

DRAFT

**Local Control
and
Accountability Plan**

MDUSD 2015-2016

Introduction:

LEA: Mt. Diablo Unified School District **Contact (Name, Title, Email, Phone Number):** Nellie Meyer, Superintendent, mevern@mdusd.org, 925-682-8000 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

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: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|--|
| <p>MDUSD LCAP Community Meetings: From January through April, Superintendent, Dr. Nellie Meyer, held eight community meetings to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) to stakeholders. These meetings were held at each high school and at two middle schools. Spanish translation was provided. All materials, and the PowerPoint presentation, were in English and in Spanish. Parents and the community were notified in writing and verbally about these meetings by the feeder schools for each high school and the two middle schools. Additionally,</p> | <p>The feedback from these meetings was important to the development of the district’s LCAP. This information helped the LCAP Focus Group align the feedback and the district strategic plan while developing the recommended LCAP Goals, Actions, and Expenditures. They also provided guidance about priorities for upcoming years. Aggregate data from these meetings is available both as attachments in the appendix and posted on the MDUSD website.</p> |

information was posted on the district’s website about each meeting.

During the meetings Dr. Meyer provided an overview of the goals for the meeting, an explanation of the eight LCAP priorities, and presented the timeline for the development of the LCAP. Time was dedicated for questions and answers during the presentation. Parents then selected from three groups, Pupil Outcomes, Conditions of Learning, and Engagement, to which group they wanted to work in: Pupil Outcomes, Conditions of Learning, or Engagement. Community members were guided to ask the following questions: 1. What does your child need to be college and/or career ready? 2. How can we work together to support relationships in our district (e.g. Student- teacher, staff-parents...) to motivate student achievement? 3. What must be present in your school to ensure success for all? In these groups, participants shared their ideas on district/school/student needs and how to address those needs with district resources. Participants were also able to provide feedback on the groups they didn’t join via a feedback sheet they could turn in at the end of the meeting or send to the district office.

The information collected at these meetings and from any feedback forms sent to the district office was transcribed, translated into Spanish, and uploaded onto the district’s website.

District English Learner Advisory Council (DELAC): The superintendent and staff met with the DELAC to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). All materials, and the PowerPoint presentation, were in English and in Spanish. Similar to the Community meetings, during the meetings Dr. Meyer explained the LCFF and the LCAP. There was time for questions and answers during the presentation. As in the Community meetings, participants shared their ideas on district/school/student needs and how to address those needs with district resources. The information collected at these meetings was transcribed, translated into Spanish, and uploaded onto the district’s website.

MDUSD LCAP Principal Meetings: During the January 15, 2014 K-Adult Meeting, administrators worked in school feeder patterns or similar departments to discuss current base and supplemental services and programs. They also identified some future needs. During a meeting on May 23, 2014, principals, working in small teams, reviewed a more user-friendly version of the LCAP template. They provided feedback on the needs, goals, outcomes, and

As with the Community meetings, feedback from this meeting was important to the development of the district’s LCAP. This information helped the LCAP Focus Group align the feedback and the district strategic plan while developing the recommended LCAP Goals, Actions, and Expenditures. They also provided guidance about priorities for upcoming years. DELAC emphasized Celebration of Biliteracy seal , celebration of the reclassification of English learners, the need for clear communication, culturally responsive education, visions for different pathways, respect, and the development of strong English skills. In particular parents stressed a need for strong relationships and mentoring for students.

The information gathered in these meetings helped to expand on actions in the LCAP and relate them to specific expenditures. The changes identified during the May 23rd meeting were incorporated into the draft plan presented to a joint PAC/DELAC meeting later that same day.

actions/services.

Input from Foster Youth Organizations and MDUSD HOPE: The Mt. Diablo Unified School District's Foster Youth Services (FYS) program has been involved throughout the implementation process of the LCFF and LCAP. Beginning in the spring of 2013, FYS worked hand in hand with a wide range of foster youth advocates, foster youth, partnering agencies, Contra Costa County Office of Education (CCCOE), legislators, teachers, and administrators to protect and preserve the categorical funding for the Core FYS programs.

FYS coordinated the efforts of the 6 Foster Youth Core Programs and foster youth to participate in field trips to Sacramento to appear before Senate and Assembly hearings to express concerns about the proposed changes. There were 3 field trips to the legislature in the spring of 2013; 2/28/13, 5/1/13, 5/8/13 that included over 20 foster youth, the 6 Core FYS programs, representatives from the CCCOE, and partnering agencies such as Youth Homes, Inc, and CASA.

MDUSD FYS helped foster youth attend local Town Hall meetings sponsored by both Mark De Saulnier and Susan Bonilla on 5/16/13 and 5/23/13. FYS invited both legislators to participate in separate, individual sit down conversations with FYS staff and foster youth. Senator De Saulnier joined our foster youth at Mt. Diablo HS's Diablo Community Center on April 19th, 2013 while we brought foster youth to the office of Assemblywoman Susan Bonilla at Todos Santos Square.

Foster Youth Services initiated a letter writing campaign to Senator De Saulnier and Assemblywoman Bonilla along with a targeted number of their colleagues. FYS generated dozens of postcard messages authored by foster youth and district staff advocating the preservation of the categorical funding for foster youth services.

Foster Youth Services also attended the LCAP Community meeting held at Mt. Diablo High School on Tuesday April 8th. Numerous foster youth, parents of students receiving services, and community members attended to voice their support for the services provided through Foster Youth Services and the Diablo Community Center.

Community Advisory Committee (CAC): On April 1, 2014, The superintendent

These meetings provided input on needed actions and services specifically for foster youth. These directly informed actions and services delineated in this plan.

Many members filled out feedback forms. They expressed interest in teachers

presented the same Power Point used in the LCAP Community Meetings. They discussed the information and feedback was collected.

City Council Meetings: Presentations were made using the same Power Point as for the LCAP Community Meetings. Discussion to clarify and gather input.

LCAP Focus Group: During three full day workshops, a group of district employees was created to work on developing the draft LCAP. This group was comprised of the superintendent, superintendent's Council, various members of each district department, principals, teachers, special education assistants, classified staff, and representatives from MDEA, CST, CSEA, DMA, Teamsters and MDSPA. Additionally, the group included representatives from district departments that support English learners and foster youth. Principals, teachers, and assistants representing Title I schools and special education sites also participated. This group worked to correlate the District Strategic Plan goals with the feedback from the community meetings, DELAC, and other sources. They worked together to identify goals and actions for the LCAP from the input collect during the community, DELAC, CAC, and City Council meetings.

PTA: PTA representatives were offered the presentation as was done for the city councils and community meetings. The 5 members present indicated they had attended the community meetings and did not feel an additional presentation was needed.

Joint DELAC and LCAP Parent Advisory Council (PAC) Meeting: Principals were asked to identify a parent to participate on a LCAP Parent Advisory Council. A joint LCAP PAC/DELAC meeting was held on May 22, 2014. Parents were given a copy of the draft LCAP as it stood at the time of that meeting. Parents were provided a more user-friendly document (in English and in Spanish) that presented the draft needs, goals, outcomes, and actions/services in the plan. It was explained that the budget was not complete in the plan as the Fiscal Department was in progress updating information in the district fiscal software due to Board Action at the Board meeting the week prior and that as a result, the most current budget data was not available at the time of the meeting. Parents were informed that an updated draft would be emailed to them and a member of staff would be available at the same location for a day the following week to go over it with them and take questions or comments on that draft of the plan before it was posted for broader community review and comment.

trained in diversity, structured collaboration at the sites, increase mainstreaming opportunities, change perception regarding special education and the sites, student led report card conferences, teacher created assessments.

Interest in restoring services to students (e.g. interventions, small classes, counselors, athletics, arts) parallels input from LCAP Community Meetings. Actions were developed to address these.

Broad district input on the development of the LCAP. This group developed draft Goals, Outcomes, and Actions for the LCAP based on a review of the information from the LCAP Community meetings and the MDUSD Strategic Plan. This draft was then taken to a joint PAC and DELAC meeting for further input and adjustment.

At this time, there was no immediate impact on the LCAP from the separate PTA meeting. They contributed during the community meetings. The PTA representatives will be informed about Mt. Diablo Unified's progress on the LCAP via regular updates in meetings throughout the upcoming school year.

Feedback from the joint LCAP PAC/DELAC meeting was incorporated into and caused changes in the draft plan. Specifically changes occurred phrasing of goals, outcomes and actions. Language was clarified. Actions were updated and some new actions added.

created Joint District-City Council meetings, Equity Advisory monthly meetings created a collaborative spirit and forum for input and feedback.

Questions were asked that helped to inform the district on actions with greatest impact, areas that were working and areas that needed more focus and effort. These questions included;

1. In the area of College and Career what actions/services do you believe has made the biggest impact to improving student learning in this first year of implementation?
2. In the area of Parent/Family and Community Engagement what actions/services do you believe has made the biggest impact to improving student learning in this first year of implementation?
3. In the area of Professional Learning what actions/services do you believe has made the biggest impact to improving student learning in this first year of implementation?
4. In the area of Special Populations what actions/services do you believe has made the biggest impact to improving student learning in this first year of implementation?

Newly formed Student Voice visits to each High School, Olympic Alternative

LCAP. A cycle of improvement process was created with information being shared and forums for input to be reported back to inform and revise next steps and actions.

- A positive shift in the culture in the district where the district community (parents, community, staff...) feel their input/feedback is heard. Their input and work is reflected in documents, actions and services.
- Stakeholder community becoming accustomed to being asked their input...via meetings, social media, meetings.... Feel they are important and have a voice in the actions.
- Expanded outreach and communication with business and industry to help them understand the LCAP and have the opportunities to provide input. This can be done through Chambers of Commerce, Eastbay Leadership Council, Contra Costa Economic Business Partnership and others.
- Community meeting recommendations included for Goal 1: Continued college and career preparedness, counseling for academic and social emotional support, opportunities for credit recovery, outreach to involve parents, collaborate with local colleges and universities and access to high quality education programs, safe, cleanly and optimal learning an environment. Goal 2: general communication efforts and strategies (i.e. improved website, better communication about LCAP), offer additional parent workshops and strategies to help parents feel welcome and comfortable at school. Goals 3: Professional development supporting teachers to build classroom capacity, more training for teachers on helping students understand Math and integrating technology, behavior expectation and discipline, Science Technology Engineering and Math (STEM), supporting English Learners and preparing students for college and the application process. In addition, professional development for site leaders on evaluation and supervision, engaging parents and utilizing teacher coaches. Special Population support: Smaller class sizes, support for teachers to teach Common Core State Standards (CCSS), additional counseling support, outreach and academic and social emotional support for foster youth, more consistent inclusion of special education staff in all in text and curriculum choices and course development, partnering with outside agencies and before/after school homework clubs and after school programs are very helpful.

Honesty of the student voices about their teacher relationships, climate, and

High School, and Diablo Day School created the vehicle to “hear” the student perspective and generate ideas for improvement and areas of growth and innovation. In addition, focus groups with Foster Youth by Student Services Department ensured individual needs and supports were available and accessible.

MDUSD district leadership dedicated time to identify, focus, streamline and align current efforts to better support LCAP, actions and services and resources. Opportunities such as the Cabinet Retreat in November 2014, Principal meetings, and LCAP Focus Group monthly meetings beginning January-May 2015 generated ideas, outreach and a forum for gathering ongoing input, improving communication, focusing actions, services and resources.

Principals shared LCAP information with school staff (teachers, support staff) and school community (PTC, School Site Council) to inform, gather input and engage the school community.

expectations helped to modify and add services and actions to the LCAP. Student perspectives that can be found throughout the priorities, services and actions of the plan--in participation students expressed their need to be connected to the adults at their school and to each other. Student voices have helped to make systemic changes and decisions. Students expressed a strong interest in more academies and pathway and shared the importance of having counselors. The intent is to increase students’ connections and high expectations and opportunities for their future.

- Each Department will create a LCAP at a Glance for their department to communicate and demonstrate alignment, services and support to the goal areas and special populations. Each school will also create an LCAP at a Glance specific to the actions and services at their school, aligned to their Single Plan for Student Achievement (SPSA).
- The district is working on a heightened sense of community of schools, district, departments and schools. Building relationships with this process that has not been as apparent and relevant in the past. Very deliberate administrative changes to address improved relationships and service oriented district.
- Ensure all staff and new hires are trained in the LCAP goals, actions and services.
- Modified budget development process helped to ensure alignment of school and district budgets to the LCAP goals, actions and services.
- Modified budget development process helped to ensure alignment of school and district budgets to the LCAP goals, actions and services.
- Importance and need to have consistent messages.... Creation and use of the LCAP at a Glance and other communication documents which has increased understanding, access and visibility of the LCAP goals, services and actions. (Attachment B). These communication tools were shared by Principals to ensure that the entire district community was aware and informed of the MDUSD LCAP. A cycle of improvement process was created with information being shared and forums for input to be reported back to inform and revise next steps and actions.
- Each school will also create an LCAP at a Glance specific to the actions and services at their school, aligned to their Single Plan for Student Achievement (SPSA).

The development of consistent communication documents about the Local Control Accountability Plan including the LCAP at a Glance and supporting documents helped to streamline and simplify communication about the LCAP; what it is, goals, and actions and services. These communication tools were shared by Stakeholders.

- Developed a video to improve communication and help stakeholders learn about the district, its focus and programs and services that support students and families.
- Developed a new district website, social media presence (i.e. Facebook, Twitter) and the Welcome Center at the District Office to inform, engage and communicate with school community (students, parents, community and staff).
- Need to continue to clarify and define understanding of district terms, programs and services.
- Importance and need to have consistent messages.... Creation of LCAP at a Glance which has gone through numerous versions and revisions has increased understanding, access and visibility of the LCAP goals, services and actions. (Attachment B)
- Board has continued to be updated about the LCAP and has made decisions throughout the year to support the goals. For example--process of hiring counselors, Common Core State Standards (CCSS), reinstatement of music and athletics, technology enhancements, increased number of student participating in after school programs, summer school, career pathways, continue to fund Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for each and every student.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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| <p>GOAL 1:</p> | <p>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 for college or career and ready to be adult members of their community.</p> | <p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>Mt. Diablo USD</u> <u>Strategic Plan:</u> • <u>Academic Excellence & Learning</u> • <u>Supportive Family and Community Involvement</u> • <u>High Quality Effective Staff</u></p> |
| <p>Identified Need :</p> | <ul style="list-style-type: none"> • Increase academic achievement for all students. • Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators, Transitional Kindergarten (TK) through 12th grade. • Expand opportunities for extracurricular and co-curricular activities. • Strengthen and expand support and opportunities for parents/guardians and students to know how to be prepared and ready for the future. • Strengthen and create a positive and safe learning environment. • Increase access to technology. <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> • Elementary RAP (Reading Assessment Program) Scores • 6th Grade Math Summative Assessments • Algebra II Completion Data • Standards-Based Assessments (Baseline 2014-15, targets will be set pending guidance from CDE related to SBAC performance levels.) • Retention Data • Reclassification Data, • Annual Measurable Achievement Objectives (AMAO) • 9th Grade credit/grade Data by quarter • Individualized Education Plan (IEP) Data • Course Enrollment Data – Advanced Placement (AP), Honors, A-G • Graduation and Drop-out Data • College Admissions Data • Student Surveys such as California Healthy Kids, locally developed survey • SET (PBIS assessment tool) • Attendance Data • Annual Williams Report | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p> All</p> |

LCAP Year 1: 2015-2016

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Increase student achievement for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined targets (TBD). e) Increase performance on Early Assessment Program (EAP) = increase 5% annually. f) Improved retention rates – elementary and 8th grade = 5% decrease annually. g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase. h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year. i) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. j) Maintain full compliance with textbook sufficiency. k) Full implementation of Common Core State Standards based instruction by 2015-2016 <p>2. Increase student access to rigorous and relevant content taught by engaged and effective educators, Transitional Kindergarten (TK) -12th grade. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased 11-12th grade access to Advanced Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. b) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year. d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased student participation in extra/co-curricular activities = increase participation 5% each year. b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year. <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Student surveys/forums = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. b) Improved student attendance = Increase district attendance rate by 2% annually. c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. d) Annual William’s Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Align staff, services, and systems to support the goals of the LCAP. Continue to provide basic | All, Districtwid | <input checked="" type="checkbox"/> All <input type="checkbox"/> OR: ----- | Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 95,765,409 |

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| <p>instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 6,232,031 Employee Benefits 3000-3999 Employee Benefits LCFF Base 34,305,748 Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75,569 Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413 Employee Benefits 3000-3999 Employee Benefits TIIG 68,072 Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962 Employee Benefits 3000-3999 Employee Benefits Transportation 425,254</p> |
| <p>1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 556,774 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 5,027,811 Employee Benefits 3000-3999 Employee Benefits LCFF Base 2,400,205 Materials and supplies 4000-4999: Books And Supplies LCFF Base 673,731 Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 51,452 Employee Benefits 3000-3999 Employee Benefits Developer Fee Fund 21,733</p> |
| <p>1.3 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,240,598 Employee Benefits 3000-3999 Employee Benefits LCFF Base 4,335,460 Materials and Supplies 4000-4999: Books And Supplies LCFF Base 685,076 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 301,701 Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 22,846 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental Classified Personnel 2000-2999: Classified Personnel Salaries</p> |

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| | | | <p>Adult Education Fund 2,673,551</p> <p>Employee Benefits 3000-3999 Employee Benefits Adult Education Fund 1,247,934</p> <p>Measure C 2010 Fund</p> <p>State School Building Fund</p> |
| <p>1.4 Continue to provide state standards-based instruction and materials for all students.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel- see 1.1, 1.2, 1.3 LCFF Base</p> <p>Classified Personnel - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000</p> <p>Employee Benefits 3000-3999 Employee Benefits Title I 2,975</p> <p>Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Instructional Materials (Prop. 20) 950,639</p> <p>Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies LCFF Base 365,485</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I 5,000</p> <p>Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000</p> |
| <p>1.5 Implement and monitor MTSS academic and behavioral intervention (e.g. Positive Behavior Intervention and Support (PBIS), Behavior Expectation Matrix, "Catch up plans for English Learners, in-school/after school intervention) See Coordinating Early Intervening Services Plan Summary, Appendix.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 1000-1999: Certificated Personnel Salaries IDEA 361,583</p> <p>Classified Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 2000-2999: Classified Personnel Salaries IDEA 152,099</p> <p>Employee Benefits - COORDINATED EARLY INTERVENING SERVICES (CEIS) 3000-3999 Employee Benefits IDEA 163,748</p> <p>Materials and Supplies- COORDINATED EARLY INTERVENING SERVICES (CEIS) 4000-4999: Books And Supplies IDEA 39,637</p> <p>Independent Services Contracts - COORDINATED EARLY INTERVENING SERVICES (CEIS)</p> |

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| | | | <p>5000-5999: Services And Other Operating Expenditures IDEA 236,800</p> <p>Other Outgo - COORDINATED EARLY INTERVENING SERVICES (CEIS)</p> <p>7000-7439: Other Outgo IDEA 31,859</p> |
| 1.6 Continue to provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP (e.g. principal meetings, school visits, teacher symposiums, outreach to EL and special education teachers and communication tools) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I</p> <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| 1.7 Teacher teams representing general education, special education, and English learner students will analyze student data to ensure lessons and assessments they designed are effective, and adjust them if they are not. (e.g. support classes for English Learners (EL). | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 250,440</p> <p>Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 26,087</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 39,791</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 32,340</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 10,780</p> <p>Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 40,000</p> <p>Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133,485</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| 1.8 Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning. (e.g. access to user friendly and frequent data reports. Collaboration time for English Language Development (ELD) teachers). | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.9 Assess and develop a plan to increase access to services to ensure students at all levels are on track for graduation. (e.g. Credit reclamation, summer school, concurrent/dual-enrollment, extended day/longer school year, expanded after-school programs) For students on a certificate of completion path, include vocational/workability programs. | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| 1.10 Monitor and adjust academic support and remediation across the district. (e.g. increased access for extended day/after school programs, summer school and credit recovery for special population students). | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF Base 11,787</p> <p>Cyber High Personnel Costs - Benefits 3000-3999 Employee Benefits LCFF Base 1,697</p> <p>Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Base 51,017</p> <p>Instructional Materials - see 1.4</p> |
| 1.11 Increase student and staff access to tools and technology both in and outside of the school day, including access by 10% from the baseline year of 2014-2015. (e.g. instruction in K-12 digital literacy and citizenship, online courses, increase in blended/flipped learning instructional practices, computer labs, and take home devices). See MDUSD Technology Plan. | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 203,103</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 95,683</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,819,588</p> |
| 1.12 Continue to recognize and celebrate students at both the district and school level, who demonstrate academic improvement and achievement as a model of achievement for all students. | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10,780</p> |

| | | _ Other Subgroups: (Specify) | |
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| 1.13 Continue to assess and expand the number of students participating in programs that support student access to college, career, and work experience opportunities (e.g. Linked Learning, Advanced Via Individual Determination (AVID), college readiness programs, dual-enrollment, Advanced Placement (AP) courses, project-based learning, Middle College, and International Baccalaureate (IB).) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental PSAT Contract 5000-5999: Services And Other Operating Expenditures LCFF Base 24,943 |
| 1.14 Identify opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, student voice focus groups, and community services and service hours recommended for graduation requirement) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 1.15 Continue to offer athletic programs at all high schools in the MDUSD. Pilot a middle school athletic program in 2015-2016. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 436,590 Employee Benefits 3000-3999 Employee Benefits LCFF Base 47,070 Equipment Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 58,212 Transportation 5000-5999: Services And Other Operating Expenditures LCFF Base 46,246 Memberships/Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 56,056 Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures LCFF Base 204,820 |
| 1.16 Increase extra/co-curricular, visual and performing arts opportunities by 5% above 2014-2015. Make sure students have access to materials needed to be successful. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 225,395 |

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| | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Employee Benefits 3000-3999 Employee Benefits LCFF Base 94,267 Materials and Supplies 4000-4999: Books And Supplies LCFF Base 3,234 Equipment Repair 5700-5799: Transfers Of Direct Costs LCFF Base 38,808 |
| 1.17 Based on the plan to improve counseling services and social-emotional support for students, provide additional counseling services for academic, social-emotional needs.(e.g. expand school counselors K-12, align and link district counseling and social-emotional services, collaborate with colleges and industry). | All, Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 1.18 Implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.(See 1.5) | All, Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 1.19 Develop a plan to support students attending school. (e.g. For English learners (EL) outreach to hire bilingual staff to increase communication between bilingual parents/caregivers and schools). (See 1.5) | All, Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs- see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 1.20 Site Allocations to support LCAP and SPSA's | All, Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent | Site Allocations to support LCAP and SPSA's - sites determine object codes for distribution of funds. Showing here in 4000's until distributed. 4000-4999: Books And Supplies LCFF Base 2,362,120 The state LCFF allocation for transportation does not cover all |

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| | | <p>English proficient _ Other Subgroups: (Specify)</p> | <p>costs related to transportation, additional costs (general education and special educations) are addressed via a contribution from the general fund Base funds. (see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 369,215</p> <p>Contribution to Transportation Employee Benefits 3000-3999 Employee Benefits LCFF Base 76,048</p> <p>Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,421,450</p> <p>Contribution to Transportation Services and other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 2,050,631</p> <p>Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay LCFF Base 337,537</p> <p>Contribution to Transportation Other Outgo 7000-7439: Other Outgo LCFF Base 329,154</p> <p>Department, and Central Operating Budgets. 5000-5999: Services And Other Operating Expenditures LCFF Base 3,114,812</p> <p>Department, and Central Operating Budgets. 6000-6999: Capital Outlay LCFF Base 113,729</p> <p>General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 57,531,765</p> |
| <p>1.21 Continue to provide basic instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.</p> | <p>All, Districtwide</p> | <p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 3,178,218</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 834,014</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 1,564,984</p> <p>Site Allocations to support LCAP and SPSA's LCFF Supplemental</p> |
| <p>1.22 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance,</p> | <p>All, Districtwide</p> | <p>_ All OR:</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 301,701</p> |

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| <p>operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <p>e</p> | <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 22,846 Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies LCFF Supplemental 3,496,419</p> |
| <p>1.23 Continue to identify, create, implement and monitor plan to address barriers to full participation in all academic programs and support to achieve graduation.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22 LCFF Supplemental Teacher Intervention and Instructional Support (TIIS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental 1,458,044 TIIS Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 469,945</p> |
| <p>1.24 Develop a plan to increase access to preschool programs offered at low income schools.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 70,829 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 78,859 Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 25,337 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 58,681 Facilities Lease/Rent 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 39,007 Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 6,684</p> |
| <p>1.25 Create and begin to use support systems for low income students to engage in college, career, and civic readiness activities. Identify local support systems through feeder patterns and district support systems.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22 LCFF Supplemental</p> |

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| <p>1.26 Asses and analyze information collected to determine effective models for online/remote learning implementation.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22 LCFF Supplemental</p> |
| <p>1.27 Maintain before and after school intervention and instruction programs. Assess need for increased services and develop a plan for expansion. (e.g. increased access for all special populations (foster youth, English learners and low-income) students).</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22 LCFF Supplemental</p> <hr/> <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries Other</p> <hr/> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other</p> <hr/> <p>Employee Benefits 3000-3999 Employee Benefits Other</p> <hr/> <p>Materials and Supplies 4000-4999: Books And Supplies Other</p> <hr/> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Other</p> |
| <p>1.28 Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. (e.g. provide resources and information for parents on district extra-co-curricular programs).</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22</p> |
| <p>1.29 Continue to recognize and celebrate students who demonstrate academic improvement, achievement and attain language proficiency as a model of achievement for all students. Implement a certificate of recognition program for students who speak two languages fluently at the elementary, middle and high school levels.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22</p> |
| <p>1.30 Use the data collected in 2014-2015 to determine if the plan is helping EL students reach grade level and</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR:</p> | <p>Personnel Costs - see 1.21. 1.22</p> |

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| <p>language proficiency. Continue the parts that work and change or eliminate those that don't.</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.31 Monitor and adjust EL supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan.(e.g. support classes for EL, identify assessment for EL aligned to the Common Core State Standards (CCSS).</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22</p> |
| <p>1.32 Develop a plan to increase English learner access to electives, A-G, and AP courses.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22</p> |
| <p>1.33 Expand access for identified students to services by bilingual counselors.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21. 1.22</p> |
| <p>1.34 Develop support systems for foster youth to engage in college, career, and civic readiness activities.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>Personnel Costs - see 1.21. 1.22</p> |

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| | | <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.35 Continue the plan developed in 2014-2015 to increase the number of foster youth served by counselors.. Ensure foster youth receive educational counseling from a foster youth education counselor. Increase access by 20% above 2014-2015. | All, Districtwide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21. 1.22 |
| 1.36 Continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc. | All, Districtwide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21. 1.22 |
| 1.37 | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.38 | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | |

LCAP Year 2: 2016-2017

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Increase student achievement for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined targets (TBD). e) Increase performance on Early Assessment Program (EAP) = increase 5% annually. f) Improved retention rates – elementary and 8th grade = 5% decrease annually. g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase. h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year. i) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. j) Maintain full compliance with textbook sufficiency. k) Full implementation of Common Core State Standards based instruction by 2015-2016 <p>2. Increase student access to rigorous and relevant content taught by engaged and effective educators, Transitional Kindergarten (TK) -12th grade. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased 11-12th grade access to Advanced Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. b) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year. d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased student participation in extra/co-curricular activities = increase participation 5% each year. b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year. <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Student surveys/forums = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. b) Improved student attendance = Increase district attendance rate by 2% annually. c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. d) Annual William’s Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Align staff, services, and systems to support the goals of the LCAP. Continue to provide basic | All, Districtwid | <input checked="" type="checkbox"/> All <input type="checkbox"/> OR: ----- | Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 103,809,703 |

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| <p>instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 6,755,521</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 37,187,430</p> <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75,569</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413</p> <p>Employee Benefits 3000-3999 Employee Benefits TIIG 68,072</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962</p> <p>Employee Benefits 3000-3999 Employee Benefits Transportation 425,254</p> |
| <p>1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 603,543</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 5,450,147</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 2,601,822</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 730,324</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other 51,452</p> <p>Employee Benefits 3000-3999 Employee Benefits Other 21,733</p> |
| <p>1.3 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,848,808</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 4,699,638</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 742,622</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 321,402</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 237,397</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries</p> |

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| | | | Other 2,673,551 |
| | | | Employee Benefits 3000-3999 Employee Benefits Other 1,247,934 |
| 1.4 Continue to provide state standards-based instruction and materials for all students. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Certificated Personnel- see 1.1, 1.2, 1.3 LCFF Base Classified Personnel - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000 Employee Benefits 3000-3999 Employee Benefits Title I 2,975 Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies LCFF Base 396,185 Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Other 950,639 Materials and Supplies 4000-4999: Books And Supplies Title I 5,000 Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000 |
| 1.5 Continue implement and monitor MTSS academic and behavioral intervention. (e.g. Positive Behavior Intervention and Support (PBIS), Behavior Expectation Matrix, "Catch up plans for English Learners, in-school/after school intervention) See Coordinating Early Intervening Services Plan Summary, Appendix. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 1.6 Continue to provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP. (e.g. principal meetings, school visits, teacher symposiums, outreach to EL and special education teachers and communication tools) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I |
| 1.7 Teacher teams analyze student data to ensure lessons and assessments they designed are effective, | All, Districtwide | <input checked="" type="checkbox"/> All OR: | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |

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| <p>and adjust them if they are not. (e.g. support classes for English Learners (EL).</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 271,476</p> <p>Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 28,278</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 43,133</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 35,056</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 11,685</p> <p>Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 40,000</p> <p>Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133,485</p> |
| <p>1.8 Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning. (e.g. access to user friendly and frequent data reports. Collaboration time for English Language Development (ELD) teachers).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>1.9 Implement and monitor the effectiveness of services to ensure students are on track for graduation. Increase access by 10% from 2015-2016. Maintain services provided by vocational/workability program.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>1.10 Monitor and adjust academic support and remediation across the district. (e.g. increased access for extended day/after school programs, summer school and credit recovery for special population students).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Instructional Materials - see 1.4</p> |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF Base 12,777</p> <p>Cyber High Personnel Costs - Benefits 3000-3999 Employee Benefits LCFF Base 1,839</p> <p>Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Base 55,302</p> |
| <p>1.11 Continue to implement the plan to ensure staff and students has access to tools and technology both in and outside of the school day. Increase access by 10% from 2015-2016. (e.g. instruction in K-12 digital literacy and citizenship, online courses, increase in blended/flipped learning instructional practices, computer labs, and take home devices). See MDUSD Technology Plan.</p> | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 220,163</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 103,720</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,972,433</p> |
| <p>1.12 Continue to recognize and celebrate students at both the district and school level, who demonstrate academic improvement and achievement as a model of achievement for all students.</p> | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 11,685</p> |
| <p>1.13 Increase by 10% from 2015-2016 the number of students participating in programs that support student access to college, career, and work experience opportunities. (e.g. Linked Learning, Advanced Via Individual Determination (AVID), college readiness programs, dual-enrollment, Advanced Placement (AP) courses, project-based learning, Middle College, and International Baccalaureate (IB).)</p> | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>PSAT Contract 5000-5999: Services And Other Operating Expenditures LCFF Base 27,038</p> |
| <p>1.14 Develop a plan to increase opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, student voice focus groups, and community services and service hours recommended for graduation requirement)</p> | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

| | | English proficient _ Other Subgroups: (Specify) | |
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| <p>1.15 Continue to offer athletics programs at all high schools in the MDUSD. Evaluate participation in piloted middle school program.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 473,263</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 51,023</p> <p>Equipment Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 63,101</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF Base 50,130</p> <p>Memberships/Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 60,764</p> <p>Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures LCFF Base 222,024</p> <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>1.16 Continue to increase extra/co-curricular, visual and performing arts opportunities by 5% above 2015-2016. Make sure students have access to materials needed to be successful. (e.g. field trips, clubs, visual and performing arts).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 244,328</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 102,185</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 3,505</p> <p>Equipment Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 42,067</p> |
| <p>1.17 Monitor the plan to improve counseling services and social-emotional support for students to make sure it is effective. Change as needed and continue to monitor its effectiveness.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| <p>1.18 Continue implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>1.19 Implement the plan to support students attending school. (e.g. For English learners (EL) outreach to hire bilingual staff to increase communication between bilingual parents/caregivers and schools).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs- see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>1.20 Site Allocations to support LCAP and SPSA's</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Site Allocations to support LCAP and SPSA's - sites determine object codes for distribution of funds. Showing here in 4000's until distributed. 4000-4999: Books And Supplies LCFF Base 2,560,538 The state LCFF allocation for transportation does not cover all costs related to transportation; additional costs (general education and special educations) are addressed via a contribution from the general fund Base funds. (see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 400,229 Contribution to Transportation Employee Benefits 3000-3999 Employee Benefits LCFF Base 52,436 Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,540,851 Contribution to Transportation Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 2,222,884 Contribution to Transportation Capital Outlay</p> |

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| | | | <p>6000-6999: Capital Outlay LCFF Base 365,890</p> <p>Contribution to Transportation Other Outgo</p> <p>7000-7439: Other Outgo LCFF Base 356,802</p> <p>Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures LCFF Base 3,376,456</p> <p>Department, and Central Operating Budgets 6000-6999: Capital Outlay LCFF Base 123,282</p> <p>General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 61,695,891</p> |
| 1.21 Continue to provide basic instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff. | All, Districtwide | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 3,776,831</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 888,475</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 1,667,177</p> <p>Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies LCFF Supplemental 3,496,419</p> |
| 1.22 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning. | All, Districtwide | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 321,402</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 237,397</p> |
| 1.23 Continue to monitor and adjust the plan to address barriers to full participation in all academic programs and support to achieve graduation | All, Districtwide | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> | <p>Personnel Costs - see 1.21 and 1.22 LCFF Supplemental</p> <p>Teacher Intervention and Instructional Support (TIIS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental 1,553,254</p> <p>TIIS Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 500,632</p> |

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| 1.24 Continue to monitor and implement plan to increase access to pre-school programs offered at low income schools. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 75,454 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 84,008 Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 26,991 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 62,512 Facilities Lease/Rent 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 41,554 Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 7,120 |
| 1.25 Continue to use support systems for low income students to engage in college, career, and civic readiness activities. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.26 Find out how many students have access to online/remote learning opportunities and develop a plan to increase access. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.27 Increase extended day and longer school year programs (e.g. after school) by 10% above the 2015-2016 baseline, for sites with a significant number special populations (foster youth, English learners and low-income) students). | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries Other Classified Personnel 2000-2999: Classified Personnel Salaries Other |

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| | | <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Employee Benefits 3000-3999 Employee Benefits Other Materials and Supplies 4000-4999: Books And Supplies Other Software Licenses 5000-5999: Services And Other Operating Expenditures Other |
| 1.28 Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. (e.g. provide resources and information for parents on district extra-curricular programs). | All, Districtwide | _ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.29 Continue to recognize and celebrate students who demonstrate academic improvement, achievement and attain language proficiency as a model of achievement for all students. Implement a certificate of recognition program for students who speak two languages fluently at the elementary, middle and high school levels. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.30 Based on data collected in 2015-2016 to determine if the plan is helping EL students reach grade level and language proficiency. Continue the parts that work and change or eliminate those that don't. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.31 Monitor and adjust EL supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |

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| | | _ Other Subgroups: (Specify) | |
| 1.32 Increase English learner access to electives, A-G, and AP courses by 5% above 2015-2016. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.33 Continue to monitor expanded access and assess the remaining level of need for students to have access to services by bilingual counselors. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.34 Implement support systems for foster youth to engage in college, career, and civic readiness activities. | All, Districtwide | _ ALL OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |
| 1.35 Continue the plan developed in 2014-2015 to increase the number of foster youth served by counselors. Ensure foster youth receive educational counseling from a foster youth education counselor. Increase access by 20% above 2015-2016. | All, Districtwide | _ ALL OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 and 1.22 LCFF Supplemental |

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| <p>1.36 Continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 and 1.22 LCFF Supplemental</p> |
| <p>1.37</p> | | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.38</p> | | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.39</p> | | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.40</p> | | <p><input type="checkbox"/> ALL</p> | |

LCAP Year 3: 2017-2018

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Increase student achievement for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined targets (TBD). e) Increase performance on Early Assessment Program (EAP) = increase 5% annually. f) Improved retention rates – elementary and 8th grade = 5% decrease annually. g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase. h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year. i) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. j) Maintain full compliance with textbook sufficiency. k) Full implementation of Common Core State Standards based instruction by 2015-2016 <p>2. Increase student access to rigorous and relevant content taught by engaged and effective educators, Transitional Kindergarten (TK) -12th grade. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased 11-12th grade access to Advanced Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. b) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year. d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Increased student participation in extra/co-curricular activities = increase participation 5% each year. b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year. <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <ul style="list-style-type: none"> a) Student surveys/forums = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. b) Improved student attendance = Increase district attendance rate by 2% annually. c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. d) Annual William’s Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Align staff, services, and systems to support the goals of the LCAP. Continue to provide basic | All, Districtwid | <input checked="" type="checkbox"/> All <input type="checkbox"/> OR: ----- | |

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| <p>instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.3 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.4 Continue to provide state standards-based instruction and materials for all students.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.5 Continue implement and monitor MTSS academic and behavioral intervention. (e.g. Positive Behavior Intervention and Support (PBIS), Behavior Expectation Matrix, "Catch up plans for English Learners, in-school/after school intervention) See Coordinating Early</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> | |

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| <p>Intervening Services Plan Summary, Appendix.</p> | | <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.6 Continue to provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP. (e.g. principal meetings, school visits, teacher symposiums, outreach to EL and special education teachers and communication tools)</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.7 Teacher teams analyze student data to ensure lessons and assessments they designed are effective, and adjust them if they are not. (e.g. support classes for English Learners (EL).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.8 Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning. (e.g. access to user friendly and frequent data reports. Collaboration time for English Language Development (ELD) teachers).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.9 Implement and monitor the effectiveness of services to ensure students are on track for graduation. Increase access by 10% from 2015-2016. Maintain services provided by vocational/workability program.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> | |

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| | | (Specify) | |
| 1.10 Monitor and adjust academic support and remediation across the district. (e.g. increased access for extended day/after school programs, summer school and credit recovery for special population students). | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.11 Continue to implement the plan to ensure staff and students has access to tools and technology both in and outside of the school day. Increase access by 10% from 2015-2016. (e.g. instruction in K-12 digital literacy and citizenship, online courses, increase in blended/flipped learning instructional practices, computer labs, and take home devices). See MDUSD Technology Plan. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.12 Continue to recognize and celebrate students at both the district and school level, who demonstrate academic improvement and achievement as a model of achievement for all students. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.13 Increase by 10% from 2015-2016 the number of students participating in programs that support student access to college, career, and work experience opportunities. (e.g. Linked Learning, Advanced Via Individual Determination (AVID), college readiness programs, dual-enrollment, Advanced Placement (AP) courses, project-based learning, Middle College, and International Baccalaureate (IB).) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |

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| <p>1.14 Implement a plan to increase opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, student voice focus groups, and community services and service hours recommended for graduation requirement)</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.15 Continue to offer athletics programs at all high schools in the MDUSD. Continue to monitor the middle school program.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.16 Continue to increase extra/co-curricular, visual and performing arts opportunities by 5% above 2015-2016. Make sure students have access to materials needed to be successful. (e.g. field trips, clubs, visual and performing arts).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.17 Monitor the plan to improve counseling services and social-emotional support for students to make sure it is effective. Change as needed and continue to monitor its effectiveness</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.18 Continue implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | |

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| | | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.19 Implement the plan to support students attending school. (e.g. For English learners (EL) outreach to hire bilingual staff to increase communication between bilingual parents/caregivers and schools). | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.20 Site Allocations to support LCAP and SPSA's | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.21 Continue to provide basic instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.22 Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth | |

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| | | <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.23 Continue to monitor and adjust the plan to address barriers to full participation in all academic programs and support to achieve graduation. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.24 Continue to monitor and implement plan to increase access to pre-school programs offered at low income schools. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.25 Continue to use support systems for low income students to engage in college, career, and civic readiness activities. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1.26 Find out how many students have access to online/remote learning opportunities and develop a plan to increase access. | All, Districtwide | <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient | |

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| | | _ Other Subgroups: (Specify) | |
| 1.27 Increase extended day and longer school year programs (e.g. after school) by 10% above the 2015-2016 baseline, for sites with a significant number special populations (foster youth, English learners and low-income) students). | All, Districtwide | _ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 1.28 Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. (e.g. provide resources and information for parents on district extra-co-curricular programs). | All, Districtwide | _ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 1.29 Continue to recognize and celebrate students who demonstrate academic improvement, achievement and attain language proficiency as a model of achievement for all students. Implement a certificate of recognition program for students who speak two languages fluently at the elementary, middle and high school levels. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 1.30Based on data collected in 2015-2016 to determine if the plan is helping EL students reach grade level and language proficiency. Continue the parts that work and change or eliminate those that don't. | All, Districtwide | _ ALL OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

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| <p>1.31 Monitor and adjust EL supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.32 Increase English learner access to electives, A-G, and AP courses by 5% above 2015-2016.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.33 Continue to monitor expanded access and assess the remaining level of need for students to have access to services by bilingual counselors.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.34 Implement support systems for foster youth to engage in college, career, and civic readiness activities.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.35 Continue the plan developed in 2014-2015 to</p> | <p>All,</p> | <p><input type="checkbox"/> ALL</p> | |

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| <p>increase the number of foster youth served by counselors. Ensure foster youth receive educational counseling from a foster youth education counselor. Increase access by 20% above 2015-2016.</p> | <p>Districtwide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.36 Continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc.</p> | <p>All, Districtwide</p> | <p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.37</p> | | <p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.38</p> | | <p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.39</p> | | <p><u>ALL</u> OR:----- <input type="checkbox"/> Low Income pupils</p> | |

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| <p>GOAL 2:</p> | <p>Parents/guardians, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning</p> | <p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Mt. Diablo USD Strategic Plan</u>: • <u>Supportive Family and Community Involvement</u> • <u>Respectful, Responsive Service and Communication</u> • <u>Optimal Operations and Infrastructure</u></p> |
| <p>Identified Need :</p> | <ul style="list-style-type: none"> • Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community). • Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement. • Improve communications and connections with family and community stakeholders throughout the district. • Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning. <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> • All Metrics from Goal 1 • Sign-in sheets – district/site parent/guardian/community meetings/activities • Parent Surveys (Title I, other locally developed) • Records of Parent Education Opportunities • Reports of Site/District Achievement/Reclassification Celebrations • Communication Data – Newsletters, etc. • Master Schedules (for course access data) | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p> All</p> |

LCAP Year 1: 2015-2016

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Parent/guardians, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2014-15 unless indicated otherwise: a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18 b) Increased parent/guardian/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. c) Increased parent/guardian educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18 d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. e) Increased frequency of communications between school/district and home= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>2. Students will connect learning and preparation for their future through the support of informed parent/guardians, family and community who are engaged as partners with all MDUSD employees. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) Improved student attendance = increase district attendance rate by 2% annually. b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2. c) Increased range of course access = baseline 2014-15, determine increase for 2015-16, 2016-17., 2017-18. d) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18. e) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 2.1 Utilize parent/teacher contact/conferences, electronic forms of communication (e.g. email, school loop, social media, parent liaisons, and personal contact) as an ongoing means of communication. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - See 1.21 LCFF Supplemental |
| 2.2 Begin and monitor plan to increase parent/guardian access by 5% above 2014-2015 to information, parent education classes, and resources to support students. (e.g. explore efforts such as home visits and use of local television and radio) | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |

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| <p>2.3 Continue expanded outreach to parents/guardians via expanded parent liaison staff. Increase parent support by 10% above 2014-2015. (e.g. provide parent liaison information on district website).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries Base 100,783 Employee Benefits 3000-3999 Employee Benefits 40,530</p> |
| <p>2.4 Provide parents/guardians the opportunity to network and collaborate in interest based groups to support their child's learning (e.g. parent workshops throughout the year district wide and by feeder pattern).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 1,347 Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base 319 Food and Beverage 4000-4999: Books And Supplies LCFF Base 5,390 Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Base 5,390 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5,390</p> |
| <p>2.5 Based on the needs assessment, create a consistent, connected, and common district-wide communication plan. (e.g. expand using other media platforms such as radio and churches, and conduct parent survey about communication).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.6 Evaluate methods to strengthen the roles of school-based parent/guardian and community groups.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |

| | | (Specify) | |
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| <p>2.7 Hold meetings at multiple times to support parents/guardians. Increase online and remote access. (e.g. consider combining parent meetings periodically to increase attendance and network).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries LCFF Base 1,347 Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base 319 Food and Beverage 4000-4999: Books And Supplies LCFF Base 5390 Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5,390 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5,390</p> |
| <p>2.8 Offer childcare to increase family participation in parent/guardian/community events.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.9 Increase access to parent education classes to help parents/guardians help their students in school. Ensure a focus on college, career, and civic readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2014-2015.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.10 Increase opportunities for parent/guardian and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 2.11 Provide parents/guardians the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them. | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.12 Monitor and continue the steps to ensure parents/guardians are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond. | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.13 Create a plan to increase access to bilingual parent workshops. Include training in understanding/supporting students with Common Core State Standards. | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.14 Develop a plan to strengthen translation/interpretation services to facilitate communication. Ensure it includes easier ways for sites to access translation services. Make sure the process is clear to all users (e.g. continue to focus on hiring bilingual personnel). | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Other 22,629 Employee Benefits 3000-3999 Employee Benefits Other 2,436 Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay. |

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| <p>2.15 Work collaboratively with local agencies and community volunteers to assist Spanish speaking parents who are not literate in Spanish to become literate in reading Spanish.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2014-2015.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.17 Implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.</p> | | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.19</p> | | <p><input type="checkbox"/> All</p> | |

- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

1. Parent/guardians, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2014-15 unless indicated otherwise:
 - a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18
 - b) Increased parent/guardian/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.
 - c) Increased parent/guardian educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18
 - d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.
 - e) Increased frequency of communications between school/district and home= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.

2. Students will connect learning and preparation for their future through the support of informed parent/guardians, family and community who are engaged as partners with all MDUSD employees. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:
 - a) Improved student attendance = increase district attendance rate by 2% annually.
 - b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2.
 - c) Increased range of course access = baseline 2014-15, determine increase for 2015-16, 2016-17., 2017-18.
 - d) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18.
 - e) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|--|---|
| 2.1 Utilize parent/teacher contact/conferences, electronic forms of communication (e.g. email, school loop) as an ongoing means of communication. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 2.2 Continue to increase and monitor parent access to information, parent/guardian education classes, and | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |

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| <p>resources to support students by 10% above 2015-2016. (e.g. explore efforts such as home visits and use of local television and radio)</p> | <p>e</p> | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.3 Continue expanded outreach to parents/guardians via expanded parent liaison staff. Increase parent support by 10% above 2015-2016. (e.g. provide parent liaison information on district website).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries LCFF Base 109,248</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 43,934</p> <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.4 Provide parents/guardians the opportunity to network and collaborate in interest based groups to support their child's learning (e.g. parent workshops throughout the year district wide and by feeder pattern).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 1,460</p> <p>Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base 345</p> <p>Food and Beverage 4000-4999: Books And Supplies LCFF Base 5,842</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5,842</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5,842</p> |
| <p>2.5 Implement the district-wide communication plan.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| <p>2.6 Create a plan to strengthen the roles of school - based parents/guardians and community groups.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.7 Hold meetings at multiple times to support parents/guardians. Increase online and remote access (e.g. consider combining parent meetings periodically to increase attendance and network).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries LCFF Base 1,460 Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base 345 Food and Beverage 4000-4999: Books And Supplies LCFF Base 5,842 Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures Base 5,842 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5,842</p> |
| <p>2.8 Offer childcare to increase family participation in parent/guardian/community events.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.9 Increase access to parents/guardian education classes to help parent/guardians help their students in school. Ensure a focus on college, career, and civic readiness awareness such as Parent/guardian Institute for Quality Education (PIQE) by 10% above 2015-2016.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| | | (Specify) | |
| 2.10 Provide parents/guardians the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them. | All, Districtwide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.11 Increase opportunities for parent/guardian/guardian and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement. | All, Districtwide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.12 Monitor and continue the steps to ensure parents/guardians are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond. | All, Districtwide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.13 Increase access to bilingual parent/guardian workshops by 10% above 2015-2016. Include training in understanding/supporting students with Common Core State Standards. | All, Districtwide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |

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| <p>2.14 Expand translation services. Identify additional languages that need to be available for documents, conferences, and meetings.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental Classified Personnel 2000-2999: Classified Personnel Salaries Other 22,628 Employee Benefits 3000-3999 Employee Benefits Other 2,436 Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p> |
| <p>2.15 Work collaboratively with local agencies and community volunteers to assist Spanish speaking parents who are not literate in Spanish to become literate in reading Spanish.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2015-2016.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.17 Continue to implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.</p> | | <p><input type="checkbox"/> All OR:</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| | | _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 2.40 | | _ ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

LCAP Year 3: 2017-2018

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| Expected Annual Measurable Outcomes: | <p>1. Parent/guardians, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2014-15 unless indicated otherwise:</p> <p>a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18</p> <p>b) Increased parent/guardian/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>c) Increased parent/guardian educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18</p> <p>d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>e) Increased frequency of communications between school/district and home= baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>2. Students will connect learning and preparation for their future through the support of informed parent/guardians, family and community who are engaged as partners with all MDUSD employees. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) Improved student attendance = increase district attendance rate by 2% annually.</p> <p>b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2.</p> <p>c) Increased range of course access = baseline 2014-15, determine increase for 2015-16, 2016-17., 2017-18.</p> <p>d) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17, 2017-18.</p> <p>e) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 2.1 Utilize parent/teacher contact/conferences, electronic | All, | <input checked="" type="checkbox"/> All | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |

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| <p>forms of communication (e.g. email, school loop, social media, parent liaisons, and personal contact) as an ongoing means of communication.</p> | <p>Districtwide</p> | <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.2 Continue to increase and monitor parent/guardian access to information, parent education classes, and resources to support students by 10% above 2015-2016. (e.g. explore efforts such as home visits and use of local television and radio)</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.3 Continue expanded outreach to parents/guardians via expanded parent/guardian liaison staff. Increase parent/guardian support by 10% above 2015-2016. (e.g. provide parent liaison information on district website).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries LCFF Base Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base Employee Benefits 3000-3999 Employee Benefits LCFF Base Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.4 Provide parent/guardians the opportunity to network and collaborate in interest based groups to support their child's learning (e.g. parent/guardian workshops throughout the year district wide and by feeder pattern).</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base Food and Beverage 4000-4999: Books And Supplies LCFF Base Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base Postage 5000-5999: Services And Other Operating</p> |

| | | | Expenditures LCFF Base |
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| 2.5 Implement the district-wide communication plan. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 2.6 Create a plan to strengthen the roles of school - based parent/guardian and community groups | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 2.7 Hold meetings at multiple times to support parent/guardians. Increase online and remote access (e.g. consider combining parent/guardian meetings periodically to increase attendance and network). | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries LCFF Base Custodial Overtime - benefits 3000-3999 Employee Benefits LCFF Base Food and Beverage 4000-4999: Books And Supplies Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base Postage 5000-5999: Services And Other Operating Expenditures LCFF Base |
| 2.8 Offer childcare to increase family participation in parent/guardian/community events. | All, Districtwide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | Personnel Costs - see 1.21 LCFF Supplemental |

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| | | _ Other Subgroups: (Specify) | |
| 2.9 Increase access to parents/guardian education classes to help parent/guardians help their students in school. Ensure a focus on college, career, and civic readiness awareness such as Parent/guardian Institute for Quality Education (PIQE) by 10% above 2015-2016. | All, Districtwide | _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.10 Provide parent/guardians the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them. | All, Districtwide | _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.11 Increase opportunities for parent/guardian/guardian and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement. | All, Districtwide | _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 2.12 Monitor and continue the steps to ensure parents/guardians are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond. | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |

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| <p>2.13 Increase access to bilingual parent/guardian workshops by 10% above 2015-2016. Include training in understanding/supporting students with Common Core State Standards.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.14 Expand translation services. Identify additional languages that need to be available for documents, conferences, and meetings.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> <hr/> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other</p> <hr/> <p>Employee Benefits 3000-3999 Employee Benefits Other</p> <p>Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p> |
| <p>2.15 Work collaboratively with local agencies and community volunteers to assist Spanish speaking parents who are not literate in Spanish to become literate in reading Spanish.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2015-2016.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.17 Continue to implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>2.19</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>2.20</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>2.21</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | |

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| <p>GOAL 3:</p> | <p>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.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Mt. Diablo USD Strategic Plan</u>: • <u>Academic Excellence & Learning</u> • <u>High Quality Effective Staff</u> • <u>Respectful, Responsive Service and Communication</u></p> |
| <p>Identified Need :</p> | <ul style="list-style-type: none"> • Foster strong, supportive relationships between staff and students to engage students in their learning environment. • Expand professional learning to raise the quality of instruction to increase student success. • Sustain a focus on district initiatives (e.g. Art and Science of Teaching, Response to Instruction and Intervention, Professional Learning Communities, etc.). <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> • District Developed Climate Survey • Attendance Data • Suspension/Expulsion/Positive Behavior Team Intervention Data • California Healthy Kids Survey • Reclassification Data, AMAO's • Graduation and Drop-out Data • IEP Data • Retention Data | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p> All</p> |

LCAP Year 1: 2015-2016

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| Expected Annual Measurable Outcomes: | <p>1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) A district-wide climate survey = baseline 2014-2015, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually.</p> <p>c) Improved suspension, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually.</p> <p>d) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>e) Improved reclassification rates of English Learners rates = 5% each year, decrease number of Long Term English Learners by 5% each year.</p> <p>f) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.</p> <p>g) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.</p> <p>h) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>i) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in their interactions with peers.</p> <p>a) Improvement will be measured by: see targets, Goal 3, Outcome 1</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|--|
| 3.1 Expand Marzano’s Art and Science of Teaching professional development to support site leadership teams in the roll-out of these strategies at all schools and assess for impact on student learning, | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |
| | | | Personnel Costs - see 1.21 LCFF Supplemental |
| | | | Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 96,000 |
| | | | Certificated Substitutes - Benefits 3000-3999 Employee Benefits Title I 13,600 |
| | | | Materials and Supplies 4000-4999: Books And Supplies Title I 10,000 |
| | | | Food and Beverage 4000-4999: Books And Supplies LCFF Base 5,000 |
| | | | Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Title I 5,000 |
| Independent Services Contracts 5800: Professional/Consulting Services And Operating Expenditures Title I 75,000 | | | |
| 3.2 Continue to provide collaborative time and assess impact on instructional strategies. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |
| | | | Personnel Costs - see 1.21 LCFF Supplemental |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 3.3 Provide all sites professional development, coaching, and support to roll out a systematic approach for academic and behavioral intervention through the Response to Instruction and Intervention (Rtl) process at all sites.(e.g. identify exemplar classrooms and schools within the district implementing Rtl effectively to duplicate best practices). | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.4 Provide administrative training and coaching to build capacity regarding personnel practices. District staff provides feedback and support to site administrators on their personnel practices. | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Independent Services Contracts - FRISK Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 20,482 |
| 3.5 Develop a plan to provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning. | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.6 Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate. (e.g. continue and expand Positive Behavior Intervention and Support (PBIS) training for schools, and train counselors in PBIS.) | All, Districtwide | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 3.7 Provide professional development, coaching and support for all staff to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices. (e.g. expand training in culturally responsive teaching and restorative practices). | All, Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.8 Continue to provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas. | All, Districtwide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Personnel Costs - see 1.21 LCFF Supplemental |
| 3.9 | | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 3.10 | | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

English proficient
 _ Other Subgroups:
 (Specify)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:
 - a) A district-wide climate survey = baseline 2014-2015, determine increase for 2015-16, 2016-17, 2017-18.
 - b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually.
 - c) Improved suspension, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually.
 - d) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.
 - e) Improved reclassification rates of English Learners rates = 5% each year, decrease number of Long Term English Learners by 5% each year.
 - f) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.
 - g) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18.
 - h) Improved retention rates – elementary and 8th grade = 5% decrease annually.
 - i) Maintain full compliance with highly qualified teacher status.
2. Students and staff will demonstrate cultural responsiveness in their interactions with peers.
 - a) Improvement will be measured by: see targets, Goal 3, Outcome 1

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|--|
| 3.1 Ensure full implementation of the Art and Science of Teaching in all classrooms. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 96,000 Certificated Substitutes - Benefits 3000-3999 Employee Benefits Title I 13,600 Materials and Supplies 4000-4999: Books And Supplies Title I 10,000 Food and Beverage 4000-4999: Books And Supplies LCFF Base 5000 Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Title I 5000 Independent Services Contracts 5800: Professional/Consulting Services And Operating Expenditures Title I 75,000 |

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| <p>3.2 Continue to provide collaborative time and assess impact on instructional strategies.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.3 Continue to provide and assess professional development, coaching, and support for the Response to Instruction and Intervention (RtII) process at all sites.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.4 Provide administrative training and coaching to build capacity regarding personnel practices. District staff provides feedback and support to site administrators on their personnel practices.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Independent Services Contracts - FRISK Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 22,202</p> |
| <p>3.5 Provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.6 Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |

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|--|-------------------|--|---|
| | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 3.7 Provide professional development, coaching and support for all staff to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.8 Provide professional development to develop an awareness of and act on the unique needs of low income students. | All, Districtwide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1 LCFF Supplemental |
| 3.9 Continue to provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas. | All, Districtwide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1 LCFF Supplemental |
| 3.10 Provide professional development to develop an awareness of and act on the unique needs of foster youth. | All, Districtwide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth | Personnel Costs - see 1.1 LCFF Supplemental |

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| 3.40 | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
|------|--|--|--|

LCAP Year 3: 2017-2018

| | |
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| Expected Annual Measurable Outcomes: | <p>1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) A district-wide climate survey = baseline 2014-2015, determine increase for 2015-16, 2016-17, 2017-18. b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually. c) Improved suspension, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually. d) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. e) Improved reclassification rates of English Learners rates = 5% each year, decrease number of Long Term English Learners by 5% each year. f) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year. g) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17, 2017-18. h) Improved retention rates – elementary and 8th grade = 5% decrease annually. i) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in their interactions with peers. a) Improvement will be measured by: see targets, Goal 3, Outcome 1</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|--|
| 3.1 Ensure full implementation of the Art and Science of Teaching in all classrooms. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I Certificated Substitutes - Benefits 3000-3999 Employee Benefits Title I Materials and Supplies 4000-4999: Books And Supplies Title I Food and Beverage 4000-4999: Books And Supplies LCFF Base |

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|---|-------------------|--|--|
| | | | Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Independent Services Contracts 5800: Professional/Consulting Services And Operating Expenditures Title I |
| 3.2 Continue to provide collaborative time and assess impact on instructional strategies. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.3 Continue to provide and assess professional development, coaching, and support for the Response to Instruction and Intervention (Rtl) process at all sites. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |
| 3.4 Provide administrative training and coaching to build capacity regarding personnel practices. District staff provides feedback and support to site administrators on their personnel practices. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental Independent Services Contracts - FRISK Training 5800: Professional/Consulting Services And Operating Expenditures |
| 3.5 Provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning. | All, Districtwide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental |

| | | (Specify) | |
|---|--------------------------|---|--|
| <p>3.6 Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.7 Provide professional development, coaching and support for all staff to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.</p> | <p>All, Districtwide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.8 Provide professional development to develop an awareness of and act on the unique needs of low income students.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.9 Continue to provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |

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|--|--------------------------|--|---|
| <p>3.10 Provide professional development to develop an awareness of and act on the unique needs of foster youth.</p> | <p>All, Districtwide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Personnel Costs - see 1.21 LCFF Supplemental</p> |
| <p>3.11</p> | | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.12</p> | | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.13</p> | | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.14</p> | | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | |

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | | |
|---|---|---|---|
| <p>Original GOAL 1 from prior year LCAP:</p> | <p>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.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Mt. Diablo USD Strategic Plan</u>: • <u>Academic Excellence & Learning</u> • <u>Supportive Family and Community Involvement</u> • <u>High Quality Effective Staff</u></p> | |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Increase student achievement for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) 3rd grade literacy proficiency = 5% increase. b) 6th grade math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>See MDUSD LCAP 2014-15 Benchmark Data Update May 2015 in the Appendix for an easier to read chart. 1. Increase student achievement for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) 3rd grade literacy proficiency 2013-2014 RAP Data 81.9% Proficient 2014-2015 iReady Reading Assessment February 2015 57% Proficient b) 6th math proficiency - baseline 2014-15 c) 11th grade Algebra 2 completion rates 2013-2014 End of Year 68.1% 2014-2015 3rd quarter 72%</p> |

2014-2015, increase dependent upon state defined targets (TBD).

e) Increase performance on Early Assessment Program (EAP) = increase 5% annually.

f) Improved retention rates – elementary and 8th grade = 5% decrease annually.

g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase.

h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.

i) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.

j) Maintain full compliance with textbook sufficiency.

d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined targets (TBD).

e) Increase performance on Early Assessment Program (EAP) = increase 5% annually.

2014-2015 data pending from CAASPP Smarter Balanced Spring assessments.

f) Improved retention rates – elementary and 8th grade = 5% decrease annually.

2013-2014
Elementary = 0.7%
8th grade = 28 1.1%

2014-2015 End of Year data pending.

g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase.

2013-2014
End of Year 72.3%,

2014-2015
3rd quarter data 70.60%

h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.

2013-2014 End of Year
10.9% Reclassified
23.1% Long Term English Learners

2014-2015 April Data
8.36%, Reclassified
28.62% Long Term English Learners

i) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.

k) Full implementation of Common Core State Standards based instruction by 2015-2016

2. Increase student access to rigorous and relevant content taught by enthusiastic and skilled educators, Transitional Kindergarten (TK) -12th grade. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Increased 11-12th grade access to Advanced Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17.

b) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17.

c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year.

d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17.

3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Increased student participation in extra/co-curricular activities =

j) Maintain full compliance with textbook sufficiency.

2013-2014
100% Sufficient

2014-2015
100% Sufficient texts, insufficient lab equipment at one Necessary Small High School due to new construction. Brought sufficient within timelines.

k) Full implementation of Common Core State Standards based instruction by 2015-2016

2. Increase student access to rigorous and relevant content taught by enthusiastic and skilled educators, Transitional Kindergarten (TK) -12th grade. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Increased 11-12th grade access to Advanced Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17.

2013-2014 = 72.4%.

2014-2015 = 73.21% (May 2015 data)

b) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17.

2013-2014 = 29.4%.

2014-2015 data pending

c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year.

2013-2014 Graduation Rate (Cohort) = 85.1%

2014-2015 Pending

increase participation 5% each year.

b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year.

4. Increase student connectedness to a safe, supportive, and well maintained school environment.

Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Student surveys/forums = baseline 2014-15, determine increase for 2015-16, 2016-17.

b) Improved student attendance = Increase district attendance rate by 2% annually.

d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17.

3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students.

Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Increased student participation in extra/co-curricular activities = increase participation 5% each year.

2013-2014

Sports –
HS = 3,218

Performing Arts –
HS = 1,567
MS = 1,675

Clubs –
HS = 3,001
MS = 2,454

2014-2015
Sports –
HS = 3,633

Performing Arts –
HS = 1,967
MS = 1,890

Clubs –
HS = 1,811
MS = 1,039

b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year.

5th Grade Instrumental Music Program new 2014-15. 14-15 data will establish baseline.

2014-2015 Student participation in 5th Grade Instrumental Music

c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Annual William’s Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014.

Program = 1095 students.

4. Increase student connectedness to a safe, supportive, and well maintained school environment.
Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Student surveys/forums = baseline 2014-15, determine increase for 2015-16, 2016-17.

b) Improved student attendance = Increase district attendance rate by 2% annually.

2013-2014

Regular Education - 95.49%

Special Education - 92.82%

Alternative Education - 78.93%

2014-2015

As of 3/20/15 (P-2 state reporting):

RE – 96.71%

SE – 92.90%

AE – 81.50%

c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Annual William’s Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014.

