DRAFT

Local Control

and

Accountability Plan

MDUSD 2015-2016

Updated June 2, 2015

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Introduction:

LEA: Mt. Diablo Unified School District   **Contact (Name, Title, Email, Phone Number):** Nellie Meyer, Superintendent, meyern@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
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,	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.

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.

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.

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

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

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 | 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.

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.

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

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.

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.

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.

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.

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.

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.

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.

Parents, working together in teams, reviewed the document and provided feedback. Parents were also given cards to record comments or questions they wanted responded to in writing. They were told the responses would be posted on the district website the following week.	
Access to Information: A link was created on the district website to provide easy access to information related to the Local Control Accountability Plan. Feedback from the community meetings was posted here as well as a variety of other resources from West Ed and from the California Department of Education.	Demonstrated MDUSD's commitment to a transparent and inclusive process in developing the LCAP.
EMAIL: An email address was created to support communication. This address, LCAP@mdusd.org, was a link on the LCAP section of the district website and was announced at all community meetings. Emails received via this email address were given to the superintendent or designee for follow up.	Facilitated timely communication and provided another method for the MDUSD Community to give input on the development of the LCAP.
The Superintendent's designee reviewed the School Plans to ensure that the LCAP was consistent with individual school goals.	Stakeholder groups provided feedback to develop outcomes, services and actions correlated to the District Strategic Plan goals. The District LCAP Focus Group aligned services and actions to address the needs of all students with additional supports specific to our significant subgroups: EL, etc.

All stakeholder input from the LCAP community meetings was recorded, organized under each Board goal, and discussed by the District LCAP Focus Group. Not all of the services and actions given could be included as the top priorities to be identified in this first planning cycle but will be considered as the plan is reviewed and updated annually. |
| Next steps: During each year, stakeholder groups such as the LCAP Parent Advisory Council, DELAC, and LCAP Focus Group, community and student forums, will continue to assess progress towards the LCAP goals. This continuing feedback will inform annual updates and edits to the MDUSD LCAP. | |
| **Annual Update:**

MDUSD created multiple opportunities for stakeholders to continue to be a part of the development, review and implementation of the LCAP. Opportunities such as the Parent Advisory Council monthly meetings, District English Language Advisory Committee (DELAC) meeting, newly formed African American Parent Academy, Community Advisory Committee (CAC) meetings, Community Feeder Pattern Meetings held in the spring (April-May 2015), newly | **Annual Update:**

- The development of the LCAP at a Glance document and supporting documents (i.e. PowerPoint, talking points) helped to streamline and simplify communication about the LCAP; what is was, goals, and actions and services . These communication tools were shared by LCAP Focus Group Stakeholder members, Cabinet members and Principals to ensure that the entire district community was aware and informed of the MDUSD |

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?

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.

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

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?

GOAL 1:	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.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Academic Excellence & Learning • Supportive Family and Community Involvement • High Quality Effective Staff

Identified Need :	• 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. Metrics – such as but not limited to: • 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

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	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 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 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: 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. 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. 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, 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Align staff, services, and systems to support the goals of the LCAP. 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 95,765,409
			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
1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
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.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 Adult Education Fund 2,673,551
			Employee Benefits 3000-3999 Employee Benefits Adult Education Fund 1,247,934
			Measure C 2010 Fund
			State School Building Fund
1.4 Continue to provide state standards-based instruction and materials for all students.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Instructional Materials (Prop. 20) 950,639
			Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies LCFF Base 365,485
			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 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 1000-1999: Certificated Personnel Salaries IDEA 361,583
			Classified Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 2000-2999: Classified Personnel Salaries IDEA 152,099
			Employee Benefits - COORDINATED EARLY INTERVENING SERVICES (CEIS) 3000-3999 Employee Benefits IDEA 163,748
			Materials and Supplies- COORDINATED EARLY

