluation ratings may be used to inform placement, retention, and professional development decisions for teachers at the school site. Out of Field teachers are supported by district coaches, by the Human Resource Department who assist them in becoming fully credentialed, and by local universities.

In LCAP community and consultation meetings, all stakeholders, including families, students, union and district leadership, and school staff, provided input related to actions and services to address State Priority 1- Basic Services in both Goals 1 and 2.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Each year an annual Parent and Family Engagement meeting is planned with the support of district office personnel to sites receiving Comprehensive Support Improvement (CSI) funding. At this meeting parents and staff are invited to attend to receive information available on the California Dashboard and to provide thoughtful input, reflections, and insight to our site administrators for the purposes of performing a root cause analysis and needs assessment in planning their CSI School Plans for Student Achievement for the following year. Ongoing parent engagement occurs at all Title I SWP and CSI sites at the site level via School Site Council meetings and annual parent engagement nights.

Mt. Diablo supports identified schools by hosting meetings with key stakeholders consisting of staff, parents, and in middle and high school students, annually. During these meetings school teams review the CA Dashboard data including state indicators for academic performance in Math and ELA, attendance, suspension, graduation rate, and student group performance. In addition, evidence-based practices are identified that match the root cause analysis by using resources from the CDE webpage at https://www.cde.ca.gov/re/es/evidence.asp . Training is also provided in college-going leadership, and our teams discuss any resource inequities that exist at their sites.

Each of our six sites in Comprehenisve Support Improvement meet with their stakeholder groups including SSC, ELAC, Staff, and Parent Groups to receive feedback and input in the development of their CSI plans. Parents, staff, and community members are also surveyed over the summer and fall at the district level to gain insight for planning purposes. Based on stakeholder engagement, MDUSD learned that there was a need for updated technology, more availability of student chromebooks, access points, and additional social-emotional learning support to improve student engagement during the Distance Learning period, which began in March of 2020 and is planned to continue into the winter of 2021.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mt. Diablo reserves 1% of its Title I, Part A funds to support parent engagement activities. The funding is distributed to sites on a per pupil basis to be used in accordance with their site parent involvement policy and as determined by their School Site Council (SSC) with input from parents and addressed in each school's Schoolwide Plan (SWP) as represented in the School Plans for Student Achievement (SPSA). Annually, parents are surveyed regarding parent engagement/involvement at their sites. This feedback is utilized to inform the annual evaluation and updates to the site plan. Site parent engagement/involvement policies are reviewed and updated annually at each Title I site. These updates are approved by the SSC and the MDUSD Board of Education. Annually, the district parent engagement policy is reviewed and feedback collected from parents/guardians and is updated as needed.

In order to implement effective parent and family engagement as described under Section 1116, MDUSD employs multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District ensures that all family engagement focuses on students and their needs. The first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance both at the school and district level. At schools, parents have opportunities to participate on the School Site Council and the English Learner Advisory Committee. These school groups provide input into the School Plan for Student Achievement, containing programs and expenses related to federal categorical funding. In partnerships with school staff, parent leaders develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation are submitted to and monitored by central office staff. The District's Educational Services division monitors this evidence and works with the sites to provide coordinated training and targeted support to schools in need. In addition, the District supports a robust parent volunteer program at each school which provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities with information and presentations being provided in multiple languages. Parents are invited to participate in Parent Advisory Council (PAC) which meets throughout the school year. They, along with the District English Learner Advisory Council (DELAC), review the content and effectiveness of the LCAP and the Title I Parent and Family Engagement Policy annually. In addition, parents representing all schools participate on parent and community leadership committees at the District, including the Parent Advisory Committee, the District English Learner Advisory Committee and the Community Advisory Committee. These parent and community leaders are provided training and multiple opportunities to give input on a variety of District initiatives so that they can participate meaningfully on the quality and content of family/community engagement supports. Various policies provide guidance to school sites and District offices to strengthen their parent and family engagement programs, and these policies are reviewed by the Educational Services division in partnership with parents to ensure that there is stakeholder input in establishing the policies.