2013-2014

Exemplary = 1

Good = 28

Fair = 17

Poor = 0

2014-2015

Exemplary = 16

Good = 30

Fair = 0

| | |
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| | Poor = 0 NSHS are included with comprehensive high school campuses. |
|--|--|

LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Align staff, services, and systems to support the goals of the LCAP. Ensure there is highly qualified staff to provide basic instructional services (e.g. classroom teachers, school administrators, office staff as well as district office administrators and staff to support curriculum and instruction, special education, student services, transportation, and testing). See also Action 1.20 for contribution to Transportation to support General Fund and Special Education Transportation | Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 88,836,187 | 1.1 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area(s) of hiring practices, recruitment strategies, changes to work hours and salary schedule, staffing allocation, and professional development has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> • Between July 1, 2014 and January 13, 2015 1,158 volunteers fingerprinted through our Personnel Office. • Created School Counseling job description in order to create positions to support student academics and student social/emotional development • Restored 70 Special Education Assistant (SEA) hours from 3 to 5 hours per day -- creating increased opportunity for students to have consistent support during the instructional day • Ongoing Recruitment endeavors in order to attract and retain highly qualified candidates to support MDUSD students and school sites -- MDUSD website job postings, Representation at numerous | Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 88,778,048 |
| | Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 5,781,105 | | Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 6,308,107 |
| | Employee Benefits 3000-3999: Employee Benefits LCFF Base 31,823,514 | | Employee Benefits 3000-3999 Employee Benefits LCFF Base 24,665,028 |
| | Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75,569 | | Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 60,904 |
| | Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413 | | Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 94,080 |
| | Employee Benefits 3000-3999: Employee Benefits TIIG 68,072 | | Employee Benefits 3000-3999 Employee Benefits TIIG 58,018 |
| | Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962 | | Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 3,641,702 |
| | Employee Benefits 3000-3999: Employee Benefits Transportation 425,254 | | Employee Benefits 3000-3999 Employee Benefits Transportation 1,852,816 |
| | Certificated Personnel 1000-1999: Certificated Personnel Salaries Common Core Implementation Funds 457,378 | | Certificated Personnel 1000-1999: Certificated Personnel Salaries Common Core Implementation Funds 1,878,887 |
| | Classified Personnel 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 0 | | Classified Personnel 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 24,909 |
| Employee Benefits 3000-3999 | Employee Benefits 3000-3999 Employee Benefits Common Core | | |

| | | | |
|--|---|---|-------------------------------------|
| | <p>Employee Benefits Common Core Implementation Funds 201,553</p> | <p>recruitment Fairs, Brendan Theatre recruitment commercial slated to start airing February 2015 feature our Superintendent, Craigslist advertisement for classified employees (CSEA), Contra Costa Times job postings, Ed Join ongoing, Paper Flier Job Posting Announcements to sites and for distribution/ job boards, Veteran Center job postings, Diablo Valley College (DVC) and Los Medanos Community College (LMCC) outreach, Loma Vista outreach, Newspaper ads and digital ads(Concord Transcript, Contra Costa Times, Martinez News Gazette, Clayton Gazette), Education Week topschooljobs.org, Twitter & Facebook, and Cal State East Bay, Brandman, Saint Mary's College and UC Berkeley Principals Leadership Institute collaboration.</p> <ul style="list-style-type: none">• Increased clerical support to select larger school sites: Meadow Homes Elementary, Mount Diablo Elementary, Hidden Valley Elementary and College Park High School. Customer service being central to ensuring service to all students and stakeholders• Principals Salary Schedule Compression approved in order to retain and recruit high quality site principals• Mt. Diablo Education Association (MDEA) Early Retirement Notification Incentive approved in order to plan for 2015-2016 staffing needs• Worked collaborative with MDEA to ensure no teacher lay-offs for 2014-15 with an improved and earlier notification process of placements | <p>Implementation Funds 379,258</p> |
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| | | <p>for the following year</p> <ul style="list-style-type: none"> Hired additional bus drivers to meet the increase need. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures include increases in salary and benefits and hiring additional staff to address need based on further implementation of Plan as listed below. (Ex. Hiring additional Teachers on Special Assignment, site technology support, etc.)</p> <p>Base funded = increased salaries and benefits especially in health and statutory benefits.</p> <p>TIIG = changes in funded staff and commensurate changes in salaries, health and statutory benefits.</p> <p>Transportation = increased salaries and benefits especially in health and statutory benefits, as well as hiring and training more drivers.</p> <p>Common Core = increased salaries and benefits especially in health and statutory benefits, as well as the creation of more positions due to actual need than were projected at the time the 14-15 LCAP was developed.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

| _ Other Subgroups: (Specify) | | | |
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| <p>1.2 Align staff, services, and systems to support the goals of the LCAP. Ensure there are sufficient highly qualified staff and structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 516,488</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 4,664,018</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Base 2,226,536</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 624,983</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 51,452</p> <p>Employee Benefits 3000-3999: Employee Benefits Developer Fee Fund 21,733</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 0</p> <p>Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 0</p> | <p>1.2 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of a district re-organization of staff, improved relationships between bargaining units, improved communication, outreach and inclusion of parent/community (i.e. creation of a Welcome Center) has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Effective July 1, 2014 reorganization plan in place – new structure for operations at District level and provide more direct support to sites • Ongoing collaborative work with employee unions (e.g. CST, CSEA and Teamsters) in order to ensure effective structures in place for Superintendents restructuring plan • Supported creation of Welcome Center in order to promote customer service and our focus on serving students, parents and community members • Strengthened and hired key district level staff to ensure efficiency and services to schools; Director Special Education & Director Personnel appointed 8/13/14, Director School Support, and Accountability days per year increased to 248 days 8/13/14, Reclassified Director of Student Services position 10/15/14, created confidential Workers Compensation Specialist position 10/29/14, Assistant Superintendent High School appointed 11/19/14, | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 184,323</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 3,548,353</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 1,566,250</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 384,481</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 8,604</p> <p>Employee Benefits 3000-3999 Employee Benefits Developer Fee Fund 12,092</p> <p>Classified Personnel - Site Technicians, Network Technicians (I and II) 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 318,282</p> <p>Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 176,481</p> |

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| | | <p>Executive Director of Instructional Support appointed 11/19/14, Administrator, Special Education appointed 12/10/14, Supervisor, Accounting appointment 12/10/14, Director of Budget & Fiscal Services and Chief Accountant made permanent 12/10/14, and Building & Facilities Grounds Manager appointment 1/12/15</p> <ul style="list-style-type: none">• Extended Superintendent's contract to year 2017 on 10/15/14• Between July 1, 2014 and January 9,2015 four DMA confidential positions created & filled• Technology support to the schools with the increased technology tools and equipment. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures include increases in salary and benefits and hiring additional staff to address need based on further implementation of Plan as listed below. (Ex. Hiring additional Teachers on Special Assignment, site technology support, etc.)</p> <p>Base funded = deeper examination of available funds and alignment to LCAP resulted in changes of funding sources for some positions. Some positions were moved to programs that more appropriately aligned with program intent.</p> <p>Developer Fee Fund = costs related to the Accounts Receivable Senior Account Clerk were over estimated.</p> <p>Common Core = some positions were originally anticipated for Base Funds but</p> | |
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| | | were later determined to be more appropriately aligned with the intent of Common Core funds. | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>All, Districtwide</td> </tr> </table> | Scope of Service | All, Districtwide | | <table border="1"> <tr> <td>Scope of Service</td> <td>All, Districtwide</td> </tr> </table> | Scope of Service | All, Districtwide | |
| Scope of Service | All, Districtwide | | | | | | |
| Scope of Service | All, Districtwide | | | | | | |
| <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | | | | |
| <p>1.3 Align staff, services, and systems to support the goals of the LCAP. Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 6,716,696</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Base 4,021,763</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 635,507</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 108,029</p> <p>Classified Personnel - total salary funds for all entries below for 1.3. Showed as "Other" in 14-15 plan. Now must be broken out to show all fund sources. 2000-2999: Classified Personnel Salaries Adult Education Fund 2,673,551</p> | <p>1.3</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of a staffing has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Working with Director of Maintenance and Personnel to streamline the filling of positions that are vacant. In addition, working with operations team to set up strategy for the budget increase for mandated maintenance expense in overall budget for start of 2015-16 school year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures include changes in</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,364,139</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Base 3,978,160</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 5,228,117</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 275,766</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 187,246</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 345,346</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Adult Education Fund 23,722</p> <p>Employee Benefits 3000-3999: Employee Benefits Adult Education Fund 36,069</p> <p>Classified Personnel 2000-2999:</p> | | | | |

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| | <p>Employee Benefits- total benefits funds for all entries below for 1.3. Showed as "Other" in 14-15 plan. Now must be broken out to show all fund sources. 3000-3999 Employee Benefits Adult Education Fund 1,247,934</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Measure C 2010 Fund</p> <p>Employee Benefits 3000-3999 Employee Benefits Measure C 2010 Fund</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries State School Building Fund</p> <p>Employee Benefits 3000-3999 Employee Benefits State School Building Fund</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Measure A Fund</p> <p>Employee Benefits 3000-3999 Employee Benefits Measure A Fund</p> | <p>salary and benefits due to changes in staffing and additional materials and supplies/technology /equipment to support the implementation of the LCAP Base funded = increased salaries and benefits especially in health and statutory benefits, some personnel changes.</p> <p>LCFF Supplemental = predominately related to improvements in facilities and technology infrastructure .</p> <p>All funds formerly included in "Other" = difference in budgeted to estimated actual is related to projecting positions and costs that were ultimately funded by other programs. Some impact due to changes in salary, health and statutory benefits.</p> | <p>Classified Personnel Salaries Measure C 2010 Fund 1,194,890</p> <p>Employee Benefits 3000-3999 Employee Benefits Measure C 2010 Fund 449,247</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries State School Building Fund 1000</p> <p>Employee Benefits 3000-3999 Employee Benefits State School Building Fund 107</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Measure A Fund 571,861</p> <p>Employee Benefits 3000-3999 Employee Benefits Measure A Fund 286,571</p> |
| <p>Scope of Service All, Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.4 Provide state standards-based instruction and materials for all students. This includes Common Core State Standards (CCSS), English Language Development (ELD), and</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Certificated Personnel - Substitutes 1000-1999: Certificated Personnel Salaries Common Core</p> | <p>1.4 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Certificated Personnel - Substitutes 1000-1999: Certificated Personnel Salaries Common Core</p> |

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| <p>the rollout of Next Generation Science Standards (NGSS).</p> | <p>Implementation Funds 203,103</p> <p>Employee Benefits 3000-3999: Employee Benefits Common Core Implementation Funds 95,683</p> <p>Instructional Materials 4000-4999: Books And Supplies Common Core Implementation Funds 1,300,000</p> <p>Instructional Materials (Prop. 20) (Textbooks and related materials) (This funding source was formerly listed as "Other". Requirement changed and must now show actual funding source.) 4000-4999: Books And Supplies Instructional Materials (Prop. 20) 950,639</p> <p>Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies LCFF Base 339,040</p> <p>Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Title I 2975</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I 5000</p> | <p>Information was examined and progress in the area(s) of Common Core (CCSS) materials, teaching practices/Mind Shift, technology, and support and coaching has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • CCSS aligned materials are being reviewed at all grade levels. Engage New York is being utilized at most elementary schools and middle schools. High school math departments are reviewing various math options and textbooks in the 2014-2015 school year to ensure alignment is to the CCSS. There has also been a movement in Elementary to align the writing programs to the CCSS using the writer's workshop model. By next year, most schools will be implementing this workshop model by using either Being a Writer or Units of Study. There remains a concern regarding Bilingual CCSS materials. • Next Generation Science Standards (NGSS) are being reviewed by middle school teachers, administrators, and district personnel through Integrated Middle School Science project (IMSS) with Alameda County Office of Education (IMSS) in collaboration with Cal State East Bay and the rollout of Next Generation Science Standards (NGSS) is in process in 2014-2015 with a continuing focus on K-12. • Professional development for principals and teachers to address needs around Common Core State Standards (CCSS) is ongoing at the school level and supported at the district level included Summer | <p>Implementation Funds 177,543</p> <p>Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 6,996</p> <p>Instructional Materials 4000-4999: Books And Supplies Common Core Implementation Funds 1,524,756</p> <p>Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Instructional Materials (Prop. 20) 1,688,594</p> <p>Instructional Materials (Textbooks and related materials) 4000-4999: Books And Supplies LCFF Base 1,309,389</p> <p>Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 70,198</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 177,543</p> <p>Employee Benefits 3000-3999 Employee Benefits Title I 6,996</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I 10,832</p> |
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| | | <p>Learning Academy and Saturday trainings.</p> <ul style="list-style-type: none">• Participating in Integrated Middle School Science project (IMSS) with Alameda County Office of Education.• Teacher on Special Assignment (TOSAs) are working through the Symposiums to share NGSS with elementary teachers for incorporation in their teaching of science.• TOSAs are working to provide on-site support to teachers to effectively use the CCSS, NGSS and ELD materials and to support technology implementation.• Integration and purchase of technology tools (ipads, chrome books, computers, and lockers) and software is assisting teaching and learning of the CCSS and NGSS. <p>? Middle Schools piloted NGSS curriculum (Link-bot, VEX) through a pilot STEM Club project supported by a generous Tesoro grant.</p> <ul style="list-style-type: none">• Two Middle Schools and all comprehensive high schools are using Project Lead the Way (PLTW) CCCS and NGSS curriculum within STEM pathways.• Academic Press Newsletter disseminated to all employees included information and resources on CCSS, NGSS, technology and California Assessment of Student Performance and Progress (CAASPP).• Elementary TOSAs co-facilitated three teacher symposiums which focused upon opinion writing (10/17/15), collaborative conversations (1/26/15), and academic vocabulary/academic | |
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| | | <p>conversations (3/13/15).</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.5 Assess how we provide academic and behavioral interventions and services for students. Develop Multi-Tiered Systems of Support, (MTSS) that will provide academic and behavioral intervention. (See the Coordinating Early Intervening Services Plan Summary and SET, Appendix)</p> | <p>Certificated Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>1000-1999: Certificated Personnel Salaries IDEA 361,583</p> <hr/> <p>Classified Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>2000-2999: Classified Personnel Salaries IDEA 152,099</p> <hr/> <p>Employee Benefits - COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>3000-3999: Employee Benefits IDEA 163,748</p> | <p>1.5</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) Positive Behavior Intervention and Support (PBIS) strategies and data analysis, Behavior Matrix, hiring of School Counselors at pilot schools, coordination and assistance provided by the Equity department, support services, and the Coordinated Care Team has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> MDUSD uses CEIS Funds to support an Equity Administrator, | |

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| | <p>Materials and Supplies - COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>4000-4999: Books And Supplies IDEA 39,637</p> <p>Independent Services Contracts- COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>5000-5999: Services And Other Operating Expenditures IDEA 236,800</p> <p>Other Outgo - COORDINATED EARLY INTEVENING SERVICES (CEIS)</p> <p>7000-7439: Other Outgo IDEA 31,859</p> | <p>Social Work Specialist, Behavioral Specialist, teacher on assignment and 6 school counselors with clerical support. Focused Interventions with materials and supplies have been distributed with a priority on Positive Behavior Intervention Supports (PBIS), Response to Intervention (RtI) and Creating Culturally Responsive Learning Environments. Our focus has resulted in creating 6 new counseling positions for the pilot schools, increasing the number of PBIS Schools from 6 in 2013 to 18 in 2014 with planned progressive support to have academic and behavioral intervention with a multi-tiered system for all 53 schools by spring 2016.</p> <ul style="list-style-type: none"> • Contracts for assemblies, conferences and workshops to support behavior and academic intervention and services include mental health collaboration, community outreach and MDUSD's methods of creating intentionally inviting learning environments for all students. • Development of a district-wide Behavior Expectation Matrix was created and piloted during the 2014-15 school year to provide guidance for students, staff and parents/guardians around behavior expectations and consistent consequences. • Coordinated Care Teams utilize Response to Intervention (RtI)/Positive Behavior Intervention and Support (PBIS) for the delivery and coordination of student support services. Coordinated Care Teams serve as the mechanism/structure | |
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| | | <p>for coordinating services provided by partnership agency staff such as health (mobile health vans, school nurses), mental health (public and private agencies and university intern training programs) and social services (provided by CBO's).</p> <ul style="list-style-type: none"> • Many schools created "in-school intervention" periods as a response to Intervention (RtI) strategies to support students who needed assistance or re-teaching. • School Resources Officers (SRO) were added back to the three high schools in Concord through a collaborative with Concord Police Department. Riverview Middle and Northgate High school also have SRO. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.6 Provide site-based coaching,</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3</p> | <p>1.6</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3</p> |

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| <p>modeling, and support for teachers and administrators to implement the LCAP.</p> | <p>LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 23,200</p> | <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of site-based coaching and support to implement the LCAP has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Principals are receiving direct coaching and professional development surrounding the implementation of the LCAP in 2014-2015 and will be coaching and modeling teachers in the spring of 2015. • Developed and provided consistent messaging and communication documents (LCAP PowerPoint, LCAP-at-a-Glance document, Talking Points) provide systematic implementation practices throughout the district. • Facilitation and convening of the LCAP Focus Group comprised of stakeholder groups including teachers and administrators meet monthly to review, assess and guide the implementation of the LCAP in MDUSD. • LCAP Focus Group members/representative shared and elicited input and feedback from their stakeholder groups (departments, unions and representatives, certificated and classified staff, students, parent/community groups) regarding the LCAP. • English Learner (EL) and site-based coaches were successful in meeting with teachers but need to quantify and monitor effectiveness. | <p>LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Independent Services Contracts - Professional Development Pivot Learning Partners 5800: Professional/Consulting Services And Operating Expenditures Title I 23,200</p> |
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| | | <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. There were no differences between the budgeted and estimated actual for the contract with Pivot Learning Partners.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.7 Teacher teams representing general education, special education, and English learner services will create district-wide standards-based units of study that include college and career readiness skills/information, civic duties, daily living skills (special education), and formative/summative assessments.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 232,320</p> <p>Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 24,200</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Base 36,912</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 30,000</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base</p> | <p>1.7 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of units of study and assessments is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Teacher teams are working with TOSAs and School/Instructional support providers to create district-wide units of study and create teacher developed formative and summative assessments. In elementary, the Curriculum Mapping | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> |

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| | <p>10,000</p> <p>Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 28,000</p> <p>Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133485</p> | <p>Task Force (a dedicated team of teachers) has developed curriculum maps, which include fully-developed thematic units for English Language Arts (ELA) and math aligned to the Common Core State Standards (CCSS) and CCR. Sites are spending PLC time to review assessments and create by grade level and department CCSS aligned assessments. Elementary sites are working towards systematically using PLC time to review assessment data. Our Curriculum Mapping Task Force and Report Card Committees will be working this summer to develop and identify assessments that align with both the Curriculum Maps and Report Card.</p> <ul style="list-style-type: none"> For the 2015-2016 school year, a focus will be on ensuring units of study are creating K-12 that include the college and career readiness skills/information and align to CCSS as a whole. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> | |

| _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
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| 1.8 Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning. | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental | 1.8 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area(s) of providing regularly scheduled time to analyze student data is in place through Professional Learning Community (PLC) collaboration time, iReady (benchmark assessment), review of behavior data in Aeries (district student data based system) has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> Elementary Schools-Elementary staffs meet 1-6 times a month as PLC's to review student academic performance and behavioral data that includes the District's benchmark assessment (iReady) and teacher developed formative assessments. Teachers review student work and discuss strategies to address students' academic progress and behavior needs. On the average, these meetings total about 3 to 4 hours each month and are usually held on the early out Wednesdays for schools with such a schedule. (A few elementary sites do not have an early-out day.) In addition, site administrators at the majority of the elementary sites provide 1-4 release planning days over the course of the school year for teachers to meet as a grade level to analyze student data and | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental |

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| | | <p>design curriculum activities to address student needs. At some sites an effort is also made to create a common prep period or rotation wheel to permit teachers to provide additional opportunities to meet on a weekly basis. Principals and co-administrators often attend PLC meetings. Agendas and minutes are usually submitted to principals. Finally, it should be noted that support administrators and the teachers on special assignments have created opportunities for staffs to meet with them to discuss district initiatives including but not limited to the implementation of the new elementary report card and the common core standards.</p> <ul style="list-style-type: none">• Middle Schools-Middle school staffs meet 1-4 times a month as PLC's to review student academic and behavioral data that includes the District's benchmark assessment (iReady) and teacher developed formative assessments. They share strategies that address student academic progress as well as behavior. On the average, these meetings total about 3 hours each month and are usually held on the early out Wednesdays for schools with such a schedule. (Not all middle schools have an early-out day.) Site administrators also try to build in common preps on the master schedule to allow teachers time for collaboration. Principals and co-administrators often attend PLC meetings. Agendas and minutes are submitted to principals.• High Schools-High school staffs meet 1-4 times a month as PLC's to review student academic and | |
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| | | <p>behavioral data that includes the teacher developed formative assessments. They share strategies that address student academic progress as well as behavior. On the average, these meetings total about 3 hours each month and are usually held on the early out Wednesdays for schools with such a schedule. All but one high school have an early-out day for meetings/collaboration. Site administrators also try to build in common preps on the master schedule to allow teachers time for collaboration. Principals and co-administrators attend PLC meetings upon teacher request. Agendas and minutes are usually submitted to principals. Principals collaborate with staff to create agendas for all day or partial day site based professional development. Schools use the WASC accreditation process to engage stakeholders in conversation about student progress toward academic goals.</p> <ul style="list-style-type: none">• The Equity department has worked and met with school PBIS/Leadership Teams to review academic and behavior data to identify trends, strengths and challenges. This data has helped to guide support and interventions at the school. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
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| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.9 *****</p> | | <p>1.9 No action for year one 2014-2015.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.10 Monitor and adjust academic support and remediation across the district through supports, intervention and services (e.g. summer school, retention, smaller class sizes).</p> | <p>Personnel Costs - see see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see see 1.1 LCFF Supplemental Instructional Materials - see 1.4 LCFF Base Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF Base 10,935 Cyber High Personnel Costs - Benefits 3000-3999: Employee Benefits LCFF Base 1,575 Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Base</p> | <p>1.10 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area(s) of academic support and remediation through summer school, extended day/after school programs has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> For the summer of 2015 the district is offering summer school at various grade levels (1st, 5th, 8th, 11-12th) in school clusters to provide </p> | |

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| | 47,326 | <p>remediation and intervention to students' not meeting reading and math benchmarks as well as credit recovery.</p> <ul style="list-style-type: none">• Many school sites are working with the Rtl model to offer smaller class sizes and after school interventions and supports to ensure academic success is occurring for students.• Many schools have implemented an "in-school intervention period" where students have the opportunity for re-teaching and or enrichment.• The district offers credit recovery and online courses to assist students and provide academic support during the school year.• An additional 235 students were able to be served in the Mt. Diablo CARES After School Program to provide increased academic, social-emotional and nutrition. These services were provided to schools with high percentages of special population (foster youth, English Learners, low income).• Schools with higher percentages of special population students are also offering summer school to the remaining grade levels (not including-1st, 5th, 8th, 11-12th) and/or an "Early Back" program (program offered a few weeks prior to the start of school) for students to provide re-teaching, remediation and support.• A comprehensive summer after school program is being offered to fourteen schools and approximately 1,900 students through the After School Education and Safety grant and Title I funds with targeted outreach to homeless and foster youth. | |
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| | | <ul style="list-style-type: none"> • Summer School Algebra I and ELD will be offered summer 2015 at the high school level. • English Learner Master Plan guarantees “extended year” program for Newcomer World Academies at secondary schools. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.11 Assess and expand student and staff access to tools and technology both in and outside of the school day, including access to online courses, in classroom instruction, and instruction in K-12 digital literacy and citizenship. (See Common Core State Standards Implementation Funds, See MDUSD Technology Plan)</p> | <p>Classified Personnel 2000-2999: Classified Personnel Salaries 203,103</p> <p>Employee Benefits 3000-3999 Employee Benefits 95,683</p> <p>Materials and Supplies 4000-4999: Books And Supplies 1,819,588</p> <p>Personnel Costs - see see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see see 1.1 LCFF Supplemental</p> | <p>1.11</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of access to tools and technology has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • In 2014-2015, many schools received new computer labs, | <p>Classified Personnel</p> <p>Employee Benefits</p> <p>Materials and Supplies</p> <p>Personnel Costs - see see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see see 1.1 LCFF Supplemental</p> |

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| | | <p>Chrome books, iPads, and other technology tools to support instruction for students.</p> <ul style="list-style-type: none">• All schools have had a Google domain created and student accounts so they can start to use Google Applications For Education (GAPE) to integrate technology into learning.• TOSAs have offered technology integration training and coaching at sites to enhance the access to technology tools.• The Wi-Fi speeds are set to double at all school sites in the district by 2015 to create greater access to online tools.• Development and adoption of a district "Graduate Profile" which outlines the learning outcomes for students including digital literacy and citizenship.• Development and adoption of a Technology "Use" policy providing guidance and direction for integration of technology into teaching and learning.• Use and integration of YouTube, Google hangouts, to enhance learning and student engagement.• New online programs and tools are being piloted in the 2014-2015 school year not only for remediation, but for enrichment. Many schools in MDUSD participated in "The Hour of Code" this year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures</p> | |
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| Scope of Service | All, Districtwide | | | | | | |
| Scope of Service | All, Districtwide | | | | | | |
| 1.12 At both the district and site level, recognize and celebrate students who demonstrate academic improvement and achievement as a model of achievement for all students. | <table border="1"> <tr> <td>Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10,000</td> </tr> <tr> <td>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</td> </tr> <tr> <td>Personnel Costs - see 1.1 LCFF Supplemental</td> </tr> </table> | Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10,000 | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | Personnel Costs - see 1.1 LCFF Supplemental | 1.12 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area(s) to recognize and celebrate student improvement/growth has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> • In the 2014-2015 school year, the focus at both site levels and district levels has been to recognize and celebrate student improvement and achievement. • A recent focus has been on utilizing social media such as Facebook and Twitter and the district website to showcase student academic improvement and achievement. The district Facebook account and district Twitter accounts as well as school sites have on a daily basis emphasized and highlighted the celebrations of student achievements. • Videos and presentations have | | |
| Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10,000 | | | | | | | |
| Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | | | | | | | |
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| | | <p>been created and used to showcase and highlight student improvement and achievement.</p> <ul style="list-style-type: none"> • Held various district level events such as the Science Fair, STEM Middle School Clubs showcase, Academy Pathways showcase at the high school level which honored and highlighted student success. • District communications such as the GoodNEWS Letter and #highlights recognize student improvement/achievement as well as numerous school-based events such as assemblies and students of the month. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.13 Assess and expand support programs and student access to college and career opportunities (e.g. Linked Learning, work-based learning</p> | <p>PSAT Contract 5000-5999: Services And Other Operating Expenditures LCFF Base 23,139 Personnel Costs - see 1.1, 1.2, 1.3</p> | <p>1.13 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the</p> | |

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| <p>experiences, Advancement Via Individual Determination (AVID) college readiness programs, dual-enrollment, Advanced Placement (AP) courses, International Baccalaureate Programs (IB), Workability I, and project-based learning across content areas K-12). Through partnerships with businesses and industry, develop a plan to provide work experience opportunities for students.</p> | <p>LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>desired outcomes.</p> <p>Information was examined and progress in the area(s) expanding support programs and student access to college and career opportunities has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Increased communication, assessment and planning around the Linked Learning model (rigorous academics, al-work technical skills, work-based learning, project-based learning, and personalized supports) through the creation of a Linked Learning Leadership Team, needs assessment. • Developed and Board adopted Program Specialist, Career Pathways/Linked Learning position to facilitate district implementation of college and career pathways and Linked Learning models and support for schools. • Summer Bridge programs connecting and providing intensive academic intervention to 8th grade students to their feeder high schools: Pilot Summer Bridge math program for 24 graduating 8th grade Riverview Middle School students going to Mt. Diablo High school as well as the second year of a Summer Bridge program between Oak Grove Middle and Ygnacio Valley High school for entering 9th graders. • Worked collaboratively with the Contra Costa County Workforce Development Board to provide outreach and support to Workforce Investment Act (WIA) eligible students in MDUSD increase academic support, case- | |
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management, career pathway liaison, and socio-emotional support to successful completion of high school.

- Increased enrollment in Advanced Placement (AP), Work Experience, and Career Technical Education (CTE) classes, as well California Partnership Academies (CPA) and CTE Pathways.

Advanced Placement Enrollments:
CPHS: 496 CHS: 282 MDHS: 142
NGHS: 365 YVHS: 11

Work Experience Enrollments:
CPHS: 36 CHS: 73 MDHS: 0 NGHS: 0
Prospect: 18 Horizons: 8
Crossroads: 12 Diablo Day: 6 Summit:
17 Alliance: 3 OHS: 26 Gateway: 17
WorkAbility: 25

Career Technical Education
Enrollments:
CPHS: 675 CHS: 689 MDHS: 1049
NGHS: 738 YVHS: 485
11% less than 2013-2014 11% more
than 2013-2014 6% more than 2013-
2014 19% more than 2013-2014 5%
more than 2013-2014

California Partnership Academies
Enrollments:
CHS Human Services Academy 115
MDHS International Hospitality and
Tourism 391*
MDHS Digital Safari 237*
MDHS Architecture, Construction,
Manufacturing & Engineering 250*
MDHS Medical BioTechnical 210*
YVHS Health Science 80
YVHS Careers in Education 105
*Enrollment as projected for 2014-2015
in 2013-2014 in eoy report

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| | | <p>Project Lead the Way Pathways CPHS BioMedical: 3 courses in sequence 134 CHS Engineering: 4 courses in sequence 79 MDHS Engineering: 4 courses in sequence 124 NGHHS Engineering: 3 courses in sequence 91 YVHS Engineering: 2 courses in sequence 42 RVMS Gateways: 3 courses 144 FMS Gateways: 3 courses 132</p> <p>Other CTE Pathways and Enrollments CPHS Video Production I, II and Advanced Communication Media (ROP) 96 CPHS Photography I, II, Adv Photo (ROP) 142 CPHS Art Design 1, II and Adv 202 CHS Photo Arts I & Photo Adv (ROP) 119 CHS Woodworking & Construction Tech (ROP) 125 NGHHS Intro to Animation, Interm Animation & 3D Model Design 34 NGHHS Art Design A, B, Adv and Adv Photo (ROP) 211 YVHS Photo Art I and Advanced Photo (ROP) 71 *Does not include California Partnership Academies</p> <ul style="list-style-type: none"> • Work Ability is a grant from California Department of Education (CDE) to serve MDUSD students, grades 9-12 and the 18-22 year old transition program students, with active IEPs. Services include career awareness and guidance activities, exploratory work experiences, information/registration | |
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| | | <p>with outside agencies, guest speakers, community/volunteer projects, job coaching/supported employment, two-year follow along services. In 2014-2015, 844 students are enrolled; 158 currently placed of a goal of 210.</p> <ul style="list-style-type: none">• These actions and services were effective in making progress toward the goal.• Collaborate and partner with the Contra Costa Diablo Gateways to Innovation County Collaborative to align K-12 to post-secondary, develop clear articulation and pathways and link to industry, business and employment needs of the community.• Middle School Principals focused on a design question “how to prepare students and teachers for college and career” focused on the 4 C’s (creativity, communication, collaboration, and critical thinking). Principals conducted instructional rounds, defined learning goals aligned to college and career to help inform their learning and professional development needs at the middle school level.• Implemented the STEM Middle Clubs at the middle schools through a partnership with Tesoro to introduce and engage students to STEM content (specifically robotics and engineering), pathways and careers. Over 315 students participated during the 2014-15 school year. | |
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The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due

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| Scope of Service | All, Districtwide | | | | | | |
| Scope of Service | All, Districtwide | | | | | | |
| <p>1.14 Assess opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, and community services) K-12.</p> | <table border="1"> <tr> <td data-bbox="562 581 1031 659">Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</td> </tr> <tr> <td data-bbox="562 659 1031 737">Personnel Costs - see 1.1 LCFF Supplemental</td> </tr> </table> | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | Personnel Costs - see 1.1 LCFF Supplemental | <p>1.14 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the areas of student engagement and empowerment has been achieved toward the goal and expected measurable outcome(s). Provided opportunities at high schools for students to participate in leadership, Associated Student Body (ASB) and clubs.</p> <ul style="list-style-type: none"> • At some middle and high schools, Link Crew program provides students with opportunities for leadership, youth development and community service. • Superintendent Meyer conducted “student-voice visits” to each comprehensive high school, Olympic Continuation high school and Diablo Community Day school during the 2014-15 school year. These visits provided invaluable onsite, input and feedback to what students think is work/not working at | | | |
| Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | | | | | | | |
| Personnel Costs - see 1.1 LCFF Supplemental | | | | | | | |

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| | | <p>the schools and what they need.</p> <ul style="list-style-type: none"> • Service learning classes such as Summer of Services, Olympic Service learning provide students with engaging experiences while earning credit. • Many schools as well as the CARES After School Program coordinated and participated in community services projects such as (community clean up, high school mentors to elementary schools, healthy eating) • World Academy working on a project for 2015 on Immigration. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.15 Continue to offer athletic programs at all high schools in the MDUSD.</p> | <p>Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 405,000</p> <hr/> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 43,665</p> | <p>1.15 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> | |

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| | <p>Equipment Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 54,000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF Base 42,900</p> <p>Memberships/Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 52,000</p> <p>Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures LCFF Base 190,000</p> | <p>Information was examined and progress in the area of offering athletic programs at all high schools has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> District funding of high school athletic programs was restored in spring 2014. In addition, schools have been permitted to use a majority of their athletic event gate receipts to expand opportunities for students, especially ninth graders. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.16 Increase extra/co-curricular, visual and performing arts opportunities by 5% above 2013-2014. Make sure students have access to materials needed to be successful.</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 209,087</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Base 87,447</p> <p>Materials and Supplies 4000-4999:</p> | <p>1.16</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) increased extra/co-</p> | |

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| | <p>Books And Supplies LCFF Base 3,000</p> <p>Equipment Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 36,000</p> <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>curricular, visual and performing arts opportunities has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> We are thrilled that all elementary schools now have 5th grade instrumental music! 1254 5th grade students – 49% - are currently participating in this restored program. All students have newly Board approved texts appropriate to their instrument. Additionally, a full inventory of available instruments was conducted and over \$40,000 worth of new instruments and supporting equipment was purchased. No student in MDUSD will need to rent or purchase an instrument unless they chose to do so. Many of our secondary school music programs have competed and received awards in local and state competitions. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | |

| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
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| 1.17 Determine current counseling services and social-emotional supports for students. Create a plan to improve these services. | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental | 1.17 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area of current counseling services and socio-emotional supports for students has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> • MDUSD has created twelve new School Counselor positions during the 2014-15 school year primarily at the secondary level (7 at high school, 2 middle and 3 elementary). Each comprehensive high school and Olympic Continuation high school was allocated one counselor. In addition, six counselors were allocated at equity pilot schools (described previously). To date, eleven of the 12 counselor positions have been filled. Staff in partnership with MDEA continues to collaborate and assess strengths and challenges during this initial implementation year. Collaborative meetings with stakeholders and other mental health and college and career personnel continue to ensure alignment of services and efficiency. • A review and inventory of current counseling services and socio-emotional supports for students has been collected and will be analyzed to inform implementation, professional development and alignment of services. • Facilitated monthly district School | |

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| | | <p>Counselor meetings began in January 2015 to support implementation, monitoring and refinement of the Counselor program in MDUSD.</p> <ul style="list-style-type: none">• Begun conversations with community college counseling departments to align and collaborate to better serve and prepare students for college and career.• School Linked Services which includes HOPE and Foster Youth Services (FYS) provided counseling services to high need populations and link community and school resources and services to students and families.• School Psychologist, the Counseling Clinic and the Counseling Enriched Program (CEP) provide social-emotional support and primarily for students in special education, medi-cal eligible and to conduct assessments for general education students recommend for special education services. Behaviorist and Behavior Health Specialist also provide behavior support to students and staff to support their education and learning• 43 counseling interns provided counseling services to 24 schools in the district (11 elementary, 7 middle and 6 high schools) . Interns included Psychology interns, Social Work Interns and Marriage Family Therapist interns from John F Kennedy (JKF) University, St. Mary's, and San Francisco State.• School Resources Officers were added back to the three high schools in Concord through a | |
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| | | <p>collaborative with Concord Police Department.</p> <p>These actions and services were effective in making progress toward the goal</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.18 Assess how we provide academic and behavioral interventions and services for students. Develop Multi-Tiered Systems of Support, (MTSS) that will provide academic and behavioral intervention to improve school climate district-wide. (See the Coordinating Early Intervening Services Plan Summary, Appendix ***) (see 1.5)</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>1.18</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of providing academic and behavioral interventions and services has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Creating and maintaining a safe and supportive learning environment for our students has always been a priority in MDUSD. Progress in this area is measured by California Healthy Kids Survey, attendance rates, discipline, and graduation rates, members of the Equity | |

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| | | <p>Administrative team meeting monthly, the MDUSD Equity Administrator collaborating with other districts and community leaders to showcase best practices.</p> <ul style="list-style-type: none">• The Equity Team Supports parent involvement in schools and works strategically to ensure our parents are connected as partners with monthly Equity Advisory Meetings, visits to other school districts and hosting parent conferences; supports school principals by meeting with them to review and discuss data around student discipline, attendance, and grades; supports implementing a School-wide Evaluation Tool (SET) that promotes intentionally inviting learning environments and building a collaborative culture for restorative justice, positive behavior, character development, professional development, mindfulness and parent education. (*Please see the attachment of the SET)• Additional systems of support and services for behavioral and academic interventions can be assessed by quarterly student grade reports, the annual Healthy Kids Survey, student voice meetings, monthly Elementary, Middle, and High School Administrative meetings and adding School Counselors to our staff.• MDUSD continues to work to decrease the number of school suspensions and expulsions and increase student attendance and graduation rate. It is the goal of our district to have staff support and respect a learning environment that builds strong relationships and | |
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| | | <p>actively engages students in their education.</p> <ul style="list-style-type: none"> New LTEL course will address academic intervention for LTELs and also motivational issues. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.19 Assess student barriers to attending school and determine methods to provide assistance regarding barriers.</p> | <p>Personnel Costs- see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>1.19 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of assessing student barriers to attending school has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Mt. Diablo Foster Youth Services (FYS) surveyed school sites at the beginning of the school year. The Contra Costa County Foster Youth Advisory provided information | |

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| | | <p>regarding barriers to educational success and collaborative strategies to address them. Mt. Diablo FYS led interagency collaboration meetings with Child and Family Services, Children’s Mental Health, Contra Costa County Office of Education, Group Home Provider, MDUSD Special Education Dept. MDUSD FYS to address barriers across systems to access services and support.</p> <ul style="list-style-type: none">• Foster Youth Voice meetings held weekly to request input and feedback regarding services and support. Utilized Foster Focus, a database tracking system developed by the Sacramento County Office of Education Foster Youth Services.• Child Welfare and Attendance (CWA) and Social Work Specialist staff worked with families to reduce barriers to attending school. Home visits, basic necessity support (transportation, food, clothing), connection to services contributed to better students attendance. Attendance improved for homeless students.• Partnership with Contra Costa/Solano Food Bank provided weekly fresh fruits and vegetables to be delivered to schools through the Mt. Diablo CARES After School Program which assisted families in accessing food and coming to school.• Transportation bus (bus 11) provided to transfer students attending Mt. Diablo High School and Oak Grove Middle School Newcomer Academy. | |
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| | | <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.20 Additional Contributions/Allocations from LCFF Base - includes Reserve for Economic Uncertainties, Utilities, Operational Funds</p> | <p>Site Allocations to support LCAP and SPSA's - sites determine object codes for distribution of funds. Showing here in 4000's until distributed. 4000-4999: Books And Supplies LCFF Base 2,191,206</p> <p>The state LCFF allocation for transportation does not cover all costs related to transportation, additional costs (general education and special education) are addressed via a contribution from the general fund Base funds. (see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 342,500</p> <p>Contribution to Transportation Employee Benefits 3000-3999 Employee Benefits LCFF Base 70,546</p> | <p>1.20 Additional Contributions/Allocations from LCFF Base - includes Reserve for Economic Uncertainties, Utilities, Operational Funds</p> <ul style="list-style-type: none"> • Purchased additional buses to improve transportation services and access. <p>The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |

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| | <p>Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,318,600</p> <p>Contribution to Transportation Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 1,902,256</p> <p>Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay LCFF Base 313,115</p> <p>Contribution to Transportation Other Outgo 7000-7439: Other Outgo LCFF Base 305,338</p> <p>Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures LCFF Base 2,889,436</p> <p>Department, and Central Operating Budgets 6000-6999: Capital Outlay LCFF Base 105,500</p> <p>General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 47,144,555</p> | | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>1.21 Align staff, services, and systems to support the goals of the LCAP. Ensure there is highly qualified staff to provide basic instructional services (e.g. classroom teachers, school administrators, office staff as well as district office administrators and staff to support curriculum and instruction, special education, student services, transportation, and testing).</p> | <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 2,995,493</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 786,065</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 1,475,009</p> <p>Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies LCFF Supplemental 3,257,635</p> | <p>1.21 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of hiring practices, recruitment strategies, changes to work hours and salary schedule, staffing allocation, and professional development has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Between July 1, 2014 and January 13, 2015 1,158 volunteers fingerprinted through our Personnel Office. • Created School Counseling job description in order to create positions to support student academics and student social/emotional development • Restored 70 Special Education Assistant (SEA) hours from 3 to 5 hours per day -- creating increased opportunity for students to have consistent support during the instructional day • Ongoing Recruitment endeavors in order to attract and retain highly qualified candidates to support MDUSD students and school sites -- MDUSD website job postings, Representation at numerous recruitment Fairs, Brendan Theatre recruitment commercial slated to start airing February 2015 feature our Superintendent, Craigslist advertisement for classified employees (CSEA), Contra Costa Times job postings, Ed Join ongoing, Paper Flier Job Posting Announcements to sites and for | |
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| | | <p>distribution/ job boards, Veteran Center job postings, Diablo Valley College (DVC) and Los Medanos Community College (LMCC) outreach, Loma Vista outreach, Newspaper ads and digital ads(Concord Transcript, Contra Costa Times, Martinez News Gazette, Clayton Gazette), Education Week topschooljobs.org, Twitter & Facebook, and Cal State East Bay, Brandman, Saint Mary's College and UC Berkeley Principals Leadership Institute collaboration.</p> <ul style="list-style-type: none">• Increased clerical support to select larger school sites: Meadow Homes Elementary, Mount Diablo Elementary, Hidden Valley Elementary and College Park High School. Customer service being central to ensuring service to all students and stakeholders• Principals Salary Schedule Compression approved in order to retain and recruit high quality site principals• Mt. Diablo Education Association (MDEA) Early Retirement Notification Incentive approved in order to plan for 2015-2016 staffing needs• Worked collaborative with MDEA to ensure no teacher lay-offs for 2014-15 with an improved and earlier notification process of placements for the following year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures</p> | |
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| | | includes _____ due to/because..... | | | | | |
| <table border="1"> <tr> <td data-bbox="86 224 233 302">Scope of Service</td> <td data-bbox="233 224 562 302">All, Districtwide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p> | Scope of Service | All, Districtwide | | <table border="1"> <tr> <td data-bbox="1031 224 1178 302">Scope of Service</td> <td data-bbox="1178 224 1522 302">All, Districtwide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p> | Scope of Service | All, Districtwide | |
| Scope of Service | All, Districtwide | | | | | | |
| Scope of Service | All, Districtwide | | | | | | |
| <p>1.22 Align staff, services, and systems to support the goals of the LCAP. Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> | <table border="1"> <tr> <td data-bbox="562 610 1031 721">Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356</td> </tr> <tr> <td data-bbox="562 721 1031 818">Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034</td> </tr> </table> | Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356 | Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034 | <p>1.22 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area(s) of a district re-organization of staff, improved relationships between bargaining units, improved communication, outreach and inclusion of parent/community (i.e. creation of a Welcome Center) has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Effective July 1, 2014 reorganization plan in place – new structure for operations at District level and provide more direct support to sites • Ongoing collaborative work with employee unions (e.g. CST, CSEA and Teamsters) in order to ensure effective structures in place for Superintendents restructuring plan • Supported creation of Welcome Center in order to promote customer service and our focus on serving students, parents and community | | | |
| Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356 | | | | | | | |
| Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034 | | | | | | | |

- members
- Strengthened and hired key district level staff to ensure efficiency and services to schools; Director Special Education & Director Personnel appointed 8/13/14, Director School Support, and Accountability days per year increased to 248 days 8/13/14, Reclassified Director of Student Services position 10/15/14, created confidential Workers Compensation Specialist position 10/29/14, Assistant Superintendent High School appointed 11/19/14, Executive Director of Instructional Support appointed 11/19/14, Administrator, Special Education appointed 12/10/14, Supervisor, Accounting appointment 12/10/14, Director of Budget & Fiscal Services and Chief Accountant made permanent 12/10/14, and Building & Facilities Grounds Manager appointment 1/12/15
- Extended Superintendent's contract to year 2017 on 10/15/14
- Between July 1, 2014 and January 9, 2015 four DMA confidential positions created & filled
- Technology support to the schools with the increased technology tools and equipment.

These actions and services were effective in making progress toward the goal.

The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....

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| <p>Scope of Service All, Districtwide</p> | | <p>Scope of Service All, Districtwide</p> | |
| <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.23 Identify and create a plan to address barriers to full participation in all academic programs.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental Teacher Intervention and Instructional Support (TIIS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental 1,374,217 TIIS Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 442,927</p> | <p>1.23 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area to address barriers to full participation in all academic programs has been achieved toward the goal and expected measurable outcome(s). • • These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures includes _____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> | | <p>Scope of Service All, Districtwide</p> | |
| <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p> | | <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | |

| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
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| <p>1.24 Assess and maintain current preschool programs offered at low income schools.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 66,757</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 74,326</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 23,881</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 55,308</p> <p>Facilities Lease/Rent 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 36,765</p> <p>Services and Other Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 6,300</p> | <p>1.24 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of assessing and maintaining current preschool programs offered at low income school has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Mt. Diablo Adult Education ESL department provides free Family Literacy Preschools at two MDUSD Title I elementary schools and at the Loma Vista Adult Center. Mt. Diablo Adult Education Parent Education department provides free Parent Cooperative Preschools at three MDUSD Title I elementary schools. <p>School Site Type of Preschool # of Preschoolers Cambridge Elementary ESL Family Literacy 34 Meadow Homes Elementary ESL Family Literacy 43 Loma Vista Adult Center ESL Family Literacy 14 Shore Acres Elementary Parent Education Co-op 17 Bel Air Elementary Parent Education Co-op 20 Fair Oaks Elementary Parent Education Co-op 17</p> <p>All of these preschools have been involved in Quality Ratings Improvement System (QRIS) for the past three years,</p> | |

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| | | <p>which is a nationally recognized quality insurance program. Local QRIS assessors are First5, the Child Care Council and the Contra Costa Office of Education.</p> <ul style="list-style-type: none"> • Mt. Diablo Adult Education Parent Education offers other Parent Co-Op preschools that include fees. <p>These actions and services were effective in making progress toward the goal</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes_____ due to/because.....</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.25 *****</p> | | <p>1.25 No action for year one 2014-2015</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>1.26 Research and identify schools/districts that use online/remote learning to identify effective models.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.26 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area researching and identifying school/districts that use online/remote learning to identify effective models is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> In the 2014-2015 school year, not only the district, but some school sites have researched and identified schools and districts that are using online/remote learning and we are evaluating which are effective. This is an on-going research effort. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.27 Maintain before and after school intervention and instruction programs.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.27 The actions/services addressed the</p> | |

needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.

Information was examined and progress in the area of maintaining before and after school interventions and instruction programs has been achieved toward the goal and expected measurable outcome(s).

- Mt. Diablo Unified collaborates with outside agencies to provide district students the opportunity to participate in fee-based after school programs on school campuses.
- MDUSD operates the Mt. Diablo CARES After School in partnership with Bay Area Community Resources (BACR) to provide free after school program and academic intervention at fourteen (10 elementary, 3 middle and one high school) CARES After School Program schools. This program supported primarily by the California Department of Education's After School Education and Safety (ASES) grant. The Teacher Liaison facilitates and provides instruction to identified students.
- Mt. Diablo CARES is also an approved Supplemental Education Services (SES) provider which provides academic intervention to eligible students and served 200+ students during 2014-15.
- An additional 235 students were able to be served in the Mt. Diablo CARES After School Program to provide increased academic, social-emotional and nutrition. These services were provided to schools with high percentages of special population (foster youth, English

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| | | <p>Learners, low income).</p> <ul style="list-style-type: none"> • Schools with higher percentages of special population students are also offering summer school to the remaining grade levels and/or an “Early Back” program for students to provide re-teaching, remediation and support. • A comprehensive summer after school program is being offered to students through the After School Education and Safety grant and Title I funds. • Many schools provide additional homework help and intervention for students in partnership with Academies, partnerships, and Parent-Teacher organizations (PTC, PFC, PTA). <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.28 Identify and begin to address barriers to full participation in extra/co-curricular activities and programs,</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.28 The actions/services addressed the needs of all pupils and the needs of all</p> | |

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| <p>including athletics and the arts. This could include increasing outreach and communication with students and parents about these programs.</p> | | <p>subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in identifying and beginning to address barriers to full participation in extra/co-curricular activities and programs has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Ensured transportation was provided. • High school athletics was offered and available for all students to participate with no participation fee. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.29 At both the district and site level, recognize and celebrate students who demonstrate academic improvement, achievement, and attain language proficiency as a model of achievement for all students. Develop a certificate of recognition for students who speak two languages fluently at the elementary,</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.29 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes</p> <p>Information was examined and progress in the area of recognizing and</p> | |

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| <p>middle and high school levels.</p> | | <p>celebrating students' improvement and achievement has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • The State Seal of Biliteracy revised criteria were shared at the World Language Chair Meeting on January 14, 2015. • Individual sites are conducting their own Reclassification ceremonies. • The Seal of Biliteracy awards are given to graduating seniors each May/June. The Director of English Learners attends these ceremonies to recognize the students. • "Pathway Awards" for students en route to achieving the Seal of Biliteracy are being developed for 5th grade and 8th grade students. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.30 Continue to implement the program as outlined in the English Learner Master Plan. Use data to</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.30 The actions/services addressed the needs of all pupils and the needs of all</p> | |

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| <p>determine if this is helping EL students reach grade level and language proficiency. Continue the parts that work and change or eliminate those that don't.</p> | | <p>subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of the English Learner Master Plan is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Monitoring of Programs for English Learners is on-going. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22..</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.31 Identify and create a plan to address barriers to full participation in all academic programs and support to achieve graduation.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.31</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of identifying and creating a plan to address barriers to full participation in all academic programs to achieve graduation has been achieved toward the goal and expected</p> | |

measurable outcome(s).

- There is a plan in place to address the barriers to full participation in academic programs. The first is to offer summer school for credit recovery to ensure students can achieve graduation and have more of an ability to take courses during the regular school year versus repeating a core academic class.
- Hired School Counselors at the high school level first, to provide additional support, guidance and monitoring for students to participate in all academic programs and achieve graduation.
- Alternative Education programs provide additional support and options for students to achieve graduation.
- School Administrators and Counselors have made changes to schedules to support full participation in the academic program and support to achieve graduation.
- Provided credit recovery course during the school year and after school for students to make up classes or to earn credit for graduation.
- Partnered with local institutions of higher education to offer additional course and dual enrollment to support graduation.

These actions and services were effective in making progress toward the goal.

The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.

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| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.32 Assess English Learners (EL) supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Develop and implement steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.32</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of assessing English Learner supports and services has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Long Term English Learner (LTEL) student “chats” took place before Annual CELDT and again after 1st /2nd quarter grades were posted. Long Term English Learners (LTEL) chat “data” worksheets were provided to high schools again after 3rd quarter grades for a select group of students. • Newly revised Board Policy for Reclassification will be shared with site Administrators in second semester. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |

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| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.33 *****</p> | | <p>1.33 No action in year one 2014-2015</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.34 Research and identify schools/districts that use online/remote learning to identify effective models for EL.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.34</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of researching and identifying school/districts that use online/remote learning to identify effective models for EL students is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> This is currently a work in progress in the 2014-2015 school year. | |

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| | | <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.35 Identify and begin to address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. This could include increasing outreach and communication with students and parents about these programs.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.35</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of identifying and addressing barriers to full participation in extra/co-curricular activities and programs is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • MDUSD participated in the California Healthy Kids Survey in spring 2016 which will provide data around student participation in extra/co-curricular activities and programs. This data will help identify strategies and interventions to address these barriers. • Conducted survey of programs and provided information to parents/caregivers to ensure all | |

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| | | <p>students have access to youth activities and programs. Targeted outreach and information was provided to foster youth and homeless youth.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.36 Assess the needs of students to have access to services by bilingual counselors.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.36 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of developing a plan to address the needs of students to have access to a bilingual counselor is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Staff has and will continue to recruit and identify bilingual counselors to work with district students. Of the eleven school counselors hired thus far in the 2014-15 school year 27% | |

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| | | <p>are bilingual.</p> <ul style="list-style-type: none"> • Further planning will be developed in collaboration with Director of Personnel and Director of Special Projects. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.37 Identify and create a plan to address barriers to full participation in all academic programs.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.37</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to identify and create a plan to address barriers to full participation in all academic programs has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Foster youth face many challenges that impede their educational success, some of which existed prior to entering foster care. Almost all foster youth have been | |

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| | | <p>repeatedly traumatized, have been in multiple home placements and have attended multiple schools. Mental health concerns and high levels of mobility contribute to gaps in learning, academic performance below grade level, and behavioral challenges. To address these challenges, The Mt. Diablo Unified School District has a model district-wide program serving foster youth, Foster Youth Services. Services and support for foster youth are integrated at school sites and provided in collaboration with a broad array of stakeholders.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.38 Clearly identify support systems, and who is involved, for foster youth to engage in college, career, and civic readiness activities.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.38 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> | |

Information was examined and progress in identifying support systems for foster youth to engage in college, career and civic readiness activities has been achieved toward the goal and expected measurable outcome(s).

- The Mt. Diablo Unified School District has a model program serving foster youth in Contra Costa County, California. Mt. Diablo Unified Foster Youth Services (FYS) program supported by California Department of Education Foster Youth Services to provide services to foster youth. District-wide FYS program includes FYS Coordinator, Social Work Specialists, MSW Intern training program, School Psychologist (.40) with specialized training, Program Specialist for foster youth with special needs, and designated administrator at each school site for foster youth ensure access to programs and resources such as High School Career Centers and newly hired School Counselors. Interagency collaboration to serve youth with mental health needs.
- Mt. Diablo Workforce Investment Act (WIA) Youth Employment Services (Mt. Diablo YES) program provides foster youth with employment and career pathway readiness services and support to engage in college, career and civic readiness activities.
- Worked collaboratively with the Contract Costa County Workforce Development Board to provide outreach and support to Workforce Investment Act (WIA) eligible students with an emphasis on foster youth, homeless and Lesbian Gay

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| | | <p>Bi-sexual Transgender and Questioning (LBGTQ) in MDUSD to provide increased academic support, case-management, career pathway liaison, and socio-emotional support to successful completion of high school.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.39 Research and identify schools/districts that use online/remote learning to identify effective models for Foster Youth.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.39</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of researching and identifying schools/districts that use online/remote learning to identify effective models for Foster Youth has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> MDUSD offers Cyber High School all for credit recovery through online | |

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| | | <p>learning. Olympic High School (continuation high school) Service Learning Program also offers high school credits for foster youth participants assisting with tutoring/mentoring in the district's elementary schools.</p> <ul style="list-style-type: none"> MDUSD FYS is participating with the California Department of Education in the development California Statewide "Toolkit" for foster youth. The toolkit is in draft form, will be released to the public in 2015; online options and LEA best practice models will be included in Web-based Toolkit. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.40 Identify and begin to address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. This will include increasing outreach and communication with students and</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.40 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> | |

parents about these programs.

Information was examined and progress in the area of identifying and addressing barriers to full participation in extra/co-curricular activities and programs has been achieved toward the goal and expected measurable outcome(s).

- Student Services / School Linked Services staff surveyed community programs available in the six municipalities served by MDUSD. Comprehensive list is disaggregated by athletics, performing arts, and fine arts; after-school and summer programs. Information is provided to foster youth stakeholders to increase youth engagement in their self-identified areas of passion and interest.
- Foster youth and foster youth caregivers are apprised of their right, per AB490, to access all programs and services available to other students. Strength-based case plans include youth enrichment activities and programs at schools and in the community.
- The Mt. Diablo CARES After School Program has operated a middle school sports program after school free to participants at CARES After School Programs-El Dorado, Oak Grove and Riverview Middle Schools. This program was used as a model for the development of a pilot Middle School program proposed to be implemented in 2015-16.
- Provided uniforms and transportation for program participants to ensure access and participation.
- Hosted an annual Sports Banquet and Awards Ceremony for Middle School Sports Program participants

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| | | <p>and families.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.41 Develop a plan to increase the number of foster youth served by counselors to ensure foster youth receive educational counseling from a foster youth educational counselor.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.41</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of a plan to increase the number of foster youth served by counselors to ensure foster youth receive educational counseling from a foster youth educational counselor has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Foster youth are linked with caring adults, school-based counseling, career and college guidance, enrichment opportunities, transitional services, and other needed services and support. | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>Educational progress, attendance, and behavior are monitored and intervention plans are collaboratively developed and adjusted according to student's progress and response to interventions.</p> <ul style="list-style-type: none">• Social work and psychology interns are based at school sites to provide counseling services for foster youth. Interns receive clinical targeted training for foster youth and the treatment of children who have experienced complex traumas.• Case management services are provided to link foster youth with transitional services (i.e. ILSP) and needed support and services at school and in the community. Social work interns are trained to provide strength-based intervention strategies to promote foster youth's talents, strengths, and interests. Interns are trained to provide culturally competent services for youth and caregivers from diverse backgrounds. The interns conduct an assessment of individual foster youth and customize a treatment plan to meet the needs of each youth.• Mt. Diablo FYS developed enrollment procedures across school sites in order to wrap the foster youth with early support so that each placement has the highest chance of success.• Two (2) Full-time Social Work Specialists provide training and supervision for eleven (11) MSW Social Work Interns (29 days of services per week across multiple school sites) who provide direct counseling services for foster youth. | |
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| | | <p>Social Work Specialist and MSW Interns lead individual and group counseling services. Services are monitored using RtI framework; coordinated with multi-disciplinary site, district and agency services. Educational Counseling is provided for 100% of identified foster youth.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>1.42 Assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>1.42 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area of assessing student barriers to attendance and determines methods to provide assistance to foster youth has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Mt. Diablo Foster Youth Services assists school sites to immediately enroll any child living in foster care, | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>even if fees or materials are owed to the previous school or the child is unable to produce the records or clothing normally - In accordance with AB490, when a foster child's home placement is changed, the student remains in his or her school of origin when doing so is in the child's best interest.</p> <ul style="list-style-type: none">• MDUSD FYs assessed barriers to attendance and collaboratively determined methods to provide assistance to foster youth. Transportation to/from school and clothing was determined not to be significant barriers to school attendance for foster youth. Social-emotional / mental health needs and substance abuse were determined to be the most significant barriers to school attendance for foster youth. Methods to address needs include direct site-based counseling services, interagency collaboration with group home providers, public agencies, and community agencies such as Rainbow Community Center to provide support for LGBTQ youth.• Met with eight new potential partnering agencies to explore expanded services, support and youth activities for foster youth and homeless students. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Proposed Changes to the LCAP include: 1.1. Increased school counselor positions K-12 to 38, with 23 new counselors being added in 2015-16 as well as strategies to increase bilingual paraprofessionals at schools to serve English Learners. 1.2. Adding technology staff support to schools. 1.3. Continuing to monitor maintenance, safety and cleanliness of schools. 1.4. Identifying CCSS curriculum to support English Learners and students' in Special Education, time embedded during the school day and early release days for professional development, pilot a New Long Term English Learner (LTEL) course possibly using English 3 D curriculum at some secondary schools, possibly adding a parent version of the Academic Press Newsletter. 1.5. Provide training and support to implement the Behavior Matrix at all schools in 2015-16, expansion of "in-school intervention" periods at additional schools, pro-active communication and engagement with parents and caregivers to provide effective academic and behavior intervention, develop "Catch-Up Plans" for Long Term English Learners (LTEL). 1.6. Increased coaching and guidance to Principals via monthly leveled principal meetings, school visits, identifying additional ways to share, review and gather input from teachers around the implementation of the LCAP such as Symposium, teacher groups and survey, short videos/presentations to increase knowledge and understanding, and additional outreach and dialogue with special education and English Learner teachers. 1.7. Piloting the New LTEL course will address some of these concerns and needs. 1.8. Access to user friendly and frequent reports on academic/behavior data (disaggregated by school/grade level/ethnicity/sub-groups) in Aeries for all schools will ensure collaboration time is used more efficiently and effectively, increased time for secondary English Language Development (ELD) teachers to meet and collaborate. 1.10. Increased access for sub-groups of students for extended day/after school program, summer school for target grade levels, and expanded credit recovery and online classes. 1.11. Increased technology support to the school. 1.12 System to identify which schools do/do not recognize students that have been re-classified English Learners (EL). 1.13. Three schools will be beginning an AVID program in 2015-16, development of a Middle College Program in collaboration with Diablo Valley College (DVC), expanded outreach with Earn and Learn Workforce Development Initiative to increase work-based learning opportunities for students, expansion of Project Lead the Way (PLTW) at additional middle schools and high schools in Engineering and Bio-Medical, pilot PLTW Launch program at three elementary schools in Bay Point and in the Mt. Diablo CARES After School Program, pilot an International Baccalaureate (IB) program at Ygnacio Valley High School in 2015-16, expand the Summer Bridge program to El Dorado Middle and Concord High School and expand understanding and integration of the continuum of work based learning opportunities. |
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| | <p>1.14. Increased student learning opportunities for students, continued student voice visits K-12 by the Superintendent, and piloting a senior service project at the high school level.</p> <p>1.15. A district-wide pilot middle school after school sports program will be implemented in 2015-2016.</p> <p>1.17. Alignment and linkage of district counseling services and socio-emotional supports for students to determine which services support which student/school, create an additional 23 school counselor positions (9 elementary, 7 middle and 7 high school) to continue to provide site-based academic and socio-emotional supports and services to students, staff and parents, and collaborate with higher institutions of education and industry to support college and career readiness.</p> <p>1.19. Outreach to hire bilingual staff to increase communication between bilingual parents and schools, need to better address English Learners (EL) by having more home visits to immigrant families and education on United States education system.</p> <p>Sub Groups</p> <p>1.4. Continuing to look for opportunities for expansion.</p> <p>1.7. Increased access for sub-groups of students for extended day/after school program, summer school for target grade levels, and expanded credit recovery and online classes.</p> <p>1.8. Ensuring cultural diversity training is provided for extra/co-curricular and athletic program staff is offered annually..</p> <p>1.12. Identifying and having assessments aligned to the Common Core State Standards (CCSS), pilot New LTEL course will help to address EL reclassification as a goal for students to work towards.</p> <p>1.14. Reviewing data from district schools using online instruction materials/programs (i.e. iready, Lexia, Imagine Learning) will be evaluated.</p> <p>1.15. Proving a list of youth activities and programs to parents/caregivers at walk through registration and upon enrollment of students who enroll or change schools mid-year.</p> <p>1.16. Exploring other avenues of connecting bilingual counselors with English Learners students more regularly and use technology to support access to other school.</p> <p>Foster Youth</p> <p>1.19. Looking into embedding credit recovery sections into the master schedule at high schools.</p> <p>1.20. Implementation of a pilot district-wide Middle School Sports Program at all middle schools in 2015-16.</p> |
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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| <p>Original GOAL 2 from prior year LCAP:</p> | <p>Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning</p> | | <p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Mt. Diablo USD Strategic Plan</u>: • <u>Supportive Family and Community Involvement</u> • <u>Respectful, Responsive Service and Communication</u> • <u>Optimal Operations and Infrastructure</u></p> |
| <p>Goal Applies to:</p> | <p>Schools: All</p> | <p>Applicable Pupil Subgroups: All</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Parents, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>b) Increased parent/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>c) Increased parent educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>e) Increased frequency of communications between school/district and home= baseline 2014-15, determine increase for 2015-16, 2016-17.</p> | | |
| <p>Actual Annual Measurable Outcomes:</p> | <p>See MDUSD LCAP 2014-15 Benchmark Data Update May 2015 in the Appendix for an easier to read chart.</p> <p>1. Parents, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>b) Increased parent/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>c) Increased parent educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>e) Increased frequency of communications between</p> | | |

2. Students will connect learning and preparation for their future through the support of informed parents, family and community who are engaged as partners with all MDUSD employees. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Improved student attendance = increase district attendance rate by 2% annually.

b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2.

c) Increased range of course access = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17.

e) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate 4% each year.

school/district and home= baseline 2014-15, determine increase for 2015-16, 2016-17.

2. Students will connect learning and preparation for their future through the support of informed parents, family and community who are engaged as partners with all MDUSD employees. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:

a) Improved student attendance = Increase district attendance rate by 2% annually.

2013-2014
Regular Education - 95.49%
Special Education - 92.82%
Alternative Education - 78.93%
Truancy - Not Available at this time

2014-2015
As of 3/20/15 (P-2 state reporting):
RE – 96.71%
SE – 92.90%
AE – 81.50%
Truancy through 5/1/15 = 28.66%

b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2.

c) Increased range of course access = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Increased A-G completion rates (University/college entry requirements) =2% increase 2014-15, 5% increase 2015-16, 2016-17.

2013-2014 = 29.4%.

2014-2015 data pending

e) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year.

2013-14 Grad Cohort 85.1%
Drop-out Cohort 10.2%

LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 2.1 Utilize parent/teacher contact/conferences, electronic forms of communication (e.g. email, school loop) as an ongoing means of communication. | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | 2.1 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area of utilizing parent/teacher contact/conferences and electronic forms of communication has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none">Elementary Schools-Elementary schools have school newsletters that are sent out to parents on a weekly, bi-weekly, or monthly basis. At many sites the principal contributes to the newsletter prepared by the PFC/PTA also. All schools have regularly updated websites. Principals utilize School Messenger as needed to update parents on events. Our schools with a high percentage of English Language Learners do provide information in both Spanish and English for the parents. Principals are beginning to use other social media such as Twitter to inform the community about school activities. All principals attend their PTA/PFC meetings. Email communication and phone conferences are regularly employed to communicate with families.The elementary teachers employ the use of phone, emails, and | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |
| | Personnel Costs - see 1.1 LCFF Supplemental | | Personnel Costs - see 1.1 LCFF Supplemental |
| | Upgrade District Website 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000 | | Upgrade District Website and 62 Site Websites 5000-5999: Services And Other Operating Expenditures LCFF Base 6,400 |

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| | | <p>conferences to communicate with parents. In December 2014 teachers held report card conferences with the families of every student in their classroom. Some teachers do maintain their own websites, use HomeLink/ABI, or send out weekly progress reports. Teachers, as required, attend SST's and IEP's when scheduled.</p> <ul style="list-style-type: none">• Middle Schools-Nearly all of the middle schools have school newsletters that are sent out to parents weekly, bi-weekly, monthly, or 4 times a year. In many cases, the principal contributes to the newsletter prepared by the PFC/PTA. All schools have regularly updated websites. All principals utilize School Messenger is used a few times a month usually as needed. At one of the Title I schools, principal sends out message of school events in English and Spanish 2x a month. 7 of 9 middle schools are now using Twitter and the remaining 2 have plans to begin shortly. One school uses Instagram as well. All principals utilize School Messenger a few times a month and as needed. All principals attend their PTA/PFC meetings. Email communication is routine for all of them. Middle school teachers communicate with parents generally by phone, emails, and conferences. Some teachers maintain their own websites, use HomeLink/ABI, weekly progress reports. Teachers, as required, attend SST's and IEP's when scheduled.• High Schools-Nearly all of the high | |
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| | | <p>schools have school newsletters that are sent out to parents weekly, bi-weekly, monthly, or 4 times a year. In many cases, the principal contributes to the newsletter prepared by the PFC/PTA. Some principals meet with the leadership of parent groups regularly. All schools have regularly updated websites. All principals utilize School Messenger a few times a month and as needed. All principals attend their PTA/PFC meetings. Email communication is routine for all of them. High school teachers communicate with parents generally by phone, emails, and conferences. Some teachers maintain their own websites, use HomeLink/ABI, weekly progress reports. Teachers, as required, attend SST's and IEP's when scheduled.</p> <ul style="list-style-type: none">• Mt. Diablo Unified began a Facebook and Twitter page and many schools have starting using Remind (opt in text app) to increase communication with students, parents and community.• Staff has also made personal phone calls in addition to written information given. The districts' automated phone/message system also provides messages to parents/caregivers in English and Spanish. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. Estiamted actual for webiste</p> | |
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| | | <p>support and development for district website and to support schools was larger than budgeted due to the need to provide greater support to schools and central office staff to improve the quality of all district websites.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.2 Identify the current level of parent access to information, parent education classes, and resources to support students. Create a plan to increase this access.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>2.2</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of current level of parent access to information, parent education classes, and resources to support students is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Currently the new district website is continuing to be tweaked to ensure parents have better access to information. The adult school offers many classes for parents and the district is working with local businesses, community partners, and resources within MDUSD community to increase access for parents and ensure they receive education in how to support their students. We continue to work in | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| | | <p>2014-2015 on increasing parent access to information as the current levels are lower than would be the goal.</p> <ul style="list-style-type: none">• Mt. Diablo CARES After School Programs, at fourteen schools K-12 (which include Bel Air, Cambridge, Delta View El Monte, Fair Oaks, Meadow Homes, Rio Vista, Shore Acres, Sun Terrace, Wren Ave., and Ygnacio Valley Elementary schools, El Dorado, Oak Grove and Riverview Middle schools and Ygnacio Valley High school) provides parent education class around nutrition and health, college and career and supporting your child's education.• Adult Education provides parent classes such as Parent Project, Drug/Alcohol workshop, Teen Anger Management classes, Parent Certificates, Adult Education/Special Education Mini Parent Conference, and the Speakers Bureau. Detailed description is provided on page 31.• Parent Liaison at some schools connect with families and identify needs as well as offer classes such as computer literacy and technology for parents• Convened LCAP community input meetings to gather parent/caregiver input and provided a forum for parent voice. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
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| <p>Scope of Service All, Districtwide</p> | | <p>Scope of Service All, Districtwide</p> | |
| <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.3 Increase outreach to parents via expanded parent liaison staff. Increase parent support by 10% above 2013-2014.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries LCFF Base 93,491 Employee Benefits 3000-3999 Employee Benefits LCFF Base 37,598</p> | <p>2.3 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area of increased outreach to parents via expanded parent liaison staff has been achieved toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> There is currently 1 district Parent Liaison. There are 9 Community Services Assistants and Community School Coordinators 6 at the schools. One Community School Coordinator is funded from centralized funds. The remaining Community Services Assistants and Community School Coordinators are funded by the sites from site-based funds. All of these assist parents and students. <p>These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual</p> </p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries LCFF Base 94,092 Employee Benefits 3000-3999 Employee Benefits LCFF Base 61,629 Classified Personnel 2000-2999: Classified Personnel Salaries Title III 33,474</p> |

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| | | <p>annual expenditures see 1.1, 1.2, and 1.3. Additionally support by personnel in English Learner Services were initially included elsewhere. We determined it was more appropriate to include that cost here. There was some change in LCFF Base funds related to increased salary, health, and statutory benefits.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.4 Provide parents the opportunity to network and collaborate in interest based groups to support their child's learning.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 1250</p> <p>Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 296</p> <p>Food and Beverage 4000-4999: Books And Supplies LCFF Base 5000</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5000</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base</p> | <p>2.4 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of opportunities to network and collaborate in interest based groups to support their child's learning has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Convened parent workshops and meetings to request input and feedback. • Provided opportunities to connect parents/caregiver with one another (i.e. Latinos United, parent groups, Community Advisory Committee (CAC), African American Parent Academy) • Meetings such as School Site | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 0</p> <p>Food and Beverage 4000-4999: Books And Supplies LCFF Base 2417</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base</p> |

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| | 5000 | <p>Council (SSC) and Parent Teacher Association (PTA) also provide opportunities for parents to network and collaborate.</p> <ul style="list-style-type: none"> • Saturday School is provided at some schools in the district (provided at Shore Acres Elementary as a result of parent request). <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. Overall expenses for these meetings were not as great as anticipated. No postage was needed.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.5 Conduct a needs assessment for all district schools and locations to create a consistent, connected, and common district-wide communication plan to engage parent, and community stakeholders to build a positive school environment to increase engagement and increase morale.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1, 1.2, 1.3 LCFF Supplemental</p> | <p>2.5 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of a needs assessment of common district-wide communication plan has been achieved toward the goal</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1, 1.2, 1.3 LCFF Supplemental</p> |

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| | | <p>and expected measurable outcome(s).</p> <ul style="list-style-type: none">• Continued work with Technology department on improving use of district website.• Redesign of Dent Center lobby and to increase ease of service for public. Staff is working on creating communication documents that help staff, students, parents and stakeholder.• MDUSD is utilizing various forms of communication, (i.e. Facebook, Twitter, #highlights newsletter, videos, GoodNEWS letter, Superintendent's newsletter) to engage, inform and reach the larger school community.• Superintendent Meyer has conducted student focus groups with all five comprehensive high schools, Olympic Alternative High School and Diablo Day Community Day School thus to gain input, hear their voice and create a forum for students to share their thoughts, ideas and needs to improve their education and engagement.• Development of a district video that provided an overview of district goals and programs. This video is used by the Superintendent in various community meetings to increase knowledge, engagement and morale.• Creation of a video about the benefits of being a MDUSD employee which is shown at a local theater.• Schools expanded communication outreach efforts such as newsletters, events, school twitter and Facebook pages to increase engagement and morale.• Assistant Superintendents send | |
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| | | <p>weekly memos to schools and central office department administrative staff on timely and important information to maintain open lines of communication, alignment of services and congruency.</p> <ul style="list-style-type: none"> • Consistent messaging and communication documents (LCAP PowerPoint, LCAP-at-a-Glance document, Talking Points) provide systemic implementation practices throughout the district. • MDEA conducted a survey with teachers to gather input and feedback on climate and communication. • Held five community meetings in April-May 2015 at each of the five high schools to engage and gather input from parents and community. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| 2.6 ***** | | 2.6 No actions in year one 2014-2015 | | | | | |
| <table border="1"> <tr> <td data-bbox="86 164 233 240">Scope of Service</td> <td data-bbox="233 164 562 240">All, Districtwide</td> </tr> </table> | Scope of Service | All, Districtwide | | <table border="1"> <tr> <td data-bbox="1031 164 1178 240">Scope of Service</td> <td data-bbox="1178 164 1520 240">All, Districtwide</td> </tr> </table> | Scope of Service | All, Districtwide | |
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| Scope of Service | All, Districtwide | | | | | | |
| <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | | | | |
| <p>2.7 Hold meetings at multiple times to support working and non-working parents. Increase online and remote access.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries LCFF Base 1250</p> <p>Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 296</p> <p>Food and Beverage 4000-4999: Books And Supplies Base 5000</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5000</p> <p>Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5000</p> | <p>2.7</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of multiple meeting times to support parents has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Parent forums and meetings have been taking place throughout the 2014-2015 school year and have included LCAP stakeholder meetings. The Parent Advisory Council (PAC) meets at alternating times selected through a vote by the PAC. Recent parent meetings at school sites have supported parent engagement in schools through the use of social media and online available resources. Focusing on parent information and resources available online has been an ongoing goal. Meetings were held at various times (evening, day) to support parents and increase participation. Times | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Custodial Overtime 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 0</p> <p>Food and Beverage 4000-4999: Books And Supplies LCFF Base 2417</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base</p> | | | | |

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| | | <p>were adjusted based on parent/guardian input and feedback. For example, the PAC meeting alternated from a day time to an evening time.</p> <ul style="list-style-type: none"> • Combined PAC and DELAC meetings were held during the 2014-15 school year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. Overall expenses for these meetings were not as great as anticipated. No postage was needed.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.8 Offer childcare to increase family participation in parent/community events.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.8 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of offering childcare has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Childcare is offered at many school | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>and district meetings (i.e. DELAC, PAC, CAC*).</p> <ul style="list-style-type: none"> • Childcare is also provided as some district pre-school programs. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.9 Hold meetings at multiple times to support parents.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.9</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of multiple meeting times to support parents has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Parent forums and meetings have been taking place throughout the 2014-2015 school year and have included LCAP stakeholder meetings. The Parent Advisory Council (PAC) meets at alternating times selected through a vote by the | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>PAC.</p> <ul style="list-style-type: none"> Recent parent meetings at school sites have supported parent engagement in schools through the use of social media and online available resources. Focusing on parent information and resources available online has been an ongoing goal. Meetings were held at various times (evening, day) to support parents and increase participation. Times were adjusted based on parent/guardian input and feedback. For example, the PAC meeting alternated from a day time to an evening time. Combined PAC and DELAC meetings were held during the 2014-15 school year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.10 Increase access to parent education classes to help parents help</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.10 The actions/services addressed the</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

their students in school. Ensure a focus on college, career, and civic readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2013-2014.

needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.

Information was examined and progress in the area increased access to parent education classes to help parents has been achieved toward the goal and expected measurable outcome(s).