			INTERVENING SERVICES (CEIS)
			4000-4999: Books And Supplies IDEA 39,637
			Independent Services Contracts - COORDINATED EARLY INTERVENING SERVICES (CEIS)
			5000-5999: Services And Other Operating Expenditures IDEA 236,800
			Other Outgo - COORDINATED EARLY INTERVENING SERVICES (CEIS)
			7000-7439: Other Outgo IDEA 31,859
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental
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	X 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 Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 250,440 Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 26,087 Employee Benefits 3000-3999 Employee Benefits LCFF Base 39,791 Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 32,340 Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 10,780 Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 40,000 Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133,485 Personnel Costs - see 1.21 LCFF Supplemental

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	X 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
1.9 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	X 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
1.10 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	X 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 Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF Base 11,787 Cyber High Personnel Costs - Benefits 3000-3999 Employee Benefits LCFF Base 1,697 Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Base 51,017 Instructional Materials - see 1.4
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	X 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 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 203,103 Employee Benefits 3000-3999 Employee Benefits LCFF Base 95,683 Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,819,588
1.12 Continue to recognize and celebrate students at both the district and school level, who demonstrate	All, Districtwid	X All _____ OR:	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base

academic improvement and achievement as a model of achievement for all students.	e	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental Materials and Supplies 4000-4999: Books And Supplies LCFF Base 10,780
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	X 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 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	X 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
1.15 Continue to offer athletic programs at all high schools in the MDUSD. Pilot a middle school athletic program in 2015-2016.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	X 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 Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 225,395 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	X 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	X 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	X 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 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
			Contribution to Transportation Employee Benefits 3000-3999 Employee Benefits LCFF Base 76,048
			Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,421,450
			Contribution to Transportation Services and other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 2,050,631
			Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay LCFF Base 337,537
			Contribution to Transportation Other Outgo 7000-7439: Other Outgo LCFF Base 329,154
			Department, and Central Operating Budgets. 5000-5999: Services And Other Operating Expenditures LCFF Base 3,114,812
			Department, and Central Operating Budgets. 6000-6999: Capital Outlay LCFF Base 113,729
			General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 57,531,765
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	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 3,178,218
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 834,014
			Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 1,564,984

		_ Other Subgroups: (Specify)	Site Allocations to support LCAP and SPSA's LCFF Supplemental
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	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 301,701 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
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.	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
1.24 Develop a plan to increase access to preschool programs offered at low income schools.	All, Districtwide	_ ALL OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
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.	All, Districtwide	_ ALL OR: X Low Income pupils _ English Learners _ Foster Youth	Personnel Costs - see 1.21. 1.22 LCFF Supplemental

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.26 Asses and analyze information collected to determine effective models for online/remote learning implementation.	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22 LCFF Supplemental
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).	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries Other Classified Personnel 2000-2999: Classified Personnel Salaries Other 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-co-curricular programs).	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22
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 X English Learners _ Foster Youth X Redesignated fluent English proficient	Personnel Costs - see 1.21. 1.22

		_ Other Subgroups: (Specify)	
1.30Use the data collected in 2014-2015 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22
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).	All, Districtwide	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22
1.32 Develop a plan to increase English learner access to electives, A-G, and AP courses.	All, Districtwide	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22
1.33 Expand access for identified students to services by bilingual counselors.	All, Districtwide	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22

1.34 Develop support systems for foster youth to engage in college, career, and civic readiness activities.	All, Districtwide	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22
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	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ 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	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21. 1.22

Expected Annual Measurable Outcomes:	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 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 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: 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. 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. 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, 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Align staff, services, and systems to support the goals of the LCAP. Continue to provide basic instructional services, which include but are not limited to	All, Districtwide	X All OR: _ Low Income pupils	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 103,809,703 Classified Personnel 2000-2999: Classified Personnel Salaries

classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF Base 6,755,521
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 37,187,430
			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
1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 603,543
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 5,450,147
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 2,601,822
			Materials and Supplies 4000-4999: Books And Supplies LCFF Base 730,324
			Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 51,452
			Employee Benefits 3000-3999 Employee Benefits Developer Fee Fund 21,733
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.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,848,808
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 4,699,638
			Materials and Supplies 4000-4999: Books And Supplies LCFF Base 742,622
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 321,402
			Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 237,397
			Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental
			Classified Personnel 2000-2999: Classified Personnel Salaries 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 Instructional Materials (Prop. 20) 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	X 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