A second strategy involves multiple modes of communication between families and school and District staff to address families' diverse needs and interests. To facilitate communication from schools to families, information is provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families receive text messages, if they opt in, and phone calls providing them with critical school information. In addition, families have access to an online parent portal – Homelink - through which they learn about their students' daily attendance, grades, test scores, English learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records, and contact information. Gaining access to their children's school information through the portal allows families and school staff to have the same information about their students and to work as equal partners to support their education. All Title I schools have some level of School Community Coordinator (SCC) or School Community Assistant support (SCA) support. They communicate with families and provide assistance for parents navigating the complex world of public education. The SCCs and SCAs are provided with information and training to welcome, communicate, and partner with parents effectively and frequently.

Facilitating the communication from parents to schools, parents are provided with various opportunities for communicating with school and District staff. Through Homelink, parents communicate with their children's teachers over email, while reviewing specific assignments for each class online. Families also use traditional means of communicating with school and District staff by calling, visiting, and writing. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls, or in person. Special accommodations are made for communicating with families that have accessibility needs, with the material languages other than English at schools upon request, and with the needs of homeless families being considered and addressed at each school site in coordination with School-Linked Services staff. Parents are invited to complete an annual survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this survey are published annually for all stakeholders to review by school site and are utilized in the annual review and update of each site's School Plan for Student Achievement.

A third strategy involves building the capacity of both parents and school and District staff to partner with one another. To address this strategy, schools will offer training to parents to understand District academic initiatives and to provide parents with opportunities to learn how to support learning in the home. A Title I Meeting is held annually to share detailed information about the Title I programs with families. MDUSD sponsors an annual Back to School Parent Conference about specific topics, such as how to help children with homework, understanding graduation requirements, behavior support,

digital literacy (including copyright information), and STEM. The workshops enable parents to support their schools and students with home-based instructional strategies and social emotional support including school attendance. Additionally, various District staff train aspiring and new principals and assistant principals on how best to support family engagement. They are then able to bring these strategies back to the teachers and staff at their school site. MDUSD also uses Title I funding to support a family literacy program through the Adult Education Department which helps to build ties between families and the school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Each of our Title I Schoolwide Program (SWP) Schools and including schools identified as Comprehensive Support Improvement (CSI) Schools utilize Title I funds through their School Plans for Student Achievement (SPSA) to improve outcomes for students who may be students in an identified student group on the California Dashboard for each school. Through the use of funds in the SPSA student groups (foster youth, homeless, African American, English learner, low socio-economic) are identified and targeted for additional supports. Such additional supports range from the following strategies and activities across all identified SWP sites:

- Rewards, materials, and supplies to increase attendance,
- Additional staff hours for campus supervision, parent engagement, student wellness, literacy and math intervention,
- Implementation of a Positive Behavior Intervention Support Program (PBIS),
- Supplemental student supplies including student Agenda books to support the home/school connection and communication,
- Targeted professional development in equitable strategies and practices for classified and certificated staff,
- Student technology and software,
- Recess program intervention to increase student mindfulness,
- Supplemental supplies for math and science activities,
- Supplemental materials for literacy intervention and social emotional wellness and more.

The Contra Costa County Office of Education provides targeted programs for neglected and delinquent children.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mt. Diablo Unified schools participating in programs funded through the state's consolidated application process are required to develop a School Plan for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. At each Title I school site, their School Site Council is required by law to annually write or update a School Plan for Student Achievement and to conduct an annual comprehensive needs assessment to assist with the creation of a program that provides supplemental services and resources to assist its students in meeting grade-level standards. These school site expenditures are based on the priorities described in the School Plan for Student Achievement and available funds. The supplemental services and resources are meant to support the achievement of the District's three LCAP Goals:
1. All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
2. 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.
3. Parents, family and community will be informed, engaged, and empowered as partners with Mt. Diablo Unified to support student learning.

The District identifies schools eligible for Title I funding via the number of children eligible for Free/Reduced Price Lunch programs. The District annually ranks schools based on the percentage of children from low-income families. This ranking of schools is used to establish school eligibility for Title I. The Title I programs policy was last updated February 2018 by the Board of Education.