- Mt. Diablo Adult Education provides Family Literacy classes for parents throughout MDUSD. These courses focus on English language acquisition, reading, writing and speaking, in the context of parents and other adult family members supporting children's education and successful participation in schools. Family Literacy ESL is currently being offered at:
- Cambridge Elementary School morning class: 26 adults who are parents of 15 preschoolers, 30 K-5 students, 4 middle school students, and 2 high school students (preschool also provided)
- Cambridge Elementary School afternoon class: 26 adults who are parents of 19 preschoolers, 3 K-5 students, 5 middle school students, and 5 high school students (preschool also provided)
- Meadow Homes Elementary School morning class: 48 adults who are parents of 26 preschoolers; 42 K-5 students, 8 middle school students; 10 high school students (preschool also provided)
- Meadow Homes Elementary School afternoon class: 34 adults who are parents of 17 preschoolers, 21 K-5 students, 5 middle school students and 9 high school students. (preschool also provided)

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| | | <ul style="list-style-type: none"> • Loma Vista Adult Center morning class: 16 adults with 14 preschoolers, 6 K-5 students, 9 middle school students, and 3 high school students (preschool also provided) • Bel Air Elementary School morning class: 23 adults who are parents of 3 preschoolers, 18 K-5 students, 7 middle school students and 4 high school students • Rio Vista Elementary School morning class: 31 adults who are parents of 10 preschoolers, 38 K-5 students, 6 middle school students, and 3 high school students. • Shore Acres Elementary School afternoon class: 17 adults who are parents of 4 preschoolers, 17 K-5 students, 4 middle school students and 4 high school students. (Babysitting also provided.) • At the secondary level hosted Academy Night/Showcase to help inform parents about the academies and college and career pathways at the high school. • All school held Open House/Back to School Nights to engage and inform parents. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | | | | | | | | | |
| <table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>All, Districtwide</td> </tr> <tr> <td colspan="2">_ All</td> </tr> </table> | Scope of Service | All, Districtwide | _ All | | | <table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>All, Districtwide</td> </tr> <tr> <td colspan="2">_ All</td> </tr> </table> | Scope of Service | All, Districtwide | _ All | | |
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| <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.11 Identify current level of participation, successful parent programs across the district and create a plan to increase opportunities for parent and community voice.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.11 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to identify current level of participation in parent programs across the district has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Parent Project course for parents of strong-willed and out-of-control teens provided by Mt. Diablo Adult Education throughout the year in English and in Spanish. 18 parents attended English course and 9 attended Spanish course. Loving Solutions for younger children with behavior challenges was offered in October with 5 parents attending. Feedback from parents participating is consistently very positive, but cost for the program is oftentimes prohibitive. In some instances, referring schools have used funds they have to subsidize parents' participation. Plan for increasing this opportunity needs to include means of addressing the cost of the course, either through funds for scholarships or funds to subsidize the total cost of the programs. • Mt. Diablo Adult Education provides "Drug and Alcohol Workshops" and | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>“Teen Anger Management” classes for parents and teens who are referred by high schools/alternative school as a result of identified issues of teen at their respective school site. These are currently offered 7 times per school year on Saturdays. Average attendance is 18 teens and 20 parents. Spanish translation is offered in alternating months.</p> <ul style="list-style-type: none">• Parent Certificate classes are offered weekly by Mt. Diablo Adult Education. These are open-entry, parents may join any week. This course is oftentimes court ordered for parents and topics include Self Esteem and Temperament, Communication in the Family, Parenting Styles and Philosophies, Positive Discipline and more. There is a \$60 fee, but parents may pay weekly. Child and Family Services often pay the fee for the parents. Average enrollment is 18 students.• Adult Anger Management certificate course is offered weekly by Mt. Diablo Adult Education. These are open entry, parents may join any week. This course if oftentimes court ordered for parents and topics include Anger Awareness, Hostility and Your Health, Anger Triggers and Expressions, Positive Communication, and more. There is a \$75 fee but parents may pay weekly. Child and Family Services often pay the fee for the parents. Average enrollment is 18 students.• Mt. Diablo Adult Education collaborates with MDUSD Special Education on an annual mini conference for parents of children with special needs. An average of | |
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| | | <p>50 parents attends each year.</p> <ul style="list-style-type: none"> Mt. Diablo Adult Education provides a Speaker's Bureau for MDUSD schools and organizations. Topics include Kindergarten Readiness, Bullying, Positive Discipline and more. Presentations can be provided in Spanish. The cost is \$75 per session. There has been an average of 8 presentations provided each year. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.12 Provide parents the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.12 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to provide parents the opportunity to network is in progress toward the goal and expected</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>measurable outcome(s).</p> <ul style="list-style-type: none"> • DELAC has provided this for our school representative, most recently on 1/15/2015 with information on the Obama immigration initiative. • Some schools such as Meadow Homes and Cambridge Elementary schools host “Platicas” get-togethers, and Bel Air Elementary’s African American Parent Academy to provide parents opportunities to network. • Ambrose Recreation and Park District and Center for Human Development provide opportunities for families in Bay Point to network and be informed about community resources as well as the Monument Community Partnership and Latinos Parent Group. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.13 Identify the current level of opportunities for parent and community</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.13 The actions/services addressed the</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| <p>voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement.</p> | | <p>needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of the current level of opportunities for parent and community voice has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • DELAC monthly meeting at WCC. • ELAC/SCE site meetings as scheduled. • Parent Advisory Committee (PAC) monthly meetings to review and guide the districts LCAP • Community Advisory Committee (CAC) monthly meetings • Budget Advisory monthly meetings • Newly facilitated joint District and City/Community meetings with district council staff and city/county managers in an open public meeting to identify joint issues and share current information. • The district sent a few parents to California Association for Bilingual Education (CABE) and explored a Home Visit Project exploration. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p>All</p> <p>OR:</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p>All</p> <p>OR:</p> | |

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| <p> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p> | | <p> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p> | |
| <p>2.14 Increase access to parent education classes to help parents help their students in school. Make sure these focus on college, career, and civic readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2013-2014.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.14 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of increased access to parent education focused on college, career and civic readiness has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Mt. Diablo Adult Education provides Family Literacy classes for parents throughout MDUSD. These courses focus on English language acquisition, reading, writing and speaking, in the context of parents and other adult family members supporting children's education and successful participation in schools. Family Literacy ESL is currently being offered at: • Cambridge Elementary School morning class: 26 adults who are parents of 15 preschoolers, 30 K-5 students, 4 middle school students, and 2 high school students (preschool also provided) • Cambridge Elementary School afternoon class: 26 adults who are parents of 19 preschoolers, 3 K-5 students, 5 middle school students, and 5 high school students (preschool also provided) • Meadow Homes Elementary School morning class: 48 adults who are | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>parents of 26 preschoolers; 42 K-5 students, 8 middle school students; 10 high school students (preschool also provided)</p> <ul style="list-style-type: none">• Meadow Homes Elementary School afternoon class: 34 adults who are parents of 17 preschoolers, 21 K-5 students, 5 middle school students and 9 high school students. (preschool also provided)• Loma Vista Adult Center morning class: 16 adults with 14 preschoolers, 6 K-5 students, 9 middle school students, and 3 high school students (preschool also provided)• Bel Air Elementary School morning class: 23 adults who are parents of 3 preschoolers, 18 K-5 students, 7 middle school students and 4 high school students• Rio Vista Elementary School morning class: 31 adults who are parents of 10 preschoolers, 38 K-5 students, 6 middle school students, and 3 high school students.• Shore Acres Elementary School afternoon class: 17 adults who are parents of 4 preschoolers, 17 K-5 students, 4 middle school students and 4 high school students. (Babysitting also provided.)• Parent education workshops held at high schools to convey information such as: A-G requirements, alternatives to suspensions, drug and alcohol prevention, use of technology among teens, and bullying prevention. <p>These actions and services were effective in making progress toward the goal.</p> | |
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| | | <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.15 Develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.15</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • DELAC reclassification presentations were held on 1/15/15 and February 19. An invitation to Site Administrators and Assistant Superintendents will be made. • Annual letters are sent home explaining reclassification criteria. • English Learner (EL) webpage on the district website (www.mdusd.org) includes information about the reclassification criteria and process. • ELAC presentations at schools. • ELAC Reclassification Celebrations | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>at schools.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.16 Identify the level of access to bilingual parent workshops. Include training in understanding/supporting students with Common Core State Standards</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.16</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to identify the level of access to bilingual parent workshops is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • DELAC presentation about the Common Core State Standards (CCSS). Presentations were in Spanish and are available on the district website. • LCAP meeting provided additional information about the CCSS. • Schools presented to parents about Common Core State Standards (CCSS). | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.17 Offer childcare to increase family participation in parent/community events.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.17</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to offer childcare to increase family participation in parent/community events has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Childcare is offered at many school and district meetings (i.e. DELAC, PAC, CAC*). • Childcare is also provided as some district pre-school programs with a focus primarily at schools with high percentage of special populations (Foster Youth, English Learners and socio-economically disadvantaged). | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.18 Identify current level of participation, successful parent programs across the district and create a plan to increase opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives, engagement, and the opportunity to network.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.18</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area current level of parent participation and a plan to increase opportunities for parent and community voice has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Mt. Diablo Adult Education provides an extensive ESL program at Loma Vista Adult Center, from literacy to advanced level. MDAE ESL program also provides ESL classes for adults/parents in the evening at various locations throughout MDUSD: • Cambridge Elementary School: 44 adults who are parents of 29 K-5 | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>students, 5 middle school students, 5 high school students (babysitting provided)</p> <ul style="list-style-type: none"> • Meadow Homes Elementary School: 45 adults who are parents of 27 K-5 students, 12 middle school students, 4 high school students (babysitting provided) • Riverview Middle School: 20 adults who are parents of 4 preschoolers, 3 K-5 students, 2 middle school students, and 4 high school students. • Mt. Diablo High School Latino Parent Group provided opportunities for parents to network. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22..</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.19 Assess translation/interpretation services needed in primary language to facilitate communication. Assess need of and access to bilingual personnel.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries 22,629</p> | <p>2.19 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,217</p> |

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| | <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 2,436</p> <p>Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p> | <p>Information was examined and progress in the area assessing translation/interpretation services needed in primary language to facilitate communication has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • EL Services is overseeing the centralized translation services for MDUSD beginning in the 2014/15 school year. All requests for interpretation/translation go through the English Learner Services Department. Two Spanish bilingual translators/interpreters are employed by MDUSD. Their hours of employment need to be increased to meet the District-wide request of this largest language need. • Additional translation services by contracted employees is available coordinated through the English Learner Department to ensure all documents are translated in a timely manner and access to information is achieved. • A Spanish for Educators class was offered at Mt. Diablo High School. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21, and 1.22. Translation services were greatly expanded this year.</p> | <p>Employee Benefits 3000-3999 Employee Benefits 114</p> <p>Independent Service Contracts 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 27,210</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 1,880</p> <p>Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 217</p> <p>Independent Service Contracts 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental 142,125</p> <p>Certificated Personnel 1000-1999: Certificated Personnel Salaries Title I 60</p> <p>Employee Benefits 3000-3999 Employee Benefits Title I 3</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Title II 457</p> <p>Employee Benefits 3000-3999 Employee Benefits Title II 60</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Title III 2,292</p> <p>Employee Benefits 3000-3999 Employee Benefits Title III 492</p> |
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| | | | <p>Classified Personnel 2000-2999: Classified Personnel Salaries 1,001</p> <hr/> <p>Employee Benefits 3000-3999 Employee Benefits 107</p> |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.20 Assess and expand outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.110 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of assessing and expanding outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Outreach, communication and collaboration with foster youth advocates, service providers, partnership agencies and been increased at both the administrative planning and policy level, and among and between direct service providers. Systems established for | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>interagency collaboration include monthly planning meetings held at Child and Family Services, weekly surveying of care providers, Youth Transition Team (YTM) meetings, training of Court Appointed Special Advocates (CASAs), and facilitated communication between site staff, agency personnel, caregivers, and holder of educational rights (typically biological parent).</p> <ul style="list-style-type: none"> • Mt. Diablo Workforce Investment Act (WIA) Youth Employment Services (Mt. Diablo YES) program provides foster youth with employment and career pathway readiness services and support to engage in college, career and civic readiness activities. • Worked collaboratively with the Contra Costa County Workforce Development Board to provide outreach and support to Workforce Investment Act (WIA) eligible students with an emphasis on FYS in MDUSD to provide increased academic support, case-management, career pathway liaison, and socio-emotional support to successful completion of high school. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p>_ All</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p>_ All</p> | |

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| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.21 Develop a plan to increase/improve communication between schools and foster youth services/programs. Ensure the plan identifies ways to improve communication between school-linked services and sites. Assist with improving communication between group homes, schools, and district.</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.21 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to develop a plan to increase/improve communication between schools and foster youth services/programs has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • Plan to increase communication between schools and foster youth agency service providers and programs include system of established dedicated liaison at each school site responsible for foster youth. • Training provided in August 2014 for all district administrators (leadership institute) regarding the unique educational needs of foster youth and compliance with legislation. • School Coordinated Care Teams serve as the platform for service delivery at school sites. • Dedicated training provided for Special Education Program Specialist, School Psychologists, School Nurses, Co-Administrators, and Child Welfare and Attendance Liaisons. • Meetings established between school principals and group home | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>providers to discuss needs of foster youth and develop plans across agencies to serve foster youth. Memorandum of Understanding (MOU) Partnership Agreement, approved by the MDUSD Board of Education delineates responsibilities of district personnel and Youth Homes Inc., group home and Foster Family Agency (FFA).</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.22 Ensure district foster youth education liaison has adequate time, knowledge, and resources to support schools and students</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> | <p>2.24</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area to ensuring district foster youth education liaison has adequate time, knowledge, and resources to support schools and students has been achieved toward the goal and expected</p> | <p>Personnel Costs - see 1.21, 1.22 LCFF Supplemental</p> |

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| | | <p>measurable outcome(s).</p> <ul style="list-style-type: none"> • Director of Student Services meets with Foster Youth Educational Liaison weekly to review roles and responsibilities. Supervision and support provided to ensure FY Educational Liaison has adequate time, knowledge, and resources to support schools and students. • Dedicated FYS Social Work Specialist (1.0 FTE) assists with delivery of services and support for foster youth. School Linked Services program summary forms submitted weekly to ensure ongoing monitoring. Professional development of FY Education Liaison and Social Work Specialist include attending conferences, Full Service Schools, ACSA, and Annual Foster Youth Education Summit. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.</p> | |
| <p>Scope of Service</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</p> <hr/> <p><u>All</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2.23</p> | | <p>2.23</p> | |

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| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| 2.38 | | 2.38 | |
| <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 2.39 | | 2.39 | |
| <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 2.40 | | 2.40 | |
| <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <u>All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 2.1. Beginning a MDUSD Instagram page to further expand communication via social media, consider an expansion of a parent liaison role at each school, increase contact with immigrant/Long Term English Learners (LTEL) parents specifically at the secondary levels. 2.2. Expanding outreach efforts such as home visits, events in the neighborhood and Spanish channel/radio. 2.3. Identify the parent liaison on the district website and which schools/feeder patterns they support. | | |

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| | <p>2.4. Offering workshops to parents district-wide during the summer prior to the start of school as well as follow-up workshops specific to school/feeder pattern needs.</p> <p>2.5. Expanding the use of other media formats including radio and churches, and conduct an annual survey to monitor need and impact.</p> <p>2.7. Increase online and remote access to meetings and an archive of meeting communications (i.e. agendas, presentations) and video (when available) such as streaming, skype, and/or podcast and consider combining some parent meetings periodically throughout the year (i.e. Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Community Advisory Committee (CAC)).</p> <p>ALL Subgroups</p> <p>2.2. School Counselors facilitating parent education (college and career, helping your child academically and social-emotional/behavior), continuing with Academy Night/Showcase, Open House/Back to School Nights, consider a centralized location (i.e. district website) to inform individuals of school event.</p> <p>2.3. Expanding and/or piloting the Parent Institute for Quality Education (PIQE) classes in the district</p> <p>2.12. Continued focus on hiring bilingual personnel classified as well as certificate.</p> |
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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| <p>Original GOAL 3 from prior year LCAP:</p> | <p>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.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Mt. Diablo USD Strategic Plan</u>: • <u>Academic Excellence & Learning</u> • <u>High Quality Effective Staff</u> • <u>Respectful, Responsive Service and Communication</u></p> | |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) A district-wide climate survey = baseline 2014-2015, determine increase for 2015-16, 2016-17. b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>See MDUSD LCAP 2014-15 Benchmark Data Update May 2015 in the Appendix for an easier to read chart. 1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: a) A district-wide climate survey = baseline 2014-2015, determine increase for 2015-16, 2016-17. b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually. Improved student attendance = Increase district attendance rate by 2% annually. 2013-2014 Regular Education - 95.49% Special Education - 92.82% Alternative Education - 78.93%</p> |

c) Improved suspension, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually.

a) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Improved reclassification rates of English Learners rates = 5% each year, decrease number of Long Term English Learners by 5% each year.

e) Increased graduation and decreased drop-out rates = increase graduation rate 0.5% and decrease dropout rate 1% each year.

f) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.

Truancy - Not Available at this time

2014-2015

As of 3/20/15 (P-2 state reporting):

RE – 96.71%

SE – 92.90%

AE – 81.50%

Truancy through 5/1/15 = 28.66%

c) Improved suspension, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually.

2013-2014

Out of School Suspensions = 7.2%

In School Suspensions = 1.2%

Expulsions = 0.04%

2014-2015 (As of May 4, 2015)

Out of School Suspensions = 2.94%

In School Suspensions = 0.72%

Expulsions = 0.04%

a) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17.

d) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.

2013-2014 End of Year

10.9% Reclassified

23.1% Long Term English Learners

2014-2015 April Data

8.36%, Reclassified

28.62% Long Term English Learners.

e) Increased graduation and decreased drop-out rates = increase graduation rate 0.5% and decrease dropout rate 1% each year.

2013-14 Grad Cohort = 1814 (85.1%)

Drop-out Cohort = 217 (10.2%)

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| <p>g) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>h) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in their interactions with peers. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:: see targets, Goal 3, Outcome 1</p> | <p>2014-2015 – not yet available</p> <p>f) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>g) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>2013-2014 Elementary = 0.7% 8th grade = 28 1.1%</p> <p>2014-2015 End of Year data pending.</p> <p>h) Maintain full compliance with highly qualified teacher status.</p> <p>2013-2014 98.30%</p> <p>2014-2015 Preliminary data indicates 100%</p> <p>2. Students and staff will demonstrate cultural responsiveness in their interactions with peers. Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise: see targets, Goal 3, Outcome 1</p> |
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LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>3.1 Continue Marzano’s Art and Science of Teaching professional development for all Transitional Kindergarten (TK) – 12 schools to increase active student engagement instructional practices.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 96,000</p> <p>Certificated Substitutes - Benefits</p> | <p>3.1 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of continuing Marzano’s Art and Science of Teaching professional</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> <p>Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 159,603</p> <p>Certificated Substitutes - Benefits</p> |

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| | <p>3000-3999 Employee Benefits Title I 13,600</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I 10,000</p> <p>Food and Beverage 3000-3999 Employee Benefits LCFF Base 5000</p> <p>Duplication Services - Print Shop 4000-4999: Books And Supplies Title I 5000</p> <p>Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 65,000</p> | <p>development has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> In the 2014-2015 school year, we have continued the Art and Science of Teaching professional development K-12 with regular trainings. School sites in their PLC's have continued the work of increasing active student engagement through instructional practices that are proven methodology. All schools participated in two cohorts with each site sending teams with an average of 5 teachers and one administrator per school. Practices such as surveying schools have been incorporated in the classroom to support student engagement. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes increases in salary and benefits due to/because salary and benefit increases, materials and supplies were slightly less than projected due to slightly lower costs, there were no food or duplication costs identified as billed to LCFF Base for this training.</p> | <p>3000-3999 Employee Benefits Title I 35,702</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I 9,564</p> <p>Food and Beverage 4000-4999: Books And Supplies LCFF Base 0</p> <p>Duplication Services - Print Shop 4000-4999: Books And Supplies Title I 0</p> <p>Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 65,000</p> |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> | |

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| <p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>3.2 Continue to provide collaboration time for professional development, coaching and support at sites to support Professional Learning Communities and the implementation of state standards to address all students' needs.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>3.2 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of providing collaboration time for professional development, coaching and support at sites to support Professional Learning Communities and the implementation of state standards to address all students' needs has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Throughout the 2014-2015 school year school sites have worked within PLCs to implement CCSS, improve instructional strategies, and increase technology integration. Three teacher release days were held during the 2014-15 school year for collaboration and professional development. A focus on 5 areas; collaborative conversations, opinion writing, cloze reading, text dependent questions, and non-fiction reading. Release days such as January 26th that are TK-12 professional development are collaboration time and professional development. Teachers on Special Assignment (TOSAs) and school/instructional support administrators have focused on supporting school sites with coaching and support of implementation of the CCSS and organizing collaboration time. | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| | | <p>During the 2014-15 school year there were 11 number of Content TOSAs (9 Elementary/ Secondary levels), 4 English Learner TOSAs, and 10 Beginning Teacher Support and Assessment (BTSA) TOSAs that provided coaching, support and professional development to staff.</p> <ul style="list-style-type: none"> • Teacher Symposium • Grade level and Department collaborative professional learning communities (PLC) planning time. • English Language Development (ELD) and Bilingual teachers at the elementary and high school primarily collaborate and participated in ongoing professional development to develop lessons to teach CCSS in the bilingual classes. At the high school level the professional development was around the development of the English 3 D curriculum proposed to be used in the New Long Term English Learner (LTEL) class in 2015-16. • Participating in Integrated Middle School Science project (IMSS) with Alameda County Office of Education. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> | |

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| <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>3.3 Conduct a district-wide needs assessment to determine staff readiness, needs and resources to implement academic and behavioral intervention through the Response to Instruction and Intervention (RtII) process at all sites to achieve equity across the district.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>3.3 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area Response to Intervention (RtI) needs to achieve equity across the district is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> • This is an ongoing needs assessment taking place currently at schools piloting PBIS (see attached list of schools). • As part of schools and district efforts to implement Positive Behavior Intervention and Support (PBIS), Response to Intervention (RtI) is imbedded in this effort. RtI is a focus on the academic support and interventions provided to students and PBIS is more of a focus on the behavior and social support and interventions. • Staff have been visiting schools and collecting evidence and best practice models where schools are integrating RtI practices within the school day such as an intervention period where students have access to re-teaching or enrichment as part of their instructional day. This is a change in practices as traditionally intervention occurred after school or during the summer. This is not a | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| | | <p>district wide practice in plan.</p> <ul style="list-style-type: none"> Assistant Superintendents facilitate identifying and sharing exemplar programs/services. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3 and 1.5.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.4 Provide administrative training and coaching to build capacity regarding personnel practices</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Independent Services Contracts - FRISK Training 5000-5999: Services And Other Operating Expenditures LCFF Base 19,000</p> | <p>3.4 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of providing administrative training and coaching to build capacity regarding personnel practices has been achieved toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Professional development for all administrators on FRISK (a documentation model) for consistent evaluation and feedback practices. Mandated Reporter training | <p>Personnel Costs - see 1.1, 1.2, 1.3 Personnel Costs - see 1.1 LCFF Supplemental Independent Services Contracts - FRISK Training 5000-5999: Services And Other Operating Expenditures Title II 7,230 Independent Services Contracts - Mandated Reporter Training 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500 Classified - Timesheets 2000-2999: Classified Personnel Salaries LCFF Base 53,922 Classified Benefits 3000-3999 Employee Benefits LCFF Base 10,924</p> |

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| | | <p>provided multiple times a year (August 2014, December 22, 2014) for all District Managers and staff.</p> <ul style="list-style-type: none">• Monthly New Administrator trainings designed and lead by Assistant Superintendents• Leveled site principal meetings held monthly by Assistant Superintendents• Ensuring each new hire (all employees) receives an individualized orientation which covers relevant personnel information to provide each new employee with relevant training and notices before starting in positions. These orientations include training on federal, state and district mandates• All scheduled employees are fingerprinted and TB tested• Monthly substitute orientations are held and all relevant training for these employees is provided during these monthly meetings• Quarterly Athletics Coaches meetings to apprise principals, athletic directors and coaches of mandates and legalities/ responsibilities• Target Solutions being set up to train all MDUSD employees through online course modules for 2015-2016 school year to streamline training and ensure accountability/ compliance <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures includes increases</p> | |
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| | | <p>in salary and benefits due to the actual FRISK training costs significantly less than initially proposed, Mandated Reporter training was not projected at the time the LCAP was in development and so those costs were not projected into the plan.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.5 Assess teachers and administrators training and coaching needs to build capacity regarding how to teach and use technology to support student learning and to effectively teach Common Core State Standards (CCSS).</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>3.5 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of assessing teachers and administrators training and coaching needs is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> This is ongoing currently. One theme that has come out of the ongoing assessment is the need for differentiated professional development for educators. One size does not fit all and effective training and coaching must meet the various levels of technology integration. Professional development for administrators to build capacity to teach and use technology at their | <p>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| | | <p>schools included participation in a variety of topic specific trainings such as Google Apps and Google Classroom, CurricuPlan, iReady, etc.</p> <ul style="list-style-type: none"> • Optional professional development on use of twitter, google.doc, was attended by administrators from most schools to increase skill and capacity. • Schools purchased technology tools (iPads, computers, software) to access resource to effectively teach CCSS. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.6 Conduct a needs assessment to determine staff capacity to implement strategies and practices to support positive behavior interventions and supports (PBIS) and school climate. Continue and maintain current professional development and services</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>3.6 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| <p>being provided.</p> | | <p>in the area of a needs assessment to determine staff capacity to implement strategies and practices to support positive behavior interventions and supports (PBIS) and school climate is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none">• Current professional development is taking place regarding PBIS and school climate. A recent focus has been on schools telling their story through the use of social media tools such as Twitter, Facebook, Instagram, etc. Building a positive climate through transparency and openness is a current focus.• 18 school teams of teachers, administrators and support staff K-12 have participated in intensive professional development on PBIS with Santa Clara County Office of Education as coordinated by the district's Equity Department. The goal is to have all 52 district schools participate in similar PBIS training in 2015-16. The 18 school teams will continue for year II training to build skill, capacity and implementation.• The newly hired School Counselors were trained in PBIS strategies and will continue to assist schools in Tier I and II strategies to support students and staff.• Conducted the California Healthy Kids Survey in spring 2013 in grades 5, 7, 9 and 11 number of schools to collect data around safety, school climate and connectedness, and alcohol/drug/tobacco use. This data will help to inform staff on progress of implement strategies and practices in the area of PBIS.• There is an ongoing assessment | |
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| | | <p>currently taking place.</p> <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.7 Conduct a needs assessment to determine staff capacity to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.</p> | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> | <p>3.7</p> <p>The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.</p> <p>Information was examined and progress in the area of a needs assessment to determine staff capacity to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices is in progress toward the goal and expected measurable outcome(s).</p> <ul style="list-style-type: none"> Conducted the California Healthy Kids Survey in spring 2013 in grades 5, 7, 9 and 11 to collect data around safety, school climate and connectedness, and alcohol/drug/tobacco use. This data | <p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base</p> <hr/> <p>Personnel Costs - see 1.1 LCFF Supplemental</p> |

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| | | <p>will help to inform staff on progress of implement strategies and practices in the area of cultural sensitivity and diversity.</p> <ul style="list-style-type: none"> In January 2015 many schools participate in professional development by Jeff Duncan-Andrade around school climate and building positive relationships with students. <p>These actions and services were effective in making progress toward the goal.</p> <p>The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3.8 *****</p> | | <p>3.8 No actions for year one 2014-2015</p> | |
| <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> | | <p>Scope of Service All, Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| _ Other Subgroups: (Specify) | | | | | | | |
| 3.9 Provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas. | Personnel Costs - see 1.21, 1.22 LCFF Supplemental | 3.9 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes. Information was examined and progress in the area about professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas is in progress toward the goal and expected measurable outcome(s). <ul style="list-style-type: none"> English Learner staff and teachers participated in ongoing "Constructing Meaning" professional development to support EL inclusion. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22. | Personnel Costs - see 1.21, 1.22 LCFF Supplemental | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All, Districtwide</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | All, Districtwide | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All, Districtwide</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | All, Districtwide | |
| Scope of Service | All, Districtwide | | | | | | |
| Scope of Service | All, Districtwide | | | | | | |
| 3.10 ***** | | 3.10 No actions for year one 2014-2015 | | | | | |

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| Scope of Service All, Districtwide | | Scope of Service All, Districtwide | |
| _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 3.11 | | 3.11 | |
| 3.12 | | 3.12 | |
| 3.13 | | 3.13 | |
| 3.14 | | 3.14 | |
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| 3.16 | | 3.16 | |
| 3.17 | | 3.17 | |
| 3.18 | | 3.18 | |
| 3.19 | | 3.19 | |
| 3.20 | | 3.110 | |
| 3.21 | | 3.21 | |
| _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 3.22 | | 3.24 | |
| Scope of Service English Learner | | _ All OR: _ Low Income pupils _ English Learners | |
| _ All OR: | | | |

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Mt. Diablo Unified School District's Local Control Accountability Plan (LCAP) Goals



College and Career

- 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.

Parent/Family & Community Engagement

- Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning

Professional Learning

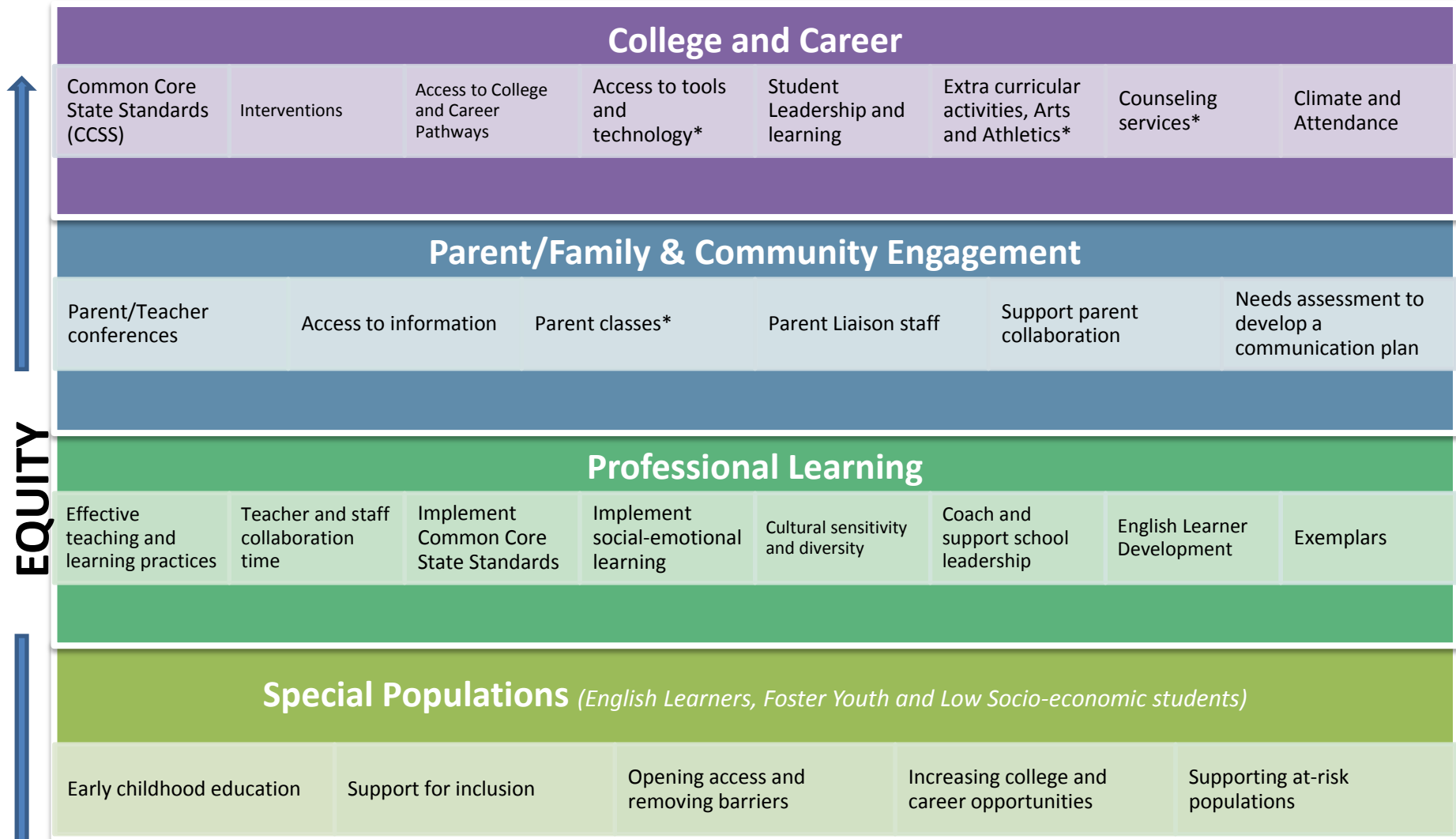
- High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students.

Special Populations

- Additional support and programs for English Learners, Foster Youth and Low Socio-economic students

Mt. Diablo Unified School District's Local Control Accountability Plan

LCAP At-A-Glance 2014-2018



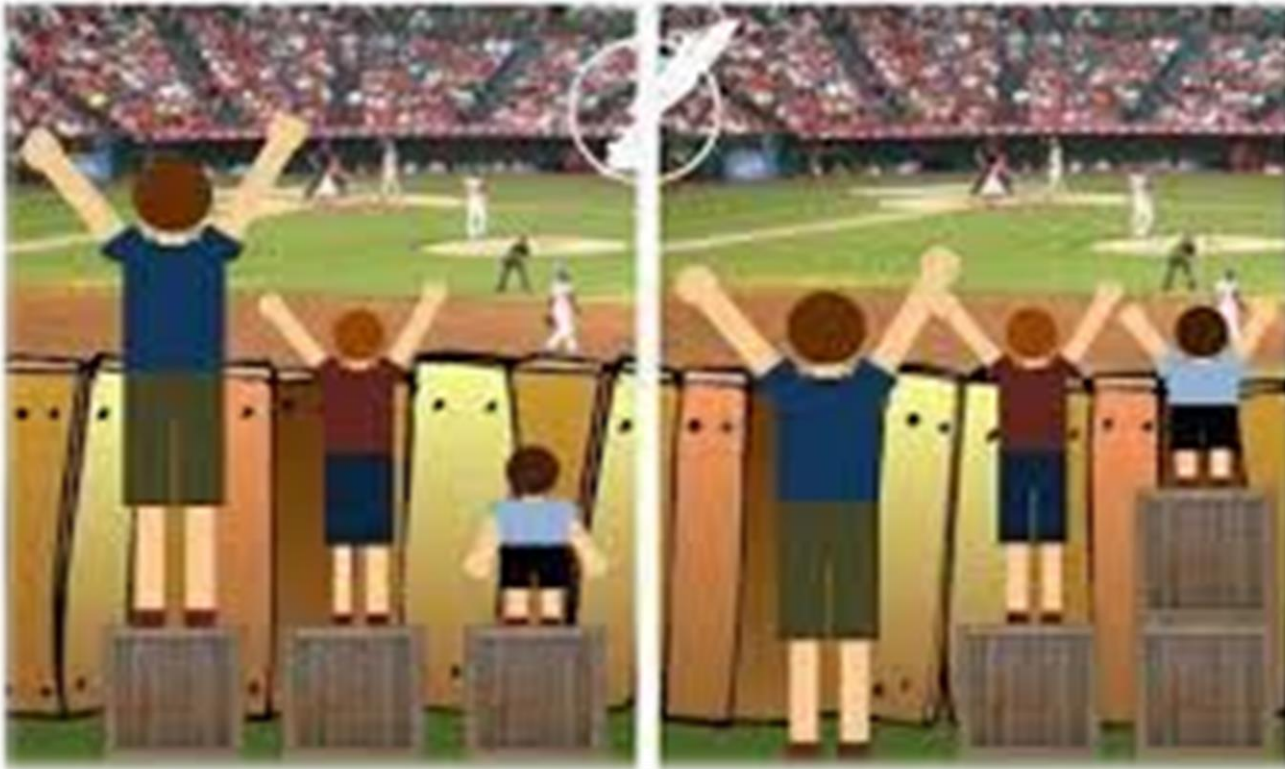
Metrics-Ongoing monitoring and evaluation of programs and services (staff, curriculum) to ensure equity and demonstrate impact on student success. Review annually to determine future actions.

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| Pre-K | 3 rd grade Literacy | 6 th grade Math | 8 th grade Algebra | 9 th grade On Track | 10 th /11 th A-G | College & Career |
|-------|--------------------------------|----------------------------|-------------------------------|--------------------------------|--|-----------------------------|

What does Equity mean?

Equality

Equity



Progress on LCAP Goals & Actions

EQUITY

College and Career

- **Common Core State Standards-** new materials, technology, training & assessments
- **Access to college and career-** Pathways, AP classes, PLTW, CTE, credit reclamation, summer school
- **Interventions-** PBIS training for 18 schools, Pilot restorative justice
- **Access to tools and technology-** more computers, ipads, chrome books, software.
- **Student Leadership and learning-** Leadership classes, Superintendent Student Voice visits
- **Extra curricular activities-** Athletics, 5th grade music, increased number of students in the CARES After School Program.
- **Counseling services-** Hired 14 new counselors for the 2014-15 school year.

Parent/Family & Community Engagement

- **Parent/Teacher conference-** at all schools in the district to inform and partner with parents/students.
- **Support parent collaboration-** Parent Advisory Committee (PAC), Feeder Pattern Community meetings, District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC)
- **Parent Liaison-** increased outreach and development of the Welcome Center
- **Parent Classes-** Adult Ed, Family Nights, parent networking
- **Improved communication-** new website, welcome center at District Office, social media presence (Facebook and Twitter), Superintendent's Message, GoodNews letter, MDUSD #highlights

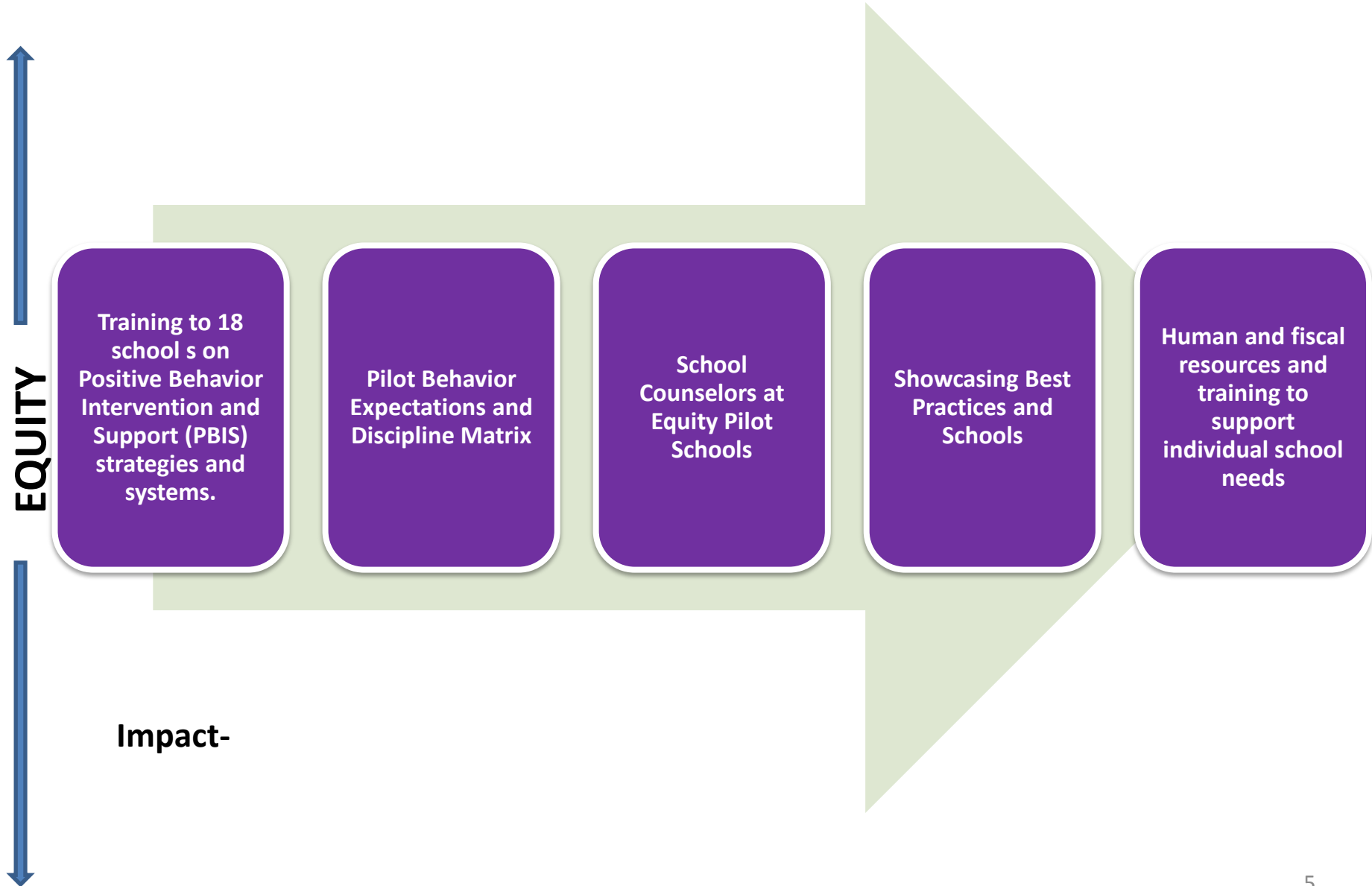
Professional Learning

- **Effective teaching and learning-** Art and Science of teaching training for all schools, technology training and support.
- **Teacher and staff collaboration time-** Professional Learning Communities (PLC), grade level symposiums, Teachers on Special Assignment (TOSA)
- **Implement Common Core State Standards-** training, curriculum, technology
- **Social/emotional learning and culturally responsive environments-** conflict resolution, restorative practices, PBIS, youth development
- **Coaching and support to school leadership**
- **English Learner (EL)** support strategies, training and coaching
- **Technology** support and training

Special Populations

- **Early childhood education-** preschool, Adult education programs and Transitional Kindergarten
- **Support for inclusion and Access-** transportation, childcare, varying times and locations of services, expanded Two-way Bilingual Education program
- **Increasing college and career opportunities-** summer school, career pathways/academies, PLTW, STEM after school clubs and programming, Science Fair, work-based learning opportunities.
- **Supporting at-risk populations-** Foster youth and Homeless services for students, basic necessities support, meal program at school, partnership with Food Bank

Progress in the Area of Equity



College & Career Program

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples .

EQUITY

Common Core State Standards (CCSS) & NGSS

- High quality staff to provide basic instructional services & support operations and facilities
- Standards-based instruction and materials (i.e. Elementary- CCSS Curriculum maps-ELA & Math, iReady assessment, IXL Math, Board Math, Silicon Valley Math, Accelerated Reader (AR), Secondary- Constructing Meaning, end of course exams, . Both Levels-ELA/ELD Framework)
- Elementary Grade level Symposiums
- Bilingual Programs (Newcomers, Dual Language)
- Coaching/Mentoring in ELA, Math and Science

Intervention (academic and behavior)

- Positive Behavior Intervention Support (PBIS)
- Response to Intervention (Rtl)

Access to College and Career

- Teacher teams create district-wide standards-based units of study
- Academic support/remediation (summer school, smaller class size)
- Celebrations for academic achievement
- College and career opportunities (i.e. Career pathways, Academies/Linked Learning, AVID, IB, AP classes, Project Lead the Way (PLTW))
- Work-based learning opportunities
- Project based learning
- Career Technical Education (CTE) and ROP
- Credit reclamation (i.e. Cyber High)
- Adult Education

Access to technology and tools

- Educational Technology (Ed Tech)
- Access to online courses
- Instruction in digital literacy and citizenship
- Professional development (i.e. Alan November Series, Leading Edge Teacher training)

Student Leadership and learning

- Service learning
- Leadership classes
- Link Crew (Freshman orientation)
- Mentors
- Community service
- Youth development activities
- Associated Student Body (ASB)

Extra curricular activities, Arts and Athletics

- Athletics
- Music program (i.e. 5th grade music, vocal music)
- After school programs & school clubs
- Adult education classes
- Summer school

Counseling services

- Social/emotional programs- (i.e. Soul Shoppe-conflict resolution program and Restorative Justice)
- School Counselors
- Counseling Interns
- Academic advisement
- College and Career support

Climate and Attendance

- School climate
- Assess student barriers to attending school and provide assistance
- Child welfare and attendance (CWA)
- CCCOE-County-wide attendance initiative-Everyday Counts!

Parent/Family & Community Engagement

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples .

EQUITY

Parent/Teacher conferences

- Translation services
- Email/School Loop for ongoing communication
- Report cards
- Intervention services

Access to information

- Translation services
- Welcome Center at the District Central Office
- Methods for communication (i.e. website, newsletter, social media)

Parent classes

- Parent classes and workshops participation

Needs assessment to develop a communication plan

- Degree staff and community feel they are aware of district programs and activity
- Activity on social media, webpage
- Clean and concise documents accessible about key district initiatives and efforts

Support parent collaboration

- School Site Council
- Parent Advisory Committee (PAC)
- Community Advisory Committee (CAC)
- District Language Advisory Committee (DLAC)
- Hold meetings at multiple times and increase online/remote access

Parent Liaison staff

- Increase outreach and support to parents

Professional Learning

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples.

Effective teaching and learning practices

- Art & Science of Teaching
- Assess needs and resources to implement academic/behavior interventions

Teacher and staff collaboration time

- Professional Learning Communities (PLC)
- Cycle of Inquiry
- Data Driven Dialogue
- Classified training and support

Implement Common Core State Standards (CCSS)

- Curriculum mapping
- Engage NY
- Grade level symposiums
- Department meetings
- Use of technology to teach CCSS
- ELD/ELA Framework

Coach and support school leadership

- Teachers on Special Assignment (TOSA)
- Beginning Teacher Support and Assessment (BTSA)
- Grade level symposiums
- Pivot learning
- Administrative coaching on personnel practices

Cultural sensitivity and diversity

- Art and Science of Teaching
- Constructing meaning
- Assess needs, professional development and resources to implement positive behavior intervention and support (PBIS) and school climate
- Determine capacity and needs to create culturally responsive learning environments

Implement social-emotional learning

- Building Effective Schools Together (BEST)
- Soul Shoppe, Second Step
- Restorative Justice

English Learner Development

- Systematic English Learner Development (ELD)
- Constructing meaning
- Integrated ELD
- Designated ELD

Exemplars

- To be identified and in progress

EQUITY

Special Populations

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples.

Early childhood education

- Preschool programs/Co-op preschool
- Adult Education
- Transitional Kindergarten (TK)

Support for inclusion

- Equity
- Special Education plans and supports
- Childcare at meetings
- Transportation
- Online/re-mote learning opportunities
- Identify barriers to participation in extra-curricular activities
- Increase opportunities for parents and community voices
- Opportunities for parents to network
- Professional development to support English learners

Opening access and removing barriers

- Increased Advanced Placement (AP) classes
- Extended year and day
- Identify barriers to full participation in all academic programs
- Translation services
- Bi-lingual counselors
- Educational counselors for foster youth
- Increased outreach and communication with students/parents
- Partnerships with foster youth advocates and agencies.
- Increased communication between schools and Foster Youth Services department.

Supporting at-risk populations

- Basic necessities support
- Foster Youth and Homeless services and supports

Increasing college and career opportunities

- Maintain before and after school intervention and instruction program
- SAT/ACT/CAHSEE classes
- College visit and speakers
- Mentorships & internships
- Celebrating academic improvement and language proficiency
- Opportunities for foster youth to engage in college and career activities
- Increase access to parent education classes to help parents help their child in school with a focus on college, career and civic readiness.
- Increase participation of bi-lingual parents in parent education classes
- Support to parents on the reclassification process

EQUITY

MDUSD LCAP RESEARCH 2014

| TOPIC | RESEARCH | AUTHORS | RESEARCH | AUTHORS |
|-----------------------------|---|---|---|--|
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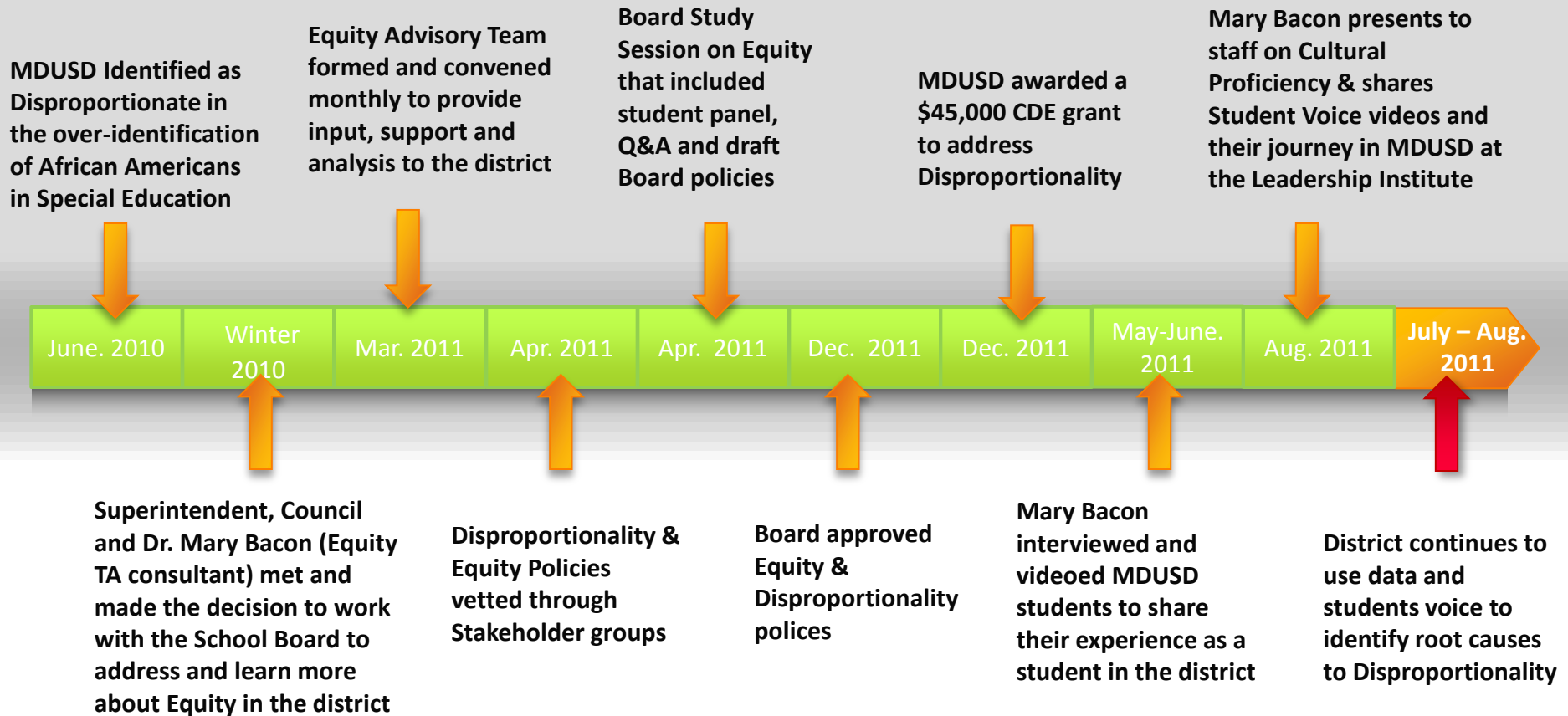
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The Equity Journey in Mt. Diablo Unified

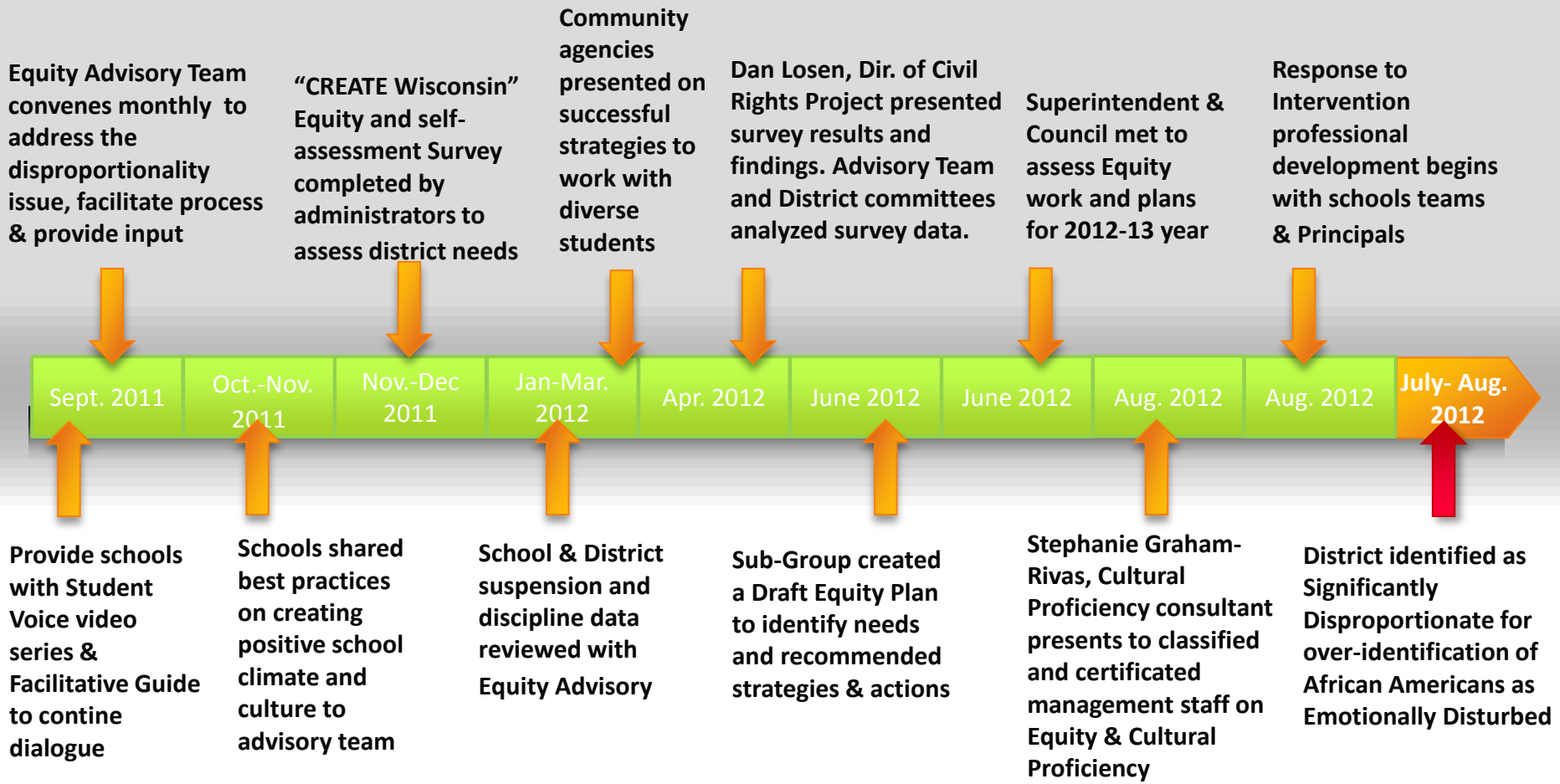
Where we have been.....



MDUSD has identified Equity as one of its core values and has begun the journey to ensure every student is successful in its school system and that equity is imbedded into our school and district culture.

The Equity Journey in Mt. Diablo Unified

Where we have been.....

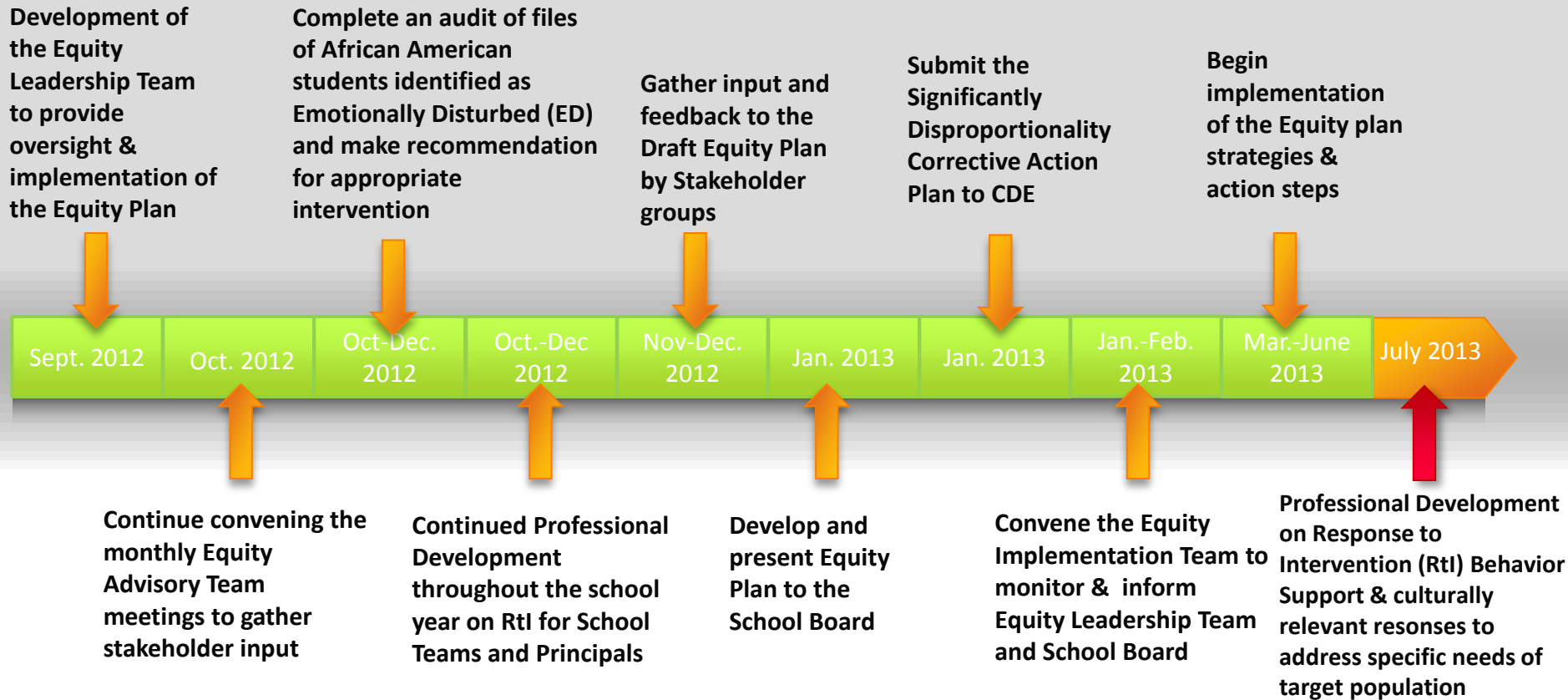


MDUSD has made a commitment to ensure "Every Student Learns Everyday". To ensure all students will learn, the analysis of why certain subgroups of students are not achieving has driven the district to focus on Equity & Cultural Proficiency and to answer the four essential Professional Learning Community Questions.

What do students need to learn? How do we know they have learned them? What do we do when they do not learn? What do we do to expand their learning?

The Equity Journey in Mt. Diablo Unified

Where we are going.....



Over the next two years (2012-14), MDUSD will focus on two primary areas to address Equity and Student Achievement:

- Response to Instruction and Intervention (Rtl)
- Cultural Proficiency and Positive School Climate

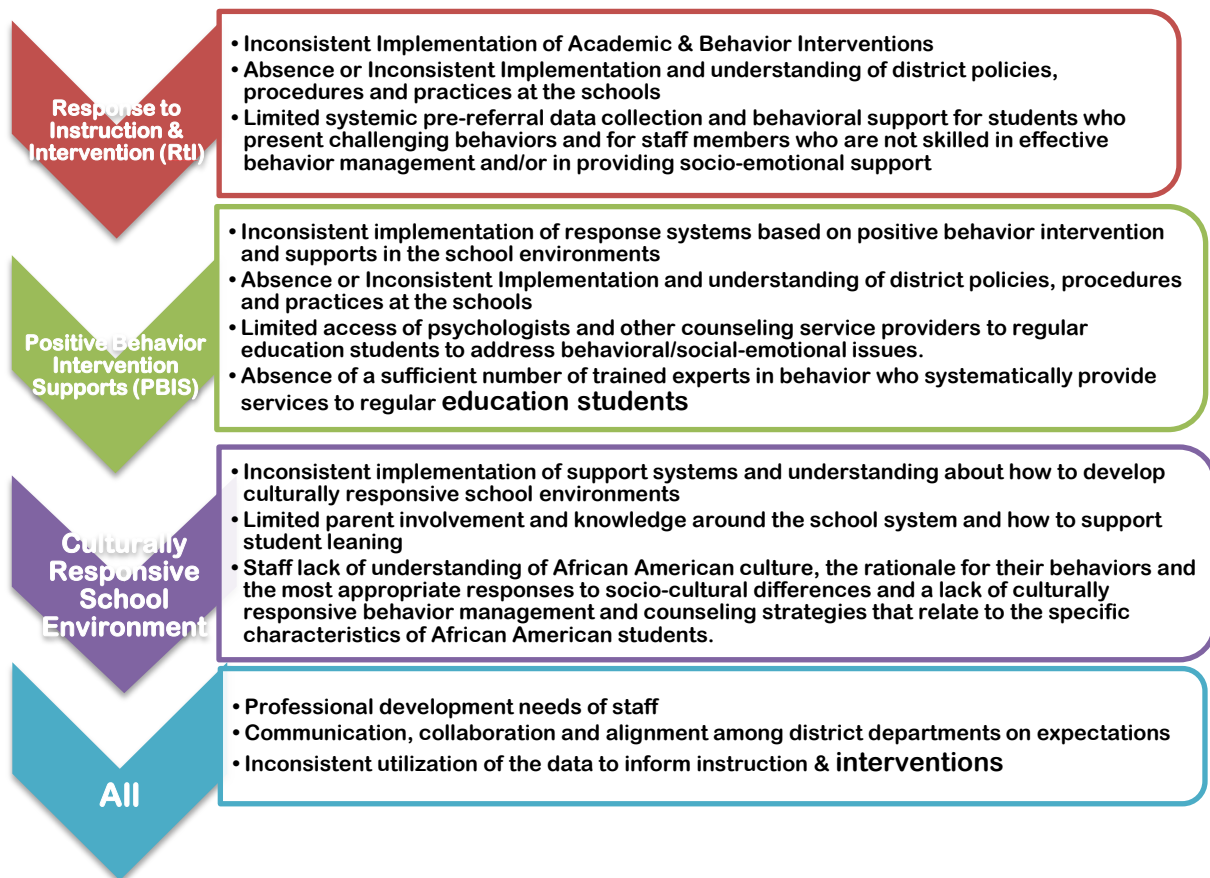
Mt. Diablo Unified School District Equity and Disproportionality Plan Coordinated Early Intervening Services (CEIS) Plan-Overview Summary

History

In 2010, MDUSD was identified as a district that was Disproportionate in the over-identification of African American students for Special Education. A district is identified as Disproportionate when a pattern of disproportionality is seen consecutively over 2-3 years. An identification as Significantly Disproportionate is when the imbalance is consecutive over four years. Thus in July 2012, MDUSD was identified as Significantly Disproportionate for the over-identification of African American students for Emotional Disturbance. MDUSD is now responsible for creating a 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 for the 2012-13 school year to support this effort.

MDUSD has used a three pronged approach to guide its analysis to identify root causes in order to address equity and disproportionality. This includes analysis of (1) Data Points (suspension and expulsion and eligibility for Special Education disaggregated by ethnic groups, grade and school and a (2) Self-Assessment of needs using the CREATE Wisconsin Annotated Checklist for Addressing Racial Disproportionality in Special Education and (3) a file audit review of African American students identified as eligible for special education under the criteria of Emotionally Disturbed (ED).

Identified Root Causes



Furthermore, four additional root causes were identified specifically that contributed to the over identification of African American students identified as Emotionally Disturbed (ED); (1) Lack of African American students' access to African American staff in all roles that serve them; (2). Staff lack of understanding of African American culture, the rationale for their behaviors and the most appropriate responses to socio-cultural differences and a lack of culturally responsive behavior management and counseling strategies that relate to the specific characteristics of African American students; (3) Failure to have professional development followed by the availability of ongoing coaching specifically related to addressing the needs African American students at risk of being referred for ED; and (4) Staff consistently express that they are unclear about how to address many of the challenges that African American students present indicating the need to experiment with a variety of strategies to determine what works.

With the absence of consistent behavior supports for struggling students at the school level, clear pre-referral interventions at the tier 1 level (universal) and professional development for all staff on cultural competence, there seem to be two pathways students with behavior issues follow: 1) referral for Special Education and/or 2) referral for suspension and/or expulsion.

Focus Areas

The self-assessment process used helped identify three focus areas to address equity and disproportionality in the district. These three focus areas (1) Response to Instruction and Intervention (RtI²) and (2) Positive Behavior Intervention Support (PBIS) and (3) Culturally Responsive School Environments will be implemented to reduce disproportionality, are in alignment with other district initiatives and will be instrumental in ensuring every student is successful in Mt. Diablo Unified School District. These three focus areas make up a **Multi-Tiered System of Support (MTSS)**. MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards. The proposed strategies outlined in the Coordinated Early Intervening Services (CEIS) Plan will help to change practices and safety nets for all students by creating consistent behavior support expectations and systems, understanding of cultural differences and effective instructional strategies to engage students in learning. **Response to Instruction and Intervention (RtI²)** focuses on providing students with a general education approach of high quality instruction, early intervention, and prevention and behavioral strategies. RtI² is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified intervention services using progress monitoring data. **Positive Behavior Intervention Supports (PBIS)** focuses on integrating positive behavior support systems with the academic support systems within the district and school sites. Academic failure is a major predictor of problem behavior and other adjustment problems and needs to be explicitly and consistently addressed as part of an effective and comprehensive school program. **Culturally Responsive School Environment** focuses on becoming aware of cultural differences, adapting programs and interventions, as appropriate, and monitoring intervention effects not only in general, but also in particular for groups of students that have been historically marginalized. Culturally responsive school environments are those which have a comprehensive, culturally relevant and responsive strategy for educators that will help them to become the kind of educator who can teach any student effectively.

Strategies and Actions to Address the Need



System Implementation and Monitoring

MDUSD will need to create clear systems of communication and implementation of the proposed strategies and actions outlined above. Assistant Superintendents and the Equity Leadership Team consisting of the Directors and Assistant Directors in the Student Achievement and School Support and Student Services Departments as well as the Special Education Administrators will be responsible for oversight and implementation of the actions outlined in the Equity plan. In addition, senior staff (Directors and Assistant Directors) will need to ensure that the equity plan and action steps are embedded into district plans (LEAP, Goals and Target, Strategic Plan, Single Plan for Student Achievement, Safety Plan and School Climate Plan) to ensure consistency and alignment.

District-wide and school site data around achievement, access and opportunity will be reviewed quarterly and presented to the Superintendent's Cabinet bi-annually to guide support to schools. Data analysis, reflection and dialogue among principals in the monthly district principal meetings as well as the K-Adult Superintendent meetings will provide the forum for understanding, next steps, and implementation at the school site to support students, teachers and staff. Principals will serve as the lead at the school and are responsible for facilitation, implementation, and monitoring of the Equity Plan by staff with support from the Equity Leadership Team and the schools' Student Achievement & School Support (SASS) support administrator.

Evaluation

Mt. Diablo Unified School District will measure growth and implementation using the following measurable outcomes to address disproportionality and inequity. Specific tools will also be used to measure and monitor each of the three focus areas. Mt. Diablo Unified will evaluate the success of the SD-CEIS Plan and make needed adjustments based on an analysis of outcome data, quarterly program monitoring and report to the CDE on a quarterly basis.

*A complete copy of the CEIS Plan can be found on the district website www.mdusd.org

School-wide Evaluation Tool (SET) Version 2.1

Data Collection Protocol

- ✓ Conducted annually.

- ✓ Conducted before school-wide positive behavior support interventions begin.
- ✓ Conducted 6-12 weeks after school-wide positive behavior support interventions are implemented.

School-wide Evaluation Tool (SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

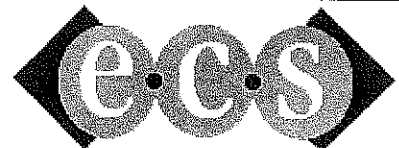
Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

- | | |
|----------|--|
| 1. _____ | Discipline handbook |
| 2. _____ | School improvement plan goals |
| 3. _____ | Annual Action Plan for meeting school-wide behavior support goals |
| 4. _____ | Social skills instructional materials/ implementation time line |
| 5. _____ | Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions) |
| 6. _____ | Office discipline referral form(s) |
| 7. _____ | Other related information |

Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.



**School-wide Evaluation Tool
(SET)
Implementation Guide**

School _____

Date _____

District _____

State _____

Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Discipline handbook
- 2. _____ School improvement plan goals
- 3. _____ Annual Action Plan for meeting school-wide behavior support goals
- 4. _____ Social skills instructional materials/ implementation time line
- 5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- 6. _____ Office discipline referral form(s)
- 7. _____ Other related information

Step 2: Confirm the Date to Conduct the SET

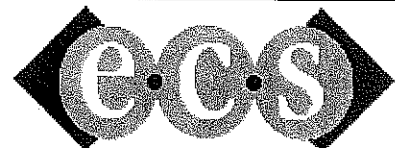
- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the SET

- A. Conduct administrator interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.
Meeting date & time: _____



School-wide Evaluation Tool (SET) Scoring Guide

School _____

Date _____

District _____

State _____

Pre _____ Post _____

SET data collector _____

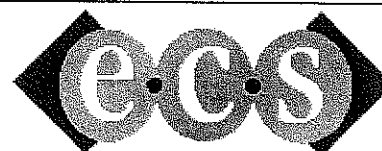
| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 |
|---|---|---|------------|
| A. Expectations Defined | 1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2= yes) | Discipline handbook, Instructional materials Other _____ | P |
| | 2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10) | Wall posters Other _____ | O |
| B. Behavioral Expectations Taught | 1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1= states that teaching will occur; 2= yes) | Lesson plan books, Instructional materials Other _____ | P |
| | 2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%) | Interviews Other _____ | I |
| | 3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%) | Interviews Other _____ | I |
| | 4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%) | Interviews Other _____ | I |
| | 5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%) | Interviews Other _____ | I |
| C. On-going System for Rewarding Behavioral Expectations | 1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes) | Instructional materials, Lesson Plans, Interviews Other _____ | P |
| | 2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%) | Interviews Other _____ | I |
| | 3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ | I |
| D. System for Responding to Behavioral Violations | 1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2= yes) | Discipline handbook, Instructional materials Other _____ | P |
| | 2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ | I |
| | 3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7) | Walls Other _____ | O |
| | 4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ | I |

School-wide Evaluation Tool version 2.1, June 2005

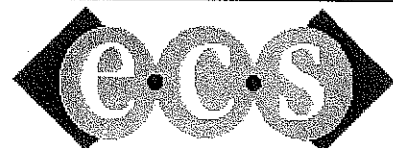
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Educational and Community Supports

University of Oregon



| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 | | |
|--|--|---|------------|--------|--------|
| E. Monitoring & Decision-Making | 1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items) | Referral form (circle items present on the referral form) P | | | |
| | 2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes) | Interview Other _____ I | | | |
| | 3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr) | Interview Other _____ I | | | |
| | 4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ I | | | |
| F. Management | 1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority) | School Improvement Plan; Interview Other _____ I P | | | |
| | 2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ I | | | |
| | 3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes) | Interview Other _____ I | | | |
| | 4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ I | | | |
| | 5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2= yes) | Interview Other _____ I | | | |
| | 6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly) | Interview Other _____ I | | | |
| | 7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes) | Interview Other _____ I | | | |
| | 8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes) | Annual Plan, calendar Other _____ P | | | |
| G. District-Level Support | 1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes) | Interview Other _____ I | | | |
| | 2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes) | Interview Other _____ I | | | |
| Summary Scores: | A = /4 | B = /10 | C = /6 | D = /8 | E = /8 |
| | F = /16 | G = /4 | Mean = /7 | | |



Administrator Interview Guide

Let's talk about your discipline system

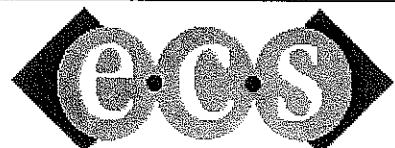
- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2)
 - a) What data do you collect? _____
 - b) Who collects and enters the data? _____
- 3) What do you do with the office discipline referral information? (E3)
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff? _____
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto

- 6) Do you have school rules or a motto? Yes No If no, skip to # 10.
- 7) How many are there? _____
- 8) What are the rules/motto? (B4, B5)
- 9) What are they called? (B4, B5)
- 10) Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- 13) Is your school-wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) _____
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team leader/facilitator? (F4) _____
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
If yes, how often? _____
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
If yes, who? _____
- 20) What are your top 3 school improvement goals? (F1)
- 21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No



Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. **Interviews can be completed during the school tour.** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B5)
(Define what the acronym means)
- 2) Have you taught the school rules/behavioral expectations this year? (B2)
- 3) Have you given out any _____ since _____? (C3)
(rewards for appropriate behavior) (2 months ago)
- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with a stranger with a gun? (D4)
- 6) Is there a school-wide team that addresses behavioral support in your building?
- 7) Are you on the team?