1.6 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	X 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
			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, Districtwid	X All OR:	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base

and adjust them if they are not. (e.g. support classes for English Learners (EL).	e	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
			Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 271,476
			Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 28,278
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 43,133
			Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 35,056
			Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 11,685
			Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 40,000
			Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133,485
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	X 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
1.9 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.	All, Districtwide	X 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
1.10 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	X All OR: _ Low Income pupils _ English Learners	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental
			Instructional Materials - see 1.4

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF Base 12,777
			Cyber High Personnel Costs - Benefits 3000-3999 Employee Benefits LCFF Base 1,839
			Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Base 55,302
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	X 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
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 220,163
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 103,720
			Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,972,433
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	X 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
			Materials and Supplies 4000-4999: Books And Supplies LCFF Base 11,685
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	X 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
			PSAT Contract 5000-5999: Services And Other Operating Expenditures LCFF Base 27,038
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)	All, Districtwide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental

		English proficient _ Other Subgroups: (Specify)	
1.15 Continue to offer athletics programs at all high schools in the MDUSD. Evaluate participation in piloted middle school program.	All, Districtwide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 473,263
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 51,023
			Equipment Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 63,101
			Transportation 5000-5999: Services And Other Operating Expenditures LCFF Base 50,130
			Memberships/Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 60,764
			Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures LCFF Base 222,024
			Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental
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).	All, Districtwide	X 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
			Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 244,328
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 102,185
			Materials and Supplies 4000-4999: Books And Supplies LCFF Base 3,505
			Equipment Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 42,067
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.	All, Districtwide	X 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 Continue implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.	All, Districtwide	X 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
1.19 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	X 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
1.20Site Allocations to support LCAP and SPSA's	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 6000-6999: Capital Outlay LCFF Base 365,890
			Contribution to Transportation Other Outgo 7000-7439: Other Outgo LCFF Base 356,802
			Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures LCFF Base 3,376,456
			Department, and Central Operating Budgets 6000-6999: Capital Outlay LCFF Base 123,282
			General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 61,695,891
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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 3,776,831
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 888,475
			Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 1,667,177
			Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies LCFF Supplemental 3,496,419
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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 321,402
			Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 237,397
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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	Personnel Costs - see 1.21 and 1.22 LCFF Supplemental
			Teacher Intervention and Instructional Support (TIIS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental 1,553,254
			TIIS Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 500,632

		_ 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	_ ALL OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 Facilites 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	_ ALL OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ 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-	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners	Personnel Costs - see 1.21 and 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries Other Classified Personnel 2000-2999: Classified Personnel

income) students).		X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Other
			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-co-curricular programs).	All, Districtwide	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X 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 X English Learners X 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 X English Learners _ Foster Youth X 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	All, Districtwide	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent	Personnel Costs - see 1.21 and 1.22 LCFF Supplemental

as described in the English Learner Master Plan.		English proficient _ Other Subgroups: (Specify)	
1.32 Increase English learner access to electives, A-G, and AP courses by 5% above 2015-2016.	All, Districtwid e	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X 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, Districtwid e	_ ALL OR: _ Low Income pupils X English Learners _ Foster Youth X 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, Districtwid e	_ ALL OR: _ Low Income pupils _ English Learners X 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, Districtwid e	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Personnel Costs - see 1.21 and 1.22 LCFF Supplemental

		(Specify)	
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	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 and 1.22 LCFF Supplemental