The following assistance is provided to schools participating in a Schoolwide Program (SWP):
- Use of an online School Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school's academic program.
- Provides technical assistance and resources to principals and their school staff.
- Supports schools as they analyze data, evaluate past action steps and activities, develop new action plans based on current data, and align all resources to support action plans.
- Provides technical assistance in addressing the required components for SWP.
- Provides guidance, information, and tips to assist School Site Councils as they work to develop effective SPSAs designed to address the unique educational needs of students at their school sites.
- Provides a checklist to ensure that the elements of SWP are addressed in the plan.
- Assists schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
- Instructs schools to review, evaluate, and revise the plan annually based on current student academic achievement data.
- Monitors the effective implementation of the plan.
- Disseminates the SPSA Annual Evaluation to determine effectiveness of the SPSA.
- Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement.

The Contra Costa County Office of Education provides targeted programs for neglected and delinquent children.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mt. Diablo Unified established the Homeless Outreach Program for Education (HOPE) to meet the unique educational needs of students who are homeless. Mt. Diablo HOPE operates under Student Services Department as a district-wide program that provides assistance to comply with provisions of McKinney Vento related to immediate enrollment and right to continue in school of origin, free meals at school, transportation to and from school when needed. In addition, specialized services and support is provided to reducing barriers that prevent or impede access to instruction in the classroom, and all available programs and activities offered in MDUSD schools.   The administrator, of School and Community Linked Services is designated at the McKinney Vento Homeless Educational Liaison in MDUSD. Training and professional development is provided annually for all site and district administrators regarding identification, reporting, and serving students who are homeless. In addition, school registrars, enrollment secretaries, school nurses, school social workers, and twenty (20) social work interns receive specialized training. Counselors act as designated liaisons between MDUSD Student Services and the site to support students who are homeless addressing their attendance, academic, and social-emotional needs. For homeless children with special needs, the MDUSD Student Services Department works collaboratively with school site personnel and with the MDUSD Department of Special Education to ensure their unique needs are met. Enrollment procedures includes the identification of children who may be homeless. Upon report to Mt. Diablo HOPE, specific needs for families and students are determined and support is provided to ensure immediate enrollment in school, transportation to and from school, free meals and nutrition at school, and linkage with resources at school, in MDUSD, and in the community. Interagency collaboration has also been critical to meeting the needs of homeless students and families in MDUSD. Homeless students in MDUSD receive support from the MDUSD Departments of Student Services, SARB Child Welfare and Attendance Liaisons, Special Education Program Specialist, Equity, After School Programs, English Language Learners, and district leadership. A dedicated school psychologist provides specialized psycho-educational assessments when indicated, and assists caregivers and students to navigate the IEP and Section 504 processes.   Homeless students are a priority population in the MDUSD WIOA (Workforce Readiness) program, as well as services provided by Social Work Specialist positions funded under a grant from the US Dept. of Education. Each student group within the homeless population has unique educational needs, child and family stressors, and related needed access to resources and instructional remediation. Case management services and care coordination is essential to address fragmented services that otherwise operate in isolation. Supervision and training of social work interns increases access to needed resources for homeless students.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