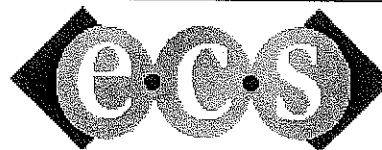
Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the school-wide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

Student Interview Questions

Interview a minimum of 15 students

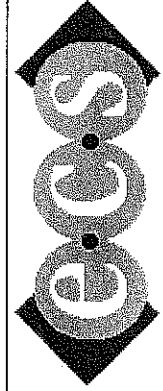
- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B4)
(Define what the acronym means.)
- 2) Have you received a _____ since _____? (C2)
(reward for appropriate behavior) (2 months ago)



Interview and Observation Form

| Staff questions (Interview a minimum of 10 staff members) | | | | | | | | | | Team member questions | | | | Student questions | |
|---|---|--|---|---|---|---|---|---|--------------------------------------|--|--|--|--|-------------------|--|
| What are the school rules? Record the # of rules known. | Have you taught the school rules/ behave. exp. to students this year? | Have you given out any _____ since _____? (2 mos.) | What types of student problems do you or would you refer to the office? | What is the procedure for dealing with a stranger with a gun? | Is there a team in your school to address school-wide behavior support systems? | Are you on the team? If yes, ask team questions | Does your team use discipline data to make decisions? | Has your team taught/ reviewed SW program w/ staff this year? | Who is the team leader/ facilitator? | What are the (school rules)? Record the # of rules known | Have you received a _____ since _____? | | | | |
| 1 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 1 | Y N | | | | |
| 2 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 2 | Y N | | | | |
| 3 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 3 | Y N | | | | |
| 4 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 4 | Y N | | | | |
| 5 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 5 | Y N | | | | |
| 6 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 6 | Y N | | | | |
| 7 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 7 | Y N | | | | |
| 8 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 8 | Y N | | | | |
| 9 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 9 | Y N | | | | |
| 10 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 10 | Y N | | | | |
| 11 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 11 | Y N | | | | |
| 12 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 12 | Y N | | | | |
| 13 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 13 | Y N | | | | |
| 14 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 14 | Y N | | | | |
| 15 | Y N | Y N | | | Y N | Y N | Y N | Y N | | 15 | Y N | | | | |
| Total | | | | | | X | | | | Total | | | | | |
| Location | | | | | | | | | | | | | | | |
| | | Front hall/ office | Class 1 | Class 2 | Class 3 | Cafeteria | Library | Other setting (gym, lab) | Hall 1 | Hall 2 | Hall 3 | | | | |
| Are rules & expectations posted? | | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | | | | |
| Is the documented crisis plan readily available? | | Y N | Y N | Y N | Y N | Y N | Y N | Y N | X | X | X | | | | |

School-wide Evaluation Tool version 2.1, June 2005
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The Master Plan For Services to English Learners

During the 2011/2012 school year plus the first semester of the 2012/2013 school year, a committee of 40+ individuals representing teachers, administrators and community members embarked on the creation of the Mt Diablo USD Master Plan for Services for English Learners. During the many months of meetings and sub-committee work, there was much investigation of effective strategies to best meet the needs of the English Learners from the TK – 12th grade. Programs were designed to be aligned with state design and title. Compliance plus quality of services were addressed. The implementation of the programs is ongoing with monitoring and feedback so a comprehensive delivery of service exists in the district. Professional development is conducted within the district by competent EL Coach/Specialists, who provide support to teachers in their practice.

The result of the 1.5 years of collaborative work was the Mt. Diablo Master Plan for Services for English Learners. This plan will soon be visible on the newly revamped district website.

Mt. Diablo Unified School District
DRAFT Technology Plan Executive Summary
May 2015

The MDUSD Technology Plan 2015-2018, addresses the Common Core State Standards (CCSS) college and career technology standards and the MDUSD LCAP goals by implementing new initiatives in the area of instructional technology and professional development. By the end of the 2017-18 school year, all teachers in MDUSD, TK-12, will have the opportunity to receive training, coaching, and other support in 21st century student-centered learning environments (21SCL) and assessment. This will enable MDUSD teachers to add projects and lessons to their classes and courses, engage students, help them master the 4 Cs (communication, collaboration, creativity and critical thinking) , and accelerate their learning on all core standards and courses.

The Technology plan supports MDUSD moving aggressively so that by 2018, MDUSD students will:

- Experience a guaranteed and viable curriculum tied to essential standards and skills, and delivered through engaging and rigorous 21SCL in all core classes;
- Experience curriculum that incorporates the 4Cs (Critical Thinking, Communication, Creativity and Collaboration);
- Be assessed and provided feedback on content knowledge and the 4Cs within each year and at key points in the CCSS CCR continuum;
- Explore and pilot bring their own mobile devices (BYOD) (laptops, notebooks, netbooks, tablets, handhelds) to school or else be provided a mobile device by the district;
- Explore and pilot district device loan program for 30% low socioeconomic families and
- Graduate with a mastery of 21st Century Skills and Common Core State Standards.

The plan outlines thoughtful planning of educational technology integration that is coordinated with change in instructional practice and ongoing investment in staff development that maximizes the upgraded service as teachers are ready. Installation of expensive technology is not cost effective without strong staff support and demonstrated need.

The implementation plan for MDUSD's 3-year roll out will start with early adopters and interested schools, but will support all schools and teachers by the end of year 3. Integration of 21SCL is hard to do well and requires teachers to develop a new set of skills that enable them to design, and implement, standards-based projects and assessments. Along with training teachers and administrators, there is a plan to sustain and support future professional learning in the area of instructional technology.

Technology skills data of teachers and administrators is an important part of this plan which will inform the professional development needs in the area of educational technology. A program specialist for educational technology and two instructional technology teachers on special assignment (TOSA) positions were established to support the growing need in the area of educational technology professional development. The program specialist is fully funded by School Improvement Grant funds ending September 2016. The plan recommends a permanent district level educational technology administrator.

An online, collaborative curricular mapping program has been purchased and being developed as a guide for Math and ELA teachers in the implementation of CCSS into their classrooms. A scope and sequence of student digital literacy and citizenship, which address ethical, safe and

Mt. Diablo Unified School District
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May 2015

legal use of technology has been added to this curricular map. Our technology plan also addresses the need for consistency in the area of software used district-wide.

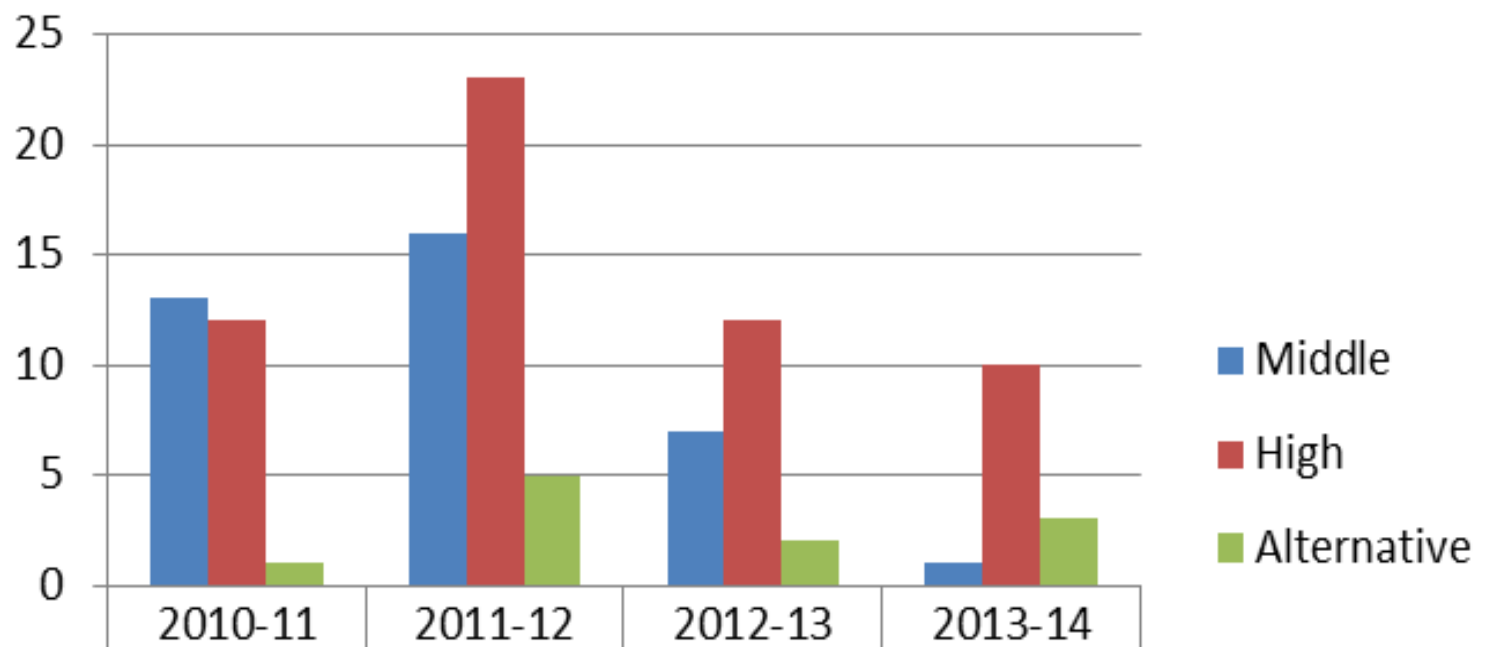
Our district covers a wide range of socioeconomic areas and this contributes to inequity of funding across the district in the area of educational technology. Emerging trends point to one-to-one device learning environments in schools today. At the same time there have been advances in online applications, which can personalize learning, gather student data and engage more students. The potential of one-to-one educational technology to improve student achievement is significant. The district continues to explore additional funding sources to support all schools to ensure equity of access for every student. Our plan includes development of recommendations for a district Bring Your Own Device Policy (BYOD), coupled with a device loaner program for the approximate 30% of low socioeconomic students, for School Board approval.

School Improvement Funds (SIG) were allocated to create a one-to-one, device learning environment for two Bay Point schools. All aspects of this project increased the district knowledge of classroom technology integration from device security, to professional development. From this project and increased use at many school within MDUSD, it is clear that the low-cost, well supported Google Apps for Education (GAFE) program is a reliable resource that supports the CCSS, and college and career standards for all students. Our plan incorporates the use of GAFE to ensure equitable technology access for all students.

With the increasing use of online programs that require secure and consistent log on information, our plan recognizes the need for upgrading the workflow for handling employee data within the district. This will ensure that all areas that support schools receives teacher data for new hires and personnel that may have moved within the district. With technology being used in all aspects of district work the plan recognizes distinct technologies (educational, record keeping, equity, special education, and assessment) and the departments responsible for the implementation, training and monitoring of these technologies.

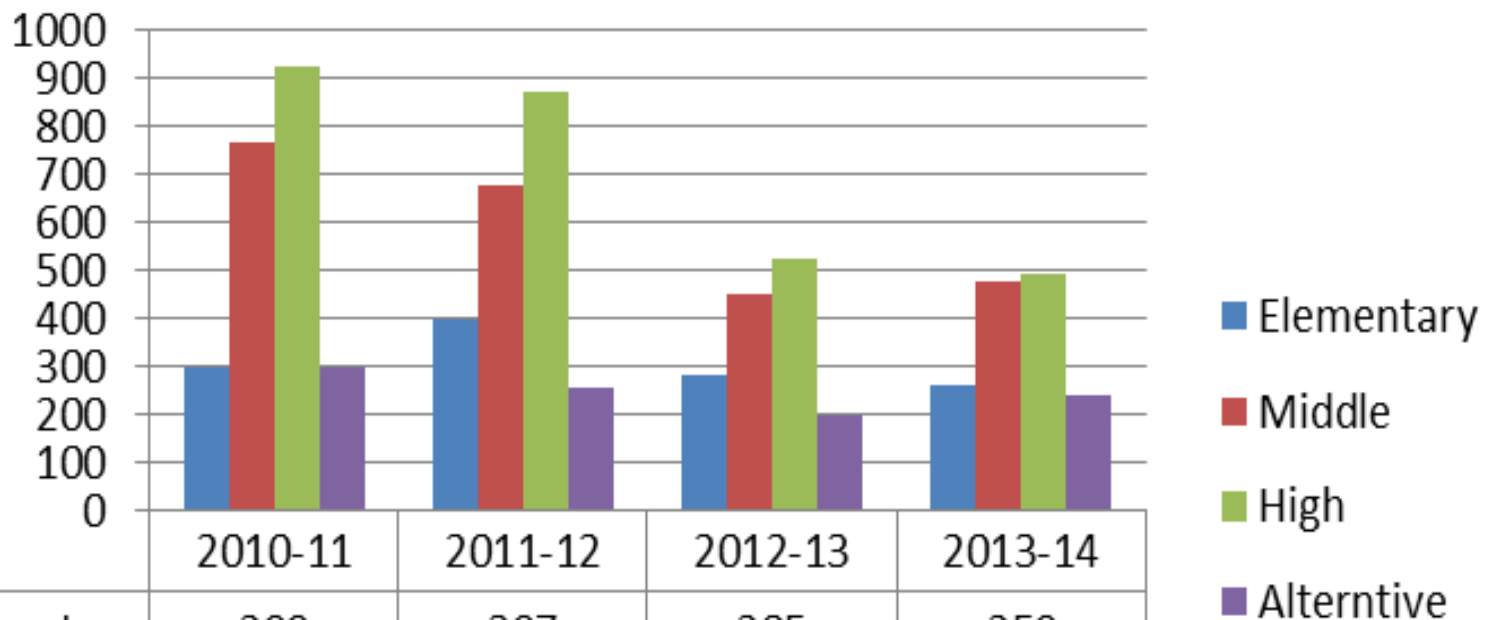
To meet the increasing, current and future wireless demand our plan recommends increase funding to address this need. With increased technology at sites our plan also indicates additional technology support cost.

Student Expulsion by School Level



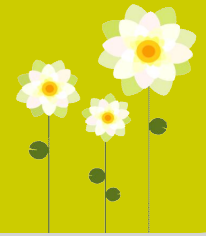
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------------|---------|---------|---------|---------|
| Middle | 13 | 16 | 7 | 1 |
| High | 12 | 23 | 12 | 10 |
| Alternative | 1 | 5 | 2 | 3 |

Student Suspension Summary by School Level



| | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------------|---------|---------|---------|---------|
| Elementary | 299 | 397 | 285 | 259 |
| Middle | 766 | 679 | 450 | 477 |
| High | 924 | 872 | 523 | 492 |
| Alternative | 299 | 257 | 200 | 238 |

Mt. Diablo Unified



Report Generated:
October 03, 2013

Abridged Three-Year High-Stakes Testing Profile

2013

An Abridged Profile is a three-year, at-a-glance, report much of the same information as our Three-Year High-Stakes Profile. The only difference is that it removes many of the pages to make it more manageable for users.



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API Summary

| | | Cycle 12 (2010-2011) | | | | | Cycle 13 (2011-2012) | | | | | Cycle 14 (2012-2013) | | | | |
|----------------------|---------------------------|----------------------|--------|---------------|---------------|------|----------------------|--------|---------------|---------------|------|----------------------|--------|---------------|---------------|------|
| | | Base | Growth | Growth Target | Actual Growth | Diff | Base | Growth | Growth Target | Actual Growth | Diff | Base | Growth | Growth Target | Actual Growth | Diff |
| Overall API | | 784 | 786 | - | 2 | - | 786 | 793 | - | 7 | - | 794 | 792 | - | -2 | - |
| Number Tested | | 25698 | 25650 | | | | 25650 | 25250 | | | | 25250 | 23721 | | | |
| Number Valid | | 24744 | 25029 | | | | 24984 | 24658 | | | | 24717 | 23185 | | | |
| SubGroups | African American | 695 | 698 | - | 3 | - | 697 | 701 | - | 4 | - | 703 | 703 | - | 0 | - |
| | Number Valid | 1177 | 1159 | | | | 1158 | 1115 | | | | 1118 | 1028 | | | |
| | American Indian | 798 | 772 | - | -26 | - | 769 | 791 | - | 22 | - | 794 | 776 | - | -18 | - |
| | Number Valid | 132 | 131 | | | | 130 | 127 | | | | 127 | 111 | | | |
| | Asian | 876 | 883 | - | 7 | - | 882 | 880 | - | -2 | - | 882 | 882 | - | 0 | - |
| | Number Valid | 1870 | 1872 | | | | 1868 | 1864 | | | | 1867 | 1722 | | | |
| | Filipino | 842 | 848 | - | 6 | - | 849 | 855 | - | 6 | - | 855 | 852 | - | -3 | - |
| | Number Valid | 1089 | 1111 | | | | 1109 | 1127 | | | | 1128 | 1109 | | | |
| | Hispanic | 692 | 700 | - | 8 | - | 700 | 710 | - | 10 | - | 711 | 709 | - | -2 | - |
| | Number Valid | 8247 | 8744 | | | | 8739 | 8886 | | | | 8908 | 8905 | | | |
| | Hawaiian/Pac. Isl. | 718 | 721 | - | 3 | - | 720 | 706 | - | -14 | - | 707 | 723 | - | 16 | - |
| | Number Valid | 240 | 243 | | | | 243 | 250 | | | | 252 | 203 | | | |
| | White | 840 | 840 | - | 0 | - | 841 | 850 | - | 9 | - | 851 | 854 | - | 3 | - |
| | Number Valid | 11529 | 11154 | | | | 11133 | 10505 | | | | 10532 | 9144 | | | |
| | Two or More Races | 756 | 811 | - | 55 | - | 811 | 833 | - | 22 | - | 835 | 840 | - | 5 | - |
| | Number Valid | 410 | 431 | | | | 430 | 566 | | | | 566 | 721 | | | |
| | SED | 684 | 693 | - | 9 | - | 693 | 701 | - | 8 | - | 703 | 703 | - | 0 | - |
| | Number Valid | 9632 | 9888 | | | | 9915 | 10458 | | | | 10484 | 10525 | | | |
| | English Learner | 661 | 676 | - | 15 | - | 675 | 680 | - | 5 | - | 681 | 673 | - | -8 | - |
| | Number Valid | 6554 | 6879 | | | | 6886 | 6981 | | | | 6992 | 6730 | | | |
| SWD | 618 | 615 | - | -3 | - | 614 | 612 | - | -2 | - | 616 | 614 | - | -2 | - | |
| Number Valid | 3092 | 3077 | | | | 3063 | 2765 | | | | 2778 | 2840 | | | | |
| State Rank | | B | | | | | B | | | | | B | | | | |
| Similar Schools Rank | | B | | | | | B | | | | | B | | | | |

SED = Socioeconomically Disadvantaged

Groupnames in bold are Numerically Significant

AYP Summary

| | | 2011 | | | | 2012 | | | | 2013 | | | |
|-----------------------|--------------------|--------------|------------------------|------------------------|----------|--------------|------------------------|------------------------|----------|--------------|------------------------|------------------------|----------|
| | | Valid Scores | # Proficient and Above | % Proficient and Above | Met AYP* | Valid Scores | # Proficient and Above | % Proficient and Above | Met AYP* | Valid Scores | # Proficient and Above | % Proficient and Above | Met AYP* |
| English Language Arts | Overall | 20106 | 11800 | 58.7% | No | 19773 | 12049 | 60.9% | No | 19398 | 11507 | 59.3% | No |
| | African American | 960 | 398 | 41.5% | No | 906 | 410 | 45.3% | No | 840 | 361 | 43.0% | No |
| | American Indian | 106 | 59 | 55.7% | No | 100 | 63 | 63.0% / SH | Yes | 92 | 54 | 58.7% | - |
| | Asian | 1466 | 1136 | 77.5% | Yes | 1493 | 1157 | 77.5% | No | 1406 | 1104 | 78.5% | No |
| | Filipino | 893 | 629 | 70.4% | Yes | 910 | 665 | 73.1% / SH | Yes | 904 | 642 | 71.0% | No |
| | Hispanic | 7183 | 2766 | 38.5% | No | 7325 | 2984 | 40.7% | No | 7522 | 3027 | 40.2% | No |
| | Hawaiian/Pac. Isl. | 194 | 78 | 40.2% | No | 188 | 90 | 47.9% | No | 160 | 68 | 42.5% | No |
| | White | 8805 | 6441 | 73.2% | Yes | 8205 | 6233 | 76.0% / SH | Yes | 7571 | 5630 | 74.4% | No |
| | Two or More Races | 388 | 242 | 62.4% / SH | Yes | 508 | 361 | 71.1% / SH | Yes | 661 | 447 | 67.6% | No |
| | SED | 8165 | 3045 | 37.3% | No | 8561 | 3426 | 40.0% | No | 8818 | 3466 | 39.3% | No |
| | English Learner | 5854 | 1886 | 32.2% | No | 5979 | 2025 | 33.9% | No | 5895 | 1916 | 32.5% | No |
| SWD | 2479 | 971 | 39.2% | No | 2208 | 889 | 40.3% | No | 2334 | 889 | 38.1% | No | |
| Mathematics | Overall | 20084 | 12173 | 60.6% | No | 19786 | 12092 | 61.1% | No | 19401 | 11717 | 60.4% | No |
| | African American | 954 | 398 | 41.7% | No | 908 | 383 | 42.2% | No | 836 | 330 | 39.5% | No |
| | American Indian | 107 | 60 | 56.1% | No | 100 | 61 | 61.0% / SH | Yes | 92 | 46 | 50.0% | - |
| | Asian | 1466 | 1187 | 81.0% | Yes | 1495 | 1191 | 79.7% | Yes | 1407 | 1133 | 80.5% | No |
| | Filipino | 893 | 628 | 70.3% | Yes | 909 | 655 | 72.1% / SH | Yes | 904 | 647 | 71.6% | No |
| | Hispanic | 7181 | 3293 | 45.9% | No | 7337 | 3368 | 45.9% | No | 7527 | 3412 | 45.3% | No |
| | Hawaiian/Pac. Isl. | 194 | 95 | 49.0% / SH | Yes | 188 | 92 | 48.9% | No | 161 | 79 | 49.1% | No |
| | White | 8794 | 6196 | 70.5% | Yes | 8203 | 5918 | 72.1% | No | 7571 | 5422 | 71.6% | No |
| | Two or More Races | 386 | 256 | 66.3% / SH | Yes | 508 | 338 | 66.5% | No | 661 | 456 | 69.0% / SH | Yes |
| | SED | 8165 | 3599 | 44.1% | No | 8579 | 3812 | 44.4% | No | 8818 | 3847 | 43.6% | No |
| | English Learner | 5852 | 2590 | 44.3% / SH | Yes | 5991 | 2667 | 44.5% | No | 5900 | 2558 | 43.4% | No |
| SWD | 2475 | 1005 | 40.6% | No | 2231 | 850 | 38.1% | No | 2345 | 840 | 35.8% | No | |

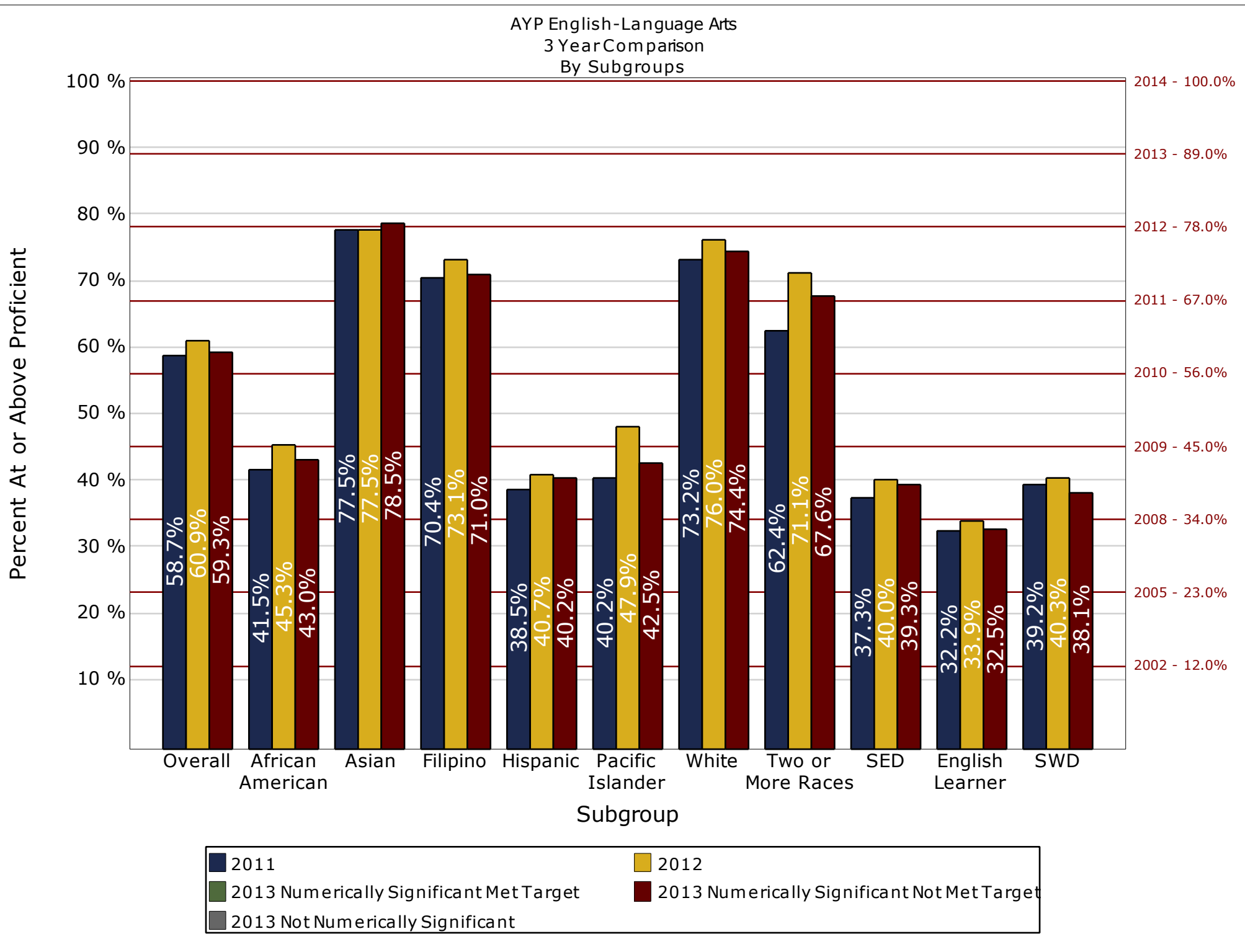
*Met AYP includes participation rate (not shown) and alternate methods (e.g. safe harbor, averaging; see previous page for alternate method definitions).

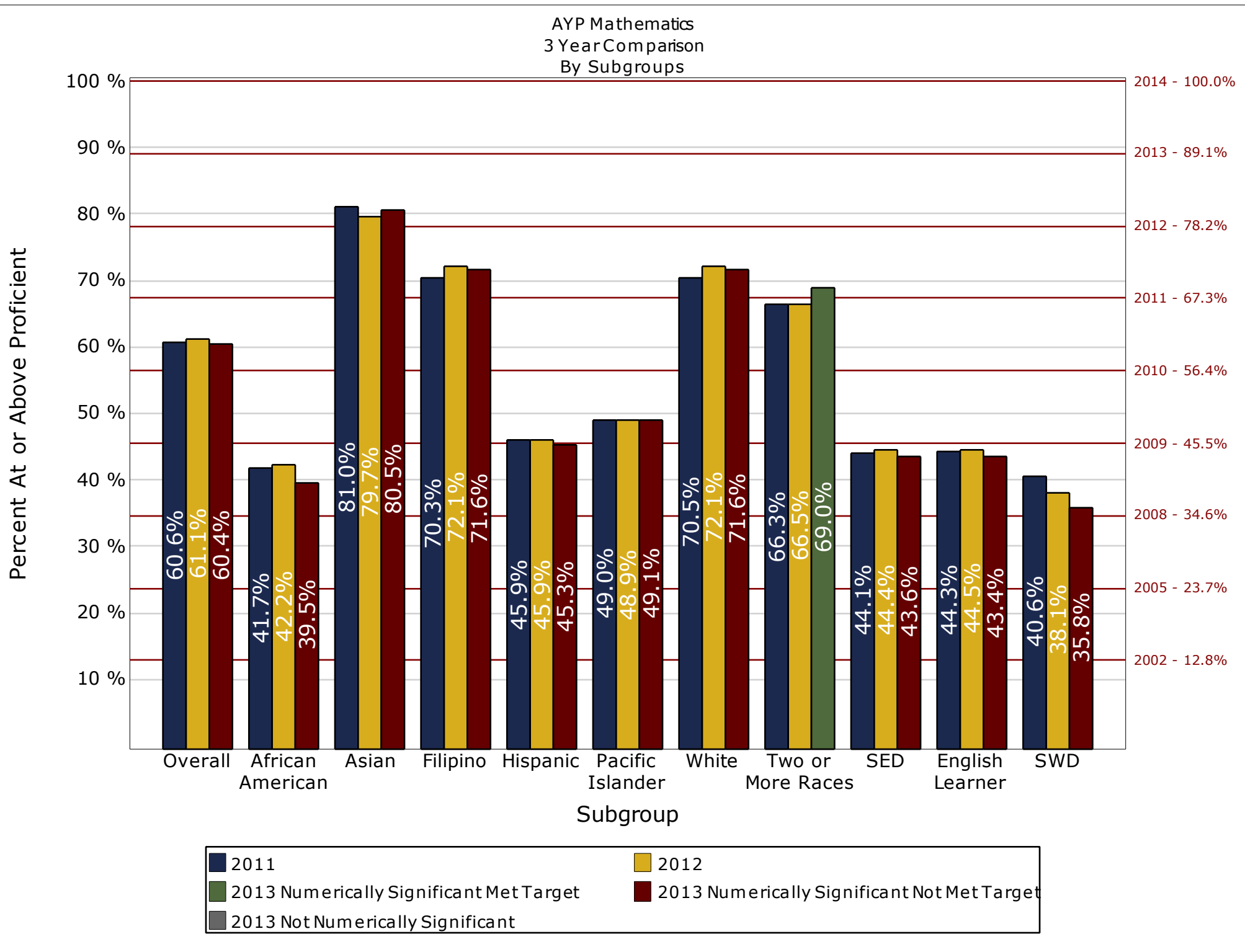
Significant subgroups will have "% Proficient" text in bold

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

| AYP Percent Proficient Criteria | | | | | | |
|---------------------------------|---------------|------------|--------------|---------------|------------|--------------|
| | ELA | | | Math | | |
| | ES/MS (02-08) | HS (09-11) | Span (02-11) | ES/MS (02-08) | HS (09-11) | Span (02-11) |
| 2013 | 89.2% | 88.9% | 89.0% | 89.5% | 88.7% | 89.1% |
| 2012 | 78.4% | 77.8% | 78.0% | 79.0% | 77.4% | 78.2% |
| 2011 | 67.6% | 66.7% | 67.0% | 68.5% | 66.1% | 67.3% |



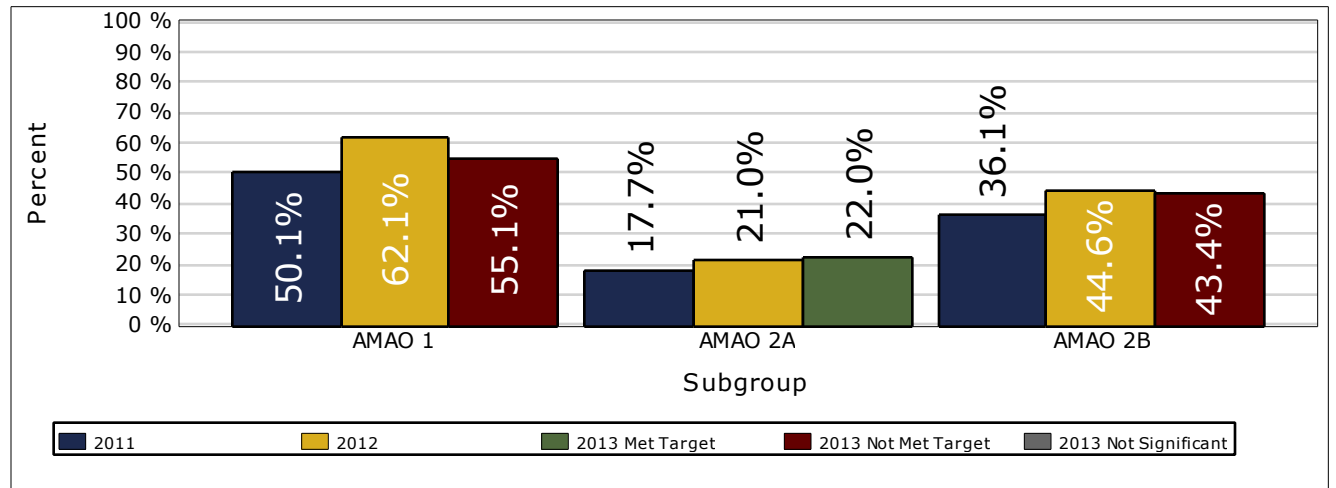


Annual Measurable Achievement Objectives

| | |
|---|---|
| <p>Disk</p> <p>Total = The total number of student records processed.</p> <p>Annual = The number of student records marked as Annual Assessment.</p> | <p>AMAO 1 - Percent of Students Making Annual Progress in Learning English</p> <p>Total = Number of students considered for AMAO 1.</p> <p>Progress = Number of AMAO 1 students making adequate progress.</p> <p>% = Progressing divided by Total.</p> <p>Yes / No = Met AMAO 1 target.</p> |
| <p>AMAO 2 - Percent of Students Attaining English Proficiency on CELDT</p> <p>Total = Number of students in AMAO 2 cohort.</p> <p>Proficient = Number of AMAO 2 cohort students achieving English Proficiency .</p> <p>% = English Proficiency divided by Total.</p> <p>Yes / No = Met AMAO 2 target.</p> | <p>AMAO 3 - Adequate Yearly Progress (AYP) for English Learner Subgroup</p> <p>ER = ELA - Met Participaton Rate</p> <p>EP = ELA - Met Percent Proficient or Above</p> <p>MR = Math - Met Participation Rate</p> <p>MP = Math - Met Percent Proficient or Above</p> |

| General Info | | Disk | | AMAO 1 Target = 57.5% | | | | AMAO 2A - Less than five years Target = 21.4% | | | | AMAO 2B - Five or more years Target = 47.0% | | | | AMAO 3 | | | |
|--------------|-----------------|-------|--------|--------------------------|----------|-------|-----|--|------------|-------|-----|--|------------|-------|-----|--------|----|-----|-----|
| Data Year | Formula Applied | Total | Annual | Total | Progress | % | Y/N | Total | Proficient | % | Y/N | Total | Proficient | % | Y/N | ER | EP | MR | MP |
| 2013 | 2013 | 7824 | 6224 | 6219 | 3426 | 55.1% | No | 4981 | 1096 | 22.0% | Yes | 2436 | 1057 | 43.4% | No | Yes | No | Yes | No |
| 2012 | 2012 | 7985 | 6321 | 6306 | 3916 | 62.1% | Yes | 5031 | 1057 | 21.0% | Yes | 2561 | 1142 | 44.6% | No | Yes | No | Yes | No |
| 2011 | 2011 | 7748 | 6140 | 6116 | 3063 | 50.1% | No | 5025 | 890 | 17.7% | No | 2368 | 855 | 36.1% | No | Yes | No | Yes | Yes |

| | AMAO Targets | | |
|-------------|---------------|---------------|---------------|
| | AMAO 1 | AMAO 2A | AMAO 2B |
| 2004 | 51.0 % | | |
| 2005 | 51.5 % | | |
| 2006 | 52.0 % | | |
| 2007 | 48.7 % | | |
| 2008 | 50.1 % | | |
| 2009 | 51.6 % | | |
| 2010 | 53.1 % | 17.4 % | 41.3 % |
| 2011 | 54.6 % | 18.7 % | 43.2 % |
| 2012 | 56.0 % | 20.1 % | 45.1 % |
| 2013 | 57.5 % | 21.4 % | 47.0 % |
| 2014 | 59.0 % | 22.8 % | 49.0 % |



2013 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

| Overall | | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|------------|-------------------|-------------|-------------------|-------|
| | | 2013 | | | | | 2012 Level | Negative Movement | No Movement | Positive Movement | Total |
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | | |
| 2012 | Level 1 | 285 | 323 | 193 | 38 | 4 | 0 | 285 | 558 | | |
| | Level 2 | 96 | 455 | 638 | 173 | 9 | 96 | 455 | 820 | | |
| | Level 3 | 19 | 230 | 1280 | 902 | 127 | 249 | 1280 | 1029 | | |
| | Level 4 | 0 | 20 | 256 | 698 | 192 | 276 | 698 | 192 | | |
| | Level 5 | 0 | 2 | 14 | 72 | 90 | 88 | 90 | 0 | | |
| | Total N | | | | | | | 709 | 2808 | 2599 | 6116 |
| Total % | | | | | | | 11.59 % | 45.91 % | 42.50 % | 100.00 % | |

| Reading | | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|------------|-------------------|-------------|-------------------|-------|
| | | 2013 | | | | | 2012 Level | Negative Movement | No Movement | Positive Movement | Total |
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | | |
| 2012 | Level 1 | 1217 | 497 | 371 | 36 | 11 | 0 | 1217 | 915 | | |
| | Level 2 | 497 | 522 | 633 | 120 | 33 | 497 | 522 | 786 | | |
| | Level 3 | 120 | 227 | 843 | 364 | 97 | 347 | 843 | 461 | | |
| | Level 4 | 4 | 26 | 163 | 158 | 72 | 193 | 158 | 72 | | |
| | Level 5 | 2 | 2 | 20 | 37 | 44 | 61 | 44 | 0 | | |
| | Total N | | | | | | | 1098 | 2784 | 2234 | 6116 |
| Total % | | | | | | | 17.95 % | 45.52 % | 36.53 % | 100.00 % | |

| Writing | | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|------------|-------------------|-------------|-------------------|-------|
| | | 2013 | | | | | 2012 Level | Negative Movement | No Movement | Positive Movement | Total |
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | | |
| 2012 | Level 1 | 478 | 433 | 172 | 15 | 1 | 0 | 478 | 621 | | |
| | Level 2 | 314 | 721 | 801 | 150 | 33 | 314 | 721 | 984 | | |
| | Level 3 | 54 | 261 | 872 | 534 | 175 | 315 | 872 | 709 | | |
| | Level 4 | 10 | 36 | 184 | 321 | 252 | 230 | 321 | 252 | | |
| | Level 5 | 2 | 0 | 32 | 88 | 177 | 122 | 177 | 0 | | |
| | Total N | | | | | | | 981 | 2569 | 2566 | 6116 |
| Total % | | | | | | | 16.04 % | 42.00 % | 41.96 % | 100.00 % | |

2013 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

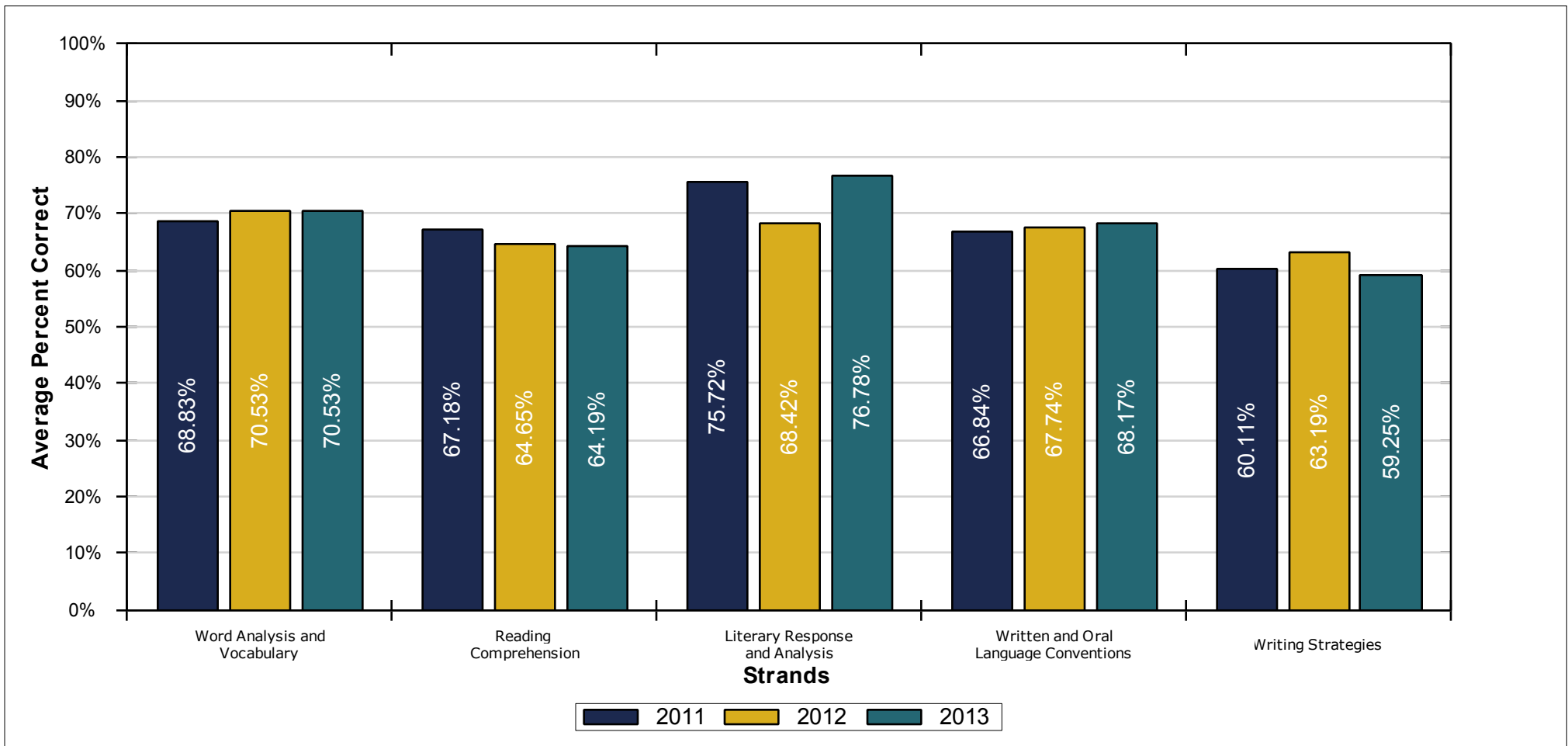
| Listening | | | | | | | | | | | |
|-----------|---------|---------|---------|---------|---------|---------|------------|-------------------|-------------|-------------------|----------|
| | | 2013 | | | | | 2012 Level | Negative Movement | No Movement | Positive Movement | Total |
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | | |
| 2012 | Level 1 | 243 | 274 | 296 | 109 | 22 | Level 1 | 0 | 243 | 701 | |
| | Level 2 | 114 | 325 | 456 | 295 | 98 | Level 2 | 114 | 325 | 849 | |
| | Level 3 | 55 | 259 | 683 | 554 | 284 | Level 3 | 314 | 683 | 838 | |
| | Level 4 | 20 | 119 | 530 | 509 | 407 | Level 4 | 669 | 509 | 407 | |
| | Level 5 | 1 | 8 | 114 | 123 | 217 | Level 5 | 246 | 217 | 0 | |
| | Total N | | | | | | | Total N | 1343 | 1977 | |
| Total % | | | | | | | Total % | 21.96 % | 32.33 % | 45.71 % | 100.00 % |

| Speaking | | | | | | | | | | | |
|----------|---------|---------|---------|---------|---------|---------|------------|-------------------|-------------|-------------------|----------|
| | | 2013 | | | | | 2012 Level | Negative Movement | No Movement | Positive Movement | Total |
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | | |
| 2012 | Level 1 | 156 | 189 | 170 | 41 | 5 | Level 1 | 0 | 156 | 405 | |
| | Level 2 | 12 | 134 | 406 | 131 | 12 | Level 2 | 12 | 134 | 549 | |
| | Level 3 | 5 | 83 | 757 | 786 | 253 | Level 3 | 88 | 757 | 1039 | |
| | Level 4 | 0 | 16 | 341 | 978 | 762 | Level 4 | 357 | 978 | 762 | |
| | Level 5 | 0 | 0 | 59 | 322 | 498 | Level 5 | 381 | 498 | 0 | |
| | Total N | | | | | | | Total N | 838 | 2523 | |
| Total % | | | | | | | Total % | 13.70 % | 41.25 % | 45.05 % | 100.00 % |

2013 CELDT Overall By Grade

| California English Language Development Test (CELDT) Data | | | | | | | | | | | |
|---|------------|----------------|--------------------|----------------|--------------|----------------|----------------|----------------|------------|---------------|-------------|
| Grade Level | Beginning | | Early Intermediate | | Intermediate | | Early Advanced | | Advanced | | Total |
| | N | % | N | % | N | % | N | % | N | % | N |
| K | 388 | 34.28 % | 366 | 32.33 % | 277 | 24.47 % | 82 | 7.24 % | 19 | 1.68 % | 1132 |
| 01 | 99 | 8.75 % | 215 | 19.01 % | 407 | 35.99 % | 320 | 28.29 % | 90 | 7.96 % | 1131 |
| 02 | 85 | 8.28 % | 235 | 22.90 % | 364 | 35.48 % | 265 | 25.83 % | 77 | 7.50 % | 1026 |
| 03 | 62 | 7.51 % | 205 | 24.82 % | 395 | 47.82 % | 146 | 17.68 % | 18 | 2.18 % | 826 |
| 04 | 47 | 6.83 % | 95 | 13.81 % | 327 | 47.53 % | 194 | 28.20 % | 25 | 3.63 % | 688 |
| 05 | 39 | 7.63 % | 37 | 7.24 % | 224 | 43.84 % | 182 | 35.62 % | 29 | 5.68 % | 511 |
| 06 | 60 | 12.74 % | 64 | 13.59 % | 194 | 41.19 % | 125 | 26.54 % | 28 | 5.94 % | 471 |
| 07 | 44 | 10.68 % | 45 | 10.92 % | 125 | 30.34 % | 162 | 39.32 % | 36 | 8.74 % | 412 |
| 08 | 34 | 9.55 % | 35 | 9.83 % | 113 | 31.74 % | 138 | 38.76 % | 36 | 10.11 % | 356 |
| 09 | 49 | 14.94 % | 55 | 16.77 % | 88 | 26.83 % | 108 | 32.93 % | 28 | 8.54 % | 328 |
| 10 | 32 | 9.76 % | 42 | 12.80 % | 111 | 33.84 % | 115 | 35.06 % | 28 | 8.54 % | 328 |
| 11 | 24 | 7.04 % | 35 | 10.26 % | 97 | 28.45 % | 129 | 37.83 % | 56 | 16.42 % | 341 |
| 12 | 7 | 2.55 % | 21 | 7.66 % | 68 | 24.82 % | 128 | 46.72 % | 50 | 18.25 % | 274 |
| Total | 970 | 12.40 % | 1450 | 18.53 % | 2790 | 35.66 % | 2094 | 26.76 % | 520 | 6.65 % | 7824 |

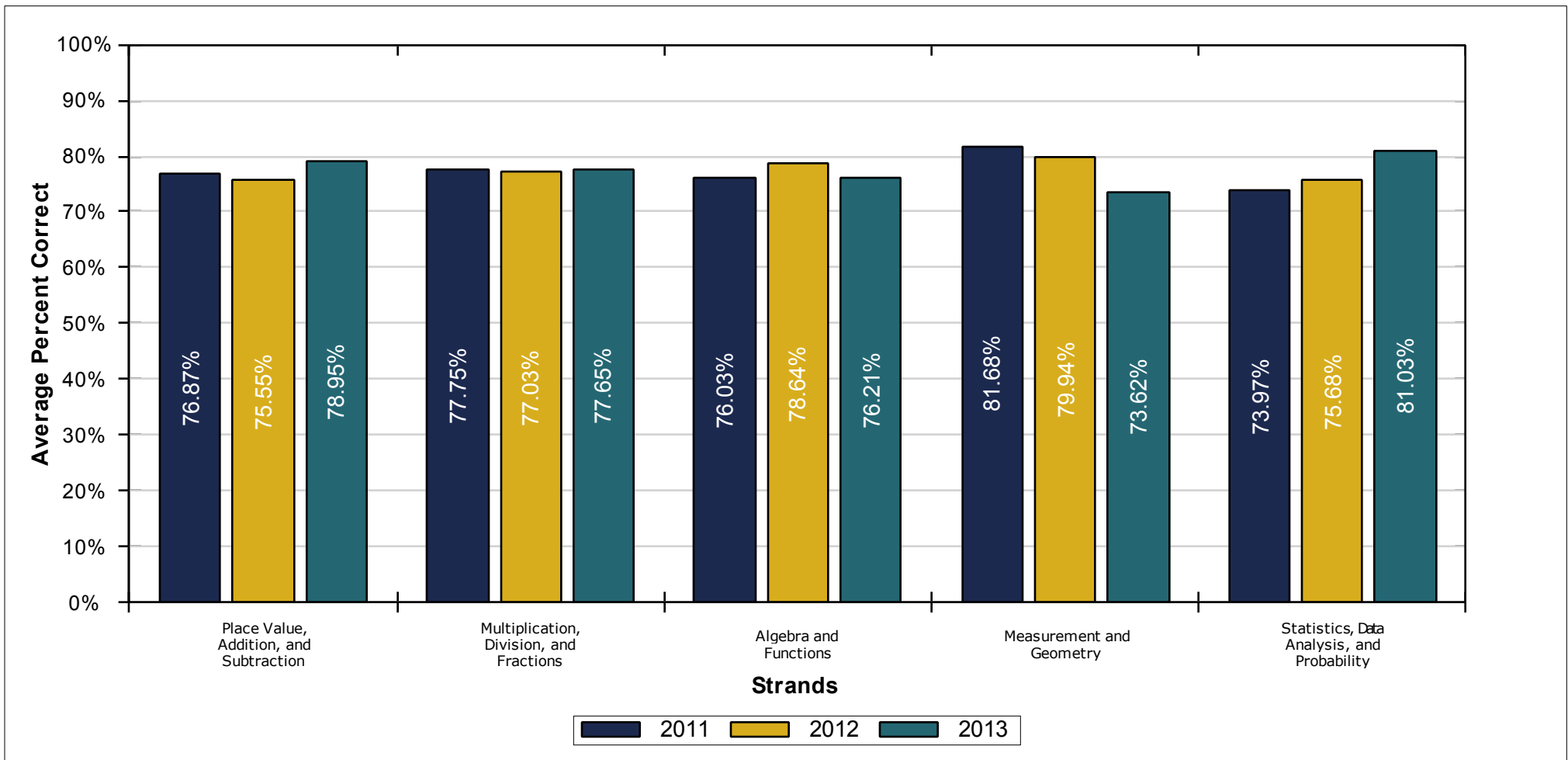
Grade 02 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2592 | 65 | 67.59 | 2546 | 65 | 67.47 | 2568 | 65 | 67.75 | 0.16 |
| ELA Reading | | 43 | 69.22 | | 43 | 68.19 | | 43 | 69.19 | -0.03 |
| Word Analysis and Vocabulary | | 22 | 68.83 | | 22 | 70.53 | | 22 | 70.53 | 1.69 |
| Reading Comprehension | | 15 | 67.18 | | 15 | 64.65 | | 15 | 64.19 | -2.99 |
| Literary Response and Analysis | | 6 | 75.72 | | 6 | 68.42 | | 6 | 76.78 | 1.06 |
| ELA Writing | | 22 | 64.40 | | 22 | 66.08 | | 22 | 64.92 | 0.53 |
| Written and Oral Language Conventions | | 14 | 66.84 | | 14 | 67.74 | | 14 | 68.17 | 1.33 |
| Writing Strategies | | 8 | 60.11 | | 8 | 63.19 | | 8 | 59.25 | -0.86 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 357 | | | 362 | | | 358 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 261 | 262 - 299 | 300 - 349 | 350 - 401 | 402 - 600 |

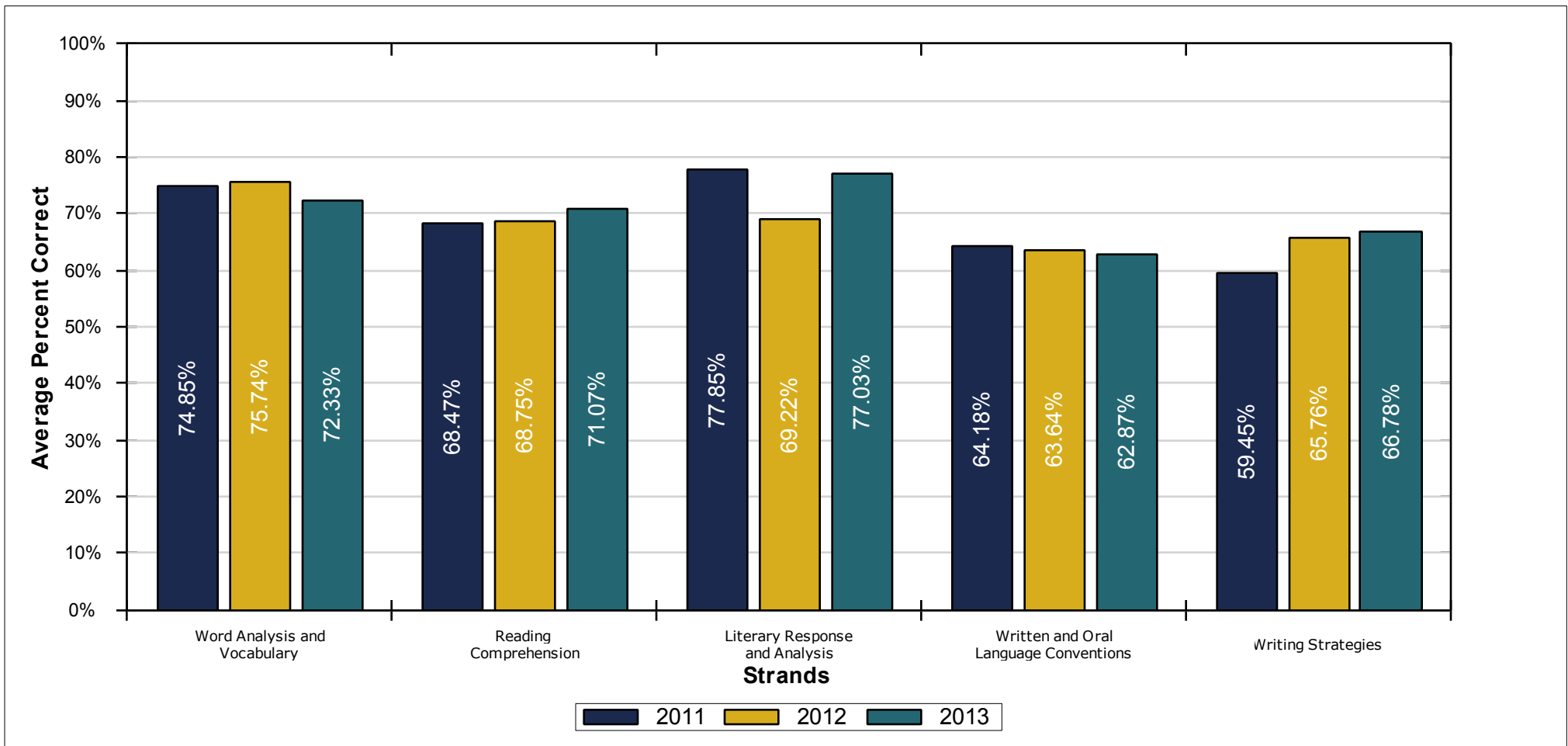
Grade 02 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2593 | 65 | 77.83 | 2544 | 65 | 77.32 | 2563 | 65 | 77.31 | -0.52 |
| Place Value, Addition, and Subtraction | | 15 | 76.87 | | 15 | 75.55 | | 15 | 78.95 | 2.08 |
| Multiplication, Division, and Fractions | | 23 | 77.75 | | 23 | 77.03 | | 23 | 77.65 | -0.10 |
| Algebra and Functions | | 6 | 76.03 | | 6 | 78.64 | | 6 | 76.21 | 0.19 |
| Measurement and Geometry | | 14 | 81.68 | | 14 | 79.94 | | 14 | 73.62 | -8.07 |
| Statistics, Data Analysis, and Probability | | 7 | 73.97 | | 7 | 75.68 | | 7 | 81.03 | 7.06 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 389 | | | 389 | | | 388 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 235 | 236 - 299 | 300 - 349 | 350 - 413 | 414 - 600 |

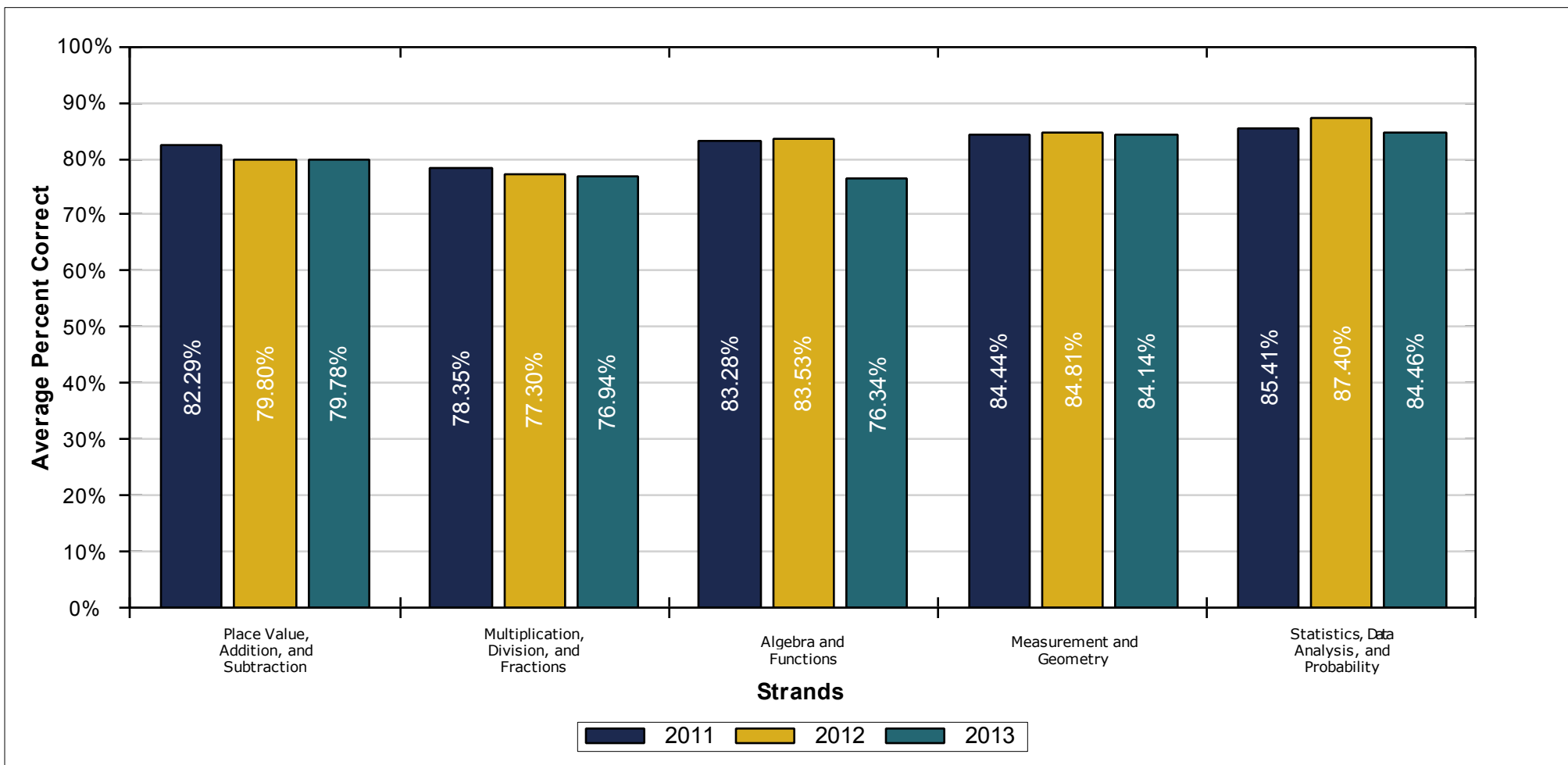
Grade 03 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2456 | 65 | 69.48 | 2424 | 65 | 69.52 | 2441 | 65 | 69.96 | 0.48 |
| ELA Reading | | 43 | 73.18 | | 43 | 72.09 | | 43 | 72.77 | -0.41 |
| Word Analysis and Vocabulary | | 20 | 74.85 | | 20 | 75.74 | | 20 | 72.33 | -2.51 |
| Reading Comprehension | | 15 | 68.47 | | 15 | 68.75 | | 15 | 71.07 | 2.60 |
| Literary Response and Analysis | | 8 | 77.85 | | 8 | 69.22 | | 8 | 77.03 | -0.82 |
| ELA Writing | | 22 | 62.24 | | 22 | 64.51 | | 22 | 64.47 | 2.23 |
| Written and Oral Language Conventions | | 13 | 64.18 | | 13 | 63.64 | | 13 | 62.87 | -1.30 |
| Writing Strategies | | 9 | 59.45 | | 9 | 65.76 | | 9 | 66.78 | 7.33 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 351 | | | 352 | | | 350 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 258 | 259 - 299 | 300 - 349 | 350 - 401 | 402 - 600 |

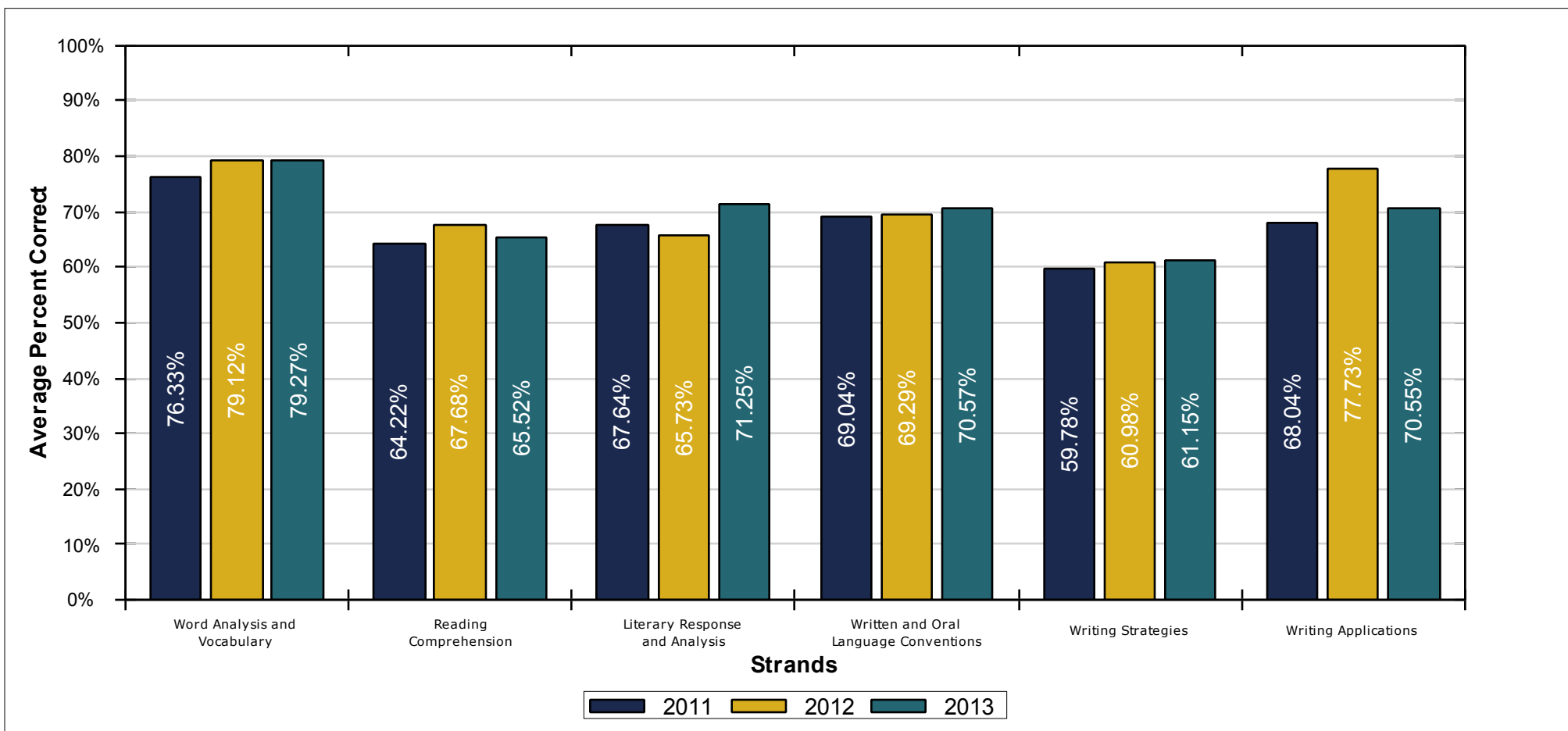
Grade 03 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2469 | 65 | 82.27 | 2434 | 65 | 81.69 | 2460 | 65 | 79.88 | -2.39 |
| Place Value, Addition, and Subtraction | | 16 | 82.29 | | 16 | 79.80 | | 16 | 79.78 | -2.51 |
| Multiplication, Division, and Fractions | | 16 | 78.35 | | 16 | 77.30 | | 16 | 76.94 | -1.40 |
| Algebra and Functions | | 12 | 83.28 | | 12 | 83.53 | | 12 | 76.34 | -6.94 |
| Measurement and Geometry | | 16 | 84.44 | | 16 | 84.81 | | 16 | 84.14 | -0.30 |
| Statistics, Data Analysis, and Probability | | 5 | 85.41 | | 5 | 87.40 | | 5 | 84.46 | -0.96 |
| Avg Performance Level | A | | | P | | | P | | | |
| Avg Scale Score | 414 | | | 412 | | | 409 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 235 | 236 - 299 | 300 - 349 | 350 - 413 | 414 - 600 |

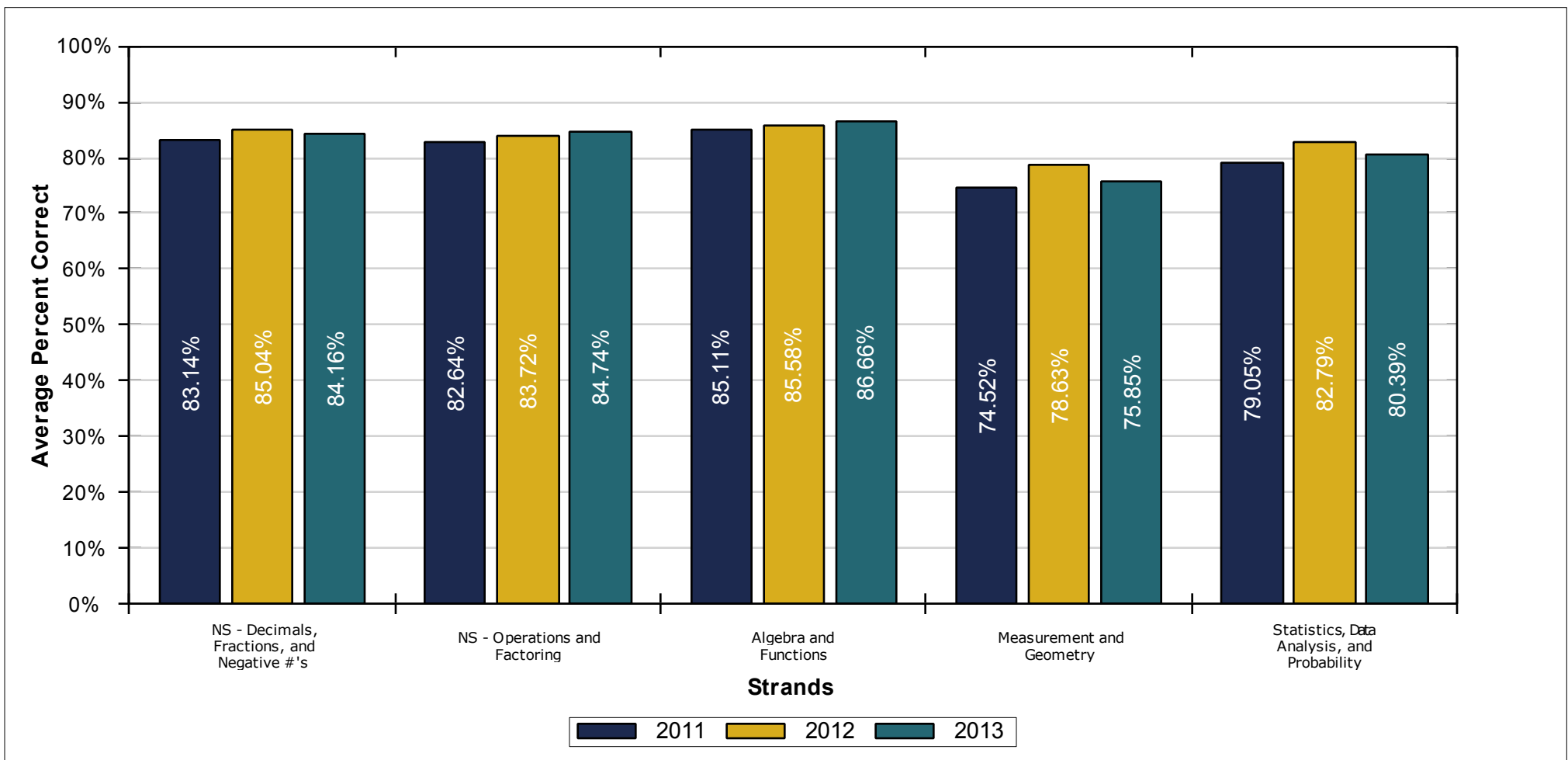
Grade 04 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2392 | 83 | 67.83 | 2412 | 83 | 70.06 | 2379 | 83 | 69.91 | 2.09 |
| ELA Reading | | 42 | 70.14 | | 42 | 72.17 | | 42 | 72.64 | 2.50 |
| Word Analysis and Vocabulary | | 18 | 76.33 | | 18 | 79.12 | | 18 | 79.27 | 2.94 |
| Reading Comprehension | | 15 | 64.22 | | 15 | 67.68 | | 15 | 65.52 | 1.30 |
| Literary Response and Analysis | | 9 | 67.64 | | 9 | 65.73 | | 9 | 71.25 | 3.61 |
| ELA Writing | | 41 | 65.46 | | 41 | 67.90 | | 41 | 67.12 | 1.67 |
| Written and Oral Language Conventions | | 18 | 69.04 | | 18 | 69.29 | | 18 | 70.57 | 1.53 |
| Writing Strategies | | 15 | 59.78 | | 15 | 60.98 | | 15 | 61.15 | 1.37 |
| Writing Applications | | 8 | 68.04 | | 8 | 77.73 | | 8 | 70.55 | 2.52 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 377 | | | 384 | | | 381 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 268 | 269 - 299 | 300 - 349 | 350 - 392 | 393 - 600 |