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	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 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 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: 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. 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. 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, 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Align staff, services, and systems to support the goals of the LCAP. Continue to provide basic	All, Districtwid	X All OR:	

instructional services, which include but are not limited to classroom teachers, counselors, school administrators, office staff, and district office administrators and staff.	e	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Continue to provide structures to support operations (e.g. budget, human resources, risk management, research and evaluation, and technology).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Continue to provide state standards-based instruction and materials for all students.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

Intervening Services Plan Summary, Appendix.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	

		(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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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)	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.15 Continue to offer athletics programs at all high schools in the MDUSD. Continue to monitor the middle school program.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.18 Continue implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.	All, Districtwide	X All OR: _ Low Income pupils	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.20Site Allocations to support LCAP and SPSA's	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth	

		X Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ 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	_ ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	

		_ 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: X Low Income pupils X English Learners X Foster Youth X 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: X Low Income pupils X English Learners X Foster Youth X 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 X Foster Youth _ Redesignated fluent English proficient _ 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 2015-2016.	All, Districtwide	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	_ ALL OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 2:	Parents/guardians, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Supportive Family and Community Involvement • Respectful, Responsive Service and Communication • Optimal Operations and Infrastructure

Identified Need :	• 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. Metrics – such as but not limited to: • 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)

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016	
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, social media, parent liaisons, and personal contact) as an ongoing means of communication.	All, Districtwide	X 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
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	X 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

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).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries Base 100,783 Employee Benefits 3000-3999 Employee Benefits 40,530
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).	All, Districtwide	X 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 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
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).	All, Districtwide	X 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
2.6 Evaluate methods to strengthen the roles of school-based parent/guardian and community groups.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental

		(Specify)	
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).	All, Districtwide	X 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 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
2.8 Offer childcare to increase family participation in parent/guardian/community events.	All, Districtwide	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
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.	All, Districtwide	_ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.10Increase 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.	All, Districtwide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	Personnel Costs - see 1.21 LCFF Supplemental

		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 X English Learners _ Foster Youth X 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 X English Learners _ Foster Youth X 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 X English Learners _ Foster Youth X 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 X English Learners _ Foster Youth X 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.

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.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2014-2015.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.17 Implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental

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	X 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
2.2 Continue to increase and monitor parent access to information, parent/guardian 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)	All, Districtwide	X 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

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).	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries LCFF Base 109,248
			Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base
			Employee Benefits 3000-3999 Employee Benefits LCFF Base 43,934
			Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental
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).	All, Districtwide	X 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
			Custodial Overtime - pay (estimated at 10 meetings, 4 hours 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 - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5,842
			Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5,842
2.5 Implement the district-wide communication plan.	All, Districtwide	X 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
2.6 Create a plan to strengthen the roles of school - based parents/guardians and community groups.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental

		(Specify)	
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).	All, Districtwide	X 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 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
2.8 Offer childcare to increase family participation in parent/guardian/community events.	All, Districtwide	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
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: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.10Provide 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: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	Personnel Costs - see 1.21 LCFF Supplemental

		_ Other Subgroups: (Specify)	
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: X Low Income pupils X English Learners X Foster Youth X 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ 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	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.14 Expand translation services. Identify additional languages that need to be available for documents, conferences, and meetings.	All, Districtwide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	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.

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.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2015-2016.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.17 Continue to implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental

LCAP Year 3: 2017-2018	
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, social media, parent liaisons, and personal contact) as an ongoing means of communication.	All, Districtwide	X 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
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)	All, Districtwide	X 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

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).	All, Districtwide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
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).	All, Districtwide	X 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
			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 Expenditures LCFF Base
2.5 Implement the district-wide communication plan.	All, Districtwide	X 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
2.6 Create a plan to strengthen the roles of school - based parent/guardian and community groups	All, Districtwide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental

		(Specify)	
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	X 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 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	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
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: X Low Income pupils X English Learners X Foster Youth X 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: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	Personnel Costs - see 1.21 LCFF Supplemental

		_ Other Subgroups: (Specify)	
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: X Low Income pupils X English Learners X Foster Youth X 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ 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	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.14 Expand translation services. Identify additional languages that need to be available for documents, conferences, and meetings.	All, Districtwide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental Classified Personnel 2000-2999: Classified Personnel Salaries Other Employee Benefits 3000-3999 Employee Benefits Other 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.