MDUSD has family literacy programs located at several Title I sites which include a co-op setting where parents and staff work collaboratively teaching and instructing preschool students. To assist with the transition into elementary, teachers attend preschool meetings and often present about their kindergarten programs, students take field trips to their kindergarten classroom, and the preschools and kindergarten teachers host family, Back to School and/or Open House nights. In addition, MDUSD has partnerships with HeadStart preschools and runs a collaborative program for students with disabilities, in addition to our continuum of placements for students with disabilities within the district. We partner with Regional Center of the East Bay for students making the transition from Part C to Part B of IDEA to ensure timely access to services.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    (A) coordination with institutions of higher education, employers, and other local partners; and
    (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD has family literacy programs located at several Title I sites which include a co-op setting where parents and staff work collaboratively teaching and instructing preschool students. To assist with the transition into elementary, teachers attend preschool meetings and often present about their kindergarten programs, students take field trips to their kindergarten classroom, and the preschools and kindergarten teachers host family, Back to School and/or Open House nights. The transition from elementary to middle school includes visits from elective teachers who present on the different courses, trips to the middle school, family nights, counselor support to help students with their course selections, 8th grade ambassadors who help to mentor incoming 6th grade students, and, often, orientation events. The transition from middle to high school can include articulation meetings between teachers at the middle and high school levels, site visits, summer orientation programs at the high schools for incoming 9th grade students (i.e. Link Crew, WOW), expanding CTE opportunities at the middle schools which includes exposing them to the different career pathways at their different feeder high schools, and the use of college planning tools (i.e. Naviance) in the 8th grade year. Counselors also reach out to 8th grade students to support them with course selections, informed by multiple measure and data points, to ensure they receive appropriate support. The transition from high school to post secondary includes the support of a middle college program (College Now) with the goal of having a full 11th and 12th grade class as a way to provide dual enrollment opportunities. Through the College Now program, students can earn up to 15 community college credits each semester. MDUSD, in partnership with our local community college (DVC), offers a college counseling class targeting students preparing to graduate. MDUSD will continue to work with the two local community colleges to develop opportunities for students to earn college credit by exam after successfully completing an articulated course. The District is also looking to expand the number of students earning industry certificates, which is currently integrated into the culinary and health pathways. Through the assistance of the Career Pathway Advisory, students have increased access to work based learning experiences, including internships. Work based learning coordinators help to support all pathways in providing meaningful work based learning experiences. They also support all students participating in internships. Through the work based learning experiences, students have a better understanding of the connections between what they are learning in their classrooms with the industry. The support of academic counselor positions and regular field trips to local college and universities will also continue to support a successful transition into post secondary.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD utilizes LCFF supplemental funds to serve gifted and talented and high achieving students. School sites are allocated LCFF funding and decide how best to support high-quality differentiated instruction that addresses their unique talents and advances their achievement. State funds, as well as integrated Title I funds, may be used to provide staff access to professional learning opportunities that focus on such specific instructional practices as differentiated instruction, enrichment, acceleration, and curriculum compacting. A school's funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e., low income, African American, Latino, English learners. Accordingly, funds can be used to increase gifted/talented learners access to and engagement in high- quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness. LCFF supplemental funds are also used to develop effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Schools may integrate Title I funds to purchase magazine subscriptions, library books, reference materials, leveled readers, and software licenses. Additionally, at some sites, Title I funds are used to support leveled readers for small group differentiated instruction, classroom libraries, professional development for the elementary school teachers on how to use these materials, and after school enrichment programs (i.e Robotics at middle schools).

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD has an integrated system of professional growth and improvement focused on closing the achievement gap and ensuring access and opportunity for all students. The District provides professional growth and improvement opportunities for teachers by hiring instructional coaches to support specific and targeted areas, such as literacy, mathematics, ELD Dual Language, technology, and science. The coaches provide one on one support for teachers, workshops, facilitate lesson study visits, and assist with the coordination of professional development day activities. Teachers are provided time for collaboration on a regular basis using early release and/or minimum days. The Teachers Induction and Support Program (TISP) specifically supports the growth and development of general education, multiple subject, or single subject preliminary credentialed teachers through a full release mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Full release TISP Coaches provide intensive and individualized support that is aligned with current initiatives and goals leading to improving new teacher practices. These coaches also support interns who are generally hired for high needs areas (i.e. special education, dual language teachers)

Principals and additional site administrators meet as teams twice a month to work as Professional Learning Communities to ensure coherence of leadership and practice across the district. New principals are supported by the Educational Services team with one to one and small group support for job embedded tasks such as data analysis, School Plan for Student Achievement completion, organizing and facilitating a school site council, CARE Team, Student Study Team, and Individual Education Program meeting, evaluation of staff, following education code, Positive Behavior Intervention and Support, and parent and community communications.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD manages Title II funding centrally. Utilizing the professional growth data listed below, the programs, positions, and activities supported using Title II funds are principally directed at increasing the effectiveness of administrators and teachers when working with under served students. MDUSD has prioritized supporting coaching positions using Title II funds to ensure that high leverage instructional initiatives and targeted support is provided. Coaches have focused their work on student discourse, academic conversations, and engagement. Even though these strategies are important for all learners, they are absolutely essential when working with English learners and with low income students. These students require that the strategies are incorporated into every lesson and instructional experience in order to be successful. Due to the large percentage of high needs students at some school sites, instructional coaches may spend more time at those sites working with staff and site leaders. Title II activities are incorporated into the LCAP (Goal 2) and are reviewed annually with key stakeholder groups. In addition, private school officials are met with and consulted at least 2 times a year to collect thoughts and input on professional improvement activities.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Systems of professional growth and improvement begin with an analysis of data about student performance, educators' areas of need, progress of site or district initiatives, student work and artifacts, and data about the effectiveness of current professional development. Surveys of teachers after each training, conversations with administrators twice a month, and classroom observations help us to identify areas in which professional development would help teachers better meet students' needs. Based on this data, adjustments are made to what is offered throughout the year and during the three full release days built into the district calendar. Title II activities are incorporated into the LCAP and are reviewed annually with key stakeholder groups, including teachers, principals, union officials, and classified staff. In addition, private school officials are met with and consulted at least 2 times a year to collect thoughts and input on professional improvement activities.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To enhance teacher, school support personnel, principals, parents and administrators' capacity to support the English learners in meeting or exceeding English language development benchmarks, improving reclassification rates, and subject matter knowledge, the following professional development will be provided:

- Five staff development days will be provided for principals, site and district administrators and Teachers on Special Assignment (TOSAs) on effective dual language instruction with consultant Dr. José Medina. Administrators will participate in instructional rounds and coaching sessions to identify effective practices in Dual Language Programs.
- One session of four days each of professional development for middle school and high school teachers focusing on Constructing Meaning (a framework to embed language instruction through content as well as promote academic conversations.)
- Follow up sessions will be scheduled for cohorts of teachers already trained in Constructing Meaning.
- Secondary TOSAs will attend the AVID/CABE conferences to learn about curriculum and strategies targeting the needs of long term English learner and cultural relevant teaching.
- Provide training to new teachers on Integrated and Designated ELD.
- Use of demonstration integrated and dedicated ELD lessons by district TOSAs.
- Three additional staff development/collaboration days for teachers teaching in the Dual Language programs TK-5. The purpose of these days is to enhance the ability of such teachers and principals to understand and implement curricula, assessment practices, and instructional strategies for English learners in Dual Language Programs.
- Two additional days of PD to MS and HS teachers focused on coordinating the ELD program across the District. Additionally, training will focus on best practices on Designated ELD, alignment to the ELD standards and incorporating into their practice the ELPAC task.
- Explore the implementation of training focused on the use of accents with bilingual K-5 teachers to improve writing in Spanish.
- Invest in parent outreach and engagement to ensure parents are equal partners in the education of their student. Moreover, to develop parent leaders at school sites, MDUSD will contract with Project 2 Inspire to provide a 14-week session where parents will learn about the educational system, standards, requirements, assessment, and the pathway to entering college.
- To ensure parents of English learners, specially parents of immigrant students, are engaged in the education of their English learner students and are able to support their development of English, MDUSD will contract with the Project 2 Inspire, CABE to offer 2 fourteen week sessions.
- Continue to support a critical position, English Learner Program Specialist at our High School with the largest number of English Learner and Newcomer students. This position provides additional support to the ELD Teachers, students and parents of English Learners
- Support 2.5 FTE Teacher on Special Assignment that will work with teachers to refine their practice in Designated and Integrated ELD. Additionally, they will provide support and professional support to Dual Language Teachers.

To increase the English language proficiency and academic success of English Learner and immigrant children and youth, the District will also implement programs, services and supports as outlined in the MDUSD English Learner Master Plan, which is currently being revised. This plan provides the guidance to schools to provide instructional services and programs for English Learners. The District's EL program for English Learners includes, both designated and integrated ELD, access to rigorous content instruction using strategies like academic conversations, sentence stems, use of visual, graphs, use of technology, supplementary materials and continuous monitoring of English learners to ensure that students receive additional support and intervention as needed to achieve English fluency and academic success.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support MDUSD's increasing newcomer student population, the English Learner Department will implement the following actions:
- Provide supplementary materials for teachers teaching newcomers to address foundational skills (specifically targeting students with interrupted or no schooling.)
- Bilingual paraprofessional positions for sites to support the instruction of Newcomer students.
- Support a bilingual Newcomer Social Worker position to engage parents and students in the educations system. Social Worker will work with groups of newcomers at the high school level providing support to unaccompanied minors or students that suffered trauma during their journey to the US.
- Provide each middle school or high school student a primary language-English glossary for different subject matters that can use throughout his or her school day.
- Purchase supplementary Newcomer materials to increase access to print with high interest low difficulty text.
- Continue the support of licenses of Imagine Learning software for elementary newcomers and iReady licenses to support high school students in English and math.
- Provide a Title III Immigrant Newcomer Summer Program to Immigrant Newcomer students at the elementary, middle, and high school levels. The purpose is to provide accelerated English Language Development Instruction based on the ELD standards and that will integrate listening, speaking, reading and writing.
- Provide afterschool intervention focused on English Language Development.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To increase the English language proficiency and academic success of English learner and immigrant children and youth, the District will implement programs, services and supports as outlined in the MDUSD English Learner Master Plan. This plan provides the guidance to schools to provide instructional services and programs for English learners. The District's EL program for English learners includes, both designated and integrated ELD, access to rigorous content instruction using strategies like academic conversations, sentence stems, use of visual, graphs, use of technology, supplementary materials and continuous monitoring of English learners to ensure that students receive additional support and intervention as needed to achieve English fluency and academic success. The District is committed to instructional programs for English Learners that will result in English Proficiency as well as academic achievement. Therefore, MDUSD has developed different programs to address the needs of the different groups of EL students: Newcomer Academy, Long Term English Learners, Students with Interrupted schooling, English Learners in English Only or Dual Language Programs.