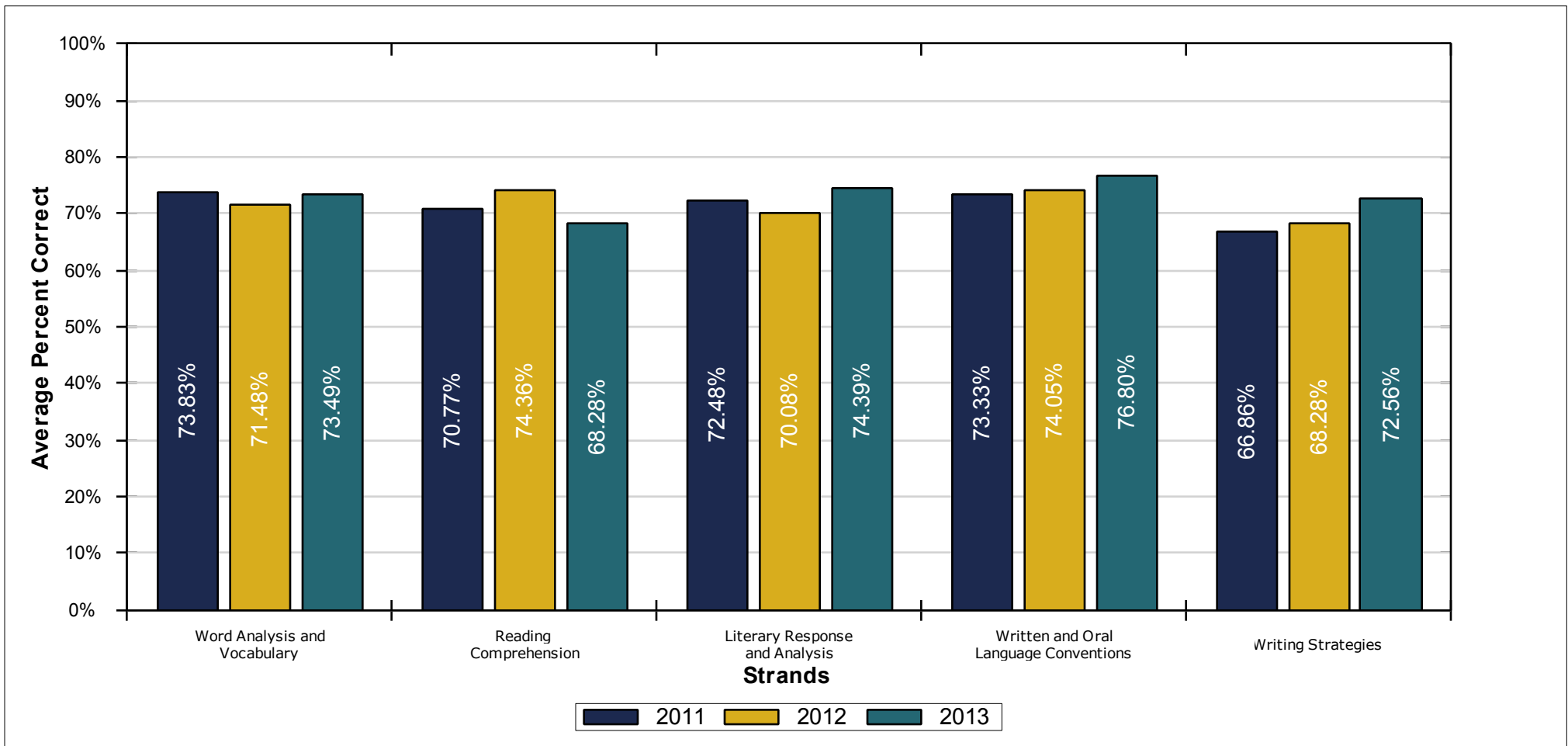
Grade 04 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2419 | 65 | 81.73 | 2437 | 65 | 83.58 | 2409 | 65 | 83.21 | 1.48 |
| NS - Decimals, Fractions, and Negative #'s | | 17 | 83.14 | | 17 | 85.04 | | 17 | 84.16 | 1.03 |
| NS - Operations and Factoring | | 14 | 82.64 | | 14 | 83.72 | | 14 | 84.74 | 2.10 |
| Algebra and Functions | | 18 | 85.11 | | 18 | 85.58 | | 18 | 86.66 | 1.55 |
| Measurement and Geometry | | 12 | 74.52 | | 12 | 78.63 | | 12 | 75.85 | 1.34 |
| Statistics, Data Analysis, and Probability | | 4 | 79.05 | | 4 | 82.79 | | 4 | 80.39 | 1.33 |
| Avg Performance Level | A | | | A | | | A | | | |
| Avg Scale Score | 404 | | | 410 | | | 409 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 244 | 245 - 299 | 300 - 349 | 350 - 400 | 401 - 600 |

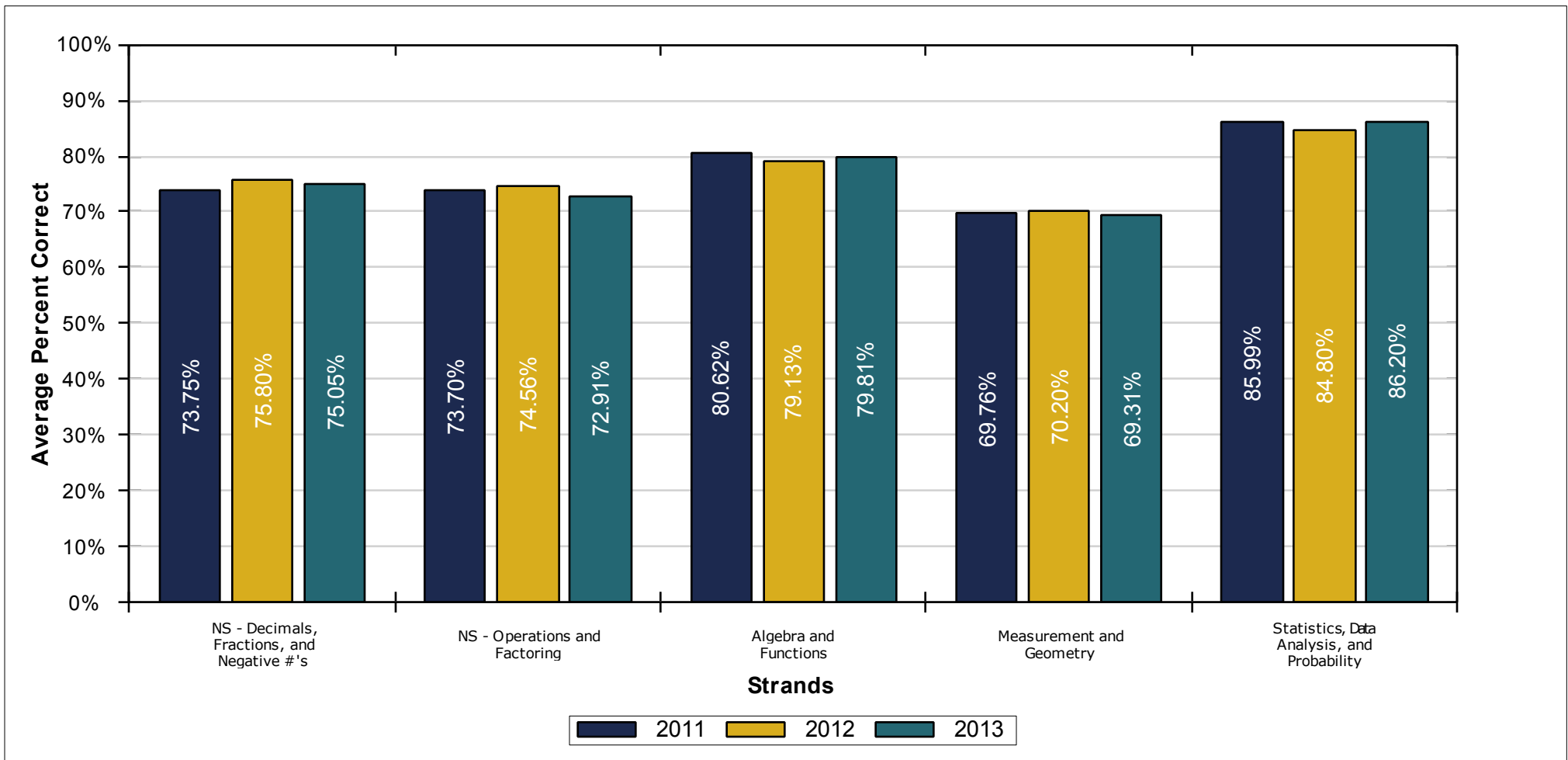
Grade 05 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2501 | 75 | 71.36 | 2352 | 75 | 71.77 | 2382 | 75 | 73.07 | 1.71 |
| ELA Reading | | 42 | 72.28 | | 42 | 72.18 | | 42 | 71.76 | -0.52 |
| Word Analysis and Vocabulary | | 14 | 73.83 | | 14 | 71.48 | | 14 | 73.49 | -0.34 |
| Reading Comprehension | | 16 | 70.77 | | 16 | 74.36 | | 16 | 68.28 | -2.49 |
| Literary Response and Analysis | | 12 | 72.48 | | 12 | 70.08 | | 12 | 74.39 | 1.90 |
| ELA Writing | | 33 | 70.20 | | 33 | 71.25 | | 33 | 74.74 | 4.55 |
| Written and Oral Language Conventions | | 17 | 73.33 | | 17 | 74.05 | | 17 | 76.80 | 3.46 |
| Writing Strategies | | 16 | 66.86 | | 16 | 68.28 | | 16 | 72.56 | 5.70 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 369 | | | 374 | | | 373 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 270 | 271 - 299 | 300 - 349 | 350 - 394 | 395 - 600 |

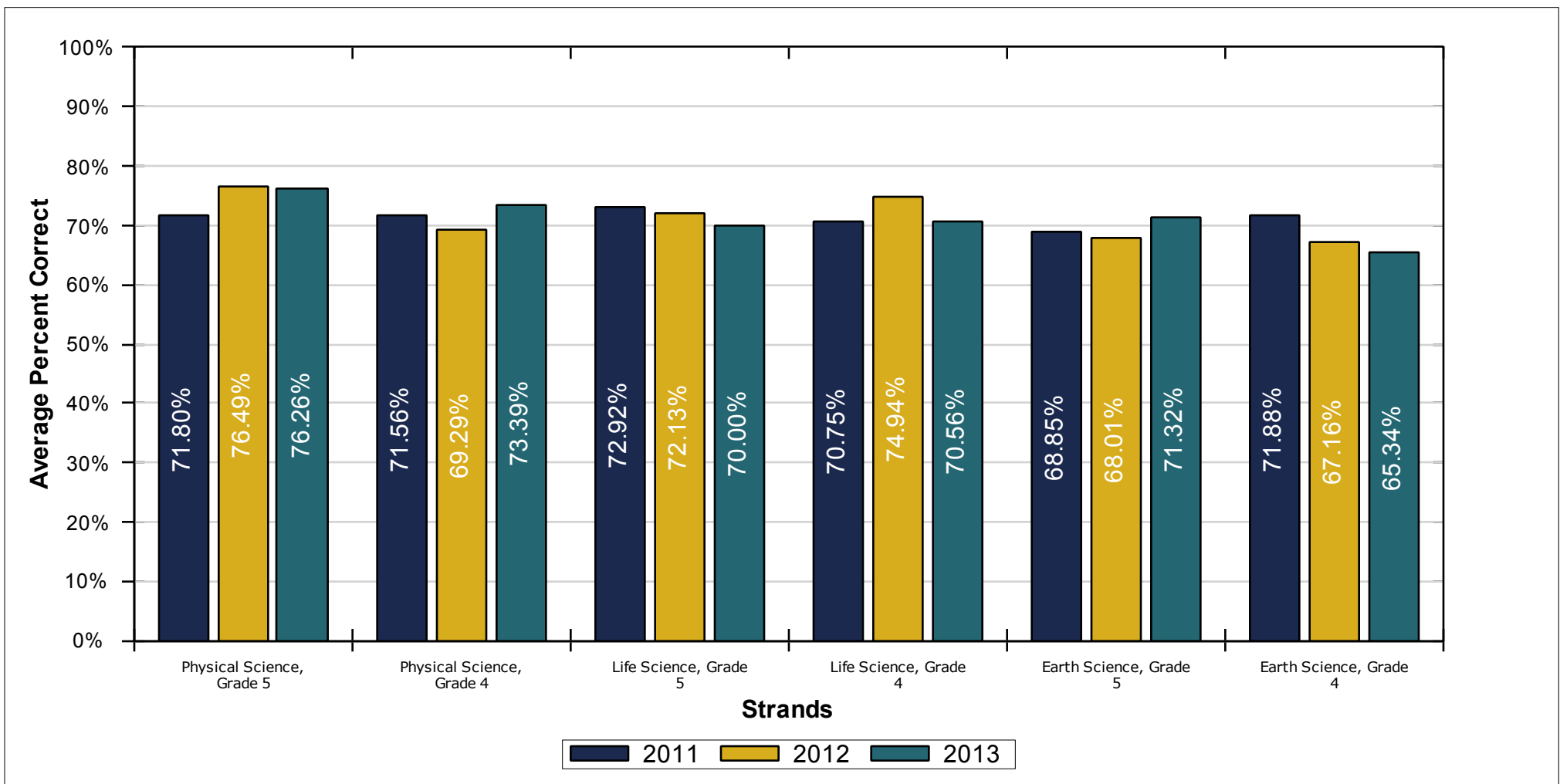
Grade 05 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2514 | 65 | 75.37 | 2371 | 65 | 75.61 | 2399 | 65 | 75.10 | -0.27 |
| NS - Decimals, Fractions, and Negative #'s | | 12 | 73.75 | | 12 | 75.80 | | 12 | 75.05 | 1.30 |
| NS - Operations and Factoring | | 17 | 73.70 | | 17 | 74.56 | | 17 | 72.91 | -0.79 |
| Algebra and Functions | | 17 | 80.62 | | 17 | 79.13 | | 17 | 79.81 | -0.80 |
| Measurement and Geometry | | 15 | 69.76 | | 15 | 70.20 | | 15 | 69.31 | -0.45 |
| Statistics, Data Analysis, and Probability | | 4 | 85.99 | | 4 | 84.80 | | 4 | 86.20 | 0.21 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 416 | | | 417 | | | 413 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 247 | 248 - 299 | 300 - 349 | 350 - 429 | 430 - 600 |

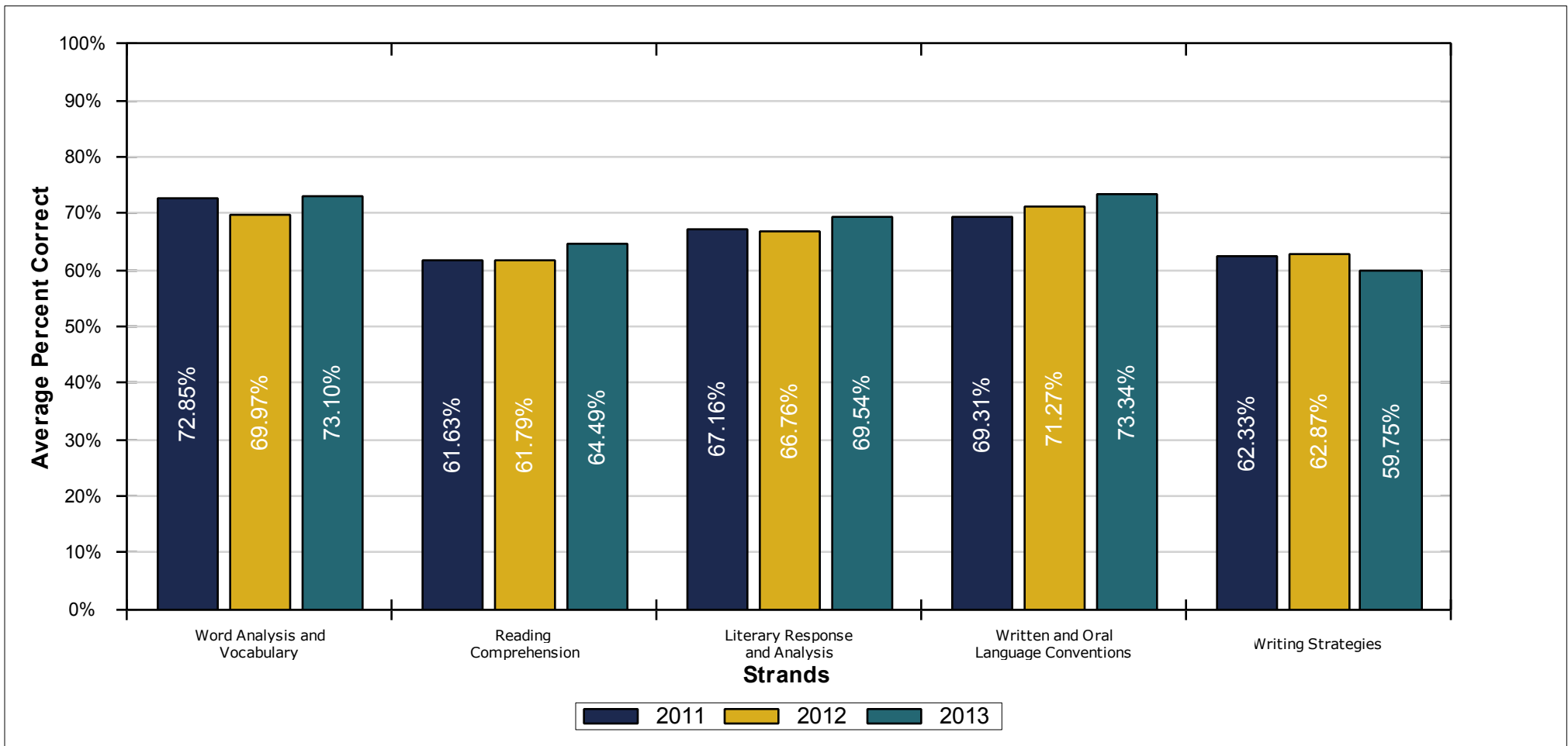
Grade 05 CST Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 2533 | 60 | 71.32 | 2379 | 60 | 71.55 | 2404 | 60 | 71.30 | -0.02 |
| Physical Science, Grade 5 | | 11 | 71.80 | | 11 | 76.49 | | 11 | 76.26 | 4.46 |
| Physical Science, Grade 4 | | 8 | 71.56 | | 8 | 69.29 | | 8 | 73.39 | 1.83 |
| Life Science, Grade 5 | | 13 | 72.92 | | 13 | 72.13 | | 13 | 70.00 | -2.92 |
| Life Science, Grade 4 | | 9 | 70.75 | | 9 | 74.94 | | 9 | 70.56 | -0.19 |
| Earth Science, Grade 5 | | 11 | 68.85 | | 11 | 68.01 | | 11 | 71.32 | 2.47 |
| Earth Science, Grade 4 | | 8 | 71.88 | | 8 | 67.16 | | 8 | 65.34 | -6.53 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 370 | | | 370 | | | 371 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 267 | 268 - 299 | 300 - 349 | 350 - 409 | 410 - 600 |

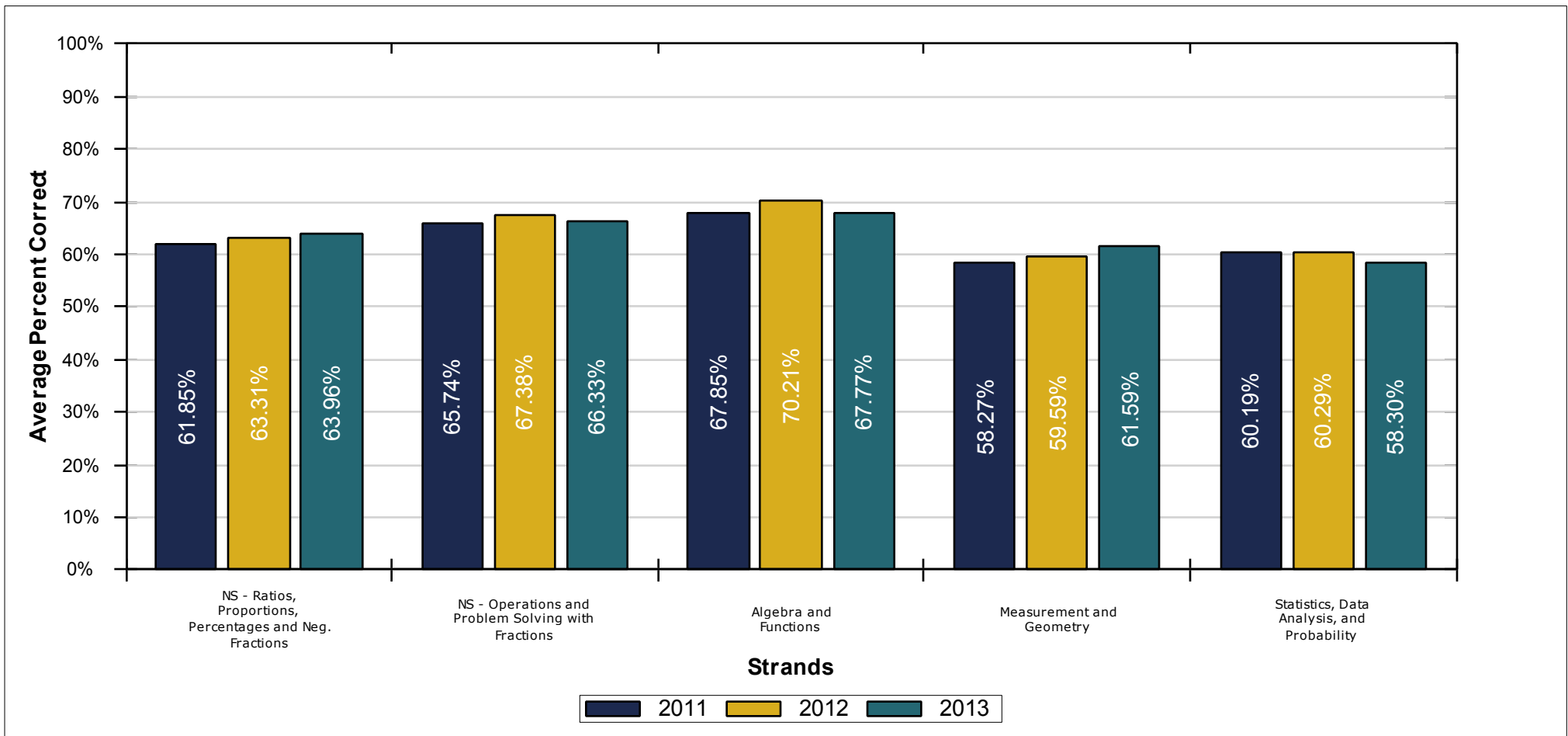
Grade 06 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2347 | 75 | 66.26 | 2397 | 75 | 66.27 | 2323 | 75 | 67.60 | 1.35 |
| ELA Reading | | 42 | 66.68 | | 42 | 65.74 | | 42 | 68.60 | 1.91 |
| Word Analysis and Vocabulary | | 13 | 72.85 | | 13 | 69.97 | | 13 | 73.10 | 0.25 |
| Reading Comprehension | | 17 | 61.63 | | 17 | 61.79 | | 17 | 64.49 | 2.86 |
| Literary Response and Analysis | | 12 | 67.16 | | 12 | 66.76 | | 12 | 69.54 | 2.38 |
| ELA Writing | | 33 | 65.72 | | 33 | 66.94 | | 33 | 66.34 | 0.62 |
| Written and Oral Language Conventions | | 16 | 69.31 | | 16 | 71.27 | | 16 | 73.34 | 4.03 |
| Writing Strategies | | 17 | 62.33 | | 17 | 62.87 | | 17 | 59.75 | -2.58 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 361 | | | 367 | | | 363 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 267 | 268 - 299 | 300 - 349 | 350 - 393 | 394 - 600 |

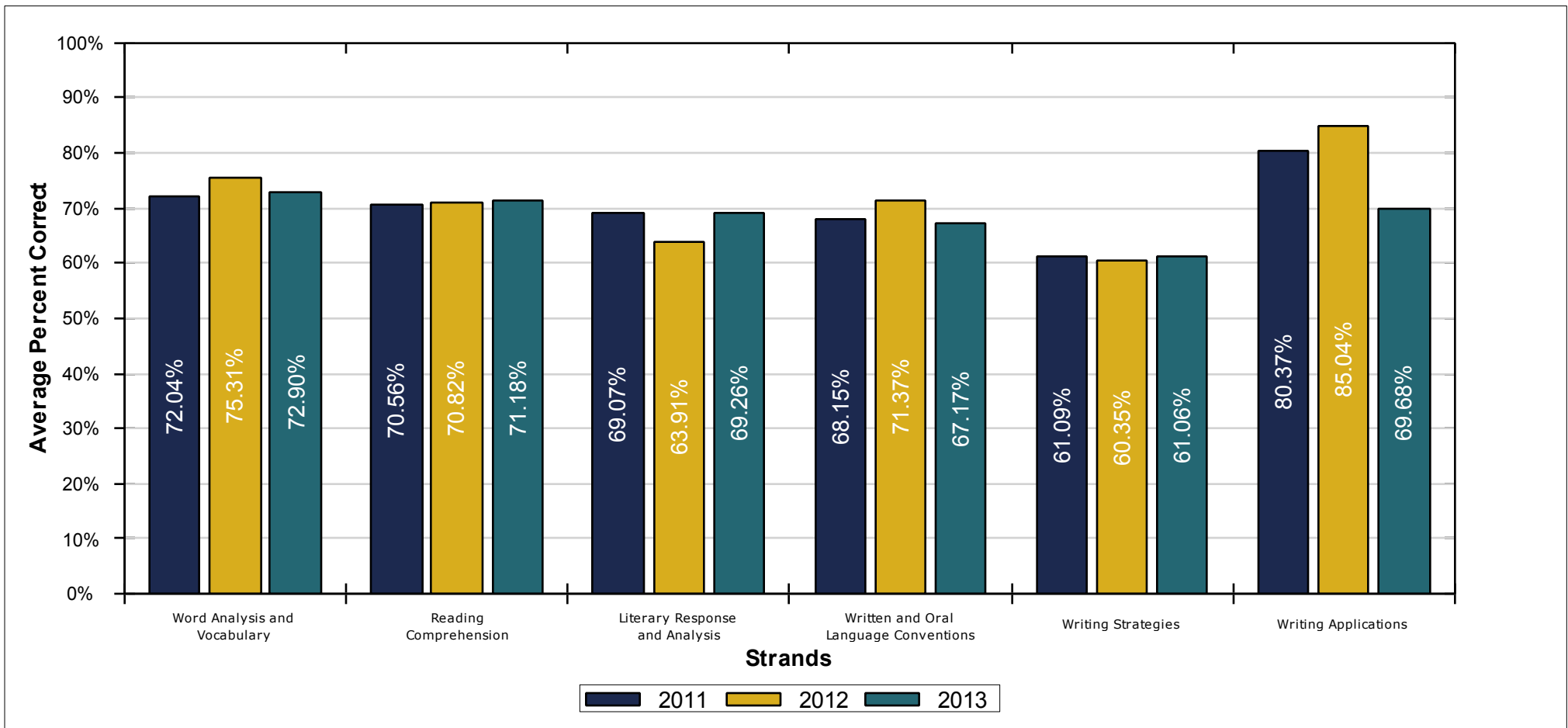
Grade 06 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2359 | 65 | 63.37 | 2410 | 65 | 64.87 | 2339 | 65 | 64.12 | 0.74 |
| NS - Ratios, Proportions, Percentages and Neg. Fractions | | 15 | 61.85 | | 15 | 63.31 | | 15 | 63.96 | 2.11 |
| NS - Operations and Problem Solving with Fractions | | 10 | 65.74 | | 10 | 67.38 | | 10 | 66.33 | 0.59 |
| Algebra and Functions | | 19 | 67.85 | | 19 | 70.21 | | 19 | 67.77 | -0.08 |
| Measurement and Geometry | | 10 | 58.27 | | 10 | 59.59 | | 10 | 61.59 | 3.32 |
| Statistics, Data Analysis, and Probability | | 11 | 60.20 | | 11 | 60.29 | | 11 | 58.30 | -1.89 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 356 | | | 360 | | | 357 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 252 | 253 - 299 | 300 - 349 | 350 - 414 | 415 - 600 |

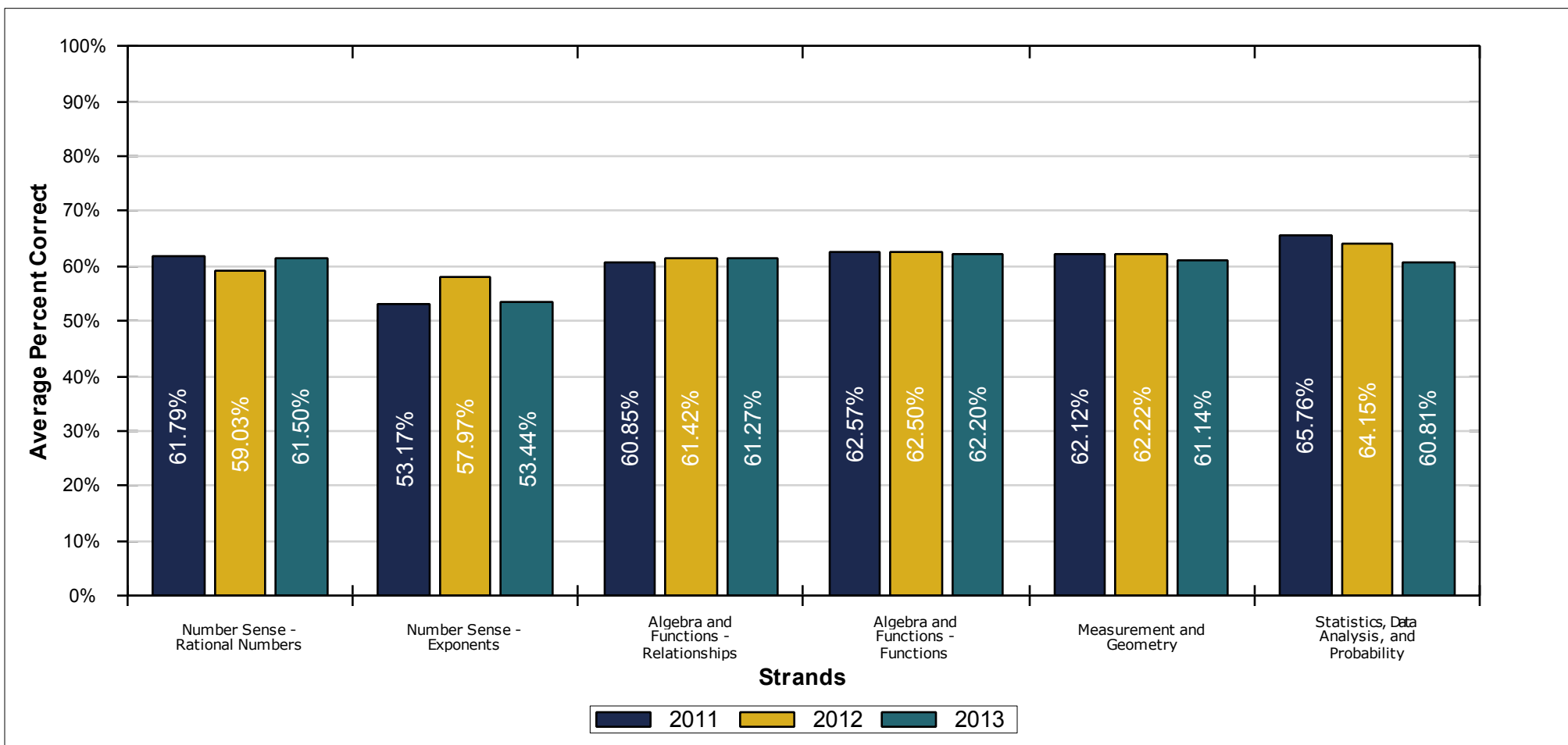
Grade 07 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2306 | 83 | 69.07 | 2333 | 83 | 69.66 | 2426 | 83 | 68.12 | -0.95 |
| ELA Reading | | 42 | 70.49 | | 42 | 69.86 | | 42 | 71.04 | 0.55 |
| Word Analysis and Vocabulary | | 11 | 72.04 | | 11 | 75.31 | | 11 | 72.90 | 0.86 |
| Reading Comprehension | | 18 | 70.56 | | 18 | 70.82 | | 18 | 71.18 | 0.62 |
| Literary Response and Analysis | | 13 | 69.07 | | 13 | 63.91 | | 13 | 69.26 | 0.19 |
| ELA Writing | | 41 | 67.61 | | 41 | 69.47 | | 41 | 65.13 | -2.48 |
| Written and Oral Language Conventions | | 16 | 68.15 | | 16 | 71.37 | | 16 | 67.17 | -0.98 |
| Writing Strategies | | 17 | 61.09 | | 17 | 60.35 | | 17 | 61.06 | -0.03 |
| Writing Applications | | 8 | 80.37 | | 8 | 85.04 | | 8 | 69.68 | -10.68 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 364 | | | 369 | | | 363 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 262 | 263 - 299 | 300 - 349 | 350 - 400 | 401 - 600 |

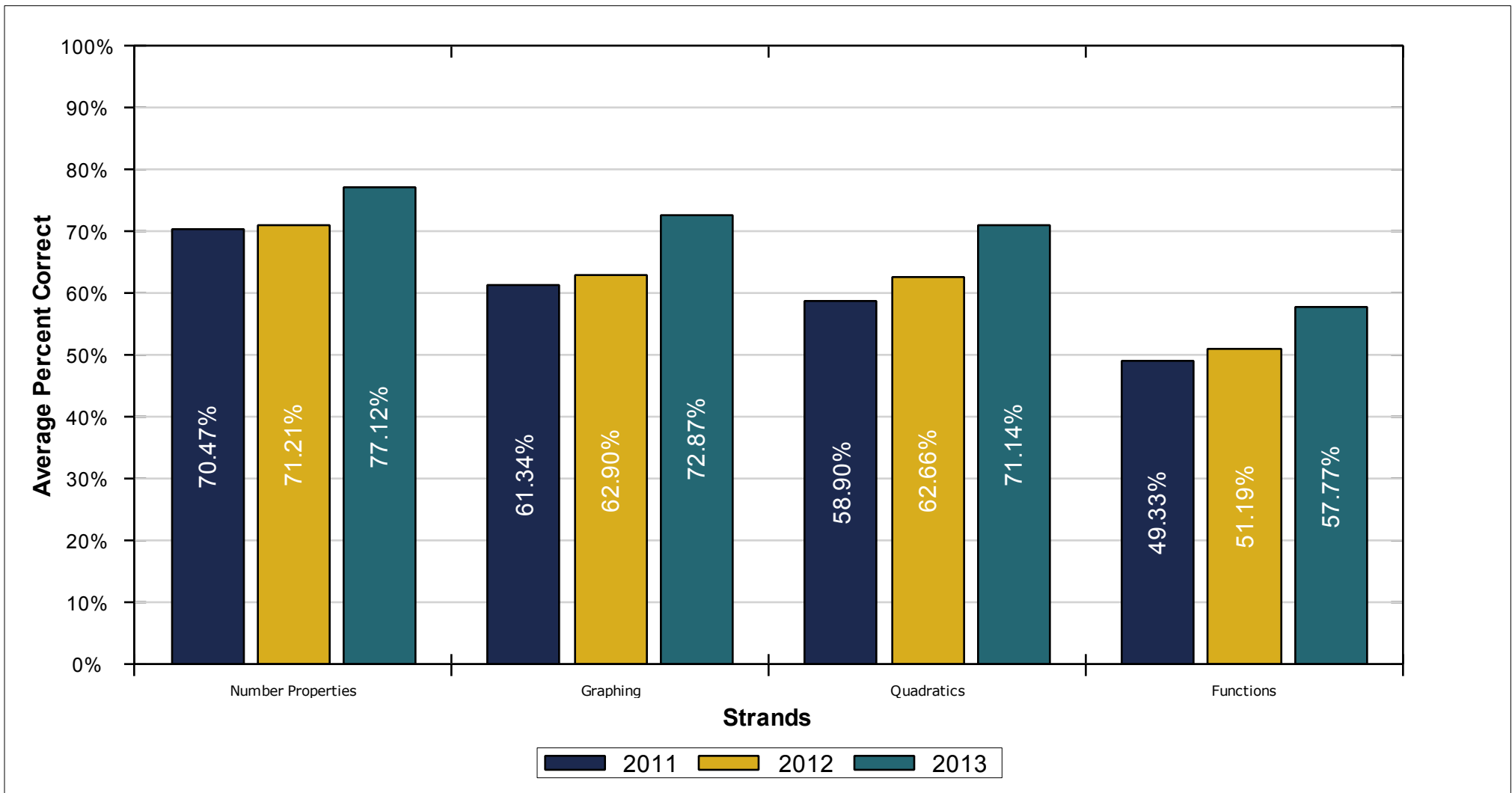
Grade 07 CST Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2111 | 65 | 61.13 | 2111 | 65 | 61.10 | 2160 | 65 | 60.51 | -0.62 |
| Number Sense - Rational Numbers | | 14 | 61.79 | | 14 | 59.03 | | 14 | 61.50 | -0.28 |
| Number Sense - Exponents | | 8 | 53.17 | | 8 | 57.97 | | 8 | 53.44 | 0.27 |
| Algebra and Functions - Relationships | | 10 | 60.85 | | 10 | 61.42 | | 10 | 61.27 | 0.42 |
| Algebra and Functions - Functions | | 15 | 62.57 | | 15 | 62.50 | | 15 | 62.20 | -0.37 |
| Measurement and Geometry | | 13 | 62.12 | | 13 | 62.22 | | 13 | 61.14 | -0.98 |
| Statistics, Data Analysis, and Probability | | 5 | 65.76 | | 5 | 64.15 | | 5 | 60.81 | -4.95 |
| Avg Performance Level | | P | | | P | | | P | | |
| Avg Scale Score | | 355 | | | 355 | | | 352 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 256 | 257 - 299 | 300 - 349 | 350 - 413 | 414 - 600 |

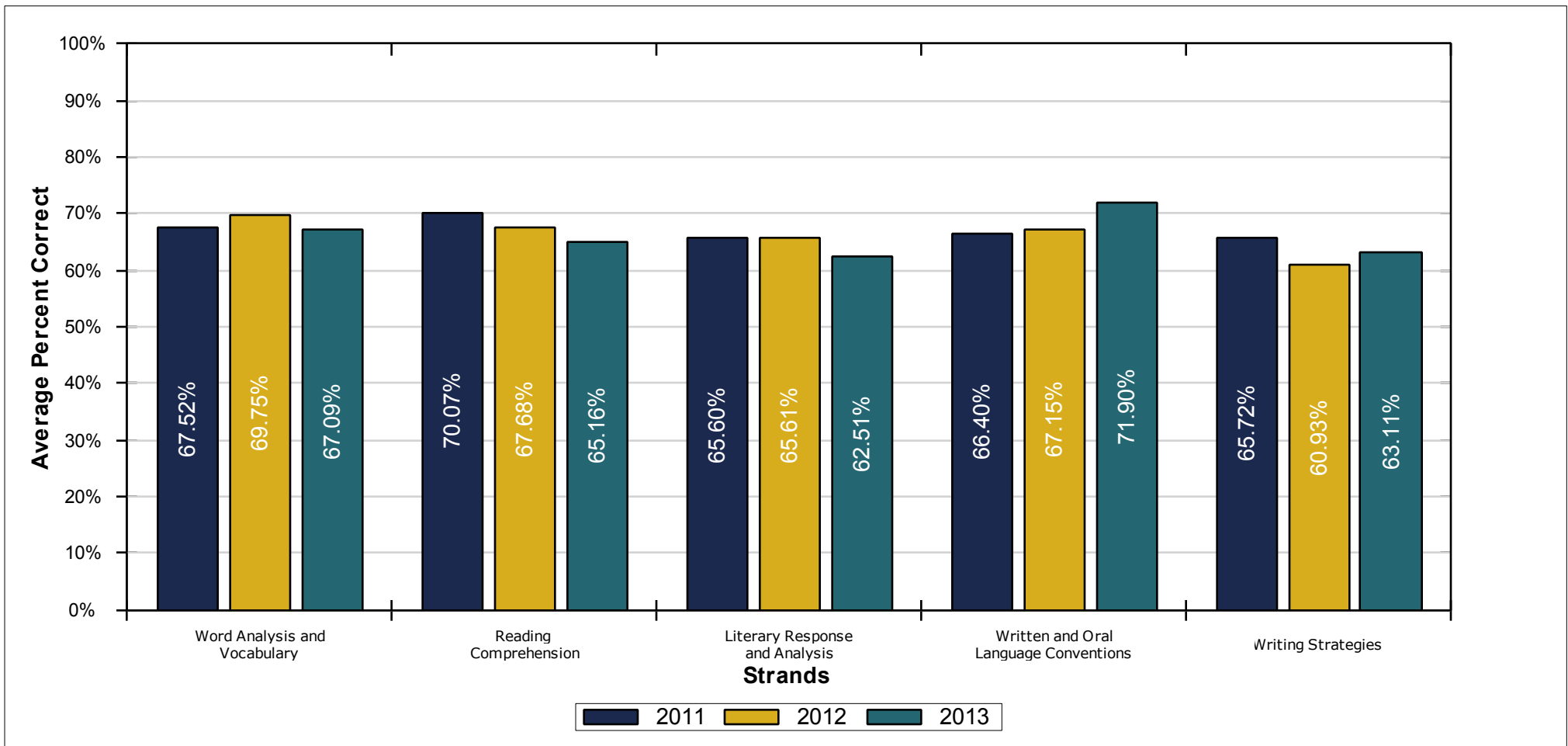
Grade 07 CST Algebra 1 Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 206 | 65 | 60.54 | 226 | 65 | 62.65 | 263 | 65 | 70.40 | 9.86 |
| Number Properties | | 17 | 70.47 | | 17 | 71.21 | | 17 | 77.12 | 6.65 |
| Graphing | | 14 | 61.34 | | 14 | 62.90 | | 14 | 72.87 | 11.53 |
| Quadratics | | 21 | 58.90 | | 21 | 62.66 | | 21 | 71.14 | 12.24 |
| Functions | | 13 | 49.33 | | 13 | 51.19 | | 13 | 57.77 | 8.44 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 366 | | | 374 | | | 405 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 252 | 253 - 299 | 300 - 349 | 350 - 427 | 428 - 600 |

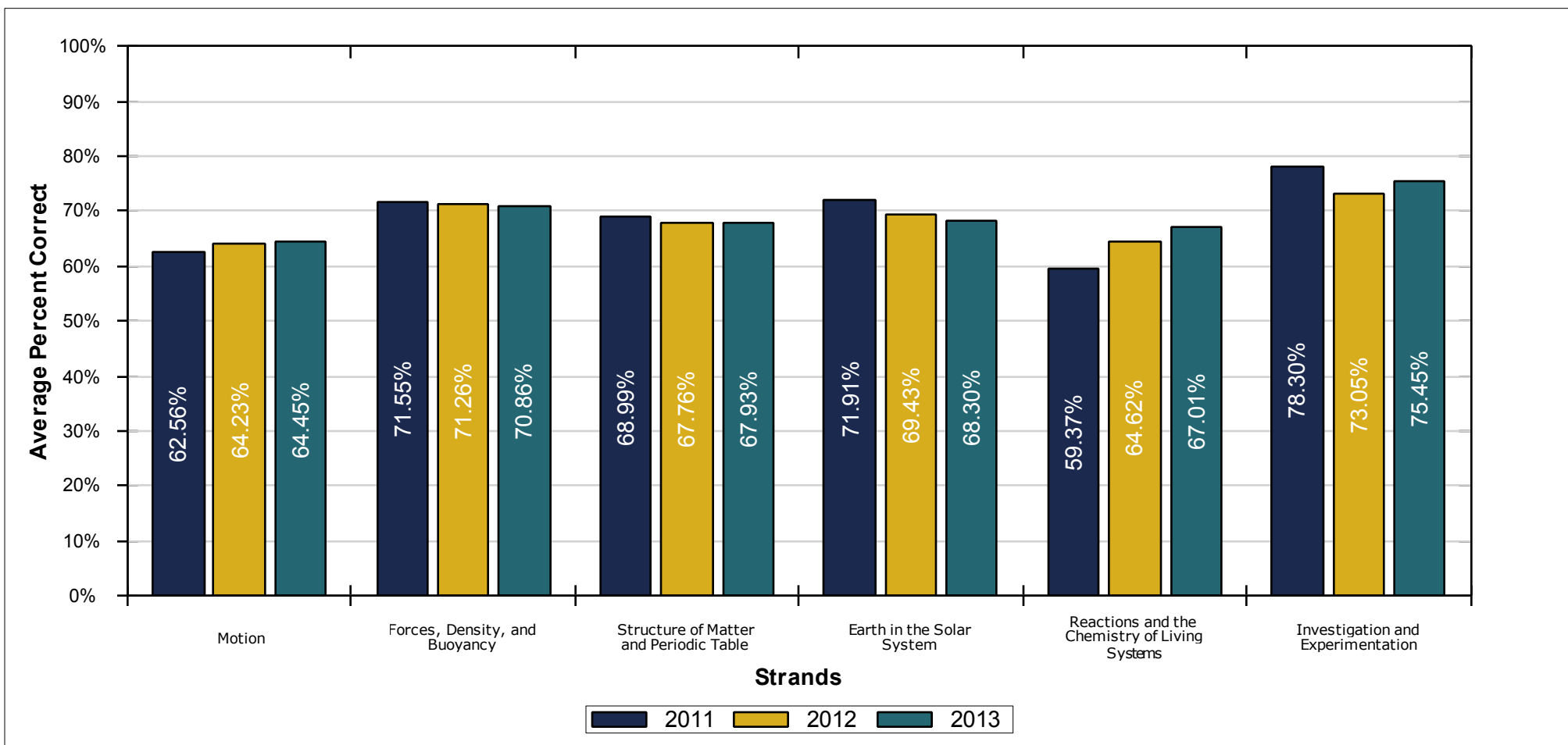
Grade 08 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2375 | 75 | 67.10 | 2294 | 75 | 65.87 | 2318 | 75 | 65.84 | -1.27 |
| ELA Reading | | 42 | 67.93 | | 42 | 67.38 | | 42 | 64.63 | -3.30 |
| Word Analysis and Vocabulary | | 9 | 67.52 | | 9 | 69.75 | | 9 | 67.09 | -0.43 |
| Reading Comprehension | | 18 | 70.07 | | 18 | 67.68 | | 18 | 65.16 | -4.91 |
| Literary Response and Analysis | | 15 | 65.60 | | 15 | 65.61 | | 15 | 62.51 | -3.09 |
| ELA Writing | | 33 | 66.05 | | 33 | 63.95 | | 33 | 67.38 | 1.33 |
| Written and Oral Language Conventions | | 16 | 66.40 | | 16 | 67.15 | | 16 | 71.90 | 5.50 |
| Writing Strategies | | 17 | 65.72 | | 17 | 60.93 | | 17 | 63.11 | -2.61 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 366 | | | 365 | | | 361 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 265 | 266 - 299 | 300 - 349 | 350 - 394 | 395 - 600 |

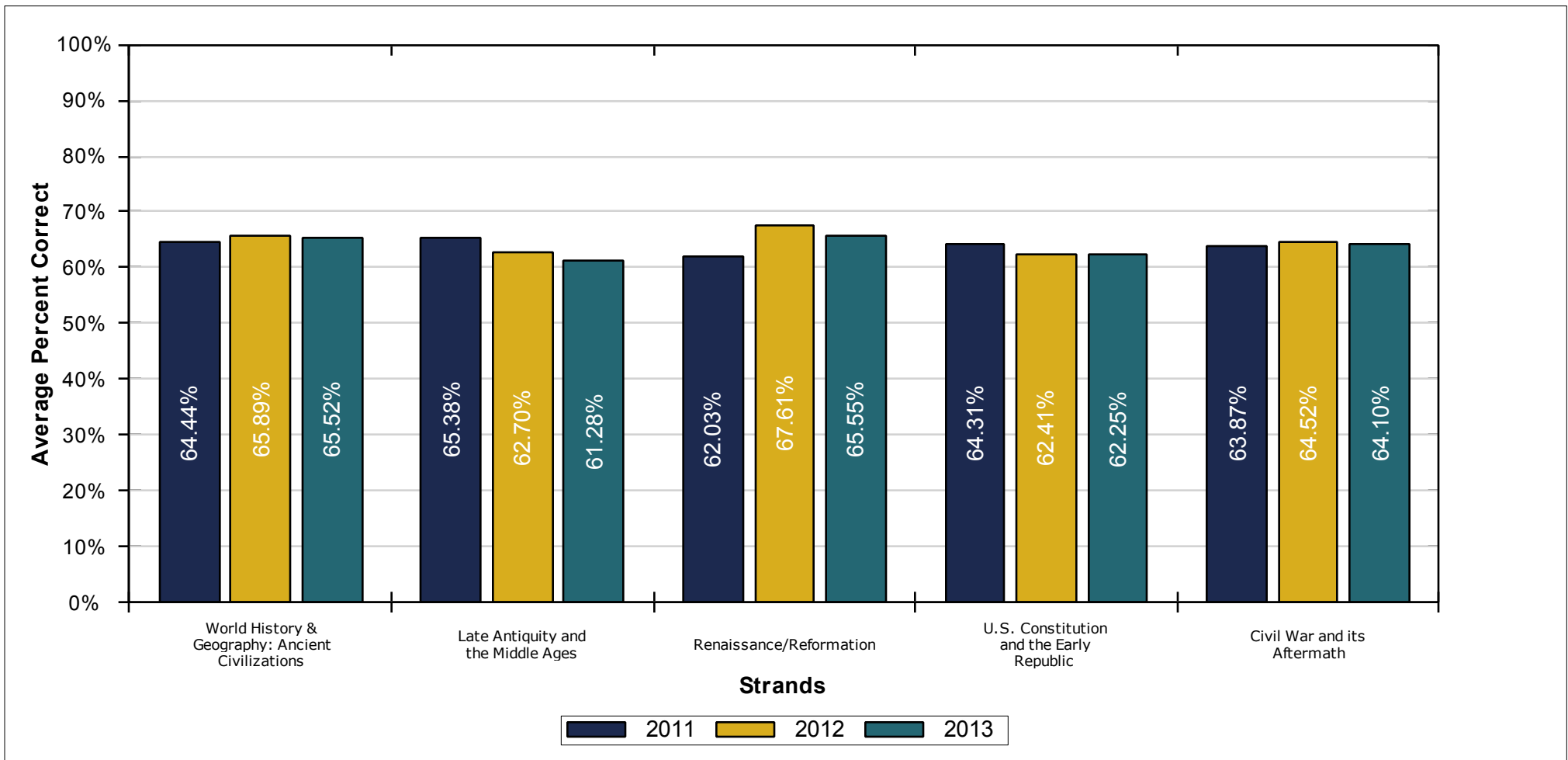
Grade 08 CST Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 2369 | 60 | 68.35 | 2296 | 60 | 68.25 | 2327 | 60 | 68.74 | 0.39 |
| Motion | | 8 | 62.56 | | 8 | 64.23 | | 8 | 64.45 | 1.89 |
| Forces, Density, and Buoyancy | | 13 | 71.55 | | 13 | 71.26 | | 13 | 70.86 | -0.69 |
| Structure of Matter and Periodic Table | | 16 | 68.99 | | 16 | 67.76 | | 16 | 67.93 | -1.06 |
| Earth in the Solar System | | 7 | 71.91 | | 7 | 69.43 | | 7 | 68.30 | -3.61 |
| Reactions and the Chemistry of Living Systems | | 10 | 59.37 | | 10 | 64.62 | | 10 | 67.01 | 7.64 |
| Investigation and Experimentation | | 6 | 78.30 | | 6 | 73.05 | | 6 | 75.45 | -2.85 |
| Avg Performance Level | | P | | | P | | | P | | |
| Avg Scale Score | | 382 | | | 379 | | | 382 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 252 | 253 - 299 | 300 - 349 | 350 - 402 | 403 - 600 |

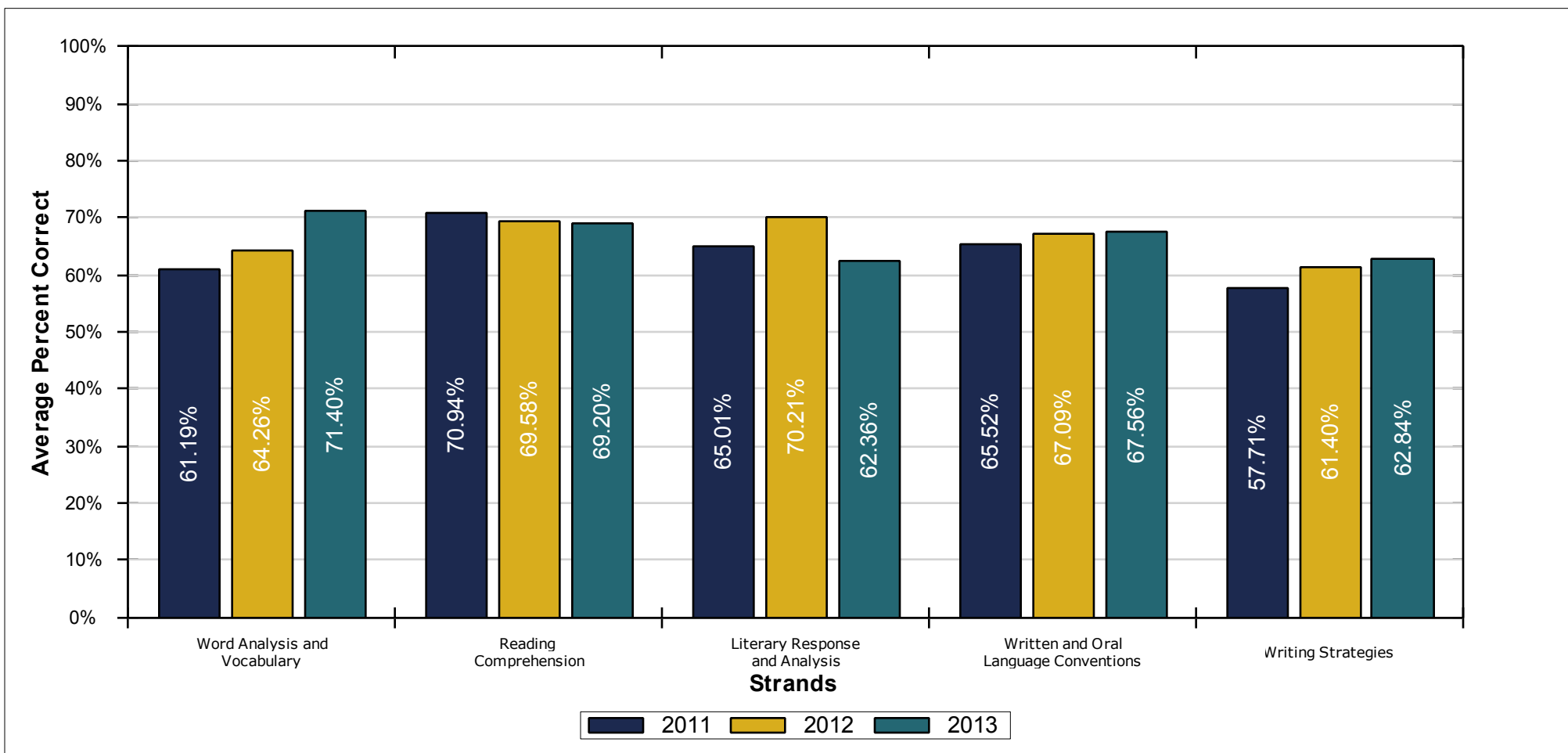
Grade 08 CST History-Social Science Component Subscores



| History-Social Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| HSS Total | 2522 | 75 | 64.16 | 2429 | 75 | 64.27 | 2450 | 75 | 63.53 | -0.63 |
| World History & Geography: Ancient Civilizations | | 16 | 64.44 | | 16 | 65.89 | | 16 | 65.52 | 1.09 |
| Late Antiquity and the Middle Ages | | 14 | 65.38 | | 14 | 62.70 | | 14 | 61.28 | -4.10 |
| Renaissance/Reformation | | 10 | 62.03 | | 10 | 67.61 | | 10 | 65.55 | 3.52 |
| U.S. Constitution and the Early Republic | | 22 | 64.31 | | 22 | 62.41 | | 22 | 62.25 | -2.06 |
| Civil War and its Aftermath | | 13 | 63.87 | | 13 | 64.52 | | 13 | 64.10 | 0.23 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 356 | | | 359 | | | 356 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 270 | 271 - 299 | 300 - 349 | 350 - 395 | 396 - 600 |

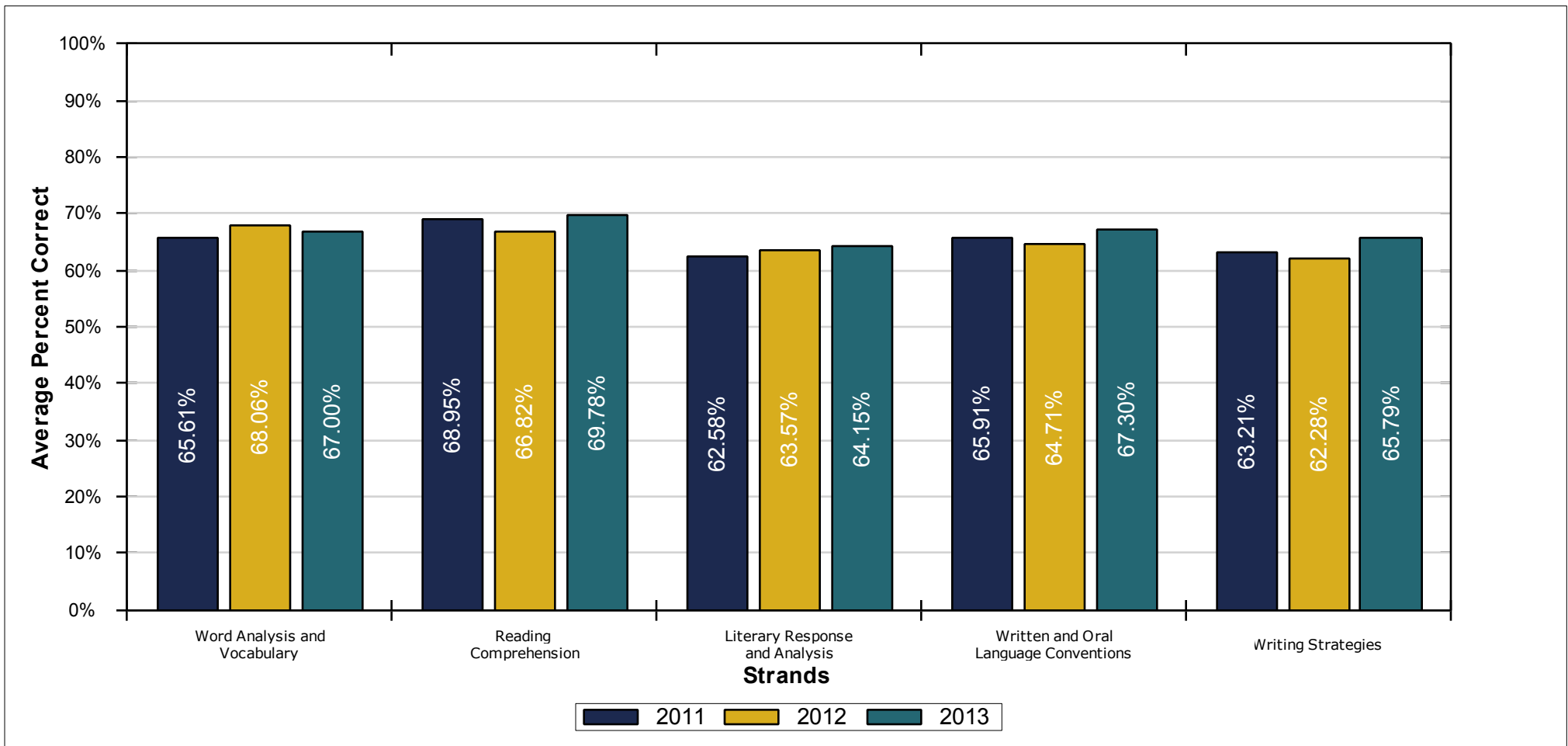
Grade 09 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2407 | 75 | 64.17 | 2357 | 75 | 66.54 | 1799 | 75 | 66.00 | 1.83 |
| ELA Reading | | 42 | 66.82 | | 42 | 68.81 | | 42 | 67.01 | 0.19 |
| Word Analysis and Vocabulary | | 8 | 61.19 | | 8 | 64.26 | | 8 | 71.40 | 10.21 |
| Reading Comprehension | | 18 | 70.94 | | 18 | 69.58 | | 18 | 69.20 | -1.74 |
| Literary Response and Analysis | | 16 | 65.01 | | 16 | 70.21 | | 16 | 62.36 | -2.65 |
| ELA Writing | | 33 | 60.79 | | 33 | 63.65 | | 33 | 64.70 | 3.91 |
| Written and Oral Language Conventions | | 13 | 65.52 | | 13 | 67.09 | | 13 | 67.56 | 2.04 |
| Writing Strategies | | 20 | 57.72 | | 20 | 61.40 | | 20 | 62.84 | 5.13 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 359 | | | 368 | | | 363 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 264 | 265 - 299 | 300 - 349 | 350 - 396 | 397 - 600 |

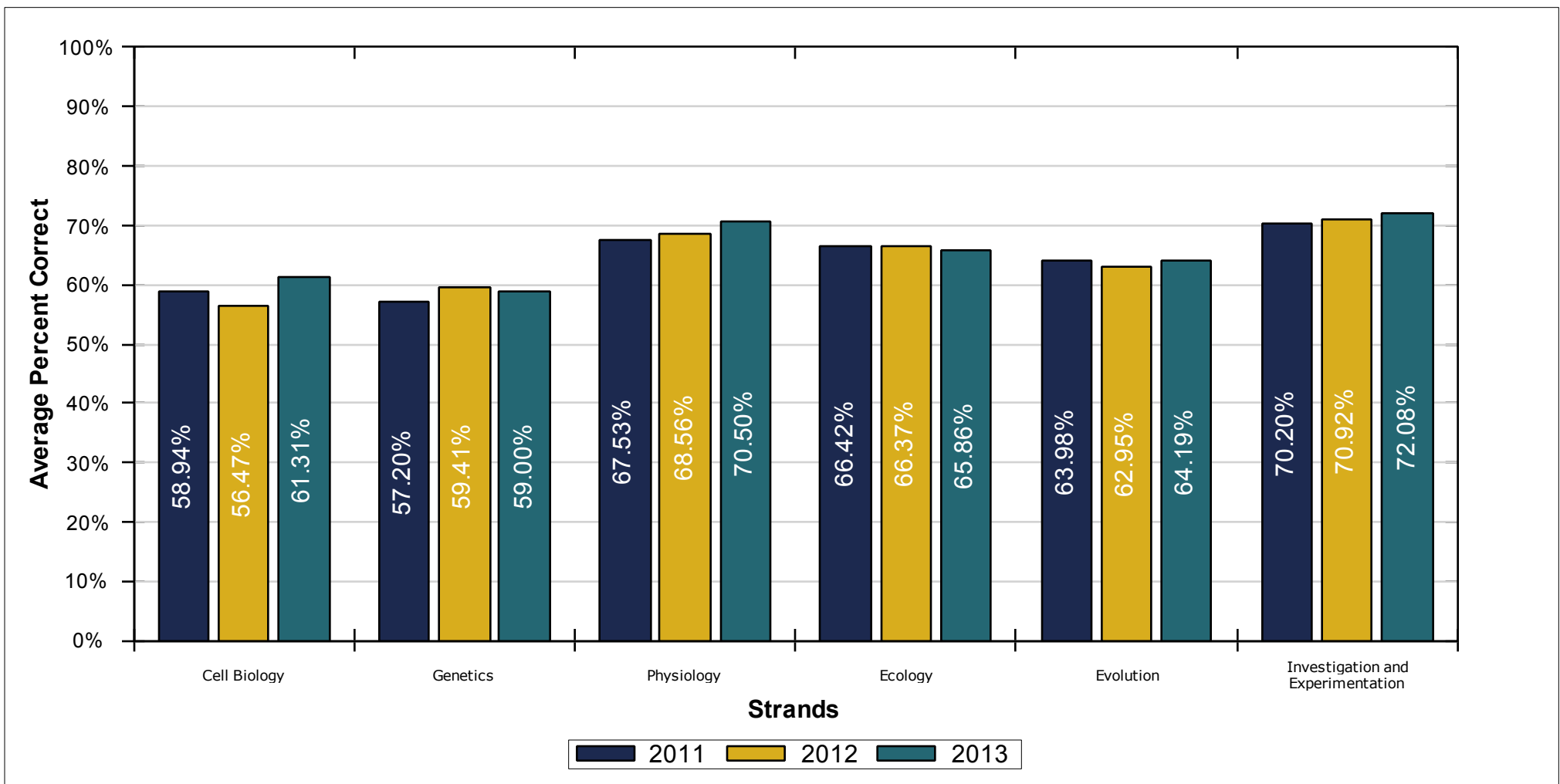
Grade 10 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2565 | 75 | 65.18 | 2334 | 75 | 64.68 | 1913 | 75 | 66.79 | 1.61 |
| ELA Reading | | 42 | 65.89 | | 42 | 65.82 | | 42 | 67.10 | 1.22 |
| Word Analysis and Vocabulary | | 8 | 65.61 | | 8 | 68.06 | | 8 | 67.00 | 1.39 |
| Reading Comprehension | | 18 | 68.95 | | 18 | 66.82 | | 18 | 69.78 | 0.83 |
| Literary Response and Analysis | | 16 | 62.58 | | 16 | 63.57 | | 16 | 64.15 | 1.57 |
| ELA Writing | | 33 | 64.28 | | 33 | 63.24 | | 33 | 66.39 | 2.11 |
| Written and Oral Language Conventions | | 13 | 65.91 | | 13 | 64.71 | | 13 | 67.30 | 1.39 |
| Writing Strategies | | 20 | 63.21 | | 20 | 62.28 | | 20 | 65.79 | 2.58 |
| Avg Performance Level | B | | | B | | | P | | | |
| Avg Scale Score | 346 | | | 345 | | | 350 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 262 | 263 - 299 | 300 - 349 | 350 - 391 | 392 - 600 |

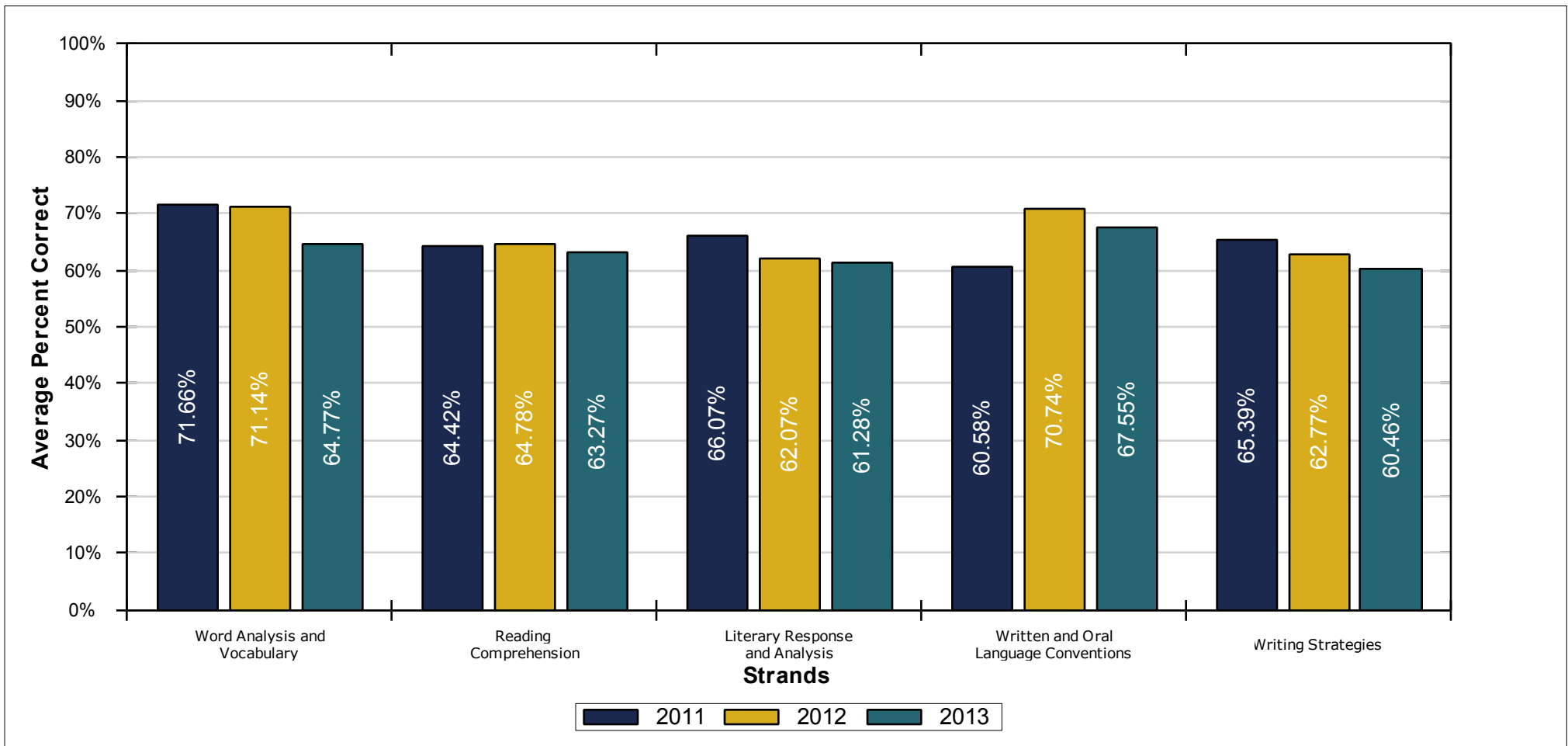
Grade 10 CST Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 2426 | 60 | 63.45 | 2285 | 60 | 63.52 | 1893 | 60 | 64.82 | 1.37 |
| Cell Biology | | 10 | 58.94 | | 10 | 56.47 | | 10 | 61.31 | 2.37 |
| Genetics | | 12 | 57.20 | | 12 | 59.41 | | 12 | 59.00 | 1.80 |
| Physiology | | 10 | 67.53 | | 10 | 68.56 | | 10 | 70.50 | 2.97 |
| Ecology | | 11 | 66.42 | | 11 | 66.37 | | 11 | 65.86 | -0.56 |
| Evolution | | 11 | 63.98 | | 11 | 62.95 | | 11 | 64.19 | 0.21 |
| Investigation and Experimentation | | 6 | 70.20 | | 6 | 70.92 | | 6 | 72.08 | 1.88 |
| Avg Performance Level | P | | | P | | | P | | | |
| Avg Scale Score | 350 | | | 353 | | | 358 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 268 | 269 - 299 | 300 - 349 | 350 - 398 | 399 - 600 |

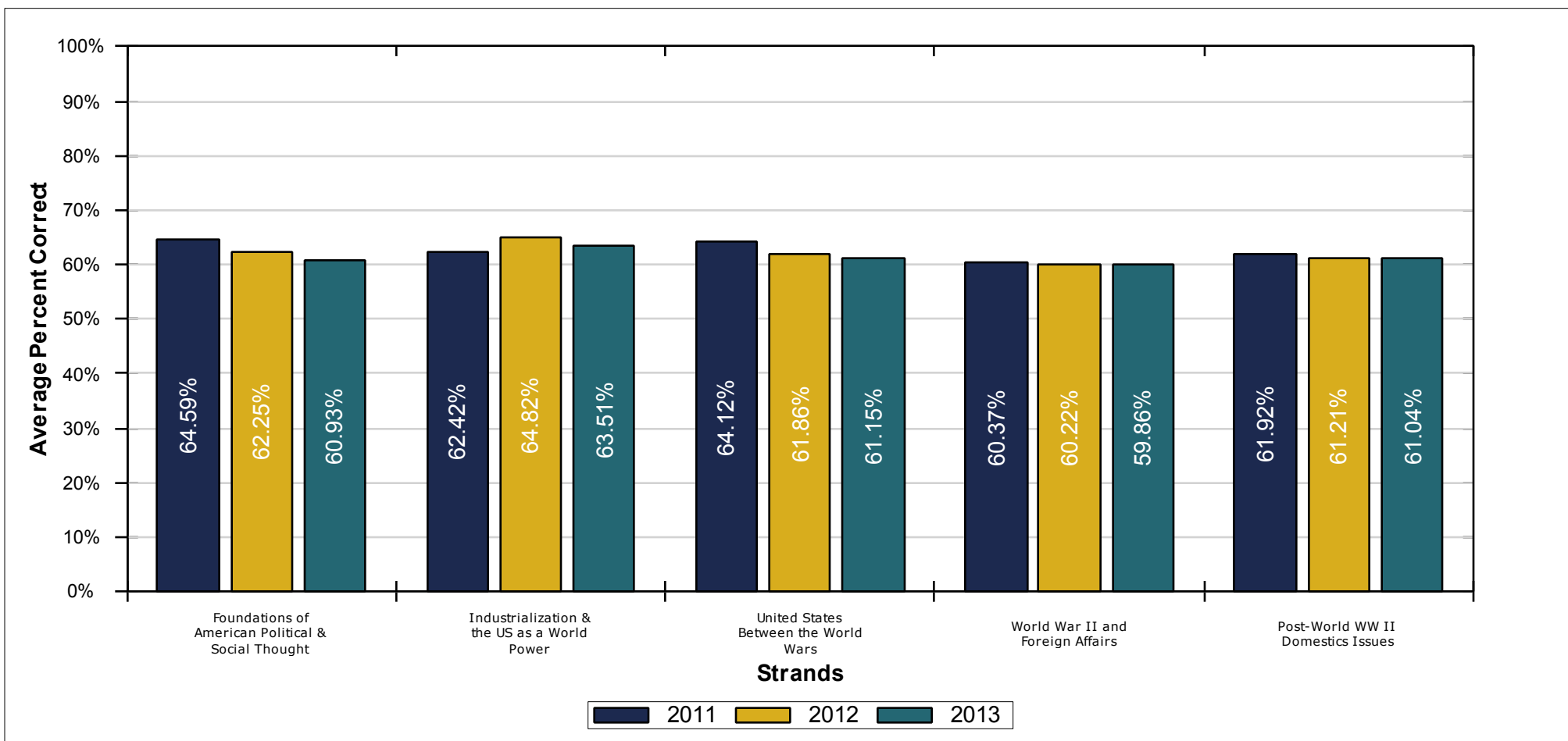
Grade 11 CST English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2376 | 75 | 65.39 | 2346 | 75 | 64.97 | 1821 | 75 | 62.67 | -2.72 |
| ELA Reading | | 44 | 66.37 | | 44 | 64.89 | | 44 | 62.77 | -3.60 |
| Word Analysis and Vocabulary | | 8 | 71.66 | | 8 | 71.14 | | 8 | 64.77 | -6.89 |
| Reading Comprehension | | 19 | 64.42 | | 19 | 64.78 | | 19 | 63.27 | -1.15 |
| Literary Response and Analysis | | 17 | 66.07 | | 17 | 62.07 | | 17 | 61.28 | -4.79 |
| ELA Writing | | 31 | 63.99 | | 31 | 65.08 | | 31 | 62.52 | -1.48 |
| Written and Oral Language Conventions | | 9 | 60.58 | | 9 | 70.74 | | 9 | 67.55 | 6.96 |
| Writing Strategies | | 22 | 65.39 | | 22 | 62.77 | | 22 | 60.46 | -4.93 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 346 | | | 344 | | | 339 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 258 | 259 - 299 | 300 - 349 | 350 - 395 | 396 - 600 |