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.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.16 Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2015-2016.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.17 Continue to implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
2.18 Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental

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

		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.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Academic Excellence & Learning • High Quality Effective Staff • Respectful, Responsive Service and Communication
GOAL 3:			

Identified Need :	• 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.). Metrics – such as but not limited to: • 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

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016	
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 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	X 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
			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	X All OR: _ Low Income pupils	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 (RtI) process at all sites.(e.g. identify exemplar classrooms and schools within the district implementing RtI effectively to duplicate best practices).	All, Districtwide	X 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
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	X 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 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	X 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
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental

		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	X 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 X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental

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	X 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 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
3.2 Continue to provide collaborative time and assess impact on instructional strategies.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Continue to provide and assess professional development, coaching, and support for the Response to Instruction and Intervention (RtII) process at all sites.	All, Districtwide	X 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
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	X 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 Independent Services Contracts - FRISK Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 22,202
3.5 Provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning.	All, Districtwide	X 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
3.6 Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental

		_ 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	X 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
3.8 Provide professional development to develop an awareness of and act on the unique needs of low income students.	All, Districtwide	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ 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	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.1 LCFF Supplemental

LCAP Year 3: 2017-2018	

| 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	X 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
			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
			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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base
			Personnel Costs - see 1.21 LCFF Supplemental

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Continue to provide and assess professional development, coaching, and support for the Response to Instruction and Intervention (RtI) process at all sites.	All, Districtwide	X 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
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	X 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 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	X 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
3.6 Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.	All, Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.21 LCFF Supplemental

		(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	X 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 Provide professional development to develop an awareness of and act on the unique needs of low income students.	All, Districtwide	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 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	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental
3.10 Provide professional development to develop an awareness of and act on the unique needs of foster youth.	All, Districtwide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Personnel Costs - see 1.21 LCFF Supplemental

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

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.

Original GOAL 1 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Academic Excellence & Learning • Supportive Family and Community Involvement • High Quality Effective Staff

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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.	Actual Annual Measurable Outcomes:	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%

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.

j)   Maintain full compliance with textbook sufficiency.

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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:

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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

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

		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.
c) The California Healthy Kids Survey, or similar measurement tool = baseline 2014-15, determine increase for 2015-16, 2016-17.		b) Improved student attendance = Increase district attendance rate by 2% annually.
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 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

	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). • 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

		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.	Implementation Funds 379,258
	Employee Benefits Common Core Implementation Funds 201,553	
		• 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 • Hired additional bus drivers to meet the increase need. These actions and services were effective in making progress toward the goal. 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.) Base funded = increased salaries and benefits especially in health and statutory benefits. TIIG = changes in funded staff and commensurate changes in salaries, health and statutory benefits. Transportation = increased salaries and benefits especially in health and statutory benefits, as well as hiring and training more drivers. 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.	
Scope of Service All, Districtwide X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service All, Districtwide X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
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).	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 516,488	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. 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). • 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,	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 184,323
	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 4,664,018		Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 3,548,353
	Employee Benefits 3000-3999: Employee Benefits LCFF Base 2,226,536		Employee Benefits 3000-3999 Employee Benefits LCFF Base 1,566,250
	Materials and Supplies 4000-4999: Books And Supplies LCFF Base 624,983		Materials and Supplies 4000-4999: Books And Supplies LCFF Base 384,481
	Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 51,452		Classified Personnel 2000-2999: Classified Personnel Salaries Developer Fee Fund 8,604
	Employee Benefits 3000-3999: Employee Benefits Developer Fee Fund 21,733		Employee Benefits 3000-3999 Employee Benefits Developer Fee Fund 12,092
	Classified Personnel 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 0		Classified Personnel - Site Technicians, Network Technicians (I and II) 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 318,282
	Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 0		Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 176,481

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 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.)