The District will fund supplemental supports and services for English learners using Title III:
- Purchase of supplemental instructional materials for Designated ELD and Academic Language Development for Long Term English Learners
- Purchase of supplemental instructional materials for content classes.
- Fund afterschool intervention cycles for English learners not meeting yearly benchmarks according to Catch Up Plans
- Purchase of supplemental iReady licenses for high school English learners to support instruction at the individual level of the students in the area of English Language Art and Mathematics.
- Improve the Spanish assessment of students in Dual Language Program by investigating the purchase of a new initial Assessment.
- District will provide opportunities for teachers to participate in designated and integrated ELD demonstration lessons with our EL Teacher on Special Assignment to support the delivery of High quality ELD instruction.
- English Learner Parent Coordinator that works exclusively with parents of English learners to increase parent participation at site and District level.
- Provide opportunities for parents leaders, trained on Project 2 Inspire curriculum, to offer Parent-to-Parent workshops to increase engagement and participation of English learner parents at the site level.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD will use the data included in the California Accountability Dashboard, published by the CA Department of Education, as well as the District's LCAP indicators, to monitor the progress of English learners to ensure they are making adequate linguistic and academic progress. Additionally, all school sites will continue implementing English Language Review Team (ELRT) meetings and writing Catch-Up-Plans to monitor student growth as they work towards reclassification and meeting academic standards. Additionally, all principals will submit three times a year an English Learner Principal's Assurance to verify that their school is meeting the expectations for their programs for English learners.

District Administrators and members of the English Learner Department will conduct classroom observations to monitor overall implementation of professional development, Designated and Integrated ELD as well as effective instruction in Dual Language classrooms. To ensure that English learners are making progress in learning English as measured by the English Language Proficiency Assessments of California (ELPAC), achieving proficiency in English (reclassification,) and in meeting or exceeding grade level standards, the district will provide:

- High quality programs of instruction for English Learners
- Designated and Integrated ELD instruction
- Professional development for content instruction teachers to support Integrated ELD instruction
- Afterschool targeted intervention for English learners
- Supplemental materials or resources
- Supplemental software licenses of Imagine Learning English to support English acquisition, and iReady to provide additional support to English learners at the high school level
- Purchase Imaging Learning Español for students in Dual Language Programs to provide additional support in Spanish reading instruction
- Provide parents of English Learners opportunities to learn about the educational system and what support can they give their students to be academically successful
- Provide access to online tutoring for Middle School and High School English Learners using licenses from FEV Tutor.
- Additional online support for English learners in MS and HS to support their development in English by buying licenses of Brain Pop ELL.
- For Newcomer Students investigate the use of Supplementary materials: Language Tree online.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

    (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

    (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

    (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

    (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

    (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MDUSD is utilizing the feedback collected at PAC, DELAC, and from the LCAP Community meetings to determine how best to utilize Title IV funds. Title IV funds will be used to expand International Baccalaureate (IB) and AVID schoolwide programs at high needs schools, support a Teacher on Special Assignment position focused on the integration of technology into instruction, and support supplemental sections for low -performing students at secondary sites. The District will periodically evaluate the effectiveness of these activities by surveying staff and families, analyzing CA Dashboard Indicator data, and local indicators.