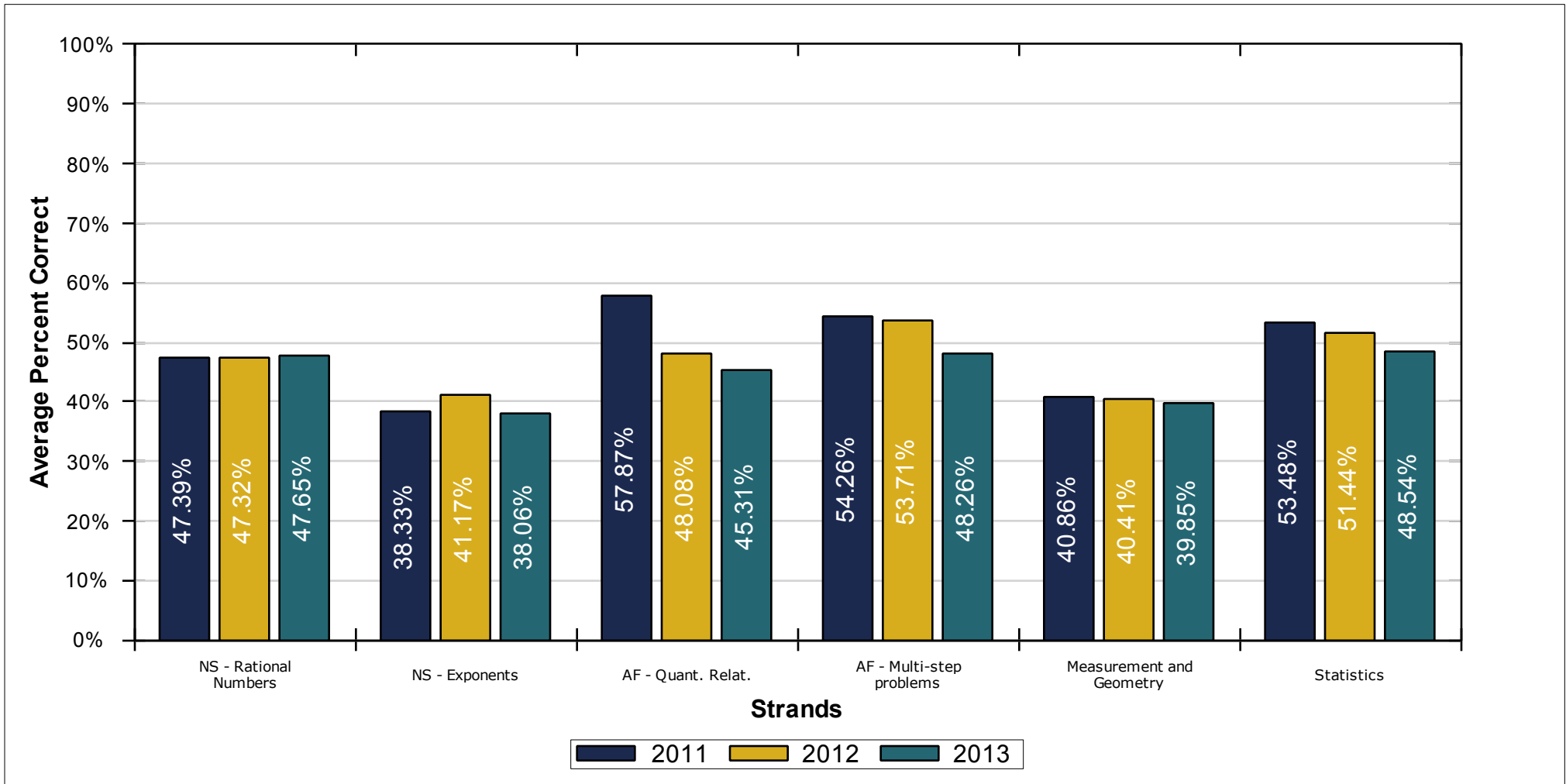
Grade 11 CST History-Social Science Component Subscores



| Grade 11 US History | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| HSS Total | 2310 | 60 | 62.60 | 2320 | 60 | 62.10 | 1825 | 60 | 61.34 | -1.26 |
| Foundations of American Political & Social Thought | | 10 | 64.59 | | 10 | 62.25 | | 10 | 60.93 | -3.66 |
| Industrialization & the US as a World Power | | 13 | 62.42 | | 13 | 64.82 | | 13 | 63.51 | 1.09 |
| United States Between the World Wars | | 12 | 64.12 | | 12 | 61.86 | | 12 | 61.15 | -2.97 |
| World War II and Foreign Affairs | | 12 | 60.37 | | 12 | 60.22 | | 12 | 59.86 | -0.51 |
| Post-World WW II Domestic Issues | | 13 | 61.92 | | 13 | 61.21 | | 13 | 61.04 | -0.89 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 348 | | | 347 | | | 343 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 269 | 270 - 299 | 300 - 349 | 350 - 400 | 401 - 600 |

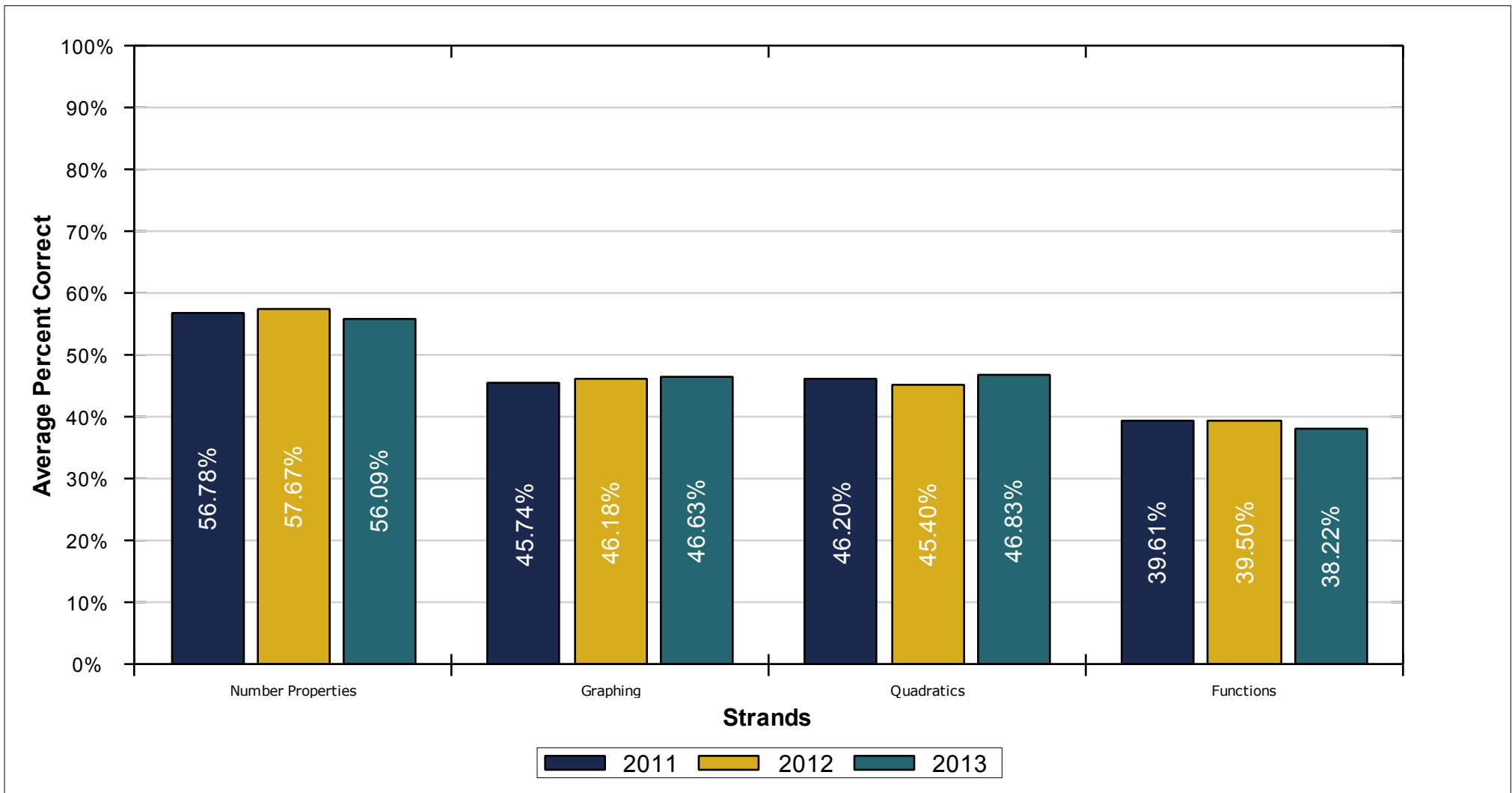
CST General Math Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 695 | 65 | 48.56 | 650 | 65 | 46.89 | 258 | 65 | 44.68 | -3.89 |
| NS - Rational Numbers | | 14 | 47.39 | | 14 | 47.32 | | 14 | 47.65 | 0.26 |
| NS - Exponents | | 10 | 38.33 | | 10 | 41.17 | | 10 | 38.06 | -0.27 |
| AF - Quant. Relat. | | 11 | 57.87 | | 11 | 48.08 | | 11 | 45.31 | -12.55 |
| AF - Multi-step problems | | 10 | 54.26 | | 10 | 53.71 | | 10 | 48.26 | -6.00 |
| Measurement and Geometry | | 11 | 40.86 | | 11 | 40.41 | | 11 | 39.85 | -1.01 |
| Statistics | | 9 | 53.48 | | 9 | 51.44 | | 9 | 48.54 | -4.94 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 307 | | | 303 | | | 302 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 256 | 257 - 299 | 300 - 349 | 350 - 413 | 414 - 600 |

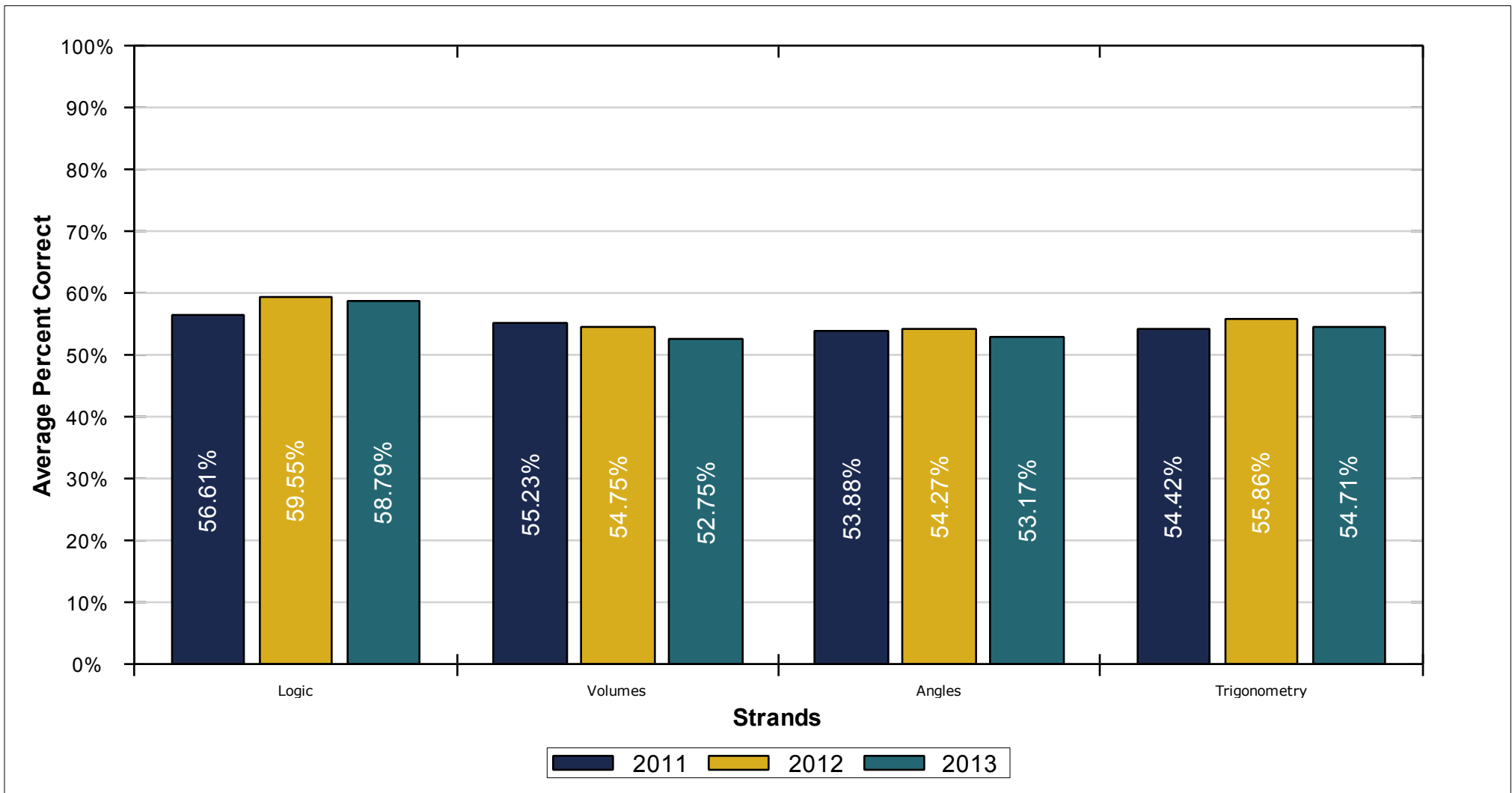
CST Algebra 1 Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 3859 | 65 | 47.55 | 3608 | 65 | 47.60 | 3582 | 65 | 47.49 | -0.06 |
| Number Properties | | 17 | 56.78 | | 17 | 57.67 | | 17 | 56.09 | -0.69 |
| Graphing | | 14 | 45.74 | | 14 | 46.18 | | 14 | 46.63 | 0.90 |
| Quadratics | | 21 | 46.20 | | 21 | 45.40 | | 21 | 46.83 | 0.63 |
| Functions | | 13 | 39.61 | | 13 | 39.50 | | 13 | 38.22 | -1.40 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 320 | | | 320 | | | 320 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 252 | 253 - 299 | 300 - 349 | 350 - 427 | 428 - 600 |

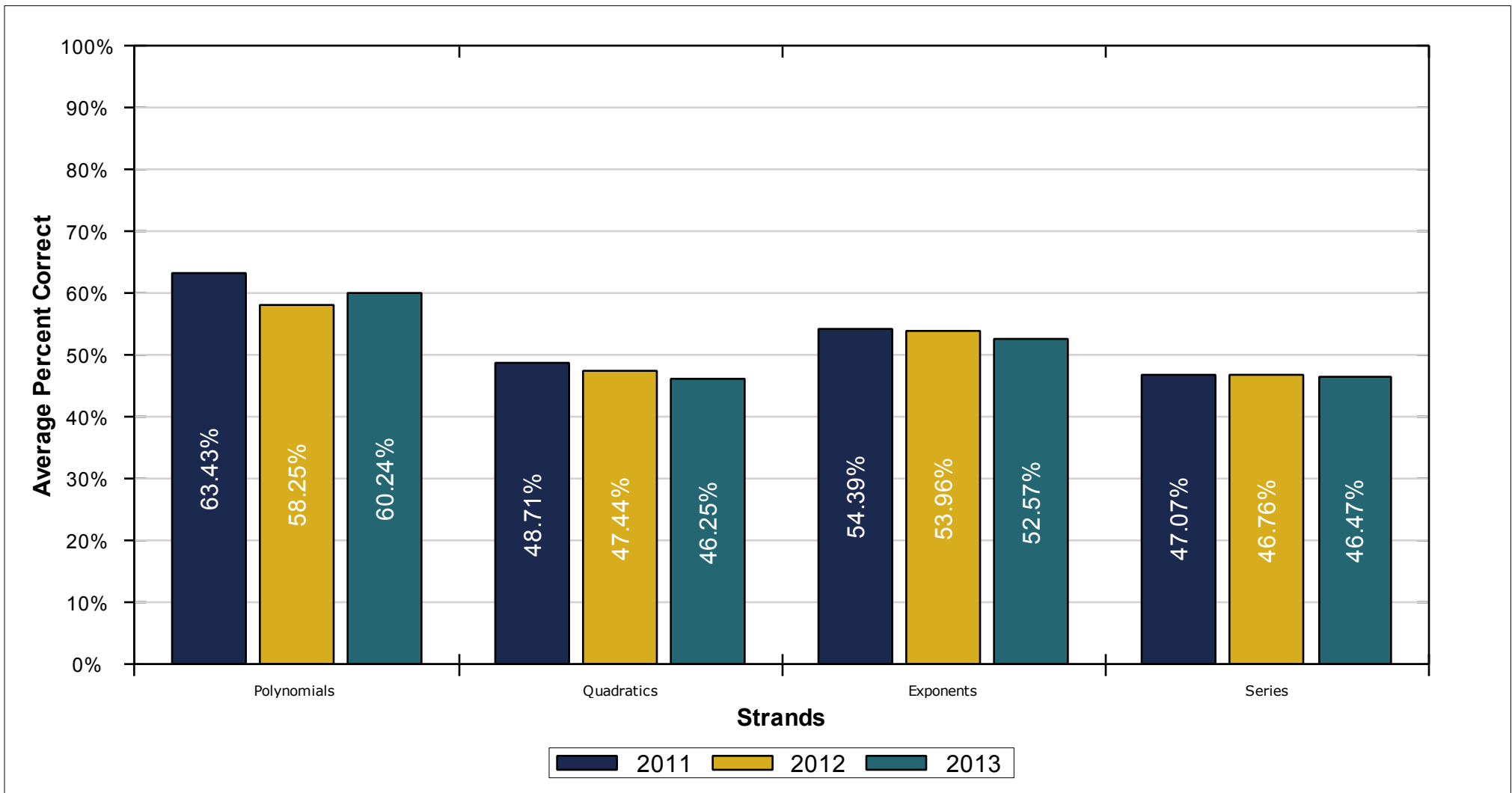
CST Geometry Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2187 | 65 | 55.20 | 2050 | 65 | 56.59 | 1755 | 65 | 55.44 | 0.24 |
| Logic | | 23 | 56.61 | | 23 | 59.55 | | 23 | 58.79 | 2.18 |
| Volumes | | 11 | 55.23 | | 11 | 54.75 | | 11 | 52.75 | -2.48 |
| Angles | | 16 | 53.88 | | 16 | 54.27 | | 16 | 53.17 | -0.71 |
| Trigonometry | | 15 | 54.42 | | 15 | 55.86 | | 15 | 54.71 | 0.29 |
| Avg Performance Level | | B | | | B | | | B | | |
| Avg Scale Score | | 321 | | | 325 | | | 321 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 246 | 247 - 299 | 300 - 349 | 350 - 417 | 418 - 600 |

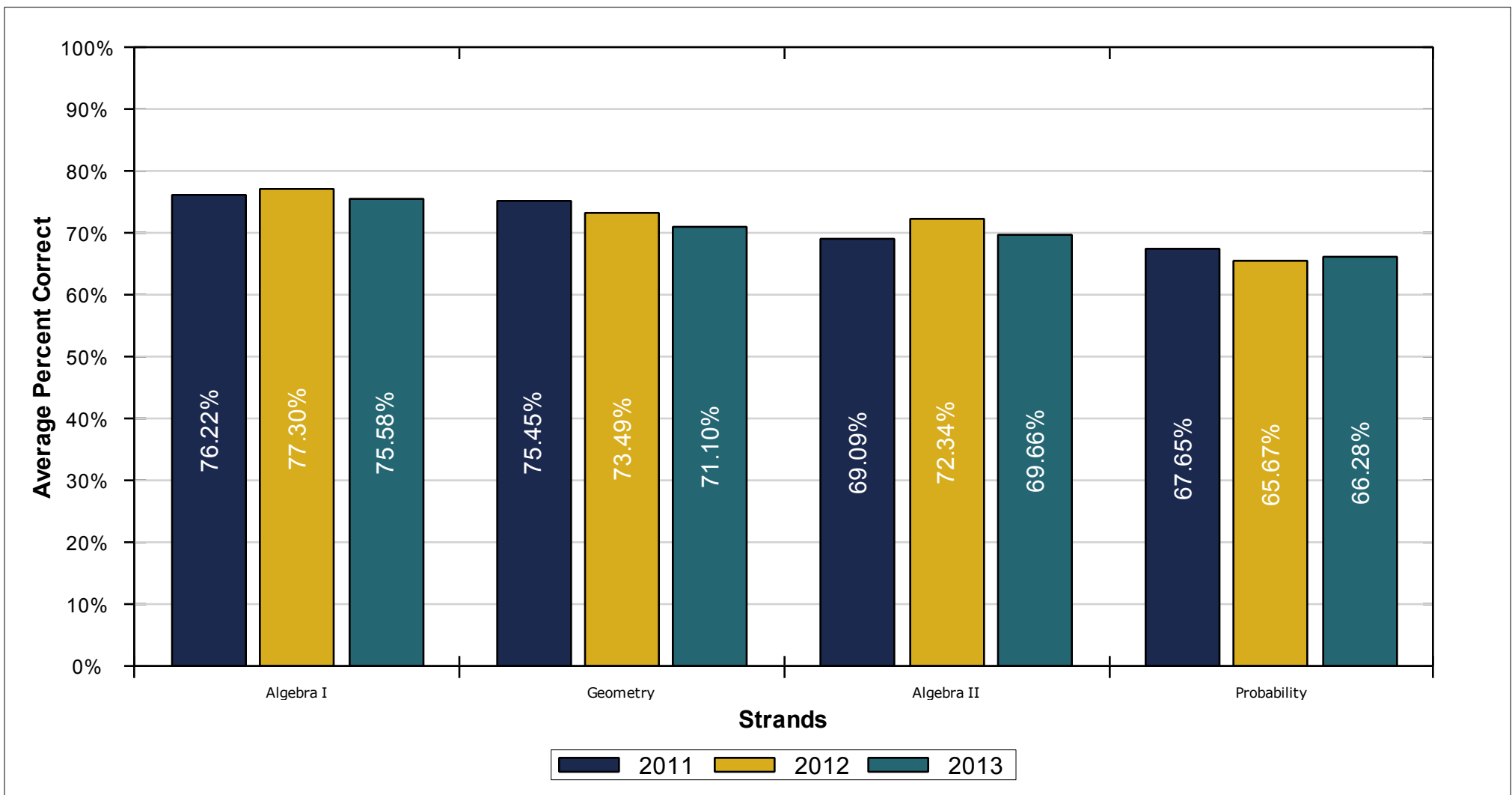
CST Algebra 2 Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 1548 | 65 | 54.06 | 1538 | 65 | 52.06 | 1161 | 65 | 51.94 | -2.12 |
| Polynomials | | 19 | 63.43 | | 19 | 58.25 | | 19 | 60.24 | -3.19 |
| Quadratics | | 16 | 48.71 | | 16 | 47.44 | | 16 | 46.25 | -2.46 |
| Exponents | | 16 | 54.39 | | 16 | 53.96 | | 16 | 52.57 | -1.82 |
| Series | | 14 | 47.07 | | 14 | 46.76 | | 14 | 46.47 | -0.60 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 324 | | | 319 | | | 317 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 256 | 257 - 299 | 300 - 349 | 350 - 415 | 416 - 600 |

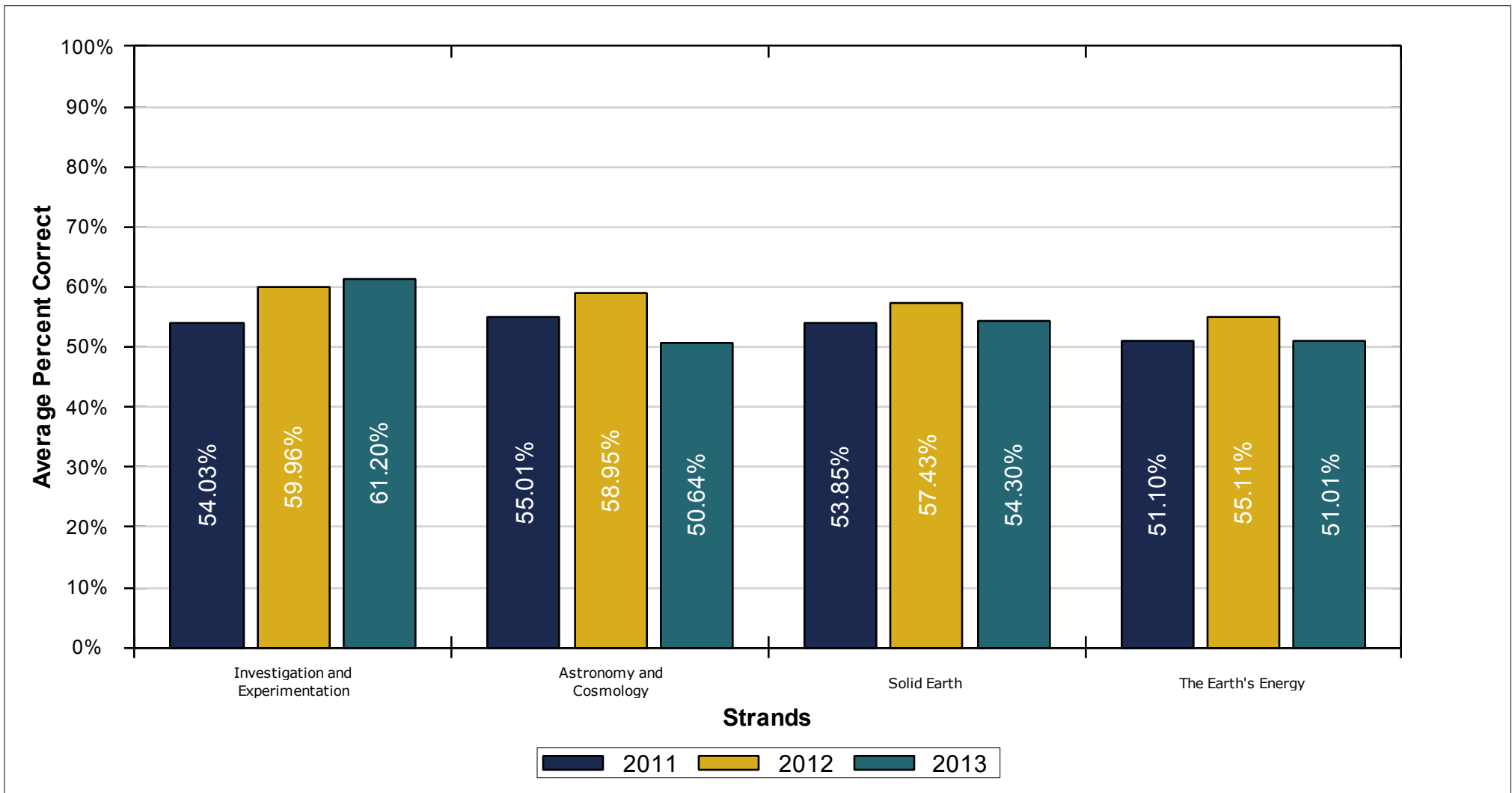
CST Summative Math Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 669 | 65 | 72.81 | 751 | 65 | 73.54 | 656 | 65 | 71.46 | -1.35 |
| Algebra I | | 18 | 76.22 | | 18 | 77.30 | | 18 | 75.58 | -0.64 |
| Geometry | | 19 | 75.45 | | 19 | 73.49 | | 19 | 71.10 | -4.35 |
| Algebra II | | 23 | 69.09 | | 23 | 72.34 | | 23 | 69.66 | 0.57 |
| Probability | | 5 | 67.65 | | 5 | 65.67 | | 5 | 66.28 | -1.37 |
| Avg Performance Level | | P | | | P | | | P | | |
| Avg Scale Score | | 357 | | | 366 | | | 354 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 234 | 235 - 299 | 300 - 349 | 350 - 419 | 420 - 600 |

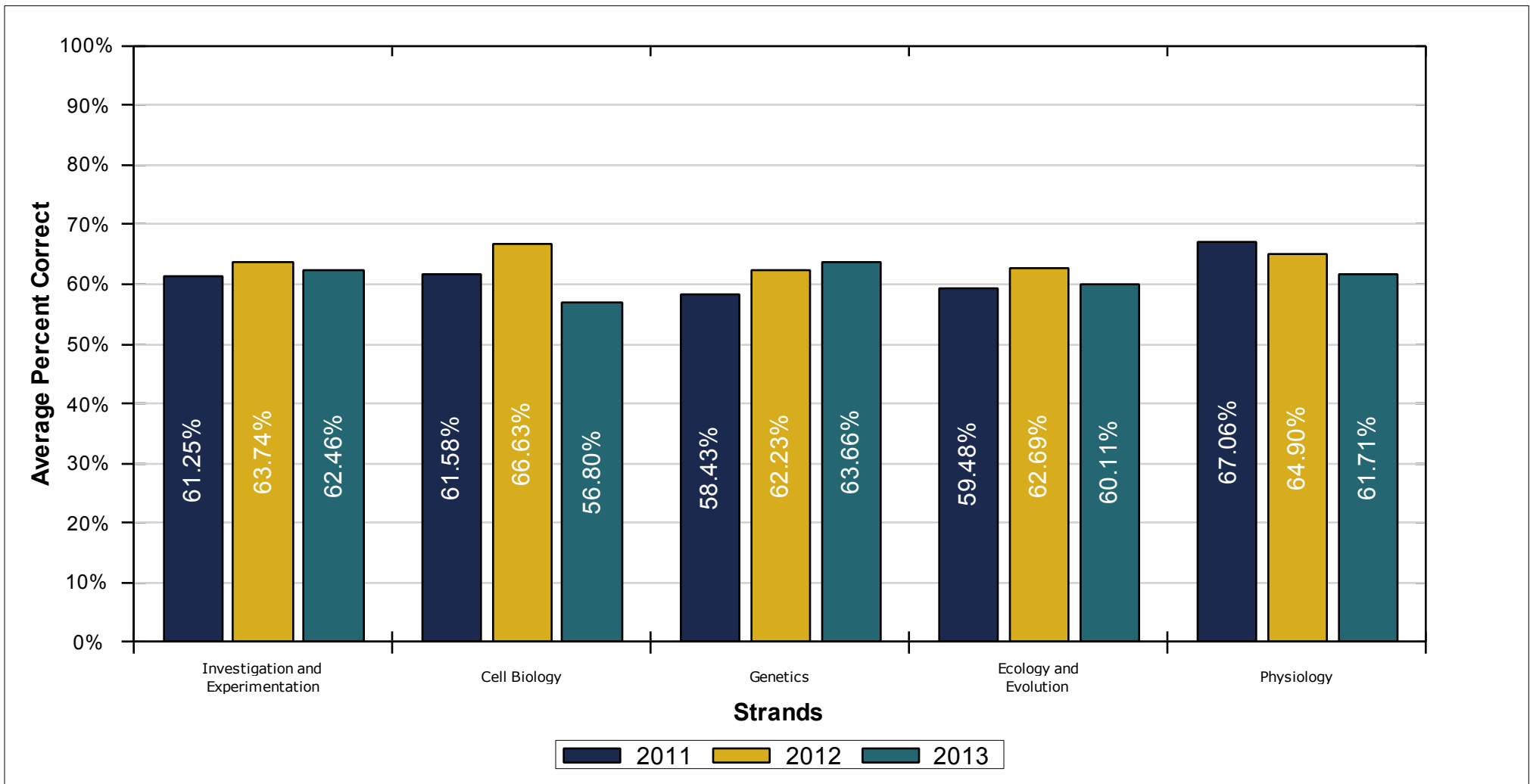
CST Earth Science Component Subscores



| Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Science Total | 894 | 60 | 52.82 | 842 | 60 | 56.90 | 680 | 60 | 52.72 | -0.09 |
| Investigation and Experimentation | | 6 | 54.03 | | 6 | 59.96 | | 6 | 61.20 | 7.17 |
| Astronomy and Cosmology | | 12 | 55.01 | | 12 | 58.95 | | 12 | 50.64 | -4.37 |
| Solid Earth | | 14 | 53.85 | | 14 | 57.43 | | 14 | 54.30 | 0.45 |
| The Earth's Energy | | 28 | 51.10 | | 28 | 55.11 | | 28 | 51.01 | -0.08 |
| Avg Performance Level | | B | | | B | | | B | | |
| Avg Scale Score | | 320 | | | 327 | | | 322 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 276 | 277 - 299 | 300 - 349 | 350 - 392 | 393 - 600 |

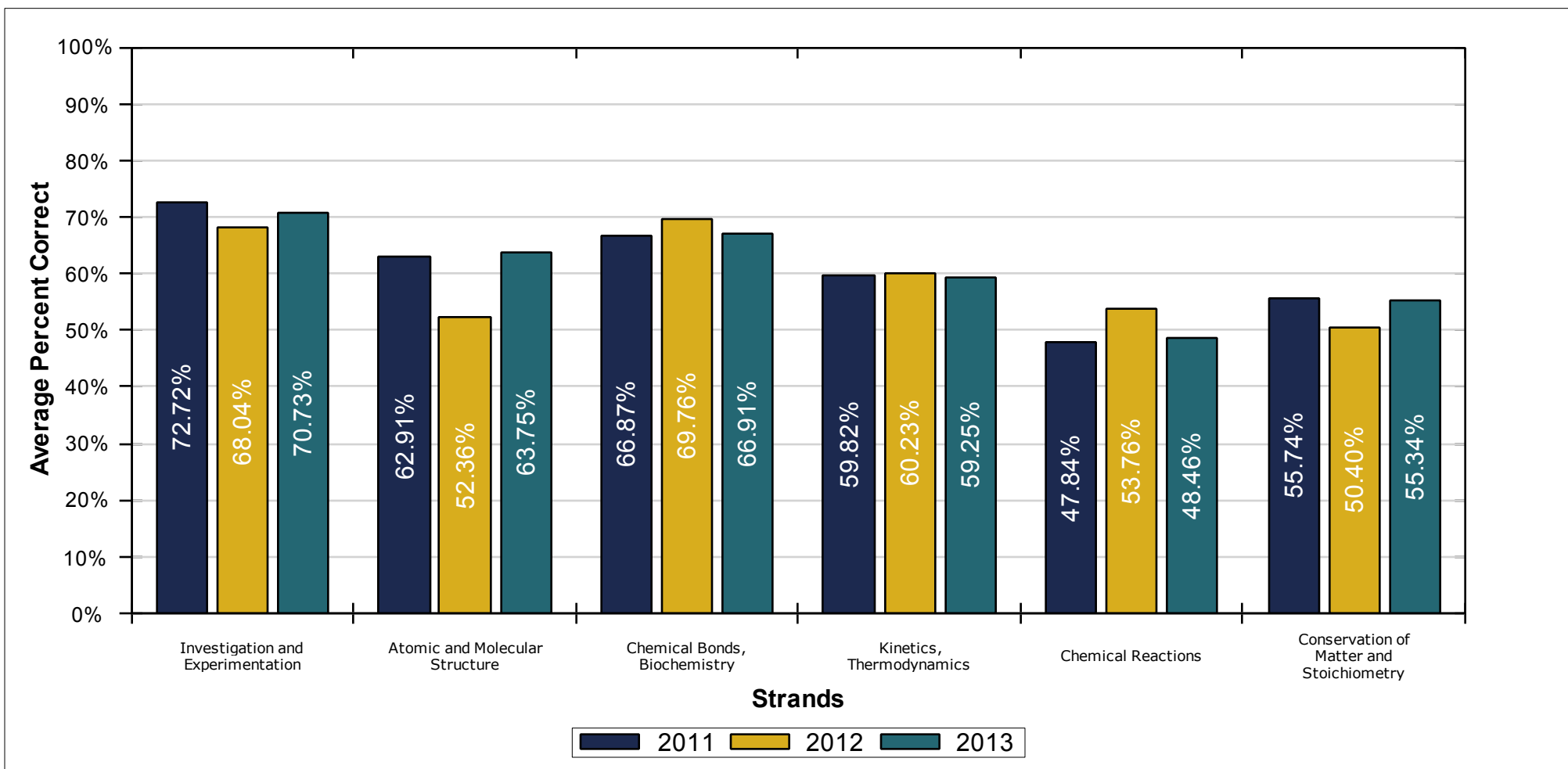
CST Biology Component Subscores



| Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Science Total | 3113 | 60 | 61.05 | 3127 | 60 | 63.65 | 2589 | 60 | 61.20 | 0.16 |
| Investigation and Experimentation | | 6 | 61.25 | | 6 | 63.74 | | 6 | 62.46 | 1.21 |
| Cell Biology | | 9 | 61.58 | | 9 | 66.63 | | 9 | 56.80 | -4.79 |
| Genetics | | 18 | 58.43 | | 18 | 62.23 | | 18 | 63.66 | 5.23 |
| Ecology and Evolution | | 16 | 59.48 | | 16 | 62.69 | | 16 | 60.11 | 0.62 |
| Physiology | | 11 | 67.06 | | 11 | 64.90 | | 11 | 61.71 | -5.36 |
| Avg Performance Level | | B | | | P | | | P | | |
| Avg Scale Score | | 346 | | | 353 | | | 350 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 275 | 276 - 299 | 300 - 349 | 350 - 393 | 394 - 600 |

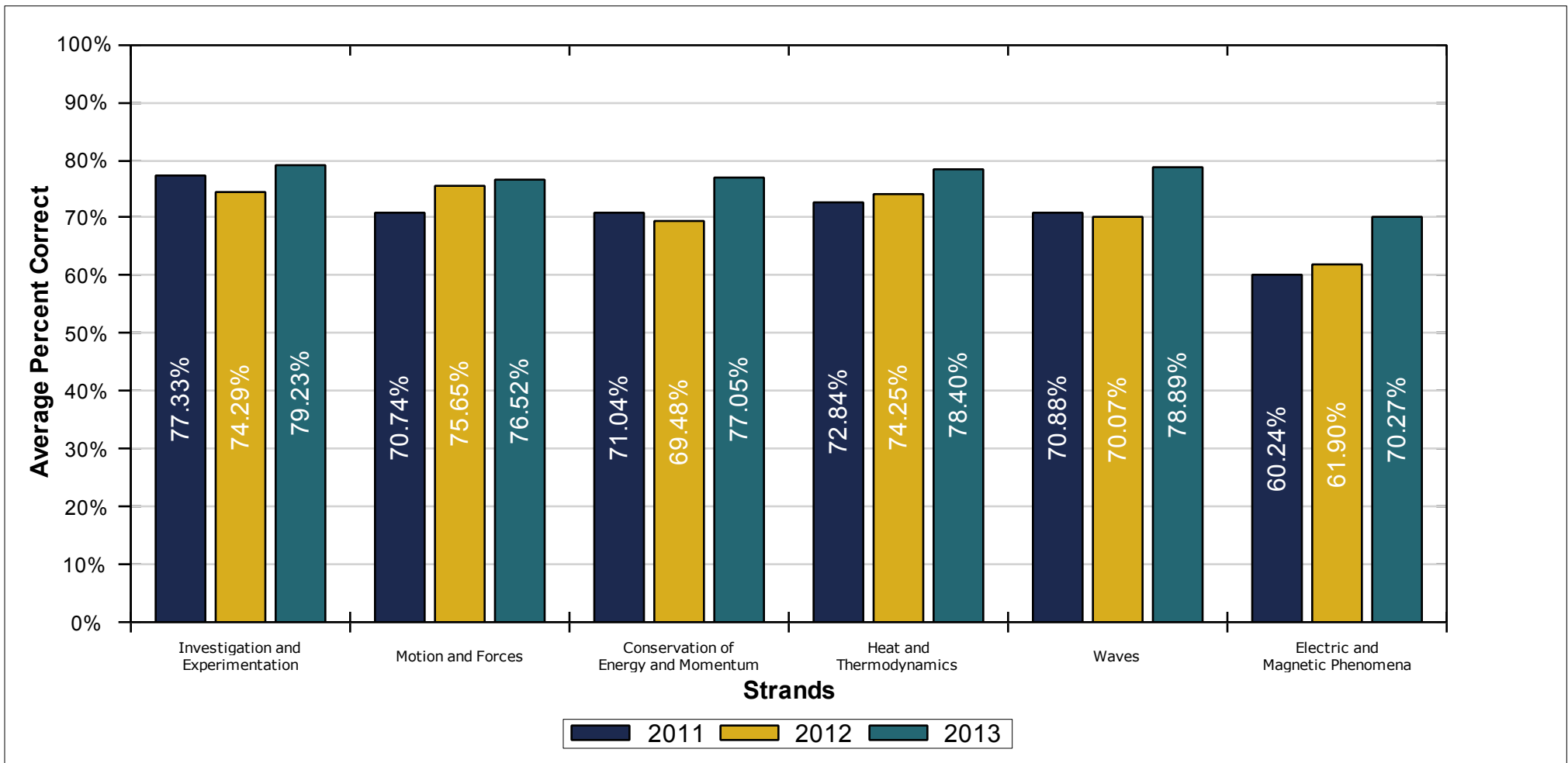
CST Chemistry Component Subscores



| Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Science Total | 1650 | 60 | 59.30 | 1565 | 60 | 58.35 | 1348 | 60 | 59.16 | -0.14 |
| Investigation and Experimentation | | 6 | 72.72 | | 6 | 68.04 | | 6 | 70.73 | -1.98 |
| Atomic and Molecular Structure | | 8 | 62.91 | | 8 | 52.36 | | 8 | 63.75 | 0.84 |
| Chemical Bonds, Biochemistry | | 9 | 66.87 | | 9 | 69.76 | | 9 | 66.91 | 0.05 |
| Kinetics, Thermodynamics | | 14 | 59.82 | | 14 | 60.23 | | 14 | 59.25 | -0.57 |
| Chemical Reactions | | 13 | 47.84 | | 13 | 53.76 | | 13 | 48.46 | 0.62 |
| Conservation of Matter and Stoichiometry | | 10 | 55.74 | | 10 | 50.40 | | 10 | 55.34 | -0.40 |
| Avg Performance Level | | B | | | B | | | B | | |
| Avg Scale Score | | 333 | | | 328 | | | 334 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 275 | 276 - 299 | 300 - 349 | 350 - 393 | 394 - 600 |

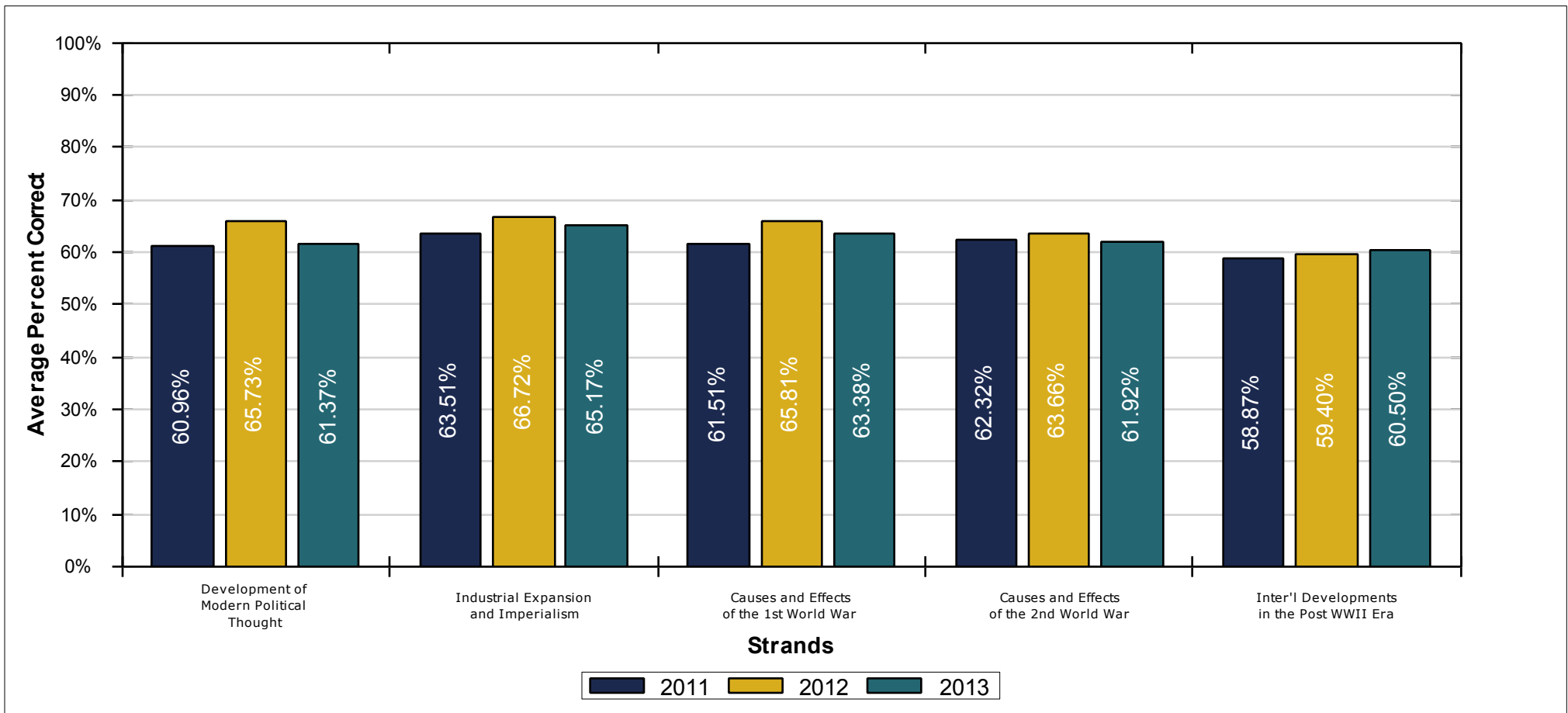
CST Physics Component Subscores



| Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-------------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Science Total | 297 | 60 | 69.87 | 293 | 60 | 70.62 | 126 | 60 | 76.43 | 6.56 |
| Investigation and Experimentation | | 6 | 77.33 | | 6 | 74.29 | | 6 | 79.23 | 1.90 |
| Motion and Forces | | 12 | 70.74 | | 12 | 75.65 | | 12 | 76.52 | 5.79 |
| Conservation of Energy and Momentum | | 12 | 71.04 | | 12 | 69.48 | | 12 | 77.05 | 6.01 |
| Heat and Thermodynamics | | 9 | 72.84 | | 9 | 74.25 | | 9 | 78.40 | 5.56 |
| Waves | | 10 | 70.88 | | 10 | 70.07 | | 10 | 78.89 | 8.01 |
| Electric and Magnetic Phenomena | | 11 | 60.24 | | 11 | 61.90 | | 11 | 70.27 | 10.04 |
| Avg Performance Level | | P | | | P | | | A | | |
| Avg Scale Score | | 372 | | | 377 | | | 395 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 275 | 276 - 299 | 300 - 349 | 350 - 392 | 393 - 600 |

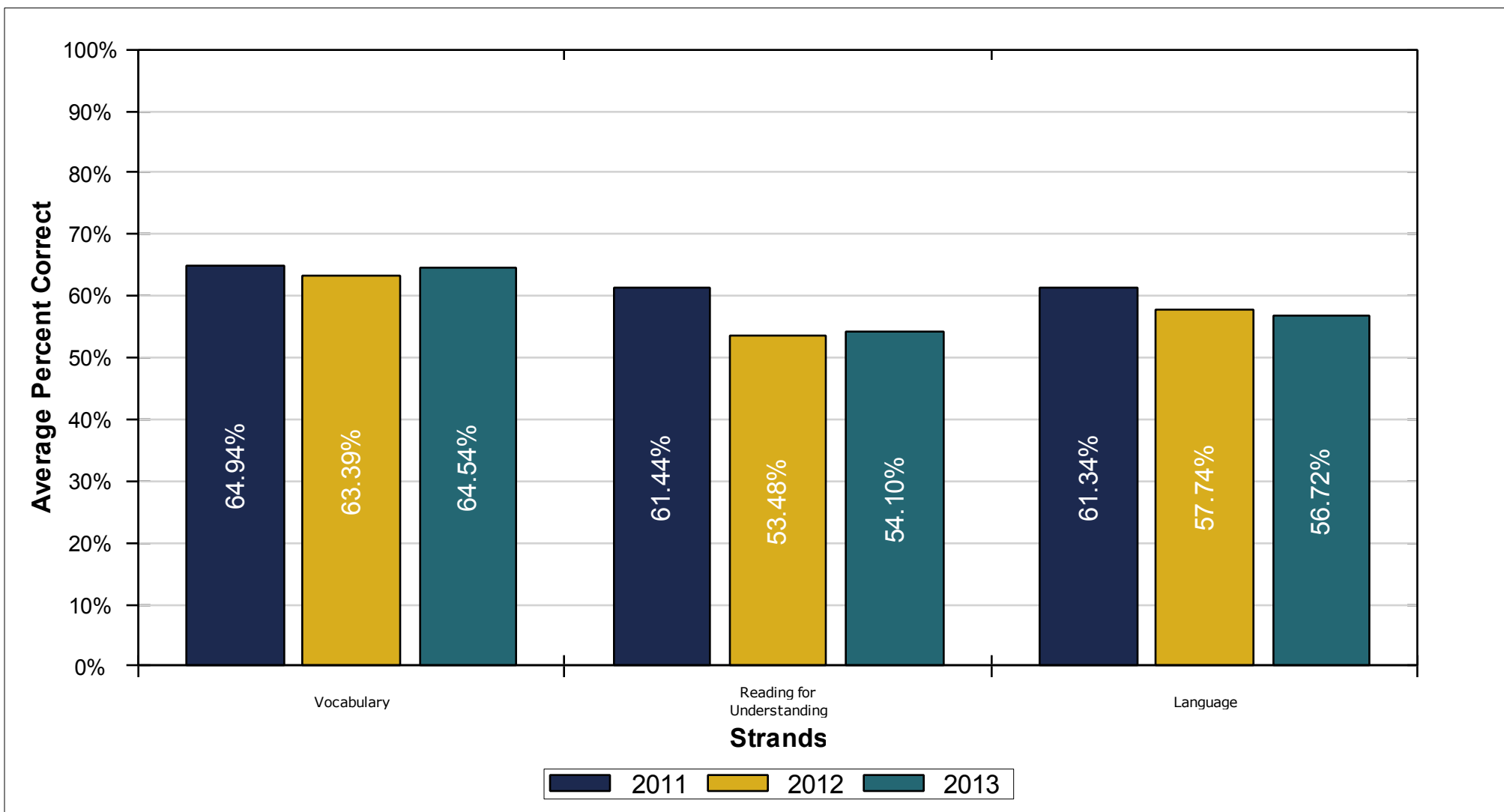
Grades 09-11 CST World History Component Subscores



| World History | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| World History Total | 2443 | 60 | 61.46 | 2449 | 60 | 64.41 | 1993 | 60 | 62.45 | 0.99 |
| Development of Modern Political Thought | | 13 | 60.96 | | 13 | 65.73 | | 13 | 61.37 | 0.41 |
| Industrial Expansion and Imperialism | | 10 | 63.51 | | 10 | 66.72 | | 10 | 65.17 | 1.67 |
| Causes and Effects of the 1st World War | | 14 | 61.51 | | 14 | 65.81 | | 14 | 63.38 | 1.87 |
| Causes and Effects of the 2nd World War | | 13 | 62.32 | | 13 | 63.66 | | 13 | 61.92 | -0.40 |
| Inter'l Developments in the Post WWII Era | | 10 | 58.87 | | 10 | 59.40 | | 10 | 60.50 | 1.63 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 339 | | | 346 | | | 344 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 274 | 275 - 299 | 300 - 349 | 350 - 399 | 400 - 600 |

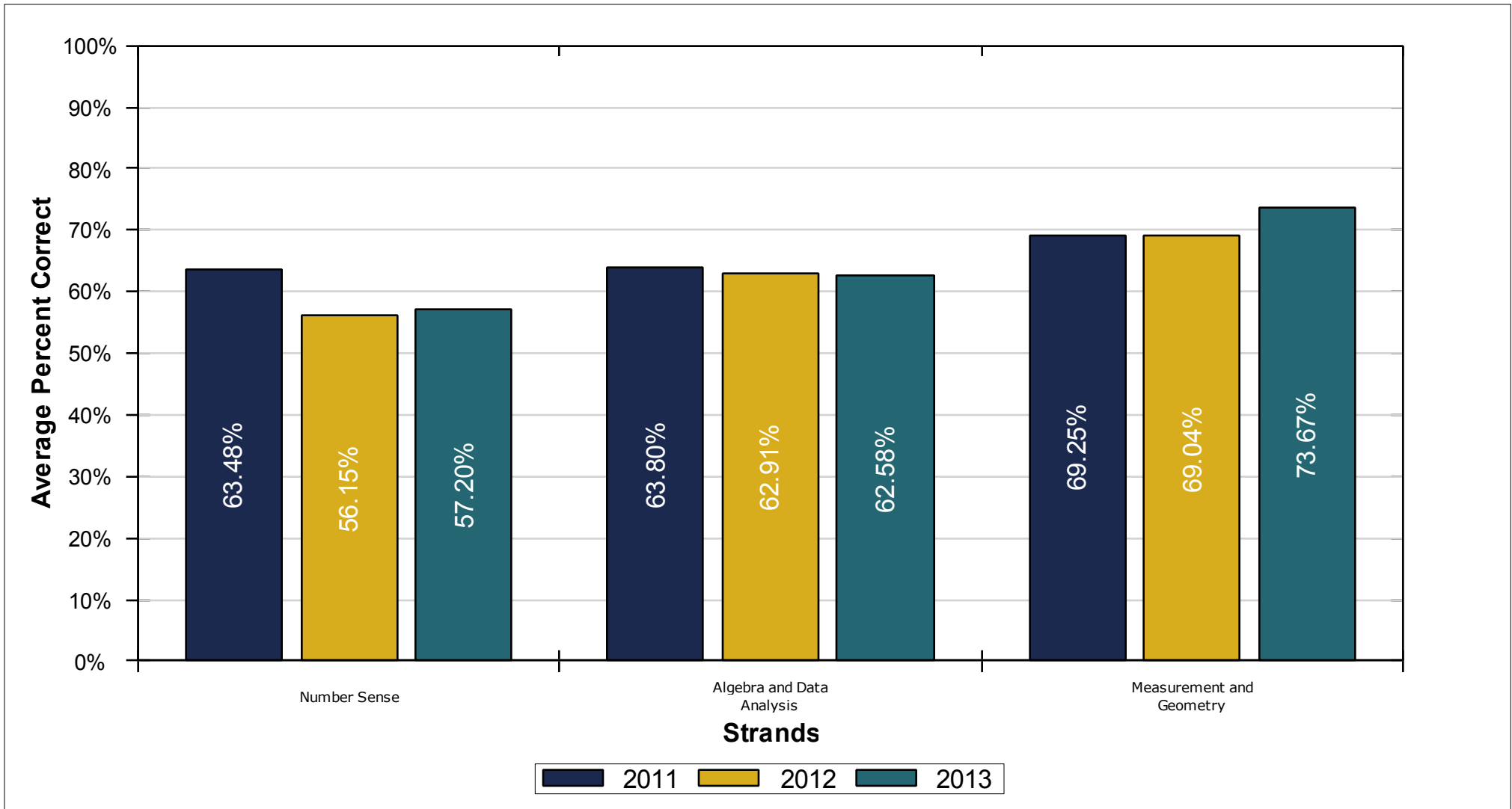
Grade 03 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 110 | 48 | 62.42 | 119 | 48 | 57.88 | 112 | 48 | 58.07 | -4.35 |
| Vocabulary | | 14 | 64.94 | | 14 | 63.39 | | 14 | 64.54 | -0.39 |
| Reading for Understanding | | 17 | 61.44 | | 17 | 53.48 | | 17 | 54.10 | -7.35 |
| Language | | 17 | 61.34 | | 17 | 57.74 | | 17 | 56.72 | -4.61 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 313 | | | 302 | | | 306 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 227 | 228 - 299 | 300 - 349 | 350 - 396 | 397 - 600 |

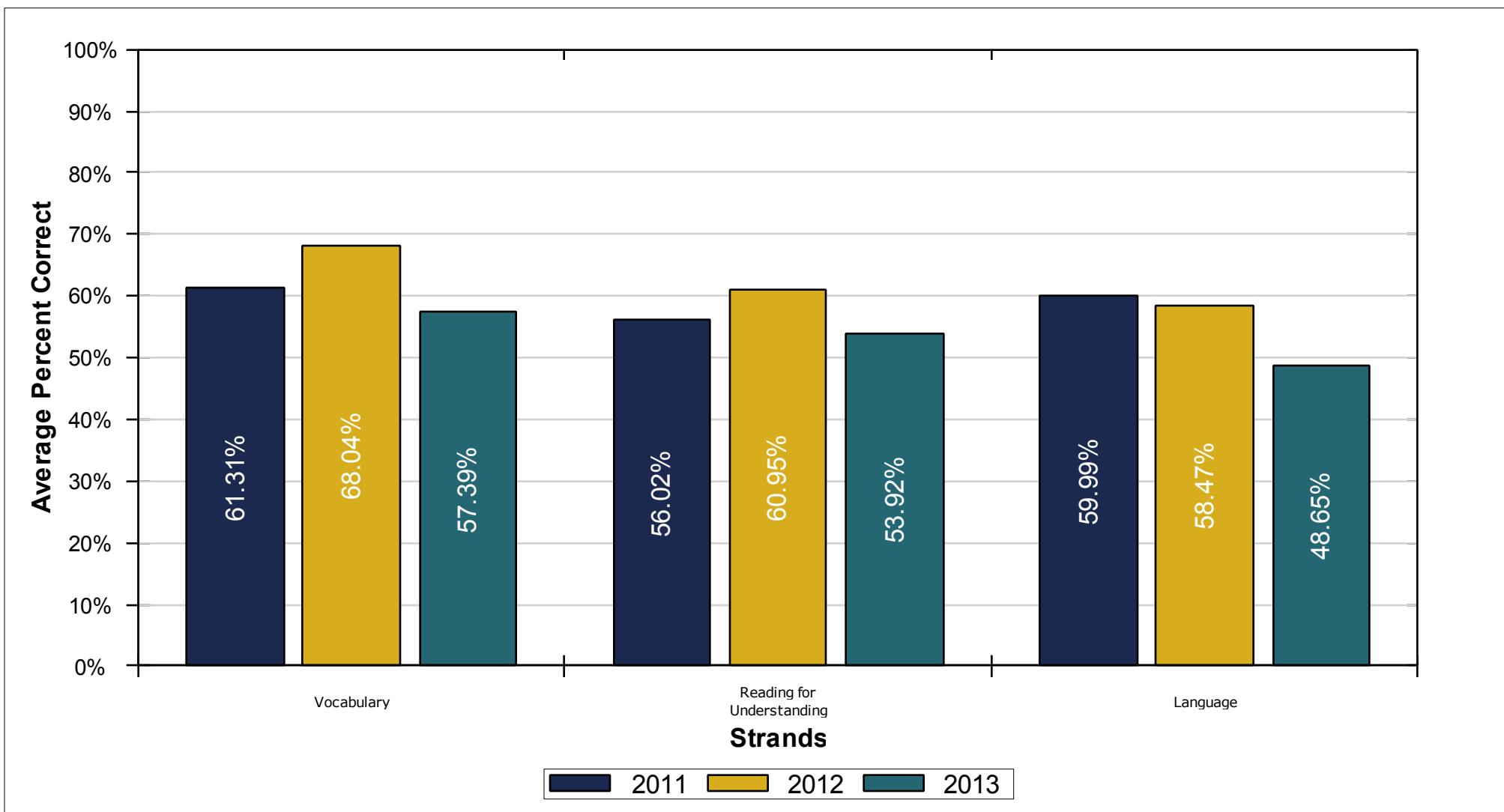
Grade 03 CMA Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 102 | 48 | 64.89 | 101 | 48 | 60.93 | 96 | 48 | 62.43 | -2.45 |
| Number Sense | | 24 | 63.48 | | 24 | 56.15 | | 24 | 57.20 | -6.28 |
| Algebra and Data Analysis | | 13 | 63.80 | | 13 | 62.91 | | 13 | 62.58 | -1.22 |
| Measurement and Geometry | | 11 | 69.25 | | 11 | 69.04 | | 11 | 73.67 | 4.42 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 337 | | | 320 | | | 321 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 228 | 229 - 299 | 300 - 349 | 350 - 422 | 423 - 600 |

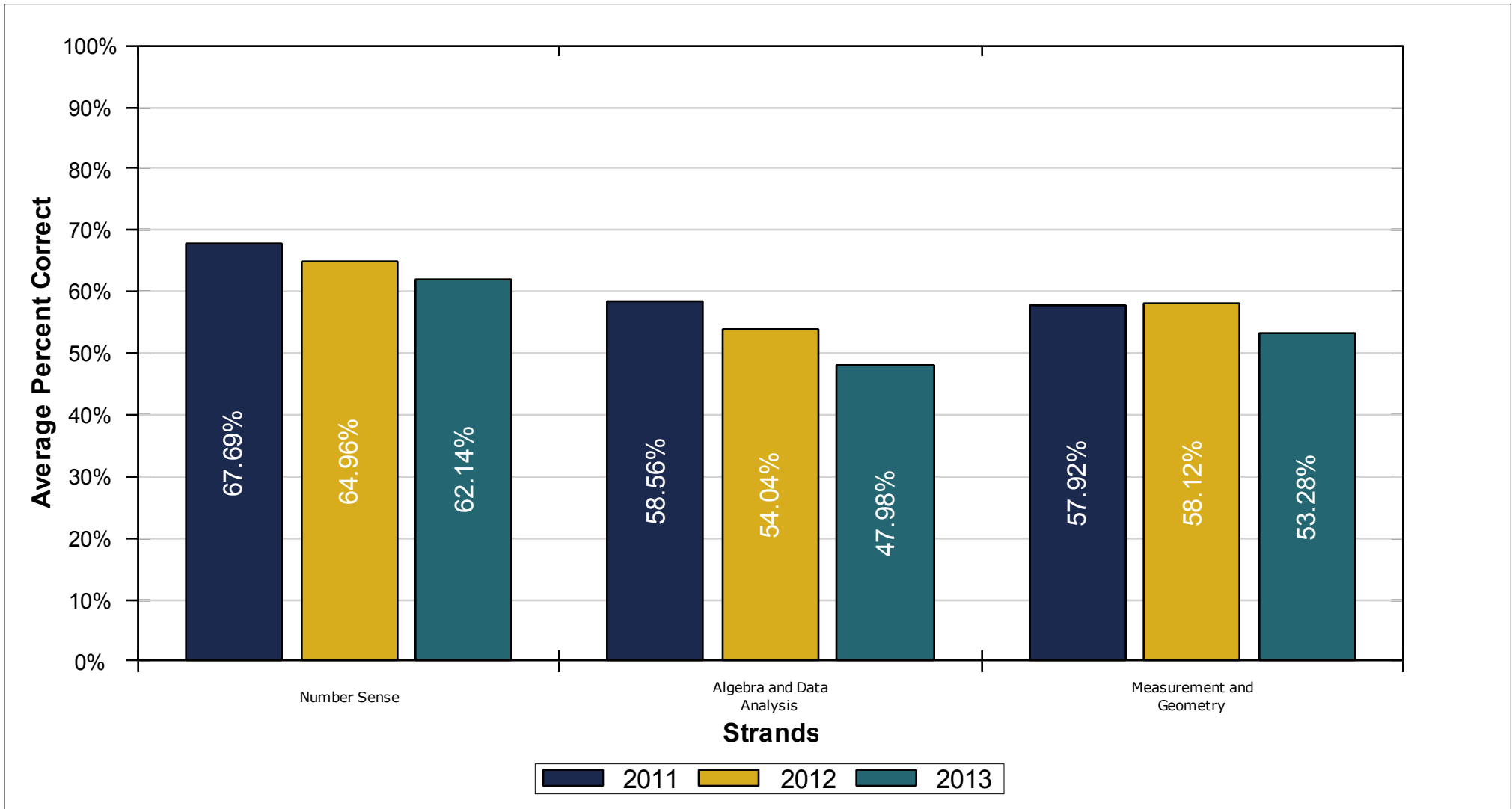
Grade 04 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 164 | 48 | 58.97 | 161 | 52 | 56.76 | 166 | 52 | 48.38 | -10.59 |
| Vocabulary | | 11 | 61.31 | | 11 | 68.04 | | 11 | 57.39 | -3.91 |
| Reading for Understanding | | 16 | 56.02 | | 16 | 60.95 | | 16 | 53.92 | -2.11 |
| Language | | 21 | 59.99 | | 21 | 58.47 | | 21 | 48.65 | -11.34 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 333 | | | 343 | | | 310 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 240 | 241 - 299 | 300 - 349 | 350 - 406 | 407 - 600 |

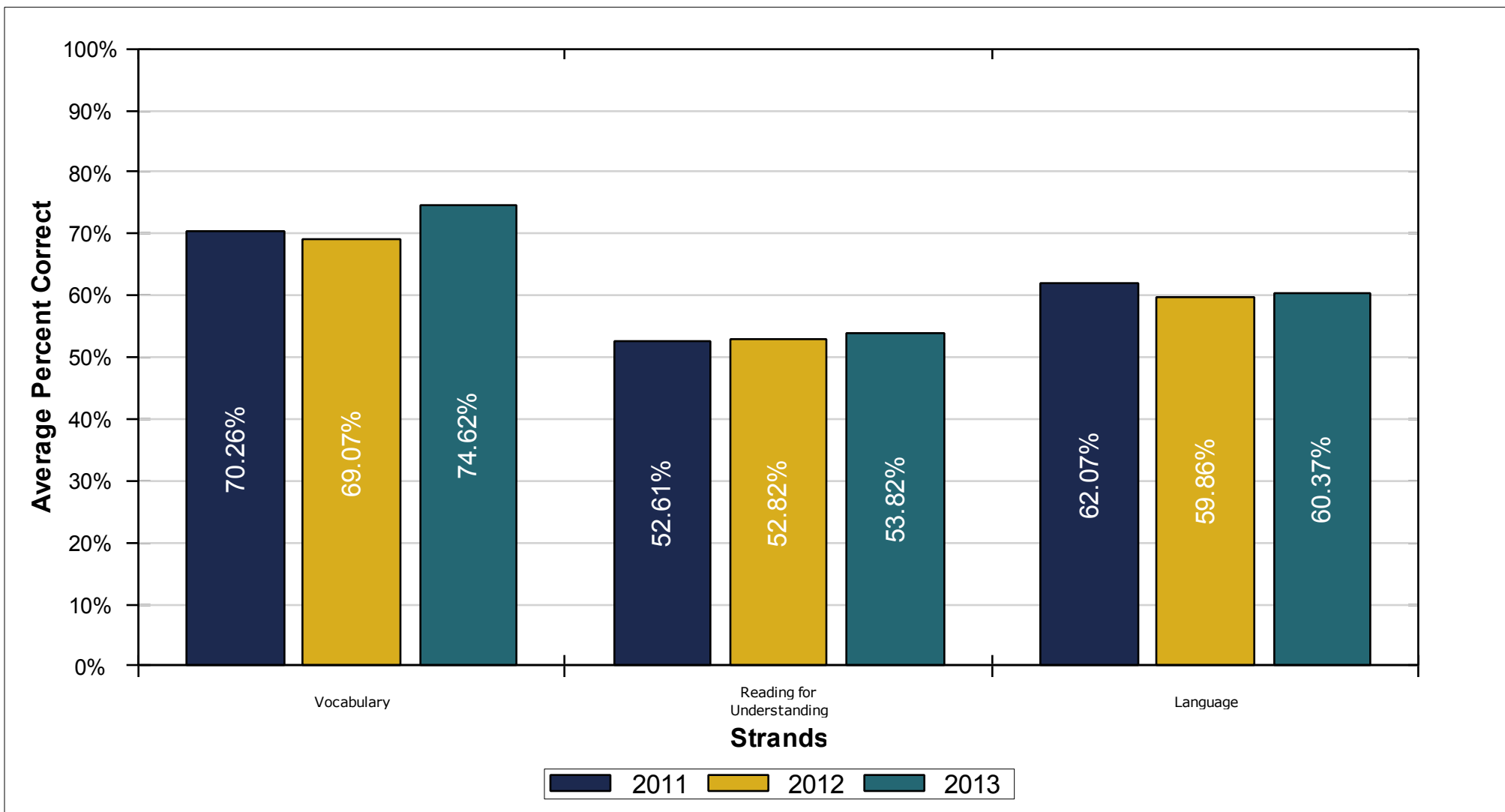
Grade 04 CMA Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 130 | 48 | 62.80 | 133 | 48 | 60.12 | 137 | 48 | 55.87 | -6.93 |
| Number Sense | | 23 | 67.69 | | 23 | 64.96 | | 23 | 62.14 | -5.55 |
| Algebra and Data Analysis | | 15 | 58.56 | | 15 | 54.04 | | 15 | 47.98 | -10.58 |
| Measurement and Geometry | | 10 | 57.92 | | 10 | 58.12 | | 10 | 53.28 | -4.64 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 348 | | | 331 | | | 322 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 218 | 219 - 299 | 300 - 349 | 350 - 429 | 430 - 600 |