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.

Developer Fee Fund = costs related to the Accounts Receivable Senior Account Clerk were over estimated.

Common Core = some positions were originally anticipated for Base Funds but

		were later determined to be more appropriately aligned with the intent of Common Core funds.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 6,716,696 Employee Benefits 3000-3999: Employee Benefits LCFF Base 4,021,763 Materials and Supplies 4000-4999: Books And Supplies LCFF Base 635,507 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 108,029 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	1.3 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(s) of a staffing has been achieved toward the goal and expected measurable outcome(s). • 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures include changes in	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,364,139 Employee Benefits 3000-3999 Employee Benefits LCFF Base 3,978,160 Materials and Supplies 4000-4999: Books And Supplies LCFF Base 5,228,117 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 275,766 Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 187,246 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 345,346 Classified Personnel 2000-2999: Classified Personnel Salaries Adult Education Fund 23,722 Empolyee Benefits 3000-3999 Employee Benefits Adult Education Fund 36,069 Classified Personnel 2000-2999:

	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	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.	Classified Personnel Salaries Measure C 2010 Fund 1,194,890
			Employee Benefits 3000-3999 Employee Benefits Measure C 2010 Fund 449,247
	Classified Personnel 2000-2999: Classified Personnel Salaries Measure C 2010 Fund		Classified Personnel 2000-2999: Classified Personnel Salaries State School Building Fund 1000
	Employee Benefits 3000-3999 Employee Benefits Measure C 2010 Fund	LCFF Supplemental = predominately related to improvements in facilities and technology infrastructure .	
	Classified Personnel 2000-2999: Classified Personnel Salaries State School Building Fund	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.	Employee Benefits 3000-3999 Employee Benefits State School Building Fund 107
	Employee Benefits 3000-3999 Employee Benefits State School Building Fund		Classified Personnel 2000-2999: Classified Personnel Salaries Measure A Fund 571,861
	Classified Personnel 2000-2999: Classified Personnel Salaries Measure A Fund		
	Employee Benefits 3000-3999 Employee Benefits Measure A Fund		Employee Benefits 3000-3999 Employee Benefits Measure A Fund 286,571

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

| 1.4 Provide state standards-based instruction and materials for all students. This includes Common Core State Standards (CCSS), English Language Development (ELD), and | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base | 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. | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base |
| | Certificated Personnel - Substitutes 1000-1999: Certificated Personnel Salaries Common Core | | Certificated Personnel - Substitutes 1000-1999: Certificated Personnel Salaries Common Core |

the rollout of Next Generation Science Standards (NGSS).	Implementation Funds 203,103	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).	Implementation Funds 177,543
	Employee Benefits 3000-3999: Employee Benefits Common Core Implementation Funds 95,683		Employee Benefits 3000-3999 Employee Benefits Common Core Implementation Funds 6,996
	Instructional Materials 4000-4999: Books And Supplies Common Core Implementation Funds 1,300,000	• 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.	Instructional Materials 4000-4999: Books And Supplies Common Core Implementation Funds 1,524,756
	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		Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Instructional Materials (Prop. 20) 1,688,594
	Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies LCFF Base 339,040		Instructional Materials (Textbooks and related materials) 4000-4999: Books And Supplies LCFF Base 1,309,389
	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000	• 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.	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 70,198
	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000		Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 177,543
	Employee Benefits 3000-3999: Employee Benefits Title I 2975	• 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	Employee Benefits 3000-3999 Employee Benefits Title I 6,996
	Materials and Supplies 4000-4999: Books And Supplies Title I 5000		Materials and Supplies 4000-4999: Books And Supplies Title I 10,832

		Learning Academy and Saturday trainings.	
		• 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.	
		? Middle Schools piloted NGSS curriculum (Link-bot, VEX) through a pilot STEM Club project supported by a generous Tesoro grant.	
		• 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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<td>conversations (3/13/15).