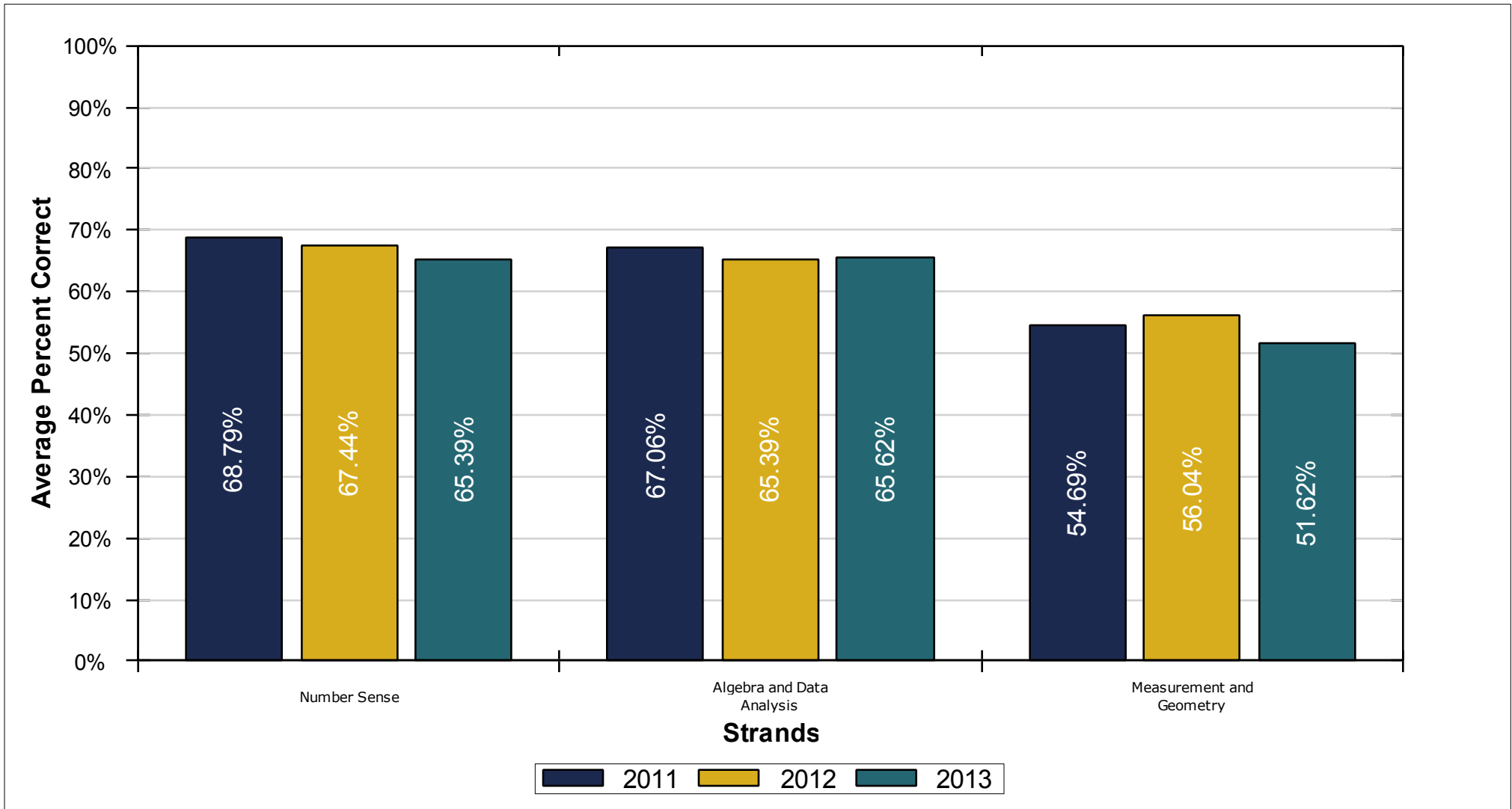
Grade 05 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 145 | 48 | 59.89 | 177 | 48 | 58.76 | 163 | 48 | 60.29 | 0.40 |
| Vocabulary | | 8 | 70.26 | | 8 | 69.07 | | 8 | 74.62 | 4.36 |
| Reading for Understanding | | 18 | 52.61 | | 18 | 52.82 | | 18 | 53.82 | 1.21 |
| Language | | 22 | 62.07 | | 22 | 59.86 | | 22 | 60.37 | -1.70 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 323 | | | 332 | | | 336 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 218 | 219 - 299 | 300 - 349 | 350 - 399 | 400 - 600 |

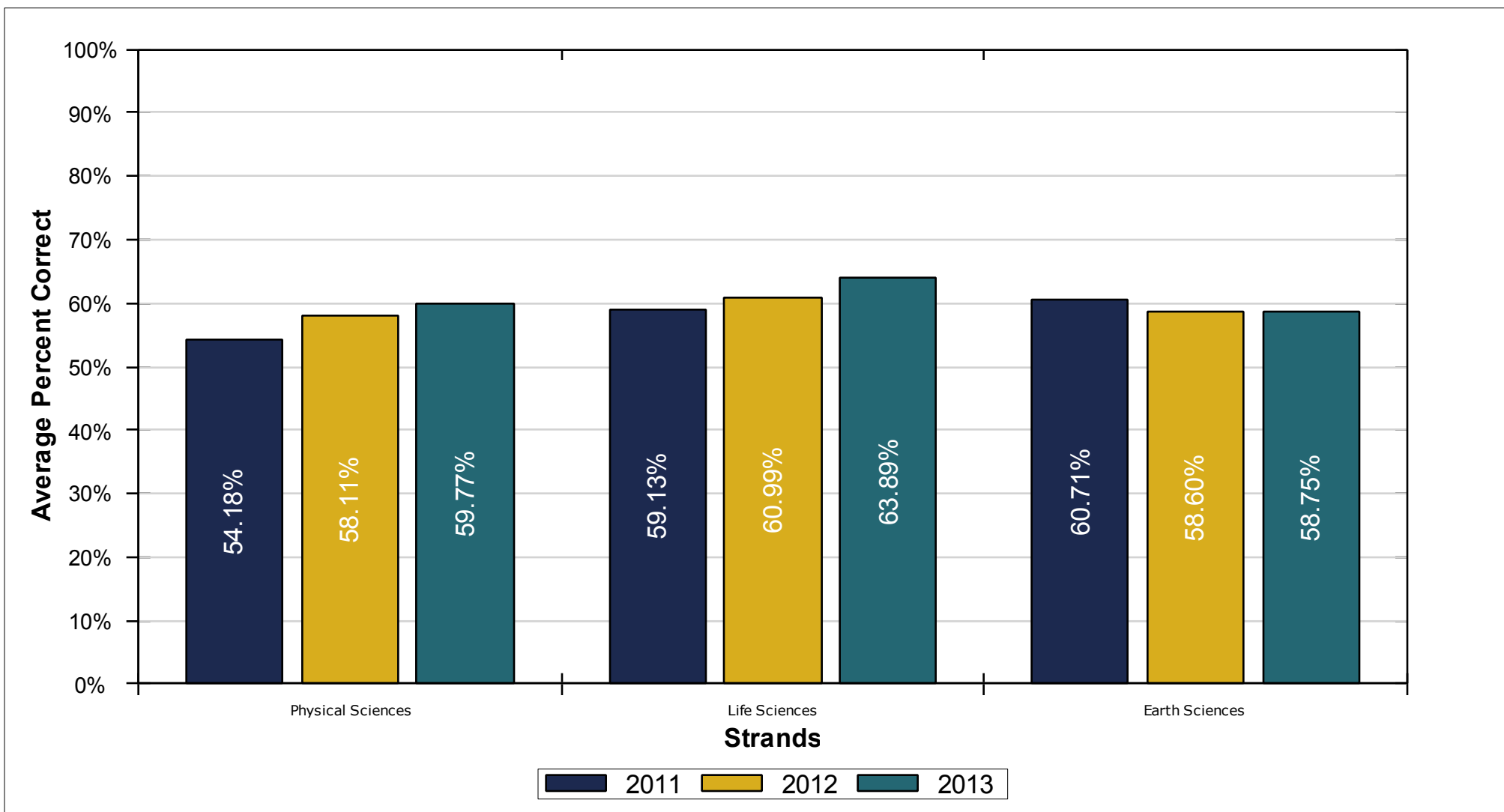
Grade 05 CMA Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 130 | 48 | 65.24 | 154 | 48 | 64.34 | 142 | 48 | 62.60 | -2.64 |
| Number Sense | | 21 | 68.79 | | 21 | 67.44 | | 21 | 65.39 | -3.40 |
| Algebra and Data Analysis | | 17 | 67.06 | | 17 | 65.39 | | 17 | 65.62 | -1.44 |
| Measurement and Geometry | | 10 | 54.69 | | 10 | 56.04 | | 10 | 51.62 | -3.07 |
| Avg Performance Level | P | | | P | | | B | | | |
| Avg Scale Score | 360 | | | 366 | | | 347 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 225 | 226 - 299 | 300 - 349 | 350 - 421 | 422 - 600 |

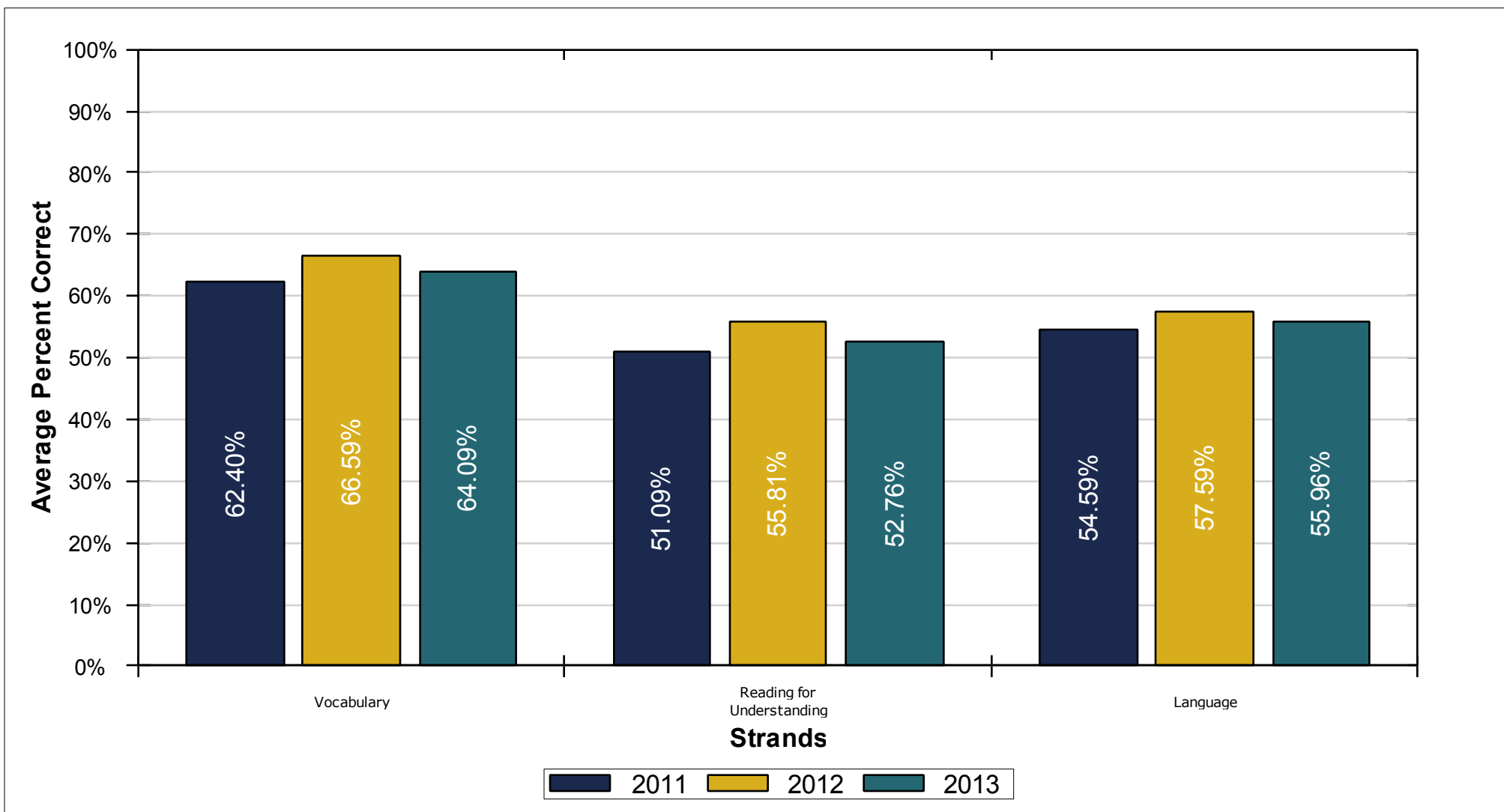
Grade 05 CMA Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 115 | 48 | 58.01 | 141 | 48 | 59.23 | 135 | 48 | 60.80 | 2.80 |
| Physical Sciences | | 16 | 54.18 | | 16 | 58.11 | | 16 | 59.77 | 5.58 |
| Life Sciences | | 16 | 59.13 | | 16 | 60.99 | | 16 | 63.89 | 4.76 |
| Earth Sciences | | 16 | 60.71 | | 16 | 58.60 | | 16 | 58.75 | -1.96 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 340 | | | 335 | | | 342 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 242 | 243 - 299 | 300 - 349 | 350 - 400 | 401 - 600 |

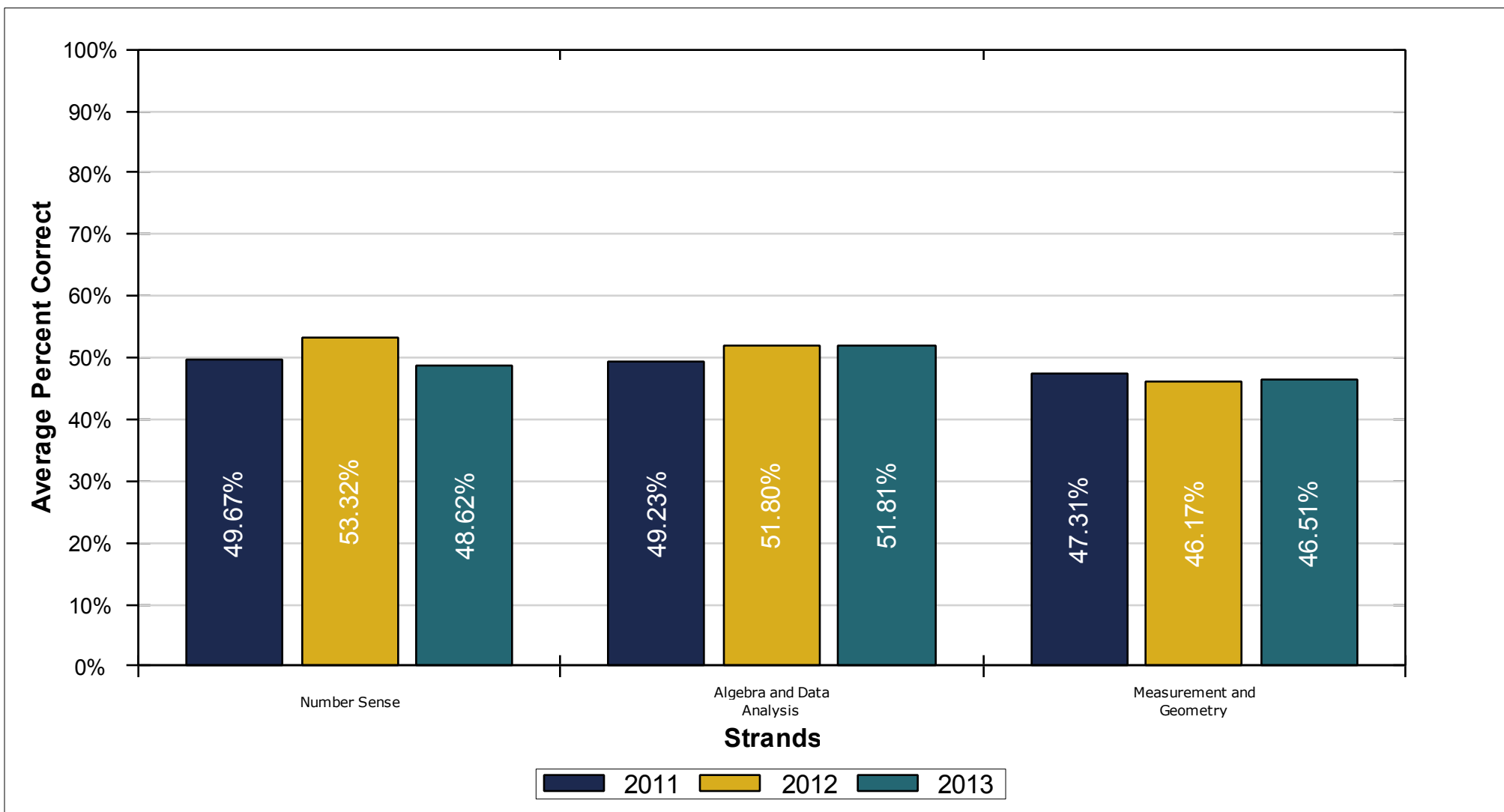
Grade 06 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 146 | 54 | 54.46 | 151 | 54 | 58.36 | 155 | 54 | 56.01 | 1.54 |
| Vocabulary | | 9 | 62.40 | | 9 | 66.59 | | 9 | 64.09 | 1.68 |
| Reading for Understanding | | 22 | 51.09 | | 22 | 55.81 | | 22 | 52.76 | 1.67 |
| Language | | 23 | 54.59 | | 23 | 57.59 | | 23 | 55.96 | 1.37 |
| Avg Performance Level | BB | | | B | | | B | | | |
| Avg Scale Score | 294 | | | 319 | | | 303 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 220 | 221 - 299 | 300 - 349 | 350 - 404 | 405 - 600 |

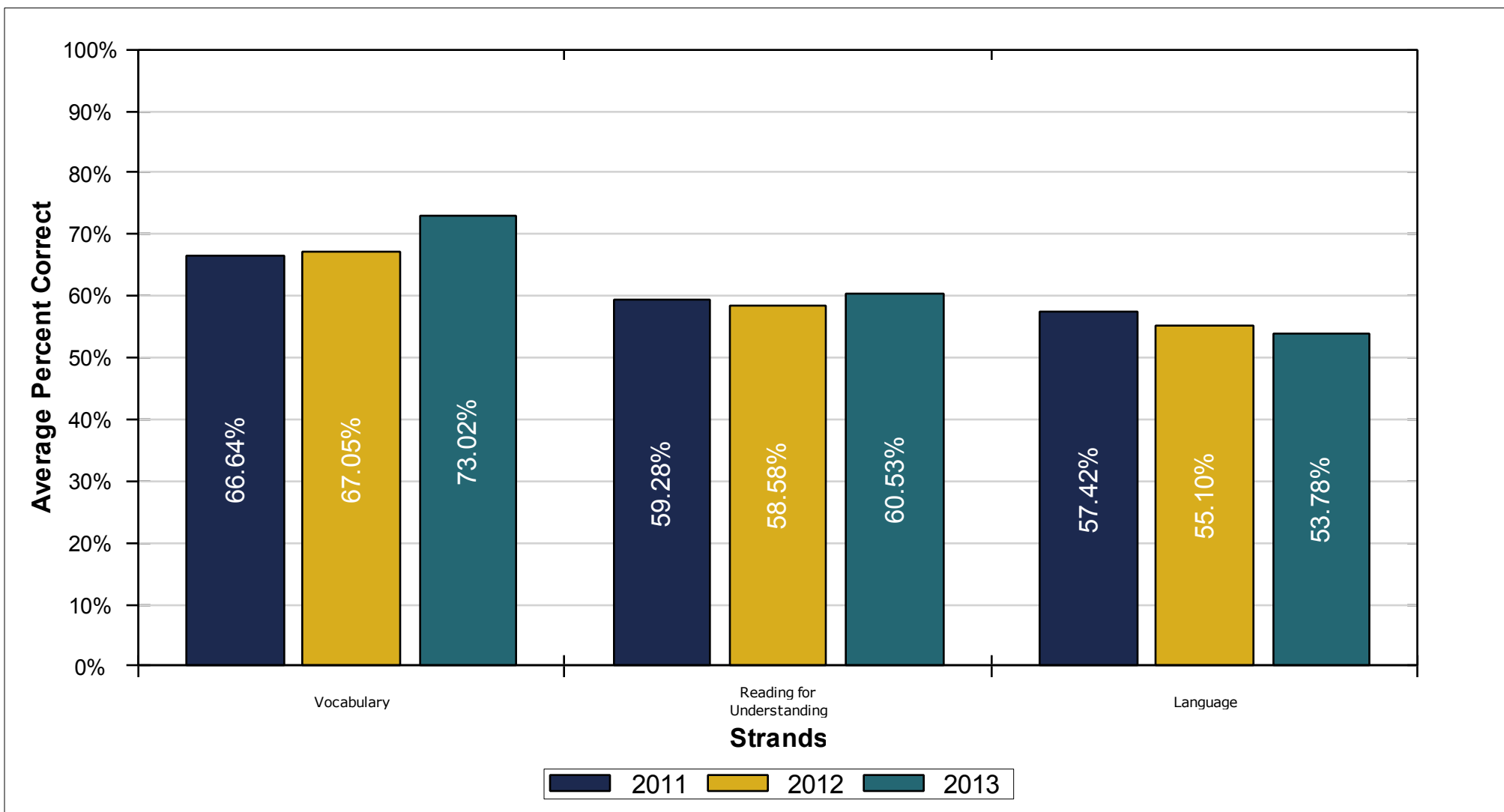
Grade 06 CMA Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 130 | 54 | 49.12 | 137 | 54 | 51.55 | 129 | 54 | 49.78 | 0.67 |
| Number Sense | | 21 | 49.67 | | 21 | 53.32 | | 21 | 48.62 | -1.05 |
| Algebra and Data Analysis | | 25 | 49.23 | | 25 | 51.80 | | 25 | 51.81 | 2.58 |
| Measurement and Geometry | | 8 | 47.31 | | 8 | 46.17 | | 8 | 46.51 | -0.80 |
| Avg Performance Level | BB | | | B | | | BB | | | |
| Avg Scale Score | 294 | | | 301 | | | 297 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 229 | 230 - 299 | 300 - 349 | 350 - 427 | 428 - 600 |

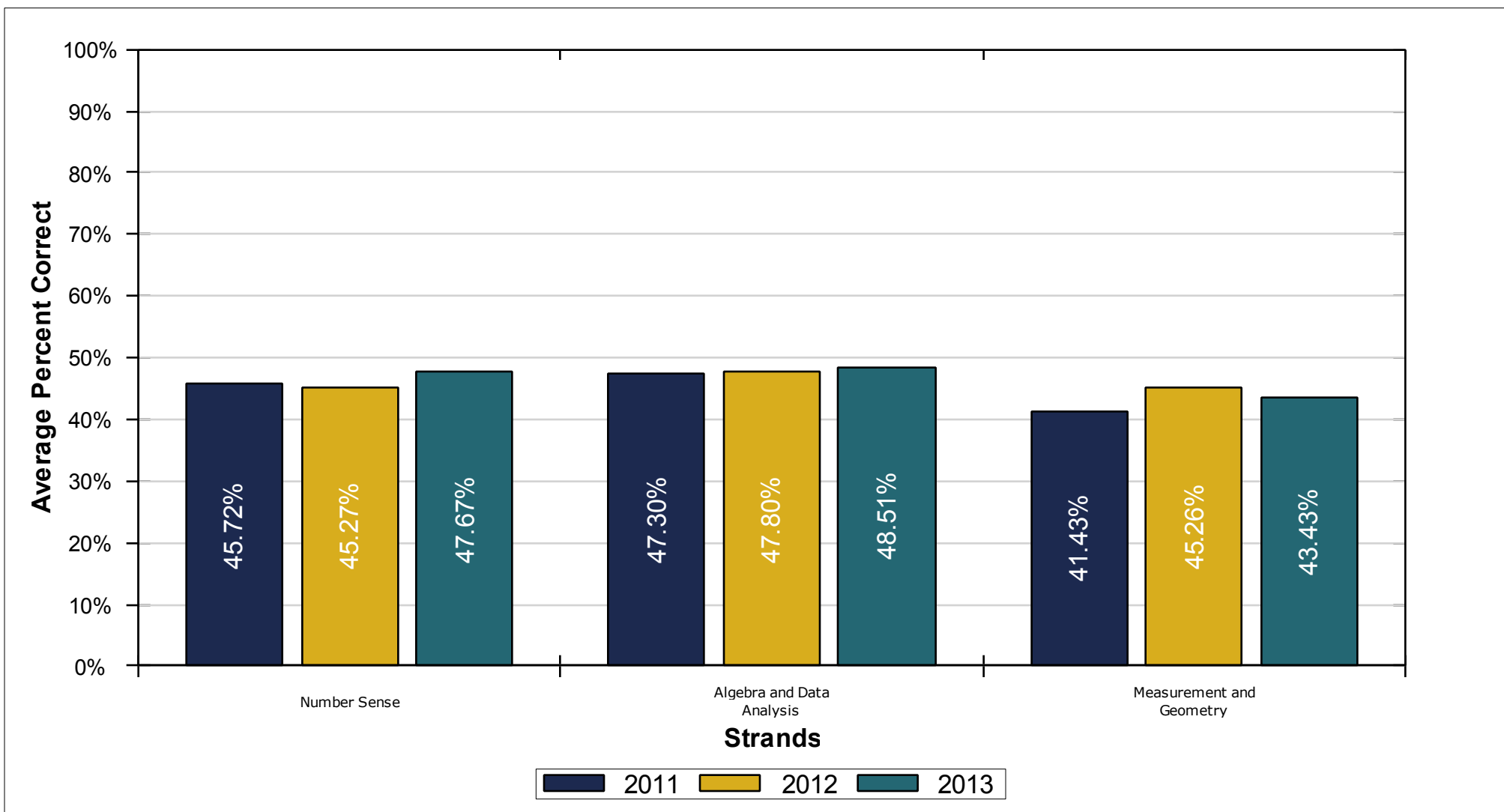
Grade 07 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 142 | 58 | 55.44 | 143 | 58 | 54.27 | 120 | 58 | 55.29 | -0.15 |
| Vocabulary | | 8 | 66.64 | | 8 | 67.05 | | 8 | 73.02 | 6.38 |
| Reading for Understanding | | 22 | 59.28 | | 22 | 58.58 | | 22 | 60.53 | 1.25 |
| Language | | 24 | 57.42 | | 24 | 55.10 | | 24 | 53.78 | -3.64 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 310 | | | 307 | | | 308 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 227 | 228 - 299 | 300 - 349 | 350 - 408 | 409 - 600 |

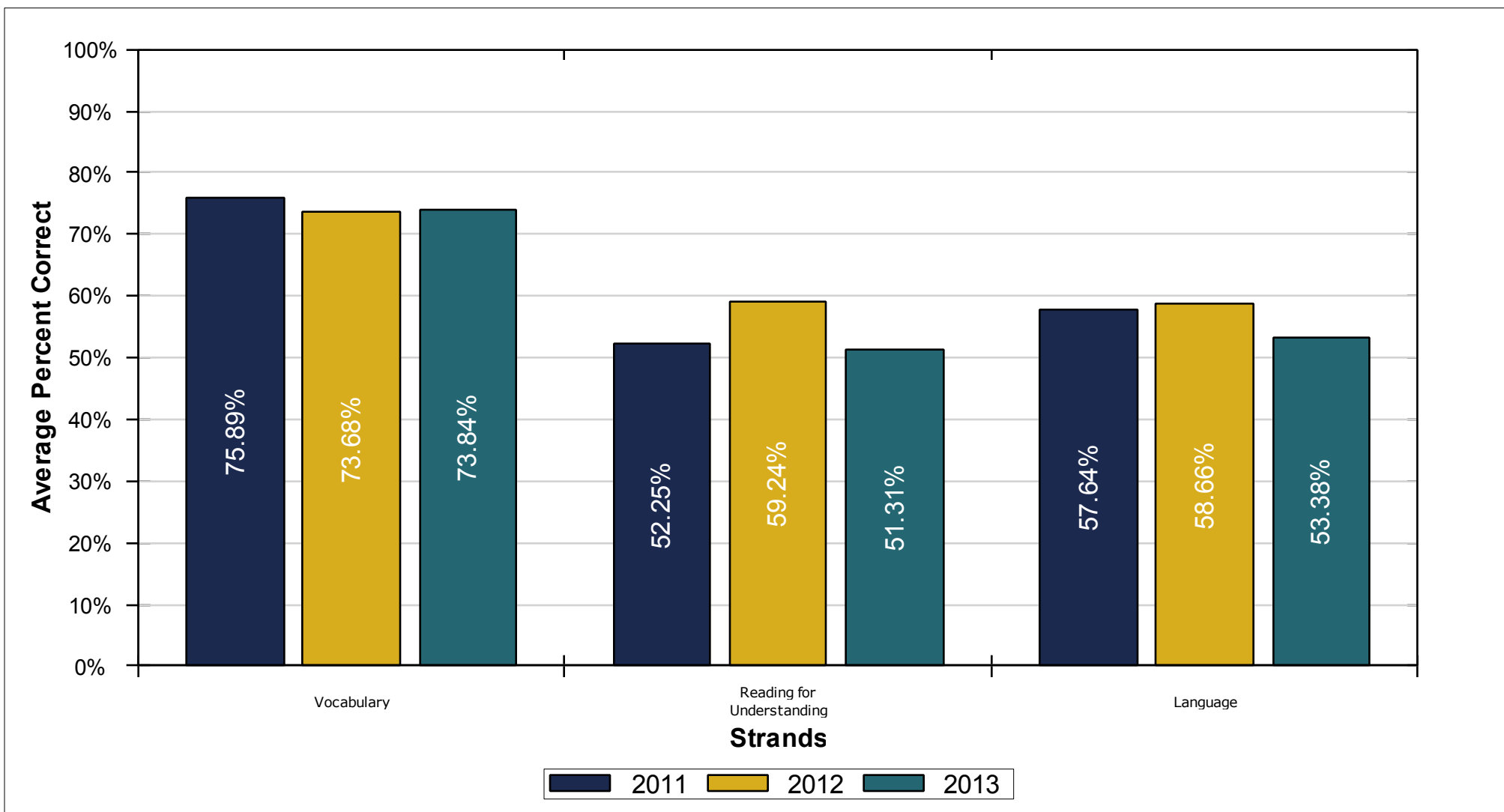
Grade 07 CMA Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 131 | 54 | 45.58 | 141 | 54 | 46.44 | 117 | 54 | 47.20 | 1.62 |
| Number Sense | | 18 | 45.72 | | 18 | 45.27 | | 18 | 47.67 | 1.96 |
| Algebra and Data Analysis | | 25 | 47.30 | | 25 | 47.80 | | 25 | 48.51 | 1.22 |
| Measurement and Geometry | | 11 | 41.43 | | 11 | 45.26 | | 11 | 43.43 | 2.00 |
| Avg Performance Level | BB | | | BB | | | B | | | |
| Avg Scale Score | 292 | | | 292 | | | 304 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 236 | 237 - 299 | 300 - 349 | 350 - 442 | 443 - 600 |

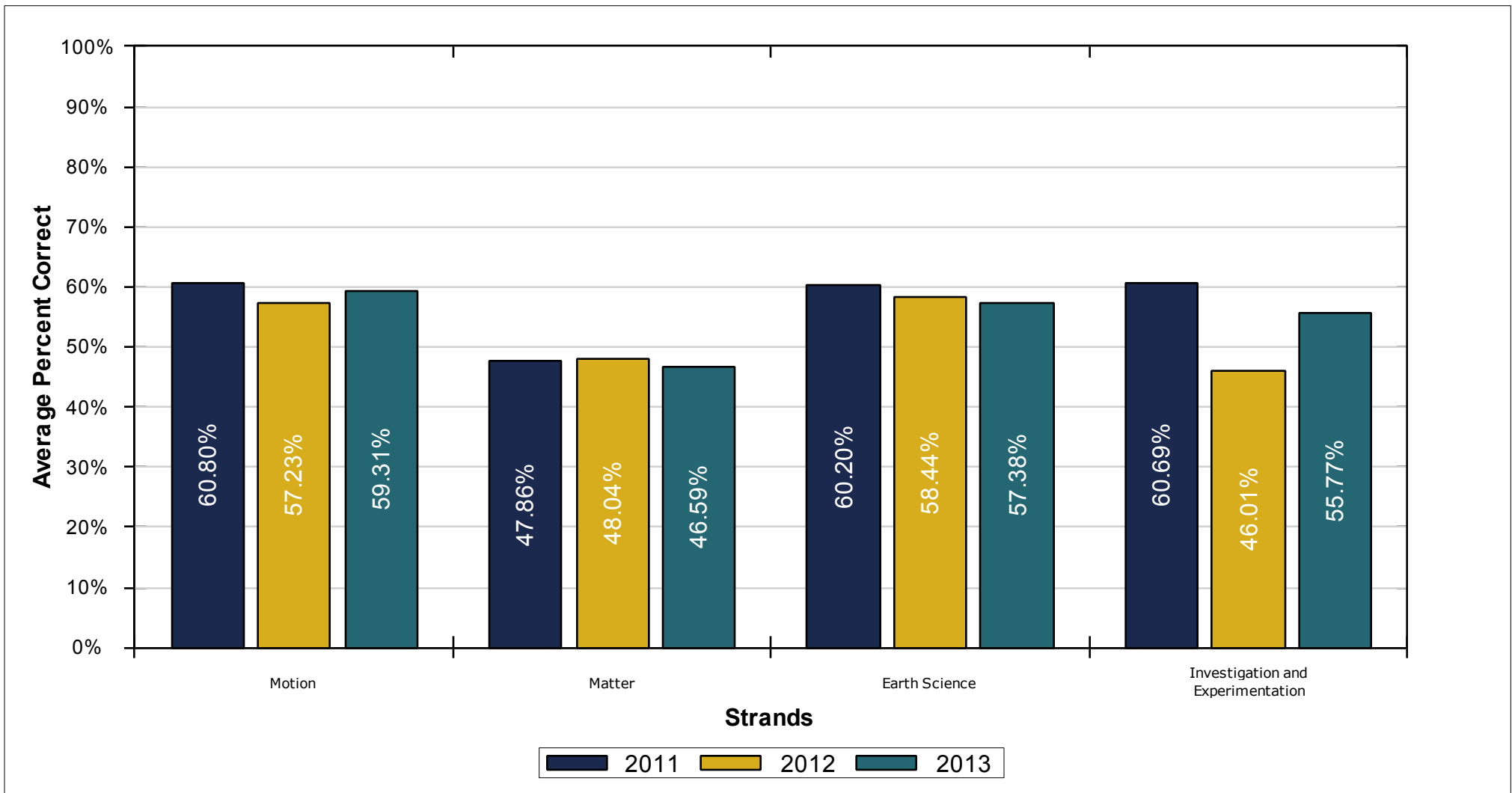
Grade 08 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 150 | 54 | 57.27 | 152 | 54 | 60.59 | 137 | 54 | 54.73 | -2.54 |
| Vocabulary | | 6 | 75.89 | | 6 | 73.68 | | 6 | 73.84 | -2.04 |
| Reading for Understanding | | 24 | 52.25 | | 24 | 59.24 | | 24 | 51.31 | -0.94 |
| Language | | 24 | 57.64 | | 24 | 58.66 | | 24 | 53.38 | -4.26 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 315 | | | 313 | | | 303 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 234 | 235 - 299 | 300 - 349 | 350 - 406 | 407 - 600 |

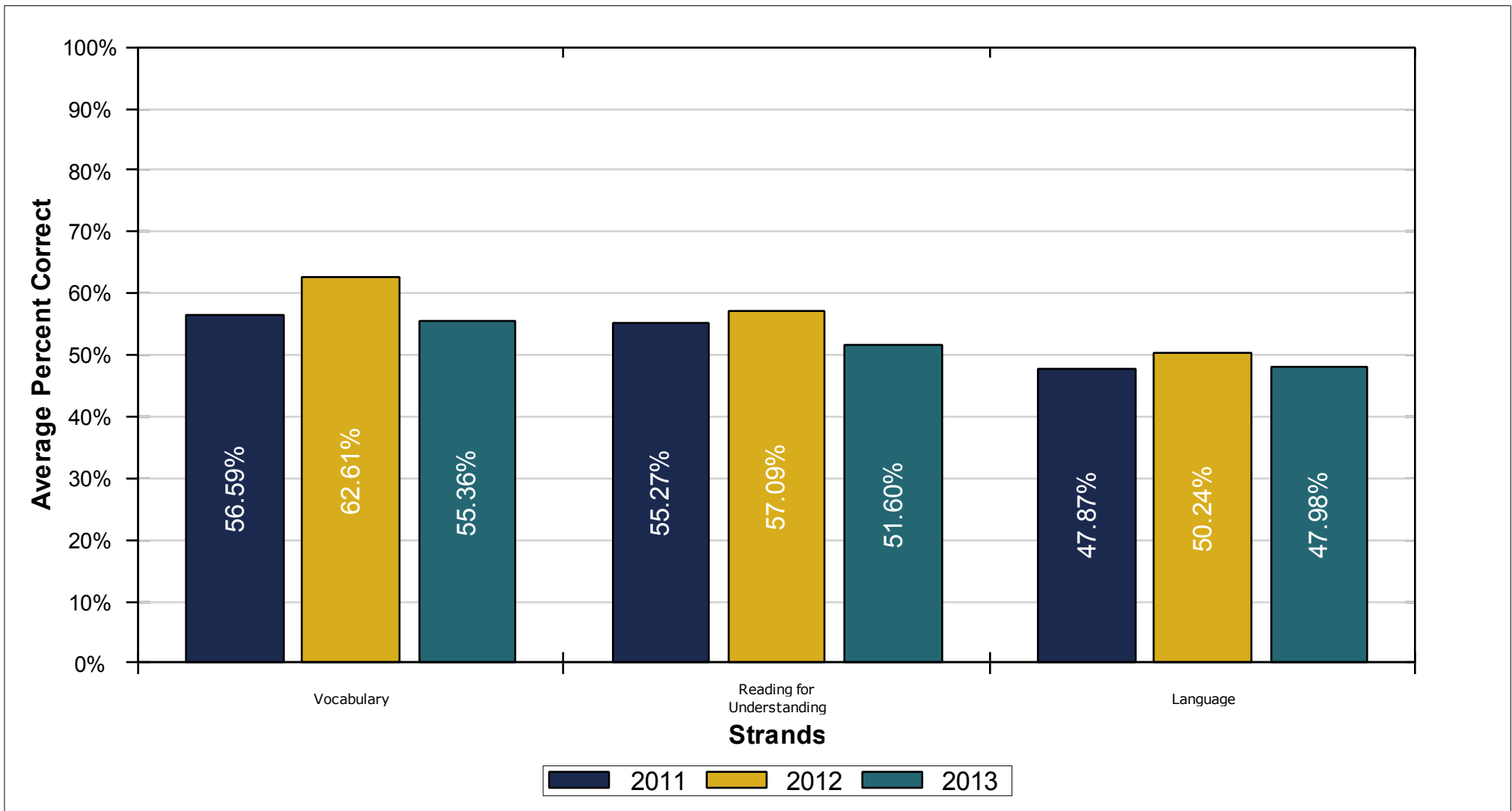
Grade 08 CMA Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 145 | 54 | 55.20 | 143 | 54 | 52.43 | 123 | 54 | 53.31 | -1.89 |
| Motion | | 19 | 60.80 | | 19 | 57.23 | | 19 | 59.31 | -1.49 |
| Matter | | 23 | 47.86 | | 23 | 48.04 | | 23 | 46.59 | -1.27 |
| Earth Science | | 7 | 60.20 | | 7 | 58.44 | | 7 | 57.38 | -2.82 |
| Investigation and Experimentation | | 5 | 60.69 | | 5 | 46.01 | | 5 | 55.77 | -4.92 |
| Avg Performance Level | B | | | B | | | B | | | |
| Avg Scale Score | 321 | | | 312 | | | 314 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 263 | 264 - 299 | 300 - 349 | 350 - 405 | 406 - 600 |

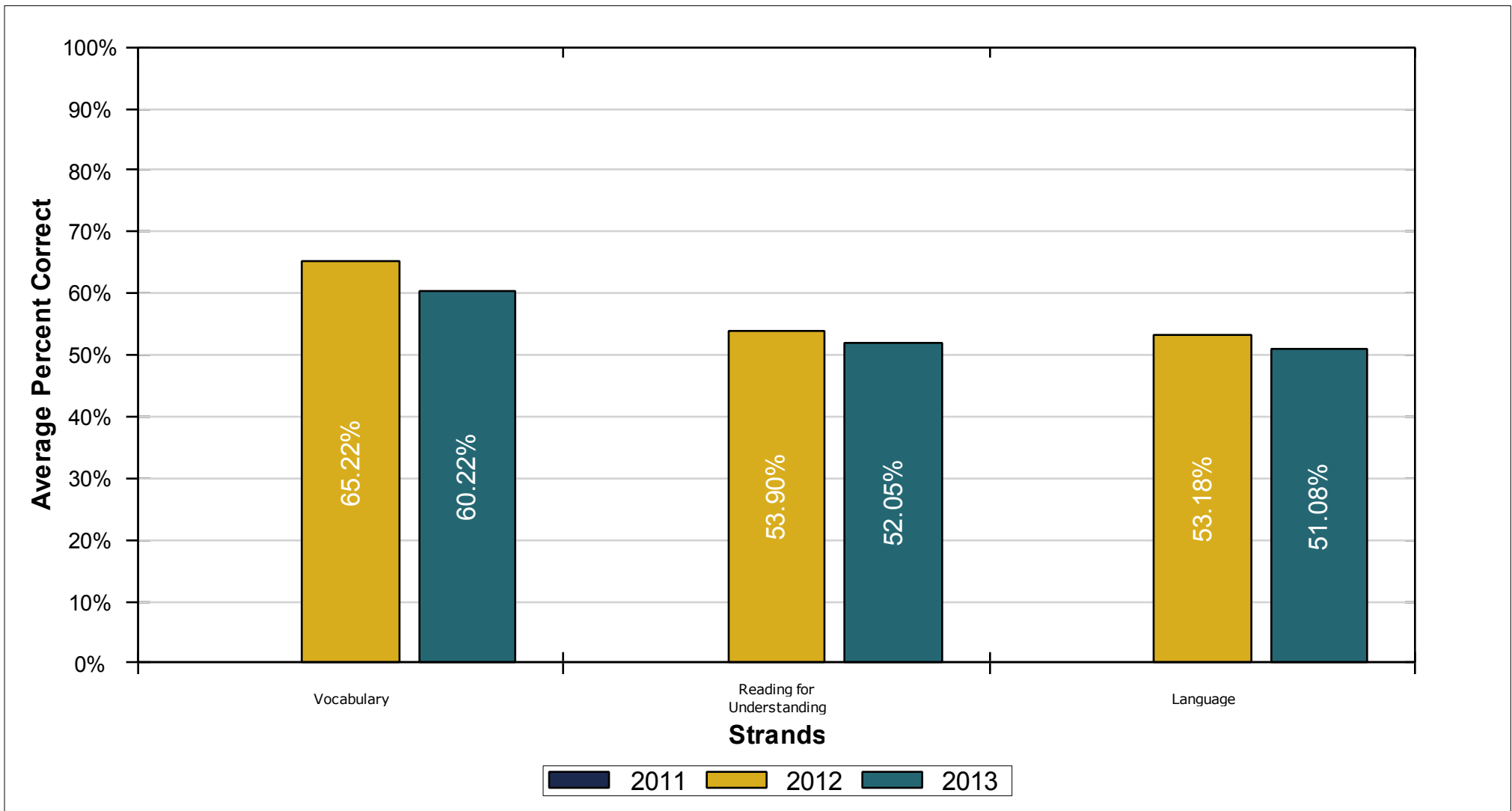
Grade 09 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 103 | 60 | 52.22 | 128 | 60 | 54.77 | 120 | 60 | 50.47 | -1.74 |
| Vocabulary | | 7 | 56.59 | | 7 | 62.61 | | 7 | 55.36 | -1.23 |
| Reading for Understanding | | 27 | 55.27 | | 27 | 57.09 | | 27 | 51.60 | -3.66 |
| Language | | 26 | 47.87 | | 26 | 50.24 | | 26 | 47.98 | 0.11 |
| Avg Performance Level | B | | | B | | | BB | | | |
| Avg Scale Score | 305 | | | 304 | | | 286 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 242 | 243 - 299 | 300 - 349 | 350 - 406 | 407 - 600 |

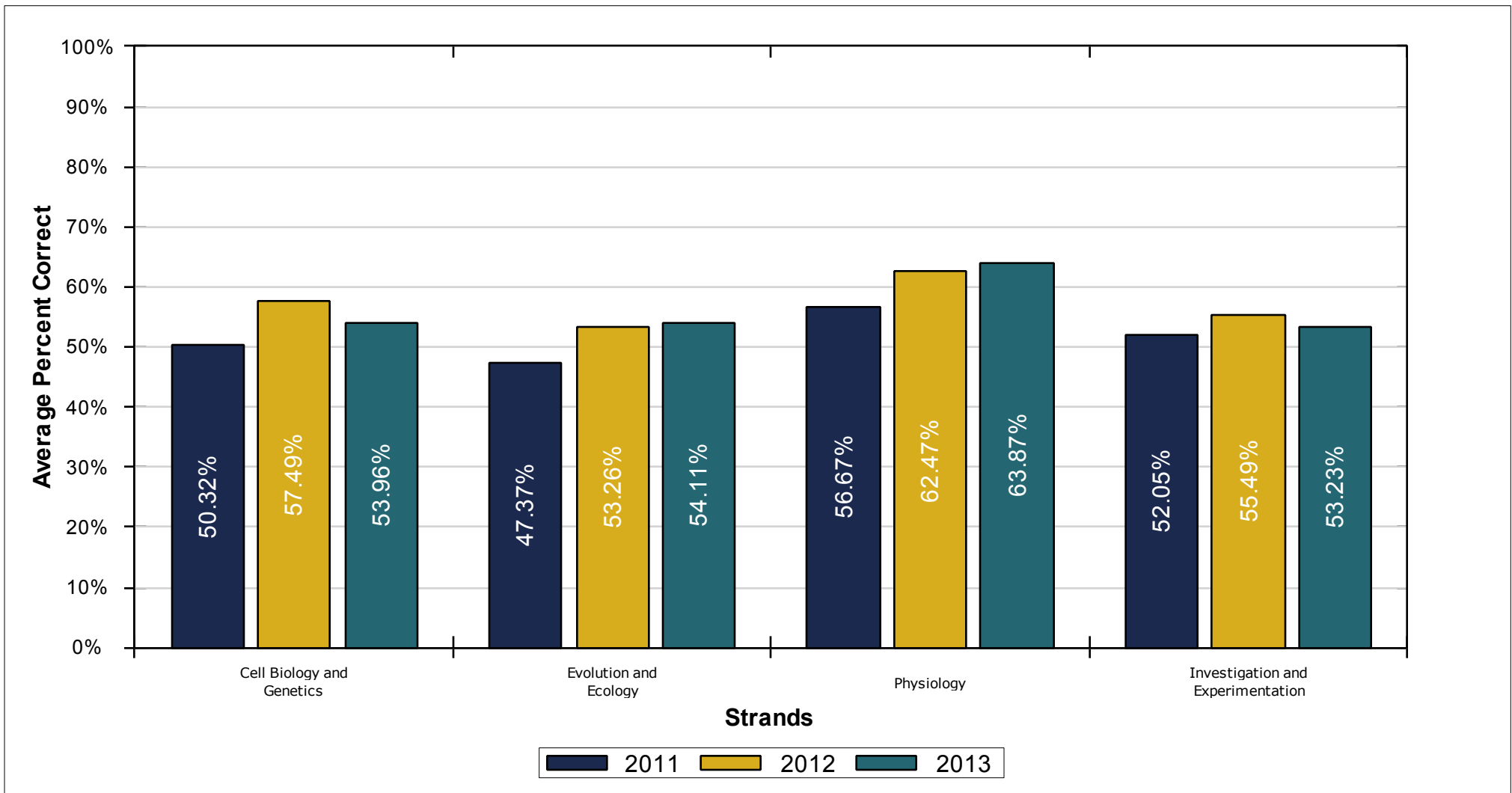
Grade 10 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | - | - | - | 92 | 60 | 54.91 | 93 | 60 | 52.58 | -2.33 |
| Vocabulary | - | - | - | - | 7 | 65.22 | - | 7 | 60.22 | -5.00 |
| Reading for Understanding | - | - | - | - | 27 | 53.90 | - | 27 | 52.05 | -1.85 |
| Language | - | - | - | - | 26 | 53.18 | - | 26 | 51.08 | -2.10 |
| Avg Performance Level | NA | | | B | | | B | | | |
| Avg Scale Score | - | | | 311 | | | 302 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 242 | 243 - 299 | 300 - 349 | 350 - 406 | 407 - 600 |

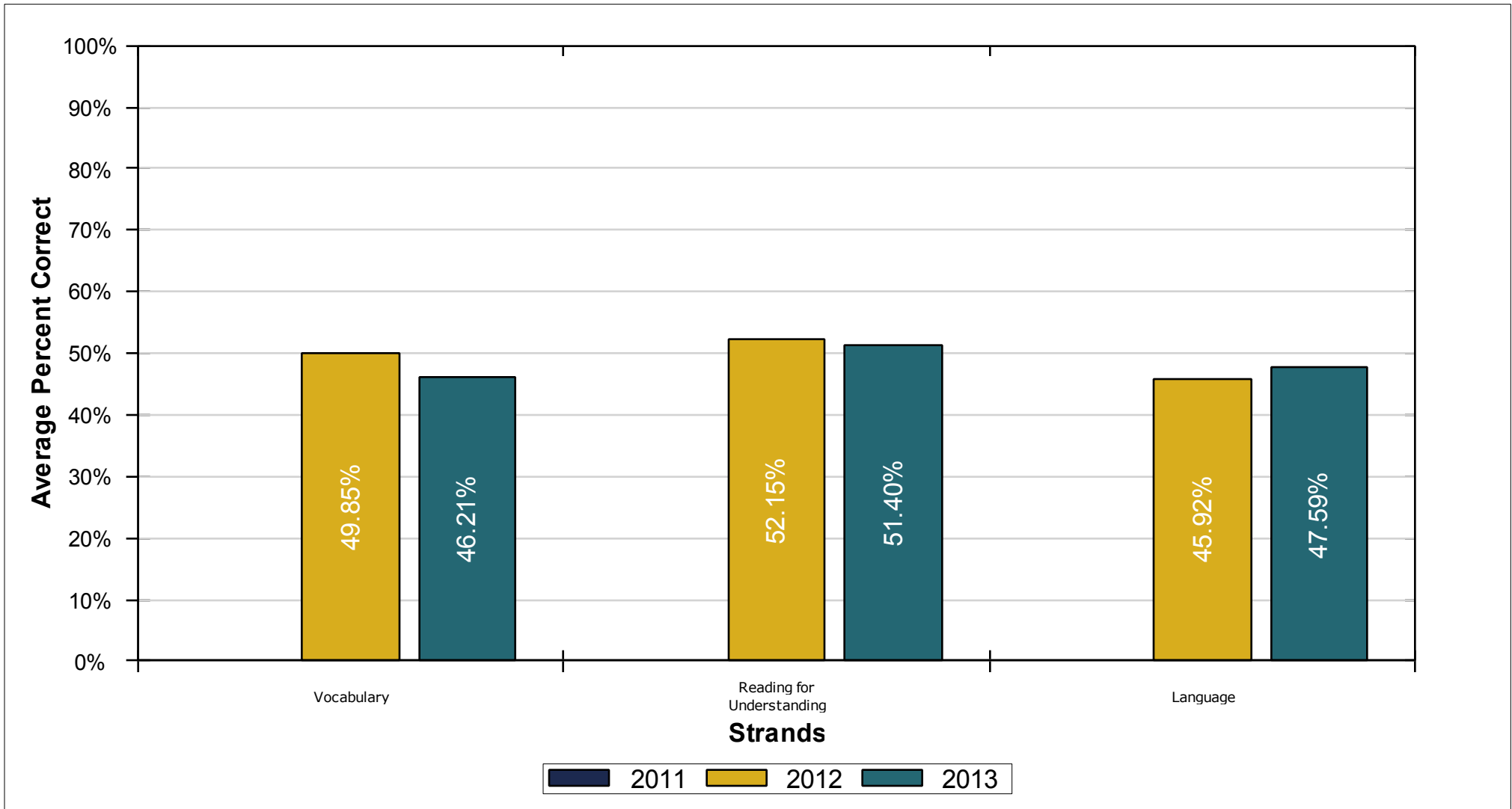
Grade 10 CMA Grade Science Component Subscores



| Grade Science | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|-----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Grade Science Total | 57 | 60 | 50.47 | 85 | 60 | 56.57 | 62 | 60 | 55.59 | 5.12 |
| Cell Biology and Genetics | | 22 | 50.32 | | 22 | 57.49 | | 22 | 53.96 | 3.64 |
| Evolution and Ecology | | 22 | 47.37 | | 22 | 53.26 | | 22 | 54.11 | 6.74 |
| Physiology | | 10 | 56.67 | | 10 | 62.47 | | 10 | 63.87 | 7.20 |
| Investigation and Experimentation | | 6 | 52.05 | | 6 | 55.49 | | 6 | 53.23 | 1.18 |
| Avg Performance Level | | BB | | | B | | | B | | |
| Avg Scale Score | | 298 | | | 316 | | | 312 | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 250 | 251 - 299 | 300 - 349 | 350 - 409 | 410 - 600 |

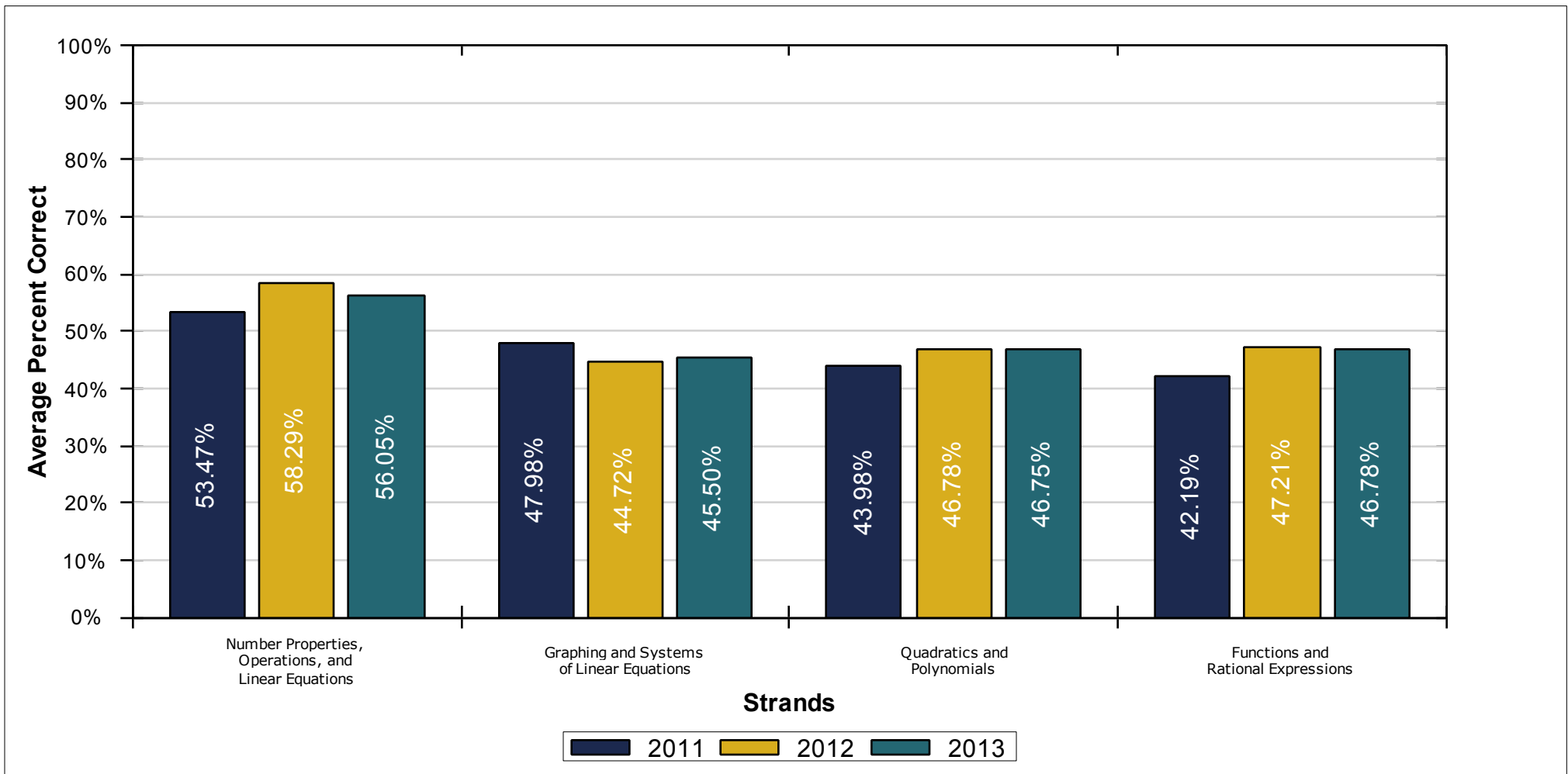
Grade 11 CMA English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | - | - | - | 49 | 60 | 49.39 | 64 | 60 | 49.27 | -0.12 |
| Vocabulary | - | - | - | - | 7 | 49.85 | - | 7 | 46.21 | -3.65 |
| Reading for Understanding | - | - | - | - | 29 | 52.15 | - | 29 | 51.40 | -0.75 |
| Language | - | - | - | - | 24 | 45.92 | - | 24 | 47.59 | 1.67 |
| Avg Performance Level | NA | | | BB | | | BB | | | |
| Avg Scale Score | - | | | 298 | | | 298 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 249 | 250 - 299 | 300 - 349 | 350 - 405 | 406 - 600 |

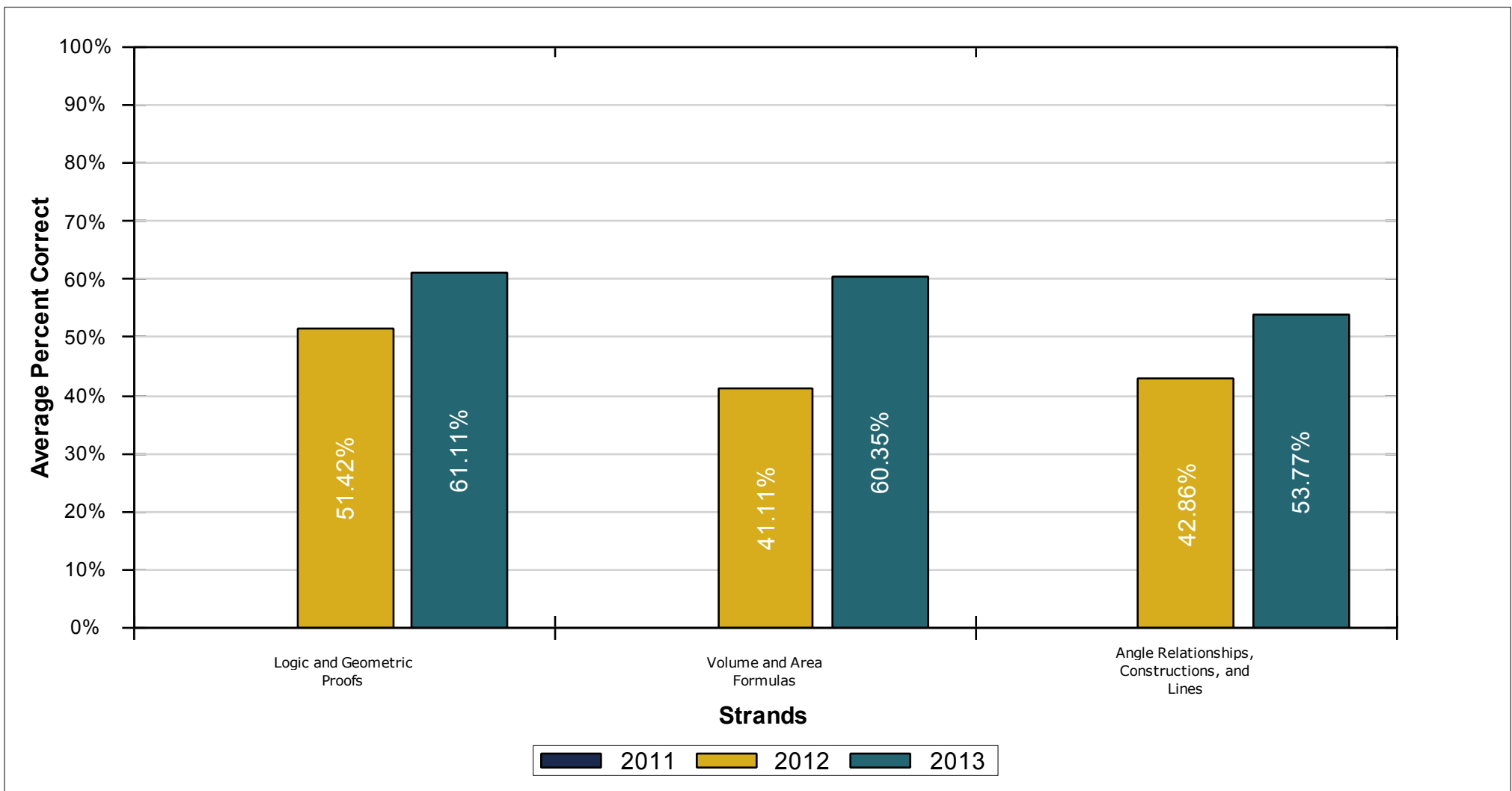
CMA Algebra 1 Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 191 | 60 | 46.93 | 215 | 60 | 49.26 | 238 | 60 | 48.79 | 1.86 |
| Number Properties, Operations, and Linear Equations | | 15 | 53.47 | | 15 | 58.29 | | 15 | 56.05 | 2.58 |
| Graphing and Systems of Linear Equations | | 14 | 47.98 | | 14 | 44.72 | | 14 | 45.50 | -2.48 |
| Quadratics and Polynomials | | 19 | 43.98 | | 19 | 46.78 | | 19 | 46.75 | 2.77 |
| Functions and Rational Expressions | | 12 | 42.19 | | 12 | 47.21 | | 12 | 46.78 | 4.59 |
| Avg Performance Level | BB | | | BB | | | BB | | | |
| Avg Scale Score | 284 | | | 292 | | | 290 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 250 | 251 - 299 | 300 - 349 | 350 - 409 | 410 - 600 |

CMA Geometry Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|---|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | - | - | - | 23 | 60 | 44.57 | 36 | 60 | 57.87 | 13.31 |
| Logic and Geometric Proofs | - | - | - | - | 23 | 51.42 | - | 23 | 61.11 | 9.69 |
| Volume and Area Formulas | - | - | - | - | 11 | 41.11 | - | 11 | 60.35 | 19.25 |
| Angle Relationships, Constructions, and Lines | - | - | - | - | 14 | 42.86 | - | 14 | 53.77 | 10.91 |
| Avg Performance Level | NA | | | BB | | | B | | | |
| Avg Scale Score | - | | | 277 | | | 325 | | | |

| Performance Level | Far Below Basic (FBB) | Below Basic (BB) | Basic (B) | Proficient (P) | Advanced (A) |
|-------------------|-----------------------|------------------|-----------|----------------|--------------|
| Scale Score Range | 150 - 256 | 257 - 299 | 300 - 349 | 350 - 412 | 413 - 600 |

CAPA ELA Performance

| 2013 | | | | | | | | | | | | |
|-----------------|----|---------|----|---------|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | 22 | 52.38 % | 13 | 34.21 % | 20 | 46.51 % | 25 | 32.47 % | 33 | 54.10 % | 113 | 43.30 % |
| Proficient | 15 | 35.71 % | 14 | 36.84 % | 13 | 30.23 % | 29 | 37.66 % | 16 | 26.23 % | 87 | 33.33 % |
| Basic | 3 | 7.14 % | 8 | 21.05 % | 7 | 16.28 % | 10 | 12.99 % | 8 | 13.11 % | 36 | 13.79 % |
| Below Basic | 2 | 4.76 % | 3 | 7.89 % | 2 | 4.65 % | 11 | 14.29 % | 4 | 6.56 % | 22 | 8.43 % |
| Far Below Basic | 0 | 0.00 % | 0 | 0.00 % | 1 | 2.33 % | 2 | 2.60 % | 0 | 0.00 % | 3 | 1.15 % |
| Total | 42 | | 38 | | 43 | | 77 | | 61 | | 261 | |

| 2012 | | | | | | | | | | | | |
|-----------------|----|---------|----|---------|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | 18 | 54.55 % | 15 | 37.50 % | 22 | 50.00 % | 36 | 48.65 % | 33 | 42.31 % | 124 | 46.10 % |
| Proficient | 10 | 30.30 % | 14 | 35.00 % | 13 | 29.55 % | 14 | 18.92 % | 28 | 35.90 % | 79 | 29.37 % |
| Basic | 5 | 15.15 % | 7 | 17.50 % | 4 | 9.09 % | 8 | 10.81 % | 10 | 12.82 % | 34 | 12.64 % |
| Below Basic | 0 | 0.00 % | 4 | 10.00 % | 4 | 9.09 % | 12 | 16.22 % | 7 | 8.97 % | 27 | 10.04 % |
| Far Below Basic | 0 | 0.00 % | 0 | 0.00 % | 1 | 2.27 % | 4 | 5.41 % | 0 | 0.00 % | 5 | 1.86 % |
| Total | 33 | | 40 | | 44 | | 74 | | 78 | | 269 | |

| CAPA Level Descriptions | |
|-------------------------|---|
| I | Sensorimotor developmental age of approximately 24 months or less |
| II | Grade 02-03 |
| III | Grade 04-05 |
| IV | Grade 06-08 |
| V | Grade 09-11 |

CAPA Math Performance

| 2013 | | | | | | | | | | | | |
|-----------------|----|---------|----|---------|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | 11 | 26.83 % | 9 | 22.50 % | 6 | 13.95 % | 21 | 27.27 % | 24 | 38.71 % | 71 | 27.00 % |
| Proficient | 15 | 36.59 % | 18 | 45.00 % | 13 | 30.23 % | 29 | 37.66 % | 22 | 35.48 % | 97 | 36.88 % |
| Basic | 8 | 19.51 % | 9 | 22.50 % | 21 | 48.84 % | 14 | 18.18 % | 11 | 17.74 % | 63 | 23.95 % |
| Below Basic | 6 | 14.63 % | 4 | 10.00 % | 2 | 4.65 % | 10 | 12.99 % | 3 | 4.84 % | 25 | 9.51 % |
| Far Below Basic | 1 | 2.44 % | 0 | 0.00 % | 1 | 2.33 % | 3 | 3.90 % | 2 | 3.23 % | 7 | 2.66 % |
| Total | 41 | | 40 | | 43 | | 77 | | 62 | | 263 | |

| 2012 | | | | | | | | | | | | |
|-----------------|----|---------|----|---------|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | 5 | 15.15 % | 11 | 26.83 % | 8 | 18.60 % | 23 | 31.51 % | 22 | 28.57 % | 69 | 25.84 % |
| Proficient | 13 | 39.39 % | 14 | 34.15 % | 21 | 48.84 % | 23 | 31.51 % | 33 | 42.86 % | 104 | 38.95 % |
| Basic | 12 | 36.36 % | 8 | 19.51 % | 7 | 16.28 % | 14 | 19.18 % | 13 | 16.88 % | 54 | 20.22 % |
| Below Basic | 3 | 9.09 % | 7 | 17.07 % | 6 | 13.95 % | 10 | 13.70 % | 7 | 9.09 % | 33 | 12.36 % |
| Far Below Basic | 0 | 0.00 % | 1 | 2.44 % | 1 | 2.33 % | 3 | 4.11 % | 2 | 2.60 % | 7 | 2.62 % |
| Total | 33 | | 41 | | 43 | | 73 | | 77 | | 267 | |

| CAPA Level Descriptions | |
|-------------------------|---|
| I | Sensorimotor developmental age of approximately 24 months or less |
| II | Grade 02-03 |
| III | Grade 04-05 |
| IV | Grade 06-08 |
| V | Grade 09-11 |

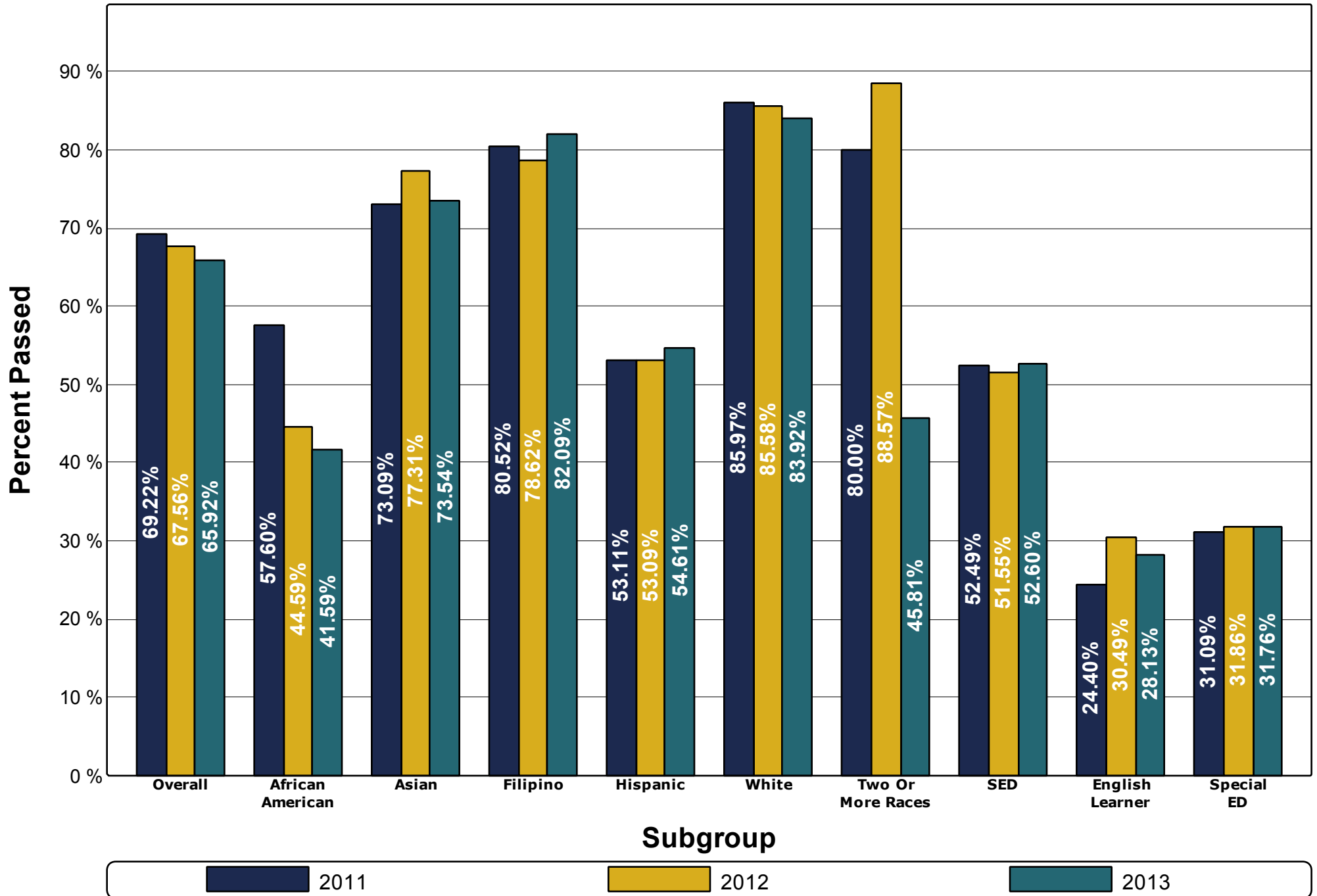
CAPA Grade Science Performance

| 2013 | | | | | | | | | | | | |
|-----------------|---|---|----|---|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | - | - | - | - | 0 | 0.00 % | 3 | 11.11 % | 2 | 12.50 % | 7 | 10.29 % |
| Proficient | - | - | - | - | 10 | 62.50 % | 17 | 62.96 % | 8 | 50.00 % | 39 | 57.35 % |
| Basic | - | - | - | - | 6 | 37.50 % | 4 | 14.81 % | 6 | 37.50 % | 17 | 25.00 % |
| Below Basic | - | - | - | - | 0 | 0.00 % | 3 | 11.11 % | 0 | 0.00 % | 4 | 5.88 % |
| Far Below Basic | - | - | - | - | 0 | 0.00 % | 0 | 0.00 % | 0 | 0.00 % | 1 | 1.47 % |
| Total | 9 | | 0 | | 16 | | 27 | | 16 | | 68 | |

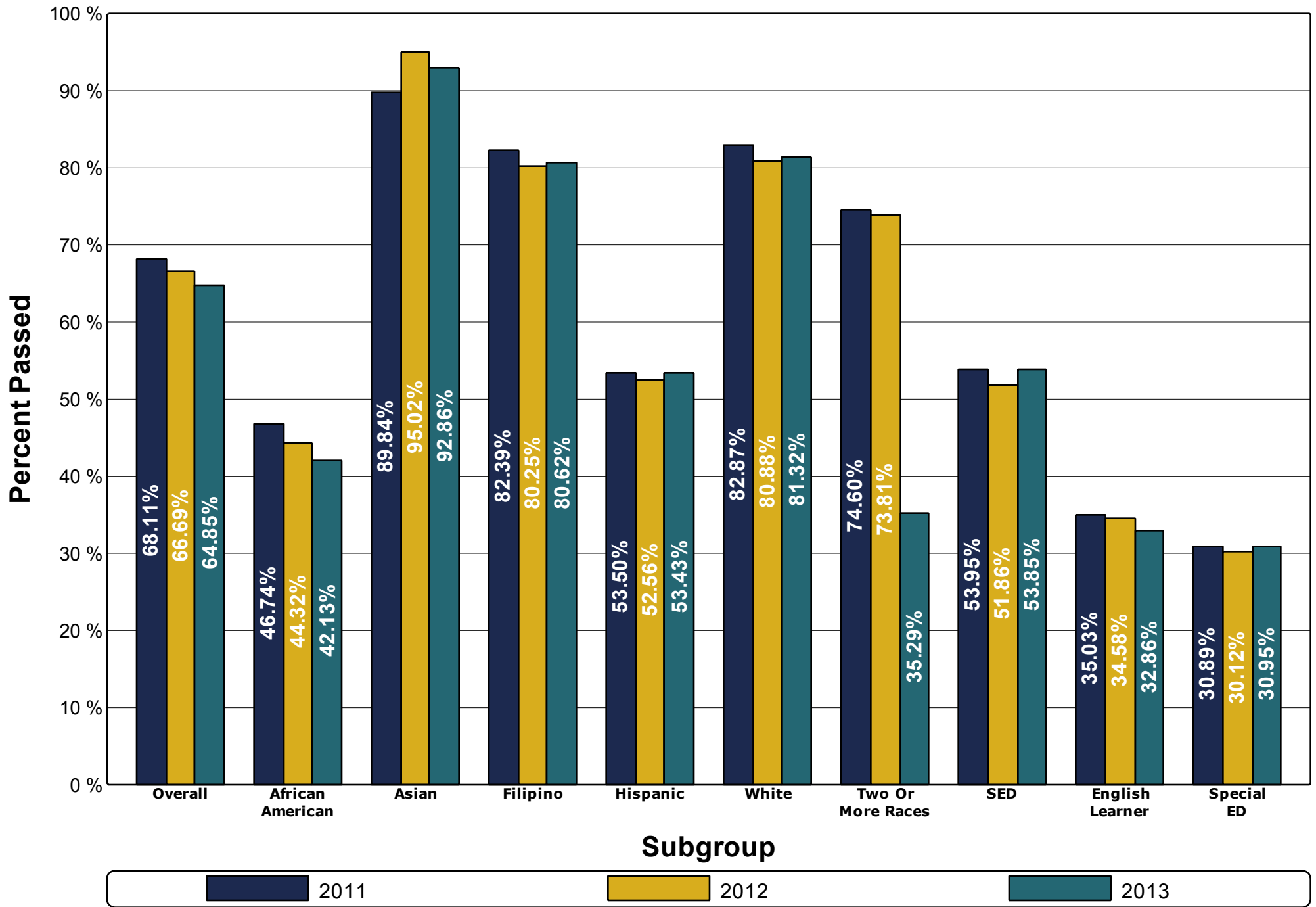
| 2012 | | | | | | | | | | | | |
|-----------------|---|---|----|---|-----|---------|----|---------|----|---------|---------|---------|
| CAPA Test Level | | | | | | | | | | | | |
| | I | | II | | III | | IV | | V | | Overall | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Advanced | - | - | - | - | 6 | 25.00 % | 6 | 24.00 % | 5 | 19.23 % | 18 | 21.43 % |
| Proficient | - | - | - | - | 12 | 50.00 % | 8 | 32.00 % | 14 | 53.85 % | 40 | 47.62 % |
| Basic | - | - | - | - | 4 | 16.67 % | 8 | 32.00 % | 6 | 23.08 % | 20 | 23.81 % |
| Below Basic | - | - | - | - | 2 | 8.33 % | 2 | 8.00 % | 1 | 3.85 % | 5 | 5.95 % |
| Far Below Basic | - | - | - | - | 0 | 0.00 % | 1 | 4.00 % | 0 | 0.00 % | 1 | 1.19 % |
| Total | 9 | | 0 | | 24 | | 25 | | 26 | | 84 | |

| CAPA Level Descriptions | |
|-------------------------|---|
| I | Sensorimotor developmental age of approximately 24 months or less |
| II | Grade 02-03 |
| III | Grade 04-05 |
| IV | Grade 06-08 |
| V | Grade 09-11 |

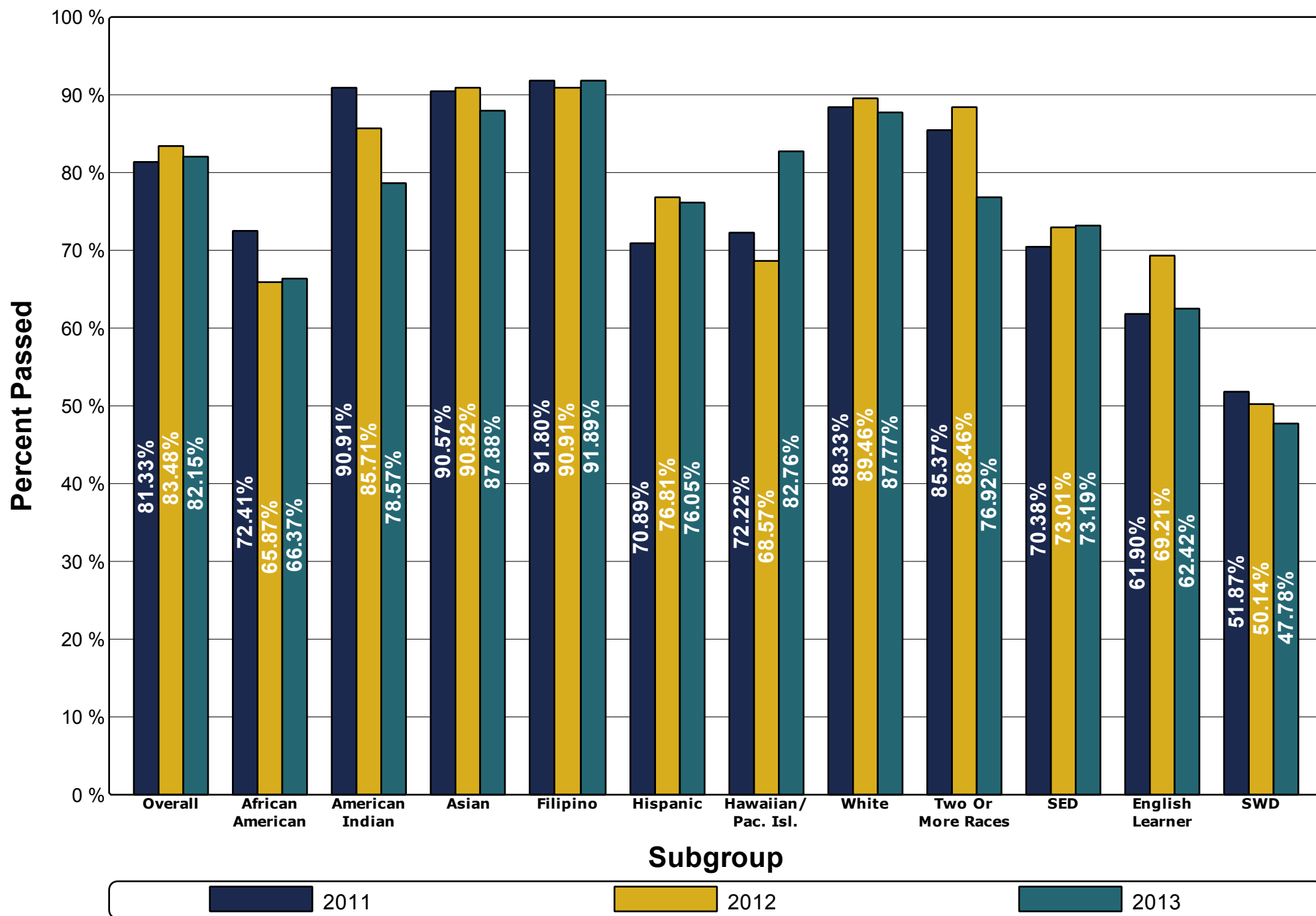
California High School Exit Exam (All Students Pass Rates) English-Language Arts by Subgroup



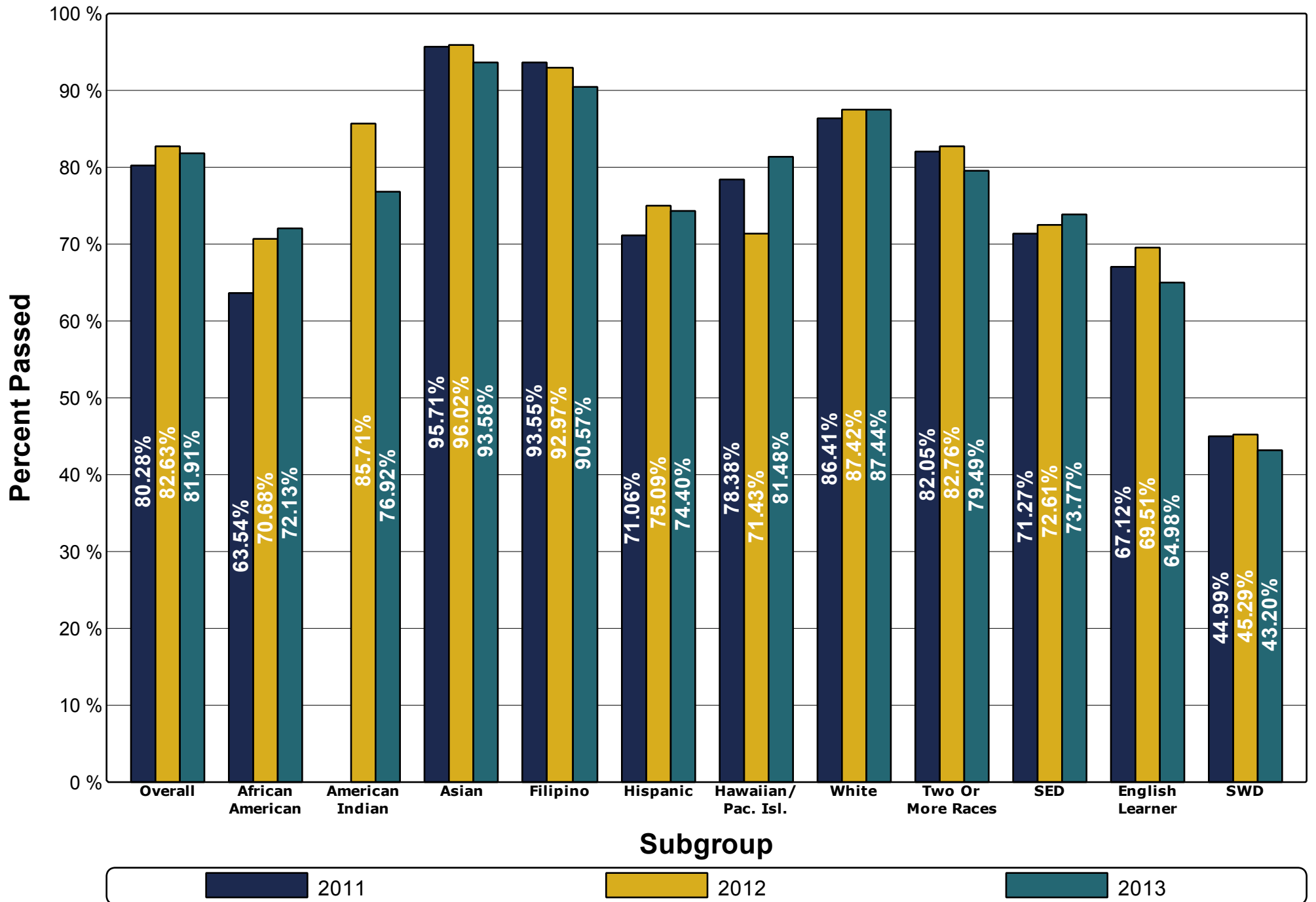
California High School Exit Exam (All Students Pass Rates) Mathematics by Subgroup



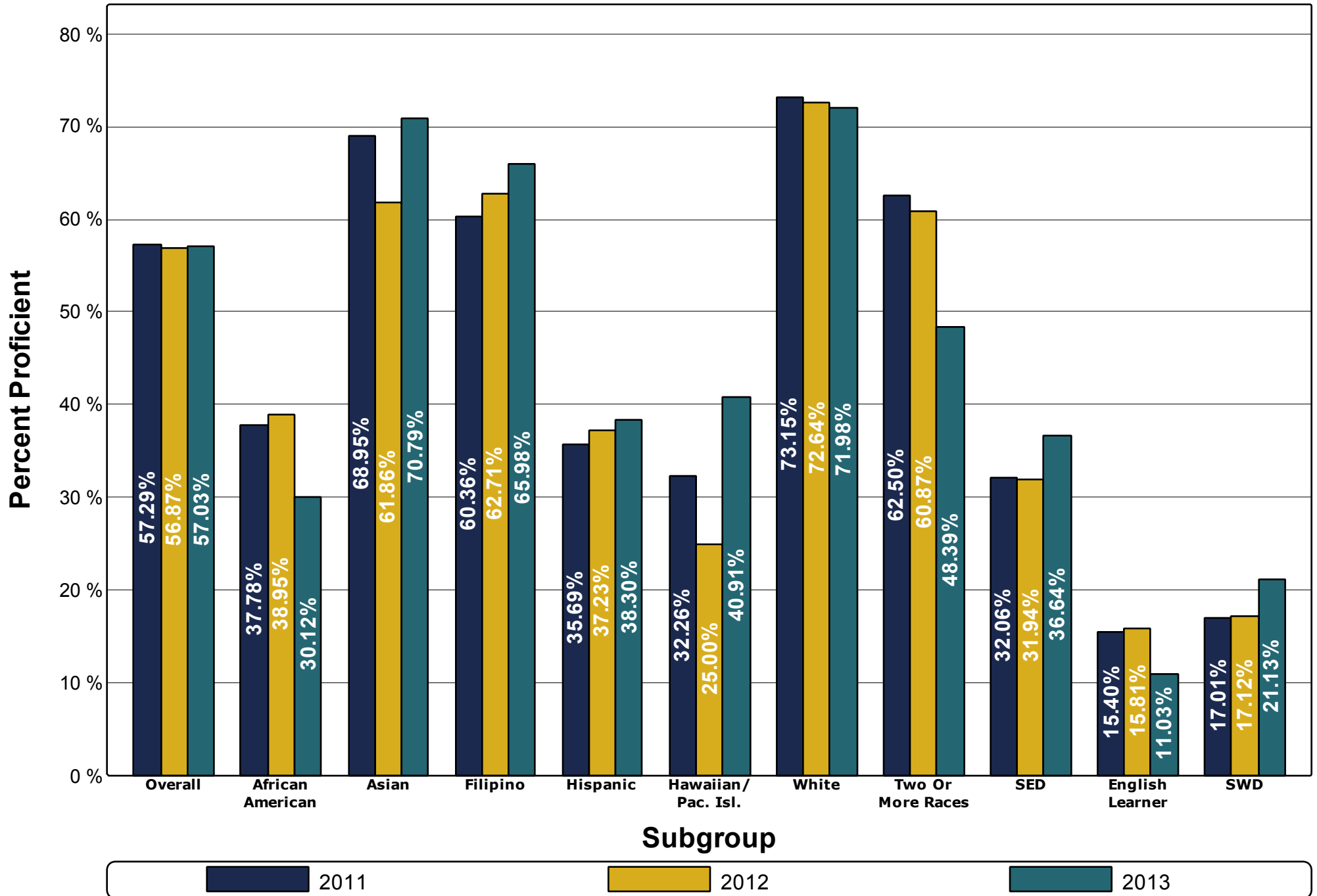
California High School Exit Exam (Growth API Pass Rates) English-Language Arts by Subgroup



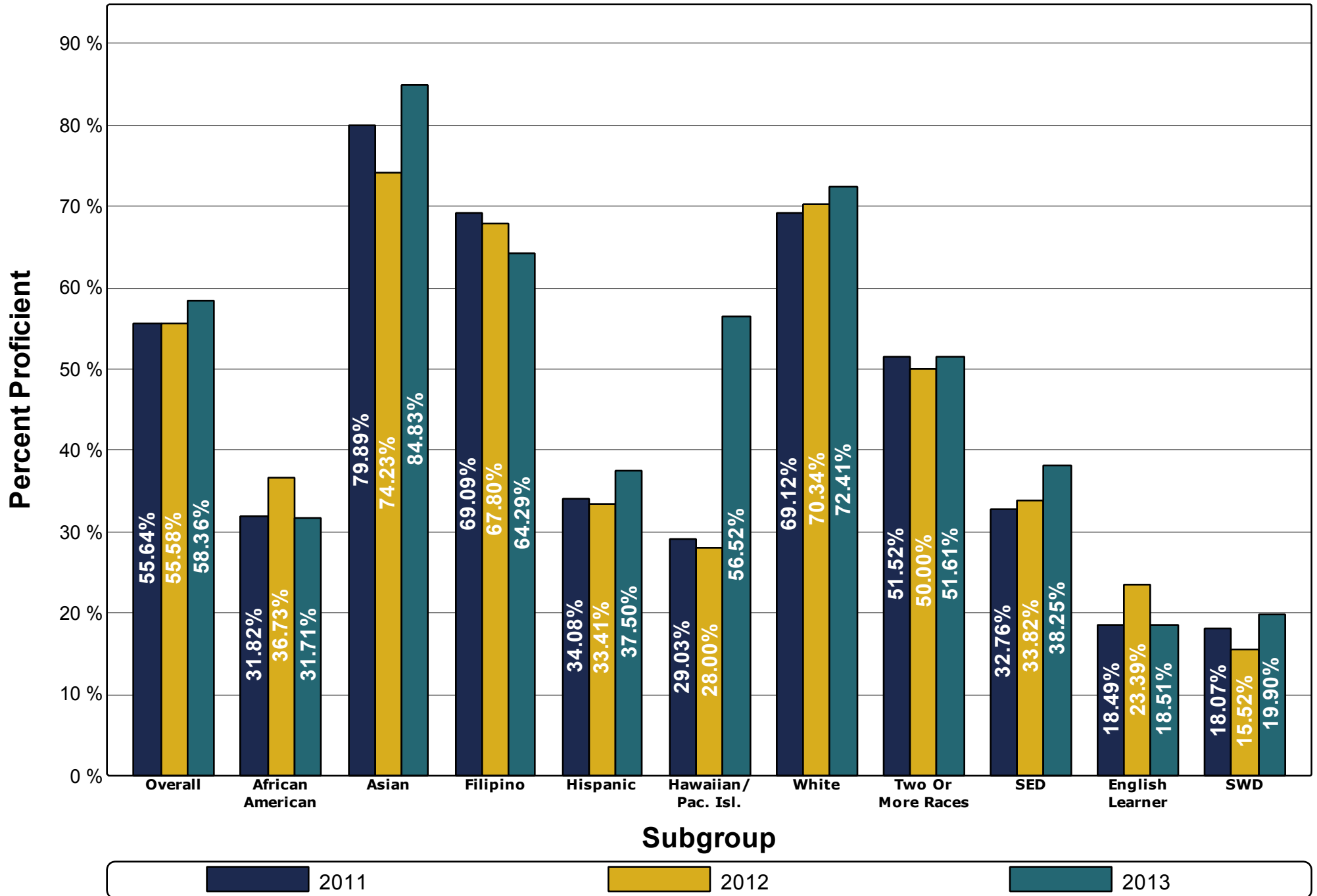
California High School Exit Exam (Growth API Pass Rates) Mathematics by Subgroup



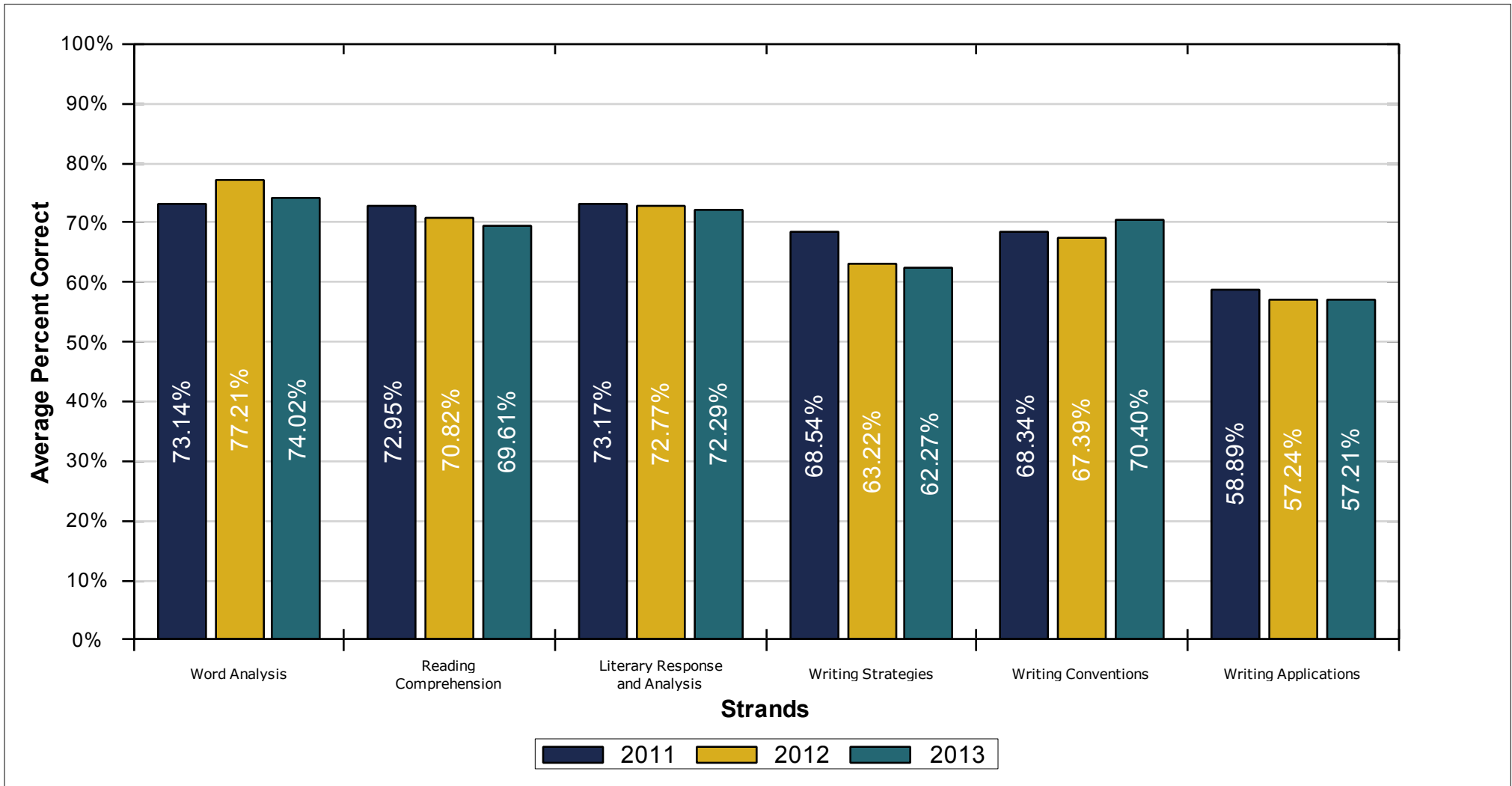
California High School Exit Exam (AYP Proficient Rates) English-Language Arts by Subgroup



California High School Exit Exam (AYP Proficient Rates) Mathematics by Subgroup

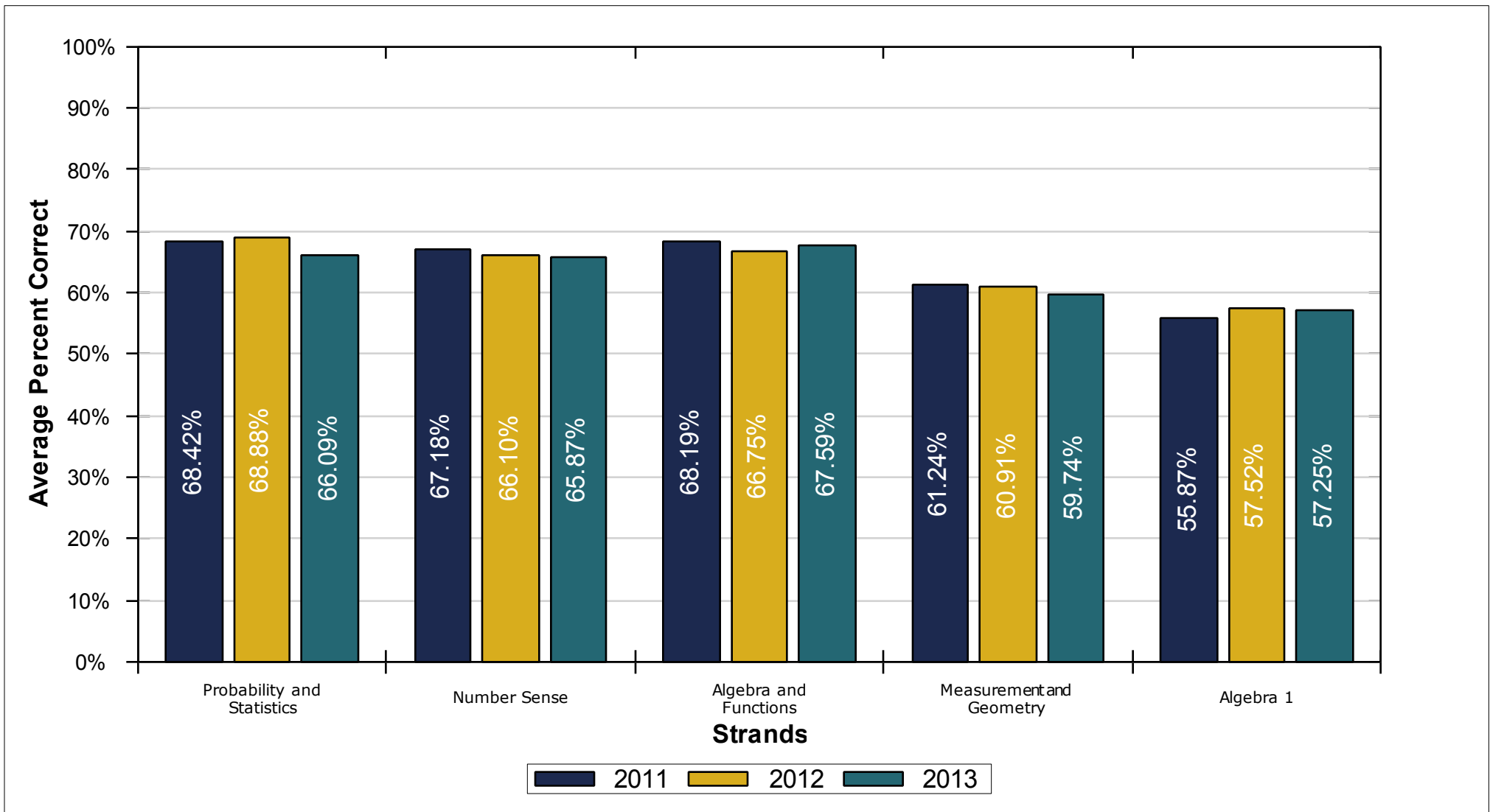


All Grades CAHSEE English-Language Arts Component Subscores



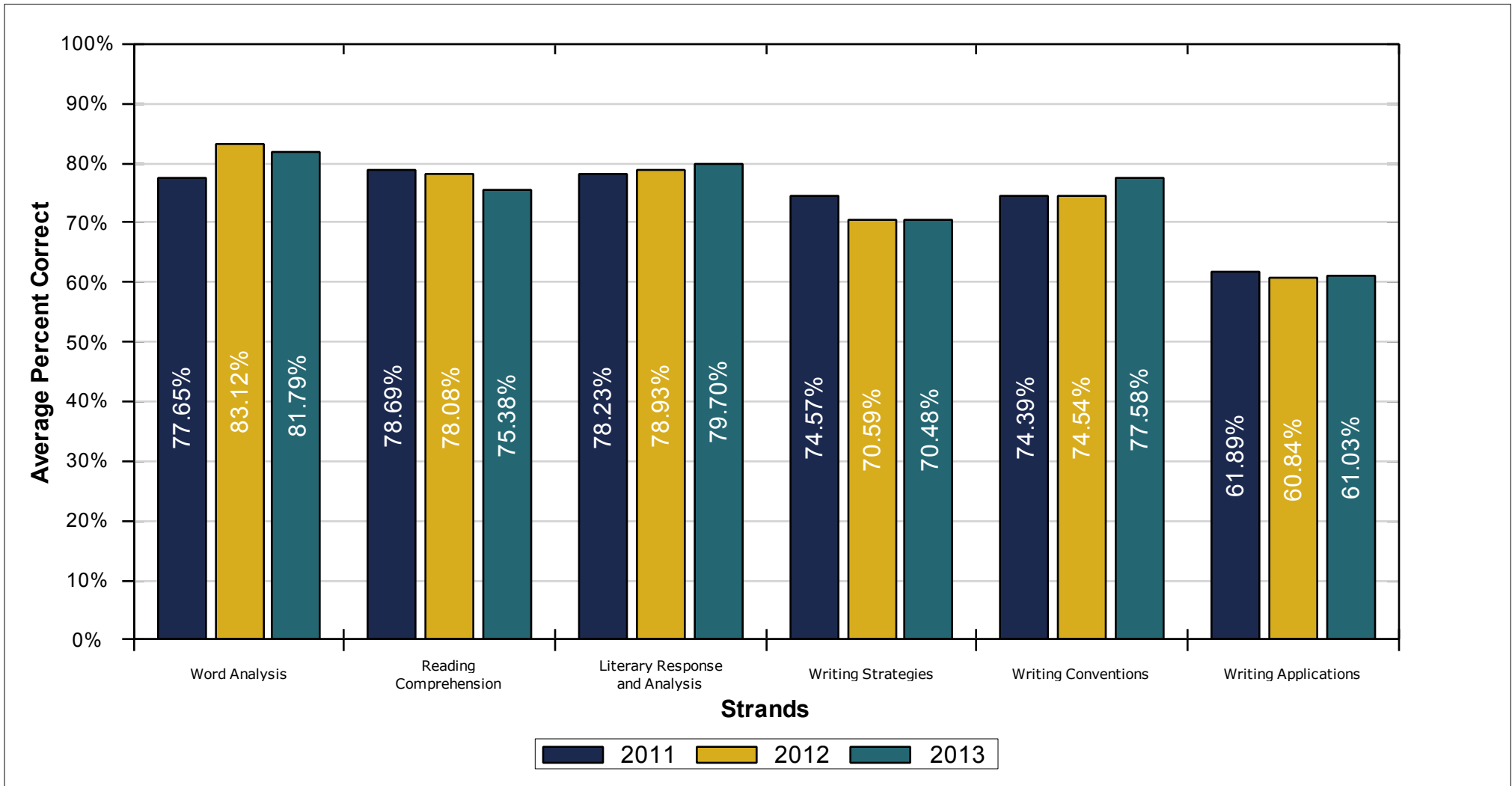
| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 3882 | 76 | 70.68 | 3823 | 76 | 69.33 | 3225 | 76 | 69.07 | -1.61 |
| ELA Reading | | 45 | 73.08 | | 45 | 72.68 | | 45 | 71.49 | -1.59 |
| Word Analysis | | 7 | 73.14 | | 7 | 77.21 | | 7 | 74.02 | 0.88 |
| Reading Comprehension | | 18 | 72.95 | | 18 | 70.82 | | 18 | 69.61 | -3.34 |
| Literary Response and Analysis | | 20 | 73.17 | | 20 | 72.77 | | 20 | 72.29 | -0.88 |
| ELA Writing | | 31 | 67.20 | | 31 | 64.46 | | 31 | 65.55 | -1.65 |
| Writing Strategies | | 12 | 68.54 | | 12 | 63.22 | | 12 | 62.27 | -6.28 |
| Writing Conventions | | 15 | 68.34 | | 15 | 67.39 | | 15 | 70.40 | 2.06 |
| Writing Applications | | 4 | 58.89 | | 4 | 57.24 | | 4 | 57.21 | -1.68 |
| Avg Scale Score | | 372 | | | 369 | | | 369 | | |

All Grades CAHSEE Mathematics Component Subscores



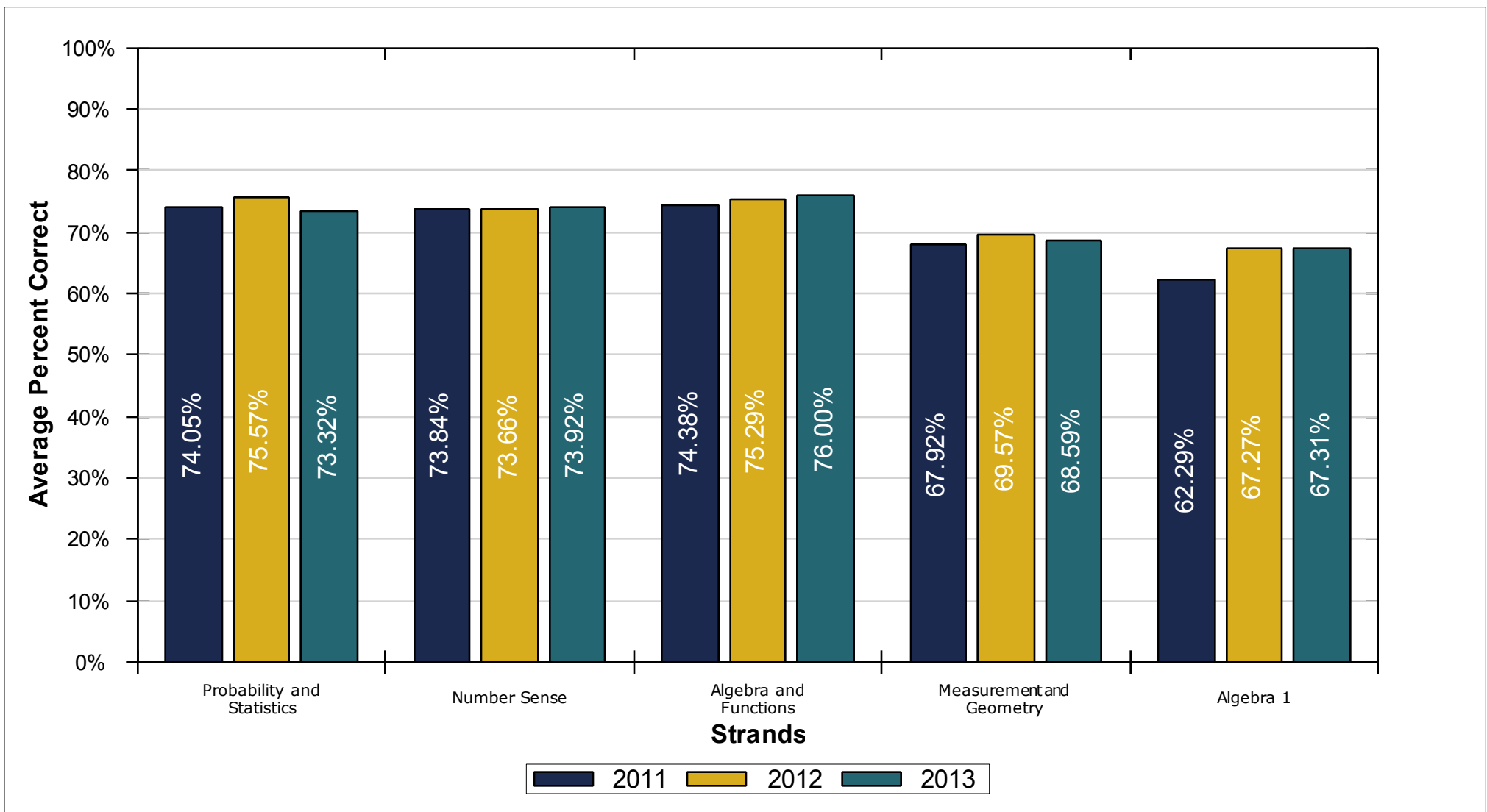
| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 3995 | 80 | 64.60 | 3882 | 80 | 64.26 | 3292 | 80 | 63.66 | -0.94 |
| Grade 6 and 7 Mathematics | | 68 | 66.14 | | 68 | 65.45 | | 68 | 64.79 | -1.35 |
| Probability and Statistics | | 13 | 68.42 | | 13 | 68.88 | | 13 | 66.09 | -2.33 |
| Number Sense | | 17 | 67.18 | | 17 | 66.10 | | 17 | 65.87 | -1.31 |
| Algebra and Functions | | 20 | 68.19 | | 20 | 66.75 | | 20 | 67.59 | -0.60 |
| Measurement and Geometry | | 18 | 61.24 | | 18 | 60.91 | | 18 | 59.74 | -1.51 |
| Algebra 1 | | 12 | 55.87 | | 12 | 57.52 | | 12 | 57.25 | 1.38 |
| Avg Scale Score | | 373 | | | 371 | | | 372 | | |

Grade 10 CAHSEE English-Language Arts Component Subscores



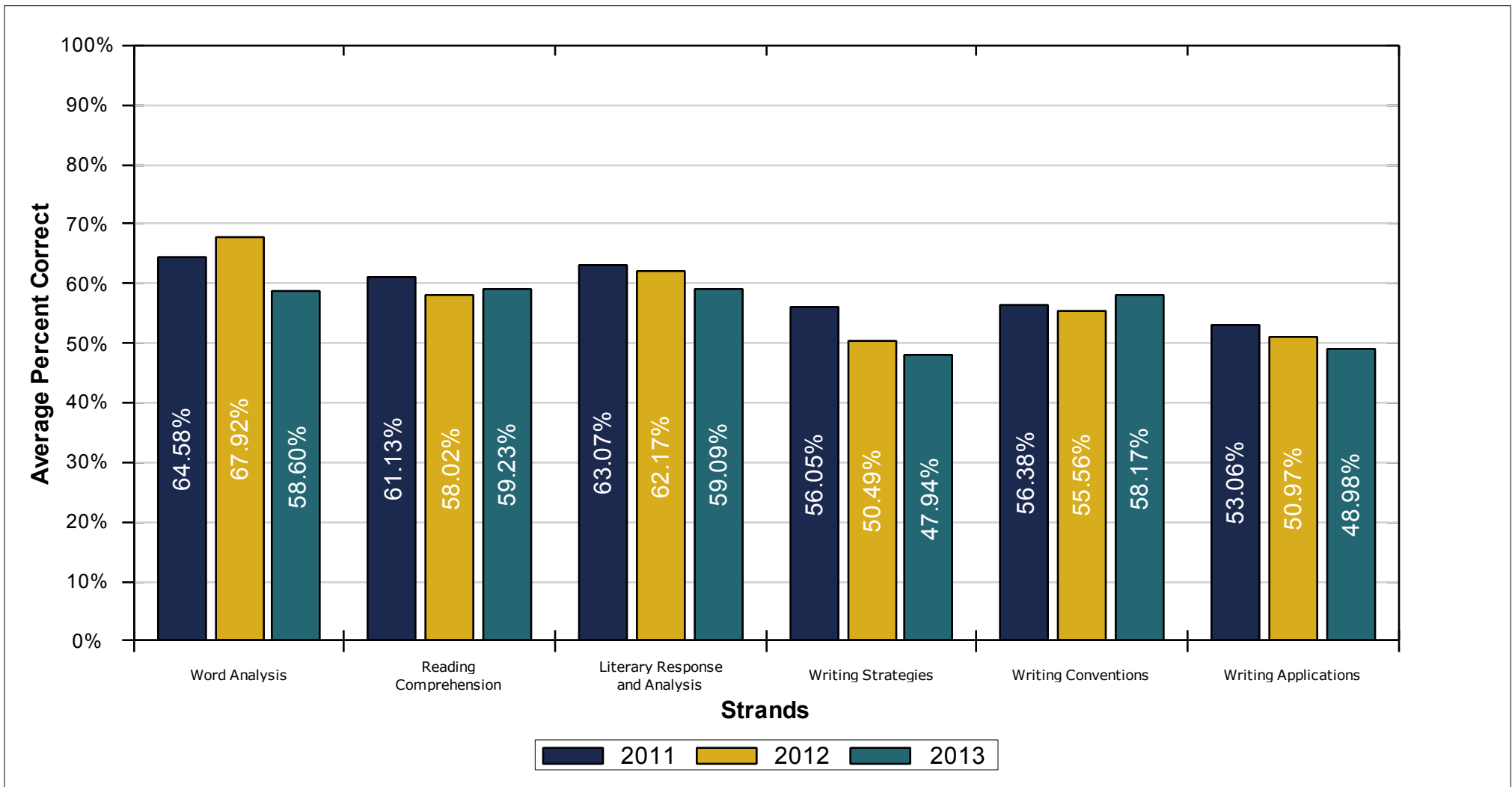
| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 2679 | 76 | 76.09 | 2482 | 76 | 75.98 | 2074 | 76 | 76.01 | -0.08 |
| ELA Reading | | 45 | 78.32 | | 45 | 79.24 | | 45 | 78.30 | -0.02 |
| Word Analysis | | 7 | 77.65 | | 7 | 83.12 | | 7 | 81.79 | 4.14 |
| Reading Comprehension | | 18 | 78.69 | | 18 | 78.08 | | 18 | 75.38 | -3.31 |
| Literary Response and Analysis | | 20 | 78.23 | | 20 | 78.93 | | 20 | 79.70 | 1.47 |
| ELA Writing | | 31 | 72.85 | | 31 | 71.25 | | 31 | 72.69 | -0.15 |
| Writing Strategies | | 12 | 74.57 | | 12 | 70.59 | | 12 | 70.48 | -4.10 |
| Writing Conventions | | 15 | 74.39 | | 15 | 74.54 | | 15 | 77.58 | 3.19 |
| Writing Applications | | 4 | 61.89 | | 4 | 60.84 | | 4 | 61.03 | -0.86 |
| Avg Scale Score | | 383 | | | 383 | | | 384 | | |

Grade 10 CAHSEE Mathematics Component Subscores



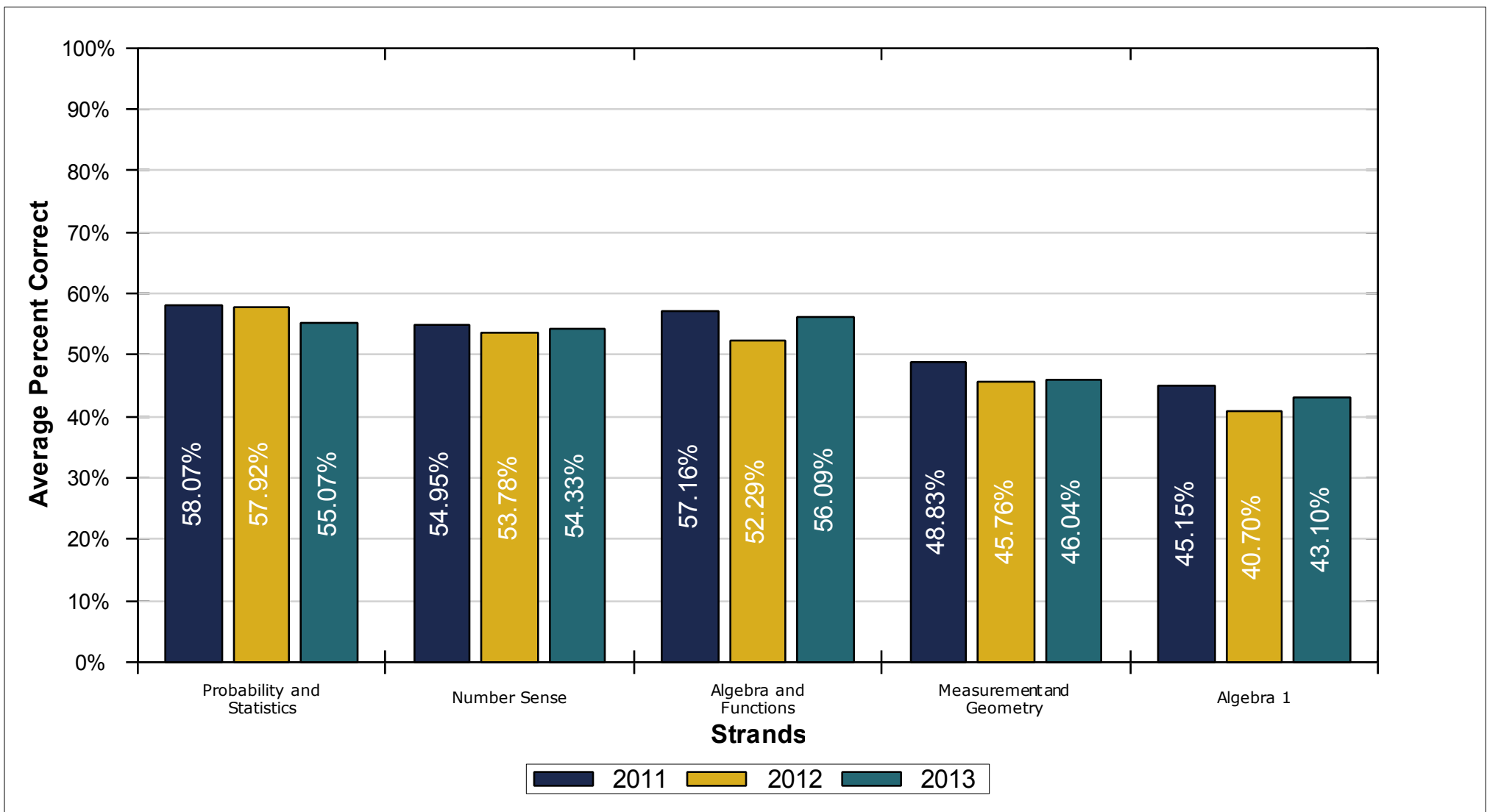
| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 2682 | 80 | 70.95 | 2486 | 80 | 72.50 | 2074 | 80 | 72.15 | 1.20 |
| Grade 6 and 7 Mathematics | | 68 | 72.47 | | 68 | 73.42 | | 68 | 73.00 | 0.53 |
| Probability and Statistics | | 13 | 74.05 | | 13 | 75.57 | | 13 | 73.32 | -0.73 |
| Number Sense | | 17 | 73.84 | | 17 | 73.66 | | 17 | 73.92 | 0.08 |
| Algebra and Functions | | 20 | 74.38 | | 20 | 75.29 | | 20 | 76.00 | 1.61 |
| Measurement and Geometry | | 18 | 67.92 | | 18 | 69.57 | | 18 | 68.59 | 0.67 |
| Algebra 1 | | 12 | 62.29 | | 12 | 67.27 | | 12 | 67.31 | 5.01 |
| Avg Scale Score | | 385 | | | 386 | | | 388 | | |

Grade 11 CAHSEE English-Language Arts Component Subscores



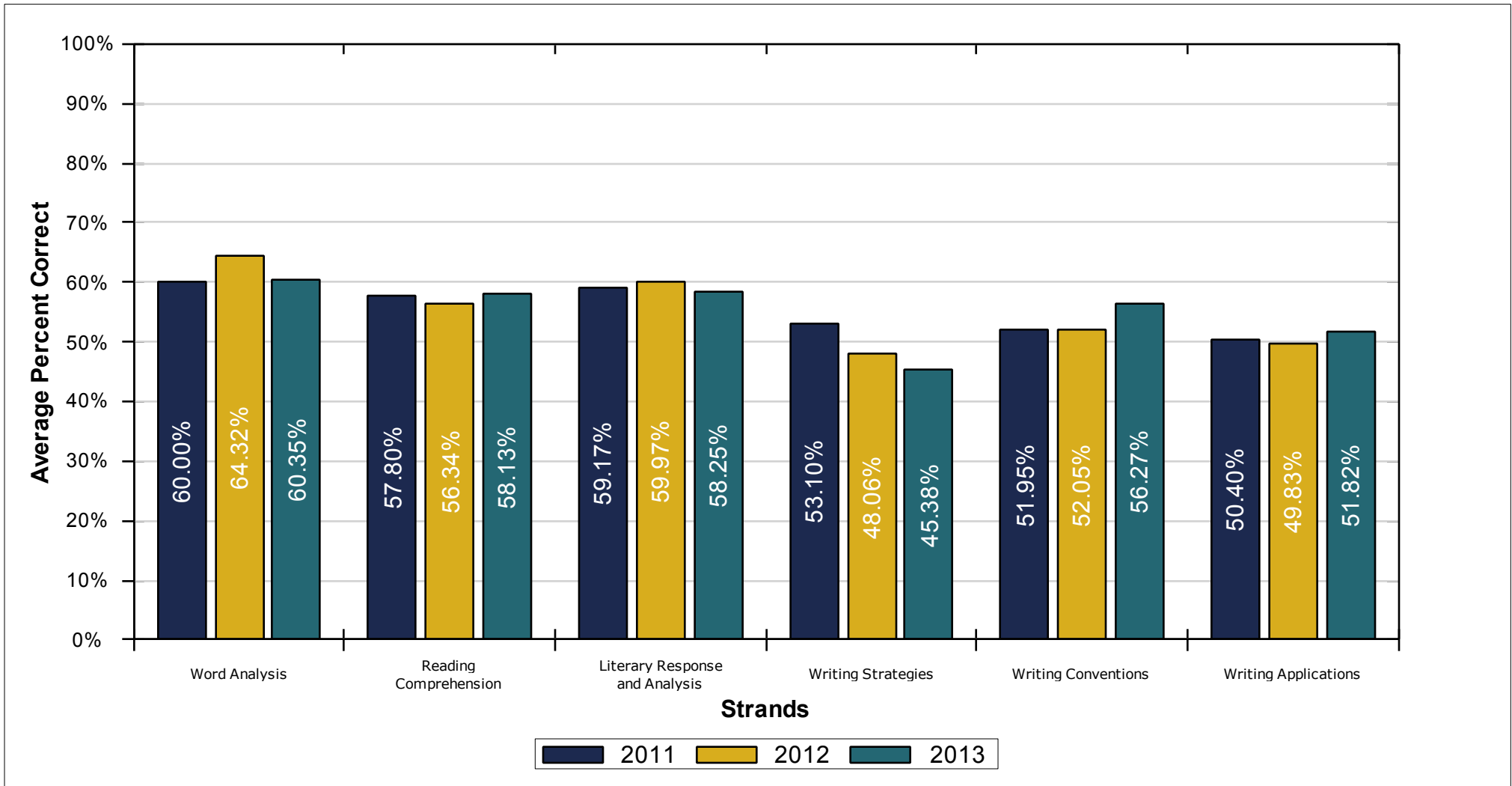
| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 732 | 76 | 59.79 | 725 | 76 | 57.98 | 600 | 76 | 56.60 | -3.19 |
| ELA Reading | | 45 | 62.53 | | 45 | 61.40 | | 45 | 59.07 | -3.46 |
| Word Analysis | | 7 | 64.58 | | 7 | 67.92 | | 7 | 58.60 | -5.98 |
| Reading Comprehension | | 18 | 61.13 | | 18 | 58.02 | | 18 | 59.23 | -1.90 |
| Literary Response and Analysis | | 20 | 63.07 | | 20 | 62.17 | | 20 | 59.09 | -3.98 |
| ELA Writing | | 31 | 55.82 | | 31 | 53.01 | | 31 | 53.02 | -2.80 |
| Writing Strategies | | 12 | 56.05 | | 12 | 50.49 | | 12 | 47.94 | -8.10 |
| Writing Conventions | | 15 | 56.38 | | 15 | 55.56 | | 15 | 58.17 | 1.79 |
| Writing Applications | | 4 | 53.06 | | 4 | 50.97 | | 4 | 48.98 | -4.08 |
| Avg Scale Score | | 348 | | | 345 | | | 342 | | |

Grade 11 CAHSEE Mathematics Component Subscores



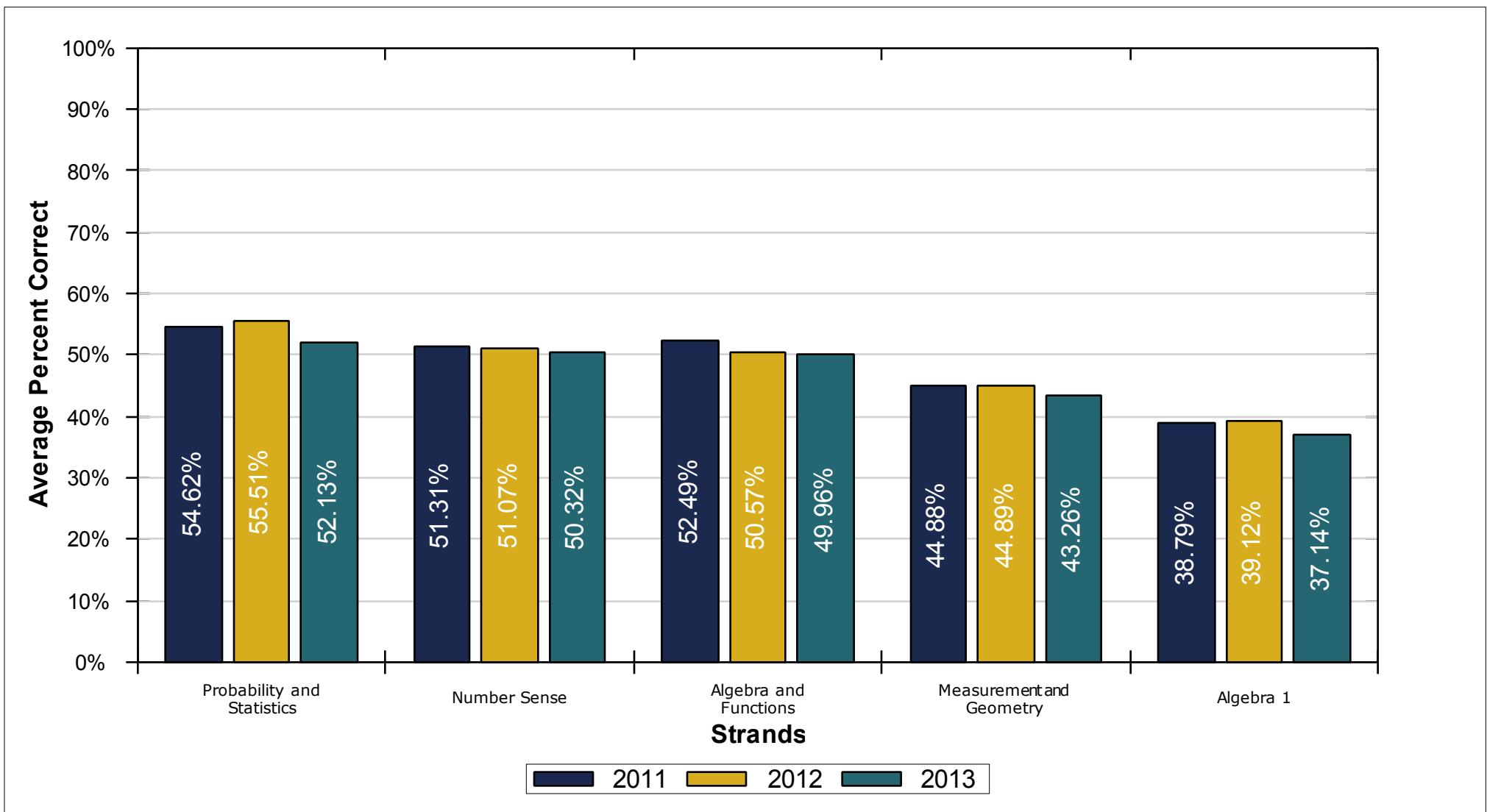
| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 806 | 80 | 53.16 | 753 | 80 | 50.32 | 618 | 80 | 51.34 | -1.82 |
| Grade 6 and 7 Mathematics | | 68 | 54.58 | | 68 | 52.01 | | 68 | 52.79 | -1.78 |
| Probability and Statistics | | 13 | 58.07 | | 13 | 57.92 | | 13 | 55.07 | -3.01 |
| Number Sense | | 17 | 54.95 | | 17 | 53.78 | | 17 | 54.33 | -0.62 |
| Algebra and Functions | | 20 | 57.16 | | 20 | 52.29 | | 20 | 56.09 | -1.07 |
| Measurement and Geometry | | 18 | 48.83 | | 18 | 45.76 | | 18 | 46.04 | -2.79 |
| Algebra 1 | | 12 | 45.15 | | 12 | 40.70 | | 12 | 43.10 | -2.05 |
| Avg Scale Score | | 351 | | | 346 | | | 347 | | |

Grade 12 CAHSEE English-Language Arts Component Subscores



| English-Language Arts | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|--------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| ELA Total | 435 | 76 | 56.08 | 589 | 76 | 55.54 | 467 | 76 | 55.65 | -0.43 |
| ELA Reading | | 45 | 58.75 | | 45 | 59.20 | | 45 | 58.53 | -0.22 |
| Word Analysis | | 7 | 60.00 | | 7 | 64.32 | | 7 | 60.35 | 0.35 |
| Reading Comprehension | | 18 | 57.80 | | 18 | 56.34 | | 18 | 58.13 | 0.32 |
| Literary Response and Analysis | | 20 | 59.17 | | 20 | 59.97 | | 20 | 58.25 | -0.92 |
| ELA Writing | | 31 | 52.20 | | 31 | 50.22 | | 31 | 51.48 | -0.72 |
| Writing Strategies | | 12 | 53.10 | | 12 | 48.06 | | 12 | 45.38 | -7.73 |
| Writing Conventions | | 15 | 51.95 | | 15 | 52.05 | | 15 | 56.27 | 4.32 |
| Writing Applications | | 4 | 50.40 | | 4 | 49.83 | | 4 | 51.82 | 1.42 |
| Avg Scale Score | | 342 | | | 340 | | | 341 | | |

Grade 12 CAHSEE Mathematics Component Subscores



| Mathematics | 2011 | | | 2012 | | | 2013 | | | % Change Correct |
|----------------------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------------------|
| | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | Students Tested | Number Possible | Avg % Correct | |
| Math Total | 469 | 80 | 48.82 | 614 | 80 | 48.48 | 516 | 80 | 46.96 | -1.86 |
| Grade 6 and 7 Mathematics | | 68 | 50.59 | | 68 | 50.14 | | 68 | 48.69 | -1.90 |
| Probability and Statistics | | 13 | 54.62 | | 13 | 55.51 | | 13 | 52.13 | -2.49 |
| Number Sense | | 17 | 51.31 | | 17 | 51.07 | | 17 | 50.32 | -0.99 |
| Algebra and Functions | | 20 | 52.49 | | 20 | 50.57 | | 20 | 49.96 | -2.53 |
| Measurement and Geometry | | 18 | 44.88 | | 18 | 44.89 | | 18 | 43.26 | -1.62 |
| Algebra 1 | | 12 | 38.79 | | 12 | 39.12 | | 12 | 37.14 | -1.64 |
| Avg Scale Score | | 344 | | | 343 | | | 341 | | |

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

Goal One: All Students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Outcomes: Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise.

| 1. Increase student achievement for all students. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |
|---|---|-----------------------------|---|--|
| a) 3rd grade literacy proficiency = 5% increase. | RAP Assessment Data Above Proficiency = 1067 (44.5%) At Proficiency = 899 (37.5%) Total Proficient = 1966 (81.9%) Below Proficiency = 276 (11.5%) Far Below Proficiency = 156 (6.5%) Total Below Proficient = 432 (18.1%) | TP = 86.0% TBP = 14.0% | iReady Reading Assessment February 2015 TP = 57% TBP = 43% | TP = Total Proficient TBP = Total Below Proficient Note – the data compares outcomes from two different assessments. |
| b) 11th grade Algebra 2 completion rates = 5% increase. | 1,238 (68.1%) | 71.5% | 3rd Quarter C or Better - 72% D or better = 87% | |
| c) Increase performance on Early Assessment Program (EAP) = increase 5% annually | English-Language Arts - 31.2% Ready for College-Level Work Mathematics - 25.3% Ready for College-Level Work | ELA - 32.8% Math - 26.6% | June Data (coming from SBAC data) | |
| d) Improved retention rates - elementary and 8th grade = 5% decrease | Elementary = 111 (0.7%) 8th grade = 28 (1.1%) | ES - 105 8th - 27 | June Data | ES = Elementary School |
| e) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase | 2,021 (72.3%) | 75.9% | 70.60% | |
| f) Increase reclassification rates - 5% each year, decrease number of Long Term English Learners by 5% each year. | Reclassified = 810 (10.9%) English Learners = 7,385 (23.1% Long Term EL's) | RFEP - 11.5% EL - 21.9% | RFEP = 588 (8.36%) (Additional students will be added in May/June) EL = 7037 (28.62%, or 2014 students are Long Term EL's) | RFEP = Reclassified EL = English Learners |
| g) Maintain full compliance with textbook sufficiency. | 100% sufficiency | Maintain | 100% sufficient texts, in sufficient lab equipment at one Necessary Small High School due to new construction. Brought sufficient within timelines. | |
| h) Full implementation of Common Core State Standards based instruction by 2015-16. | | | | |

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

| 2. Increase student access to rigorous and relevant content taught by engaged and effective educators, Transitional Kindergarten (TK)-12th grade. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |
|---|---|--------------------------|--|---|
| a) Increased 11-12th grade access to Advance Placement courses (AP)/most rigorous classes = 2% increase 2014-15, 5% increase 2015-16, 2016-17. | 3,131 (72.4%) | 73.8% | 73.21% | |
| b) Increased A-G completion rates (University/college entry requirements) = 2% increase 2014-15, 5% increase 2015-16, 2016-17. | 2012-13 = 587 (29.9%) 2013-14 = 539 (29.4%) | 30.00% | December 2015 Data | |
| c) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year. | 2012-13 Grad Cohort = 1,899 (82.6%) Drop-out Cohort = 284 (12.4%) 2013-14 Grad Cohort = 1814 (85.1%) Drop-out Cohort = 217 (10.2%) | GC = 88.5% DOC = 9.8% | December 2015 Data | GC = Grad Cohort DOC = Drop-out Cohort |
| 3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |
| a) increased student participation in extra/co-curricular activities = increase participation 5% each year. | Sports – HS = 3,218 Performing Arts – HS = 1,567 MS = 1,675 Clubs – HS = 3,001 MS = 2,454 | increase 5% | Sports – HS = 3,633 Performing Arts – HS = 1,967 MS = 1,890 Clubs – HS = 1,811 MS = 1,039 | |
| b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year. | No 2013-14 Data, 5th Grade Instrumental Music Program new 2014-15. 14-15 data will establish baseline. | increase 5% | 1095 5th grade students | |
| 4. Increase student connectedness to a safe, supportive, and well maintained school environment. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

| | | | | |
|---|--|--|--|---|
| a) Improved student attendance = Increase district attendance rate by 2% annually. | Regular Education - 95.49% Special Education - 92.82% Alternative Education - 78.93% Truancy - Not Available at this time | RE = 97.4% SE = 94.7% AE = 80.5% | As of 3/20/15 (P-2 state reporting): RE – 96.71% SE – 92.90% AE – 81.50% Truancy through 5/1/15 = 28.66% | RE = Regular Education SE = Special Education AE= Alternative Education TR = Truancy |
| b) Annual William's Facilities Inspection Tool (FIT) report ratings = no school scoring below Good, increase number of Exemplary by one school each year above baseline year of 2013-2014. | Exemplary = 1 Good = 28 Fair = 17 Poor = 0 | increase Exemplary by 1 school | Exemplary = 16 Good = 30 Fair = 0 Poor = 0 NSHS are included with comprehensive high school campuses. | |
| Goal Two: Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning | | | | |
| Outcomes: Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise. | | | | |
| 1. Parents, family and community are engaged and connected as partners. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |
| 2. Students will connect learning and preparation for their future through the support of informed parents, family and community who are engaged as partners with all MDUSD employees. | | | | |
| a) Improved student attendance = increase district attendance rate by 2% annually. | Regular Education - 95.49% Special Education - 92.82% Alternative Education - 78.93% Truancy - Not Available at this time | RE = 97.4% SE = 94.7% AE = 80.5% | As of 3/20/15 (P-2 state reporting): RE – 96.71% SE – 92.90% AE – 81.50% Truancy through 5/1/15 = 28.66% | RE = Regular Education SE = Special Education AE= Alternative Education TR = Truancy |
| b) Increased student achievement = see targets Goal 1, Outcome 1 and Outcome 2. | | | | |
| c) Increased A-G completion rates (University/college entry requirements) = 2% increase 2014-15, 5% increase 2015-16, 2016-17 | 2012-13 = 587 (29.9%) 2013-14 = 539 (29.4%) | 30.00% | December 2015 Data | |

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

| | | | | |
|--|--|---|---------------------------|--|
| <p>d) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease drop-out rate 4% each year.</p> | <p>2012-13 Grad Cohort = 1,899 (82.6%) Drop-out Cohort = 284 (12.4%) 2013-14 Grad Cohort = 1814 (85.1%) Drop-out Cohort = 217 (10.2%)</p> | <p>GC = 88.5% DOC = 9.8%</p> | <p>December 2015 Data</p> | <p>GC = Grad Cohort DOC = Drop-out Cohort</p> |
|--|--|---|---------------------------|--|

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

Goal Three: High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in Outcomes: Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise.

| 1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |
|---|---|--|--|---|
| a) Improved student attendance = increase district attendance rate by 2% annually, decrease truancy by 10% annually. | Regular Education - 95.49% Special Education - 92.82% Alternative Education - 78.93% Truancy - Not Available at this time | RE = 97.4% SE = 94.7% AE = 80.5% | As of 3/20/15 (P-2 state reporting): RE – 96.71% SE – 92.90% AE – 81.50% Truancy through 5/1/15 = 28.66% | RE = Regular Education SE = Special Education AE= Alternative Education TR = Truancy |
| b) Improved suspensions, expulsion, and Positive Behavior Team Intervention data = decrease district suspension and expulsion rate by 5% annually. | Out of School Suspensions = 2,298 (7.2%) In School Suspensions = 371 (1.2%) Expulsions = 13 (0.04%) | OSS = 6.84% OIS = 1.14% Exp = 0.038% | As of May 4, 2015 Out of School Suspensions = 959 (2.94%) In School Suspensions = 236 (0.72%) Expulsions = 13 (0.04%) | OSS = Out of School Suspension ISS = In School Suspension EXP = Expulsion |
| c) Improved reclassification rates of English Learners rates = 5% each year, decrease number of Long Term English Learners by 5% each year. | Reclassified = 810 (10.9%) English Learners = 7,385 (23.1%) | RFEP - 11.5% EL - 21.9% | RFEP = 588 (8.36%) (Additional students will be added in May/June) EL = 7037 (28.62%, or 2014 students are Long Term EL's) | RFEP = Reclassified EL = English Learners |
| d) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease dropout rate (middle and high) 4% each year. | 2012-13 Grad Cohort = 1,899 (82.6%) Drop-out Cohort = 284 (12.4%) 2013-14 Grad Cohort = 1814 (85.1%) Drop-out Cohort = 217 (10.2%) | GC = 88.5% DOC = 9.8% | December 2015 Data | GC = Grad Cohort DOC = Drop-out Cohort |
| e) Improved retention rates - elementary and 8th grade = 5% decrease | Elementary = 111 (0.7%) 8th grade = 28 (1.1%) | ES - 105 8th - 27 | June Data | ES = Elementary School |
| f) Maintain full compliance with highly qualified teacher status. | 98.30% | 100% | Preliminary is 100% | |
| 2. Students and staff will demonstrate cultural responsiveness in their interactions with peers. | 2013-14 Baseline | Target 14-15 | Progress 14-15 | Comments |

GLOSSARY OF TERMS

A-G: College course requirements taken in high school. The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students.

API: Academic Performance Index. Measures the academic performance and growth of schools in a variety of academic measures. Expected annual percentage growth targets for all schools based on their API baseline score are calculated with a minimum percentage growth target of 5% annually. The API is part of the state accountability system enacted by the California State Legislature in 1999.

AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for “students in the middle”.

AYP: Adequate Yearly Progress. Adequate yearly progress is the measure of the extent to which students in a school, taken as a whole, and certain groups within the school, demonstrate proficiency in at least reading/language arts and mathematics. It also measures the progress of schools under other academic indicators, such as the graduation rate or school attendance. The federal No Child Left Behind Act requires each state to ensure that all schools and districts make adequate yearly progress based on assessments included in the statewide accountability system. State definitions must reflect the objective that all students will demonstrate proficiency by the year 2014.

CCSS: (Common Core State Standards) an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

CELDT: California English Language Development Test. CELDT is a mandatory state test for English language proficiency that is given to students whose primary language is other than English.

CTE: (Career Technical Education) Education programs which are directly related to preparing students for employment occupations requiring other than a baccalaureate or advanced degree.

College and Career Readiness: College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework.

Cultural Competency: Knowledge of infusing culturally responsive practices into their work with students, families and co-workers.

DELAC: District English Learner Advisory Committee.

Digital Literacy: Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

Dual Enrollment: involves students being enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college courses. Less commonly, it may refer to any individual who is participating in two related programs.

EL: (English Learners) is a person who is learning the English language in addition to their native language. A student for whom a primary language other than English has been indicated on the state-approved "Home Language Survey" and who, based on the results of the California English Language Development Test (CELDT), has been determined to lack the clearly defined English language skills of listening, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

ELD: (English Language Development) Direct instruction for English Learners. ELD is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

FEP: Fluent English Proficient. A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon assessment on the CELDT and from additional information (when available) is determined to be fluent in English. To be categorized as FEP, a student must have at least some functional proficiency (e.g., some basic comprehension skills) in a language other than English.

Honors: Honors classes often offer the same curriculum as regular classes but are tailored for high-achieving students — covering additional topics or some topics in greater depth.

IB: The International Baccalaureate (IB) Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. Successful IB candidates are typically granted advanced placement credit at the finest universities and colleges in the nation.

IEP: (Individualized Education Plan) commonly referred to as an **IEP**, is mandated by the Individuals with Disabilities Education Act (IDEA). An IEP defines the individualized objectives of a child who has been found with a disability, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would.

LCAP: (Local Control Accountability Plan) is a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities.

LCFF: (Local Control Funding Formula) California's new school finance model for allocation of state funding to local school districts.

Linked Learning: A high school improvement approach that makes learning exciting and challenging. It connects strong academics with real-world experience in a wide range of fields, such as engineering, arts and media, and biomedical and health sciences—helping students gain an advantage in high school, college, and career.

Marzano’s Art and Science of Teaching: presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Many district school teams have participated in comprehensive training on this model.

Multi-tiered System of Support: (MTSS) is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

Online/Remote learning: is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. E-Learning is the use of electronic media and information and communication technologies (ICT) in education.

PAC: (Parent Advisory Council) responsible for providing input and feedback on the LCAP/LCFF.

PBIS: (Positive Behavior Intervention and Support) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

PLC: (Professional Learning Communities) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. PLC is an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

R-FEP: (Reclassified Fluent English Proficient) student is one whose primary language is not English and who was reclassified from English learner to fluent-English-proficient. Reclassification is based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA

RtI: (Response to Intervention) is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. RTI is a multileveled approach for aiding students that is adjusted and modified as needed.

School Climate: School climate may be defined as the quality and character of school life. It may be based on patterns of student, parent, and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures

STEM: Science Technology Engineering and Mathematics.

Supplemental Funding: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate. The counts must be “unduplicated”; meaning an EL, LI to foster youth may only be counted once, even if belonging to more than one group.

TK: (Transitional Kindergarten) is a school grade that serves as a bridge between preschool and kindergarten functioning to provide students with time to develop fundamental skills needed for success in school in an age- and developmentally-appropriate setting.

Williams Requirements/Basic Services: California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.

Workability: The Workability program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and postsecondary education or training.