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........</td>
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<td>Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td></td>
<td>Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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<td>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)</td>
<td>Certificated Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS)

1000-1999: Certificated Personnel Salaries IDEA 361,583

Classified Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS)

2000-2999: Classified Personnel Salaries IDEA 152,099

Employee Benefits - COORDINATED EARLY INTEVENING SERVICES (CEIS)

3000-3999: Employee Benefits IDEA 163,748</td>
<td>1.5
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) 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).
•   MDUSD uses CEIS Funds to support an Equity Administrator,</td>
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	Materials and Supplies - COORDINATED EARLY INTEVENING SERVICES (CEIS) 4000-4999: Books And Supplies IDEA 39,637	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.
	Independent Services Contracts-COORDINATED EARLY INTEVENING SERVICES (CEIS) 5000-5999: Services And Other Operating Expenditures IDEA 236,800	
	Other Outgo - COORDINATED EARLY INTEVENING SERVICES (CEIS) 7000-7439: Other Outgo IDEA 31,859	

- 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

		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). • 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. 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……..	
Scope of Service All, Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.6 Provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base	1.6 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.	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
	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 23,200	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).	Independent Services Contracts - Professional Development Pivot Learning Partners 5800: Professional/Consulting Services And Operating Expenditures Title I 23,200

1.6
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 site-based coaching and support to implement the LCAP has been achieved toward the goal and expected measurable outcome(s).

- 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

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<td>and monitor effectiveness.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. There were no differernces between the budgeted and estimated acutal for the contract with Pivot Learning Partners.</td>
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<td>Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td></td>
<td>Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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<td>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.</td>
<td>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base

Substitute Pay 1000-1999: Certificated Personnel Salaries LCFF Base 232,320

Teacher Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base 24,200

Employee Benefits 3000-3999: Employee Benefits LCFF Base 36,912

Instructional Materials and Supplies 4000-4999: Books And Supplies LCFF Base 30,000

Duplication Services - Print Shop 5000-5999: Services And Other</td>
<td>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.

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).
•   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</td>
<td>Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base</td>
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	Operating Expenditures LCFF Base 10,000	elementary, the Curriculum Mapping 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.	
	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 28,000		
	Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133485		
		• 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. 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……..	

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All OR: _ Low Income pupils _ English Learners			X All OR: _ Low Income pupils _ English Learners		

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
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). • 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	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental

level to analyze student data and 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.

- 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 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.

- 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.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and

		1.3.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.9 *********		1.9 No action for year one 2014-2015.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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).	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	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). • For the summer of 2015 the district is offering summer school at various grade levels (1st, 5th, 8th, 11-12th)	

	Operating Expenditures LCFF Base 47,326	in school clusters to provide remediation and intervention to students' not meeting reading and math benchmarks as well as credit recovery.	
		• Many school sites are working with the RtI 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	

<table>
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youth.

• 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.

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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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

| 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) | Classified Personnel 2000-2999: Classified Personnel Salaries 203,103

Employee Benefits 3000-3999 Employee Benefits 95,683

Materials and Supplies 4000-4999: Books And Supplies 1,819,588

Personnel Costs - see see 1.1, 1.2, 1.3 LCFF Base

Personnel Costs - see see 1.1 LCFF Supplemental | 1.11
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 access to tools and technology has been achieved toward the goal and expected measurable outcome(s).
• In 2014-2015, many schools | Classified Personnel

Employee Benefits

Materials and Supplies

Personnel Costs - see see 1.1, 1.2, 1.3 LCFF Base

Personnel Costs - see see 1.1 LCFF Supplemental |

		received new computer labs, Chrome books, iPads, and other technology tools to support instruction for students.	

- All schools have had a Google domain created and student accounts so they can start to use Google Applications For Education (GAFE) 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.

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……..	
Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	

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<td>

Scope of Service | All, Districtwide

X All

OR:

_ Low Income pupils

_ English Learners

_ Foster Youth

_ Redesignated fluent English proficient

_ Other Subgroups: (Specify)

</td>
<td></td>
<td>

Scope of Service | All, Districtwide

X All

OR:

_ Low Income pupils

_ English Learners

_ Foster Youth

_ Redesignated fluent English proficient

_ Other Subgroups: (Specify)

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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.

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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

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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).

- 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.

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- Videos and presentations have been created and used to showcase and highlight student improvement and achievement.
- 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.

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……..

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide
X All			X All	
OR:			OR:	
_ Low Income pupils			_ Low Income pupils	
_ English Learners			_ English Learners	
_ Foster Youth			_ Foster Youth	
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	

| 1.13 Assess and expand support programs and student access to college and career opportunities (e.g. | PSAT Contract 5000-5999: Services And Other Operating Expenditures LCFF Base 23,139 | 1.13
The actions/services addressed the needs of all pupils and the needs of all | |

Linked Learning, work-based learning 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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	subgroups of pupils and resulted in the desired outcomes. 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). • 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-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

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
NGHS Engineering: 3 courses in sequence 91
YVHS Engineering: 2 courses in sequence 42
RVMS Gateways: 3 courses 144
FMS Gateways: 3 courses 132

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
NGHS Intro to Animation, Interm Animation & 3D Model Design 34
NGHS 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

- 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 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.

- 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.

The differences between budgeted expenditures and estimated actual annual expenditures

		includes_____ due to/because……..	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.14 Assess opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, and community services) K-12.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	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. 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. • 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 the schools and what they need. • 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.15 Continue to offer athletic programs at all high schools in the MDUSD.	Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 405,000 Employee Benefits 3000-3999 Employee Benefits LCFF Base	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.	

	43,665	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).	
	Equipment Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 54,000	• 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.	
	Transportation 5000-5999: Services And Other Operating Expenditures LCFF Base 42,900	These actions and services were effective in making progress toward the goal.	
	Memberships/Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 52,000	The differences between budgeted expenditures and estimated actual annual expenditures includes_____ due to/because……..	
	Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures LCFF Base 190,000		
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base 209,087 Employee Benefits 3000-3999 Employee Benefits LCFF Base 87,447	1.16 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	

	Materials and Supplies 4000-4999: Books And Supplies LCFF Base 3,000	in the area(s) increased extra/co-curricular, visual and performing arts opportunities has been achieved toward the goal and expected measurable outcome(s).
	Equipment Repair 5000-5999: Services And Other Operating Expenditures LCFF Base 36,000	• 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.
	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base	
	Personnel Costs - see 1.1 LCFF Supplemental	• Many of our secondary school music programs have competed and received awards in local and state competitions.
		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……..

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide
X All			X All	
OR:			OR:	
_ Low Income pupils			_ Low Income pupils	
_ English Learners			_ English Learners	
_ Foster Youth			_ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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). • 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.	

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- Facilitated monthly district School Counselor meetings began in January 2015 to support implementation, monitoring and refinement of the Counselor program in MDUSD.
- 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

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		schools in Concord through a collaborative with Concord Police Department. These actions and services were effective in making progress toward the goal The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.	
Scope of Service: All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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)	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	1.18 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 providing academic and behavioral interventions and services has been achieved toward the goal and expected measurable outcome(s). • 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 Administrative team meeting monthly, the MDUSD Equity Administrator collaborating with other districts and community leaders to showcase best practices.
• 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 | |

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• New LTEL course will address academic intervention for LTELs and also motivational issues.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.</td><td></td></tr>
<tr><td>Scope of Service | All, Districtwide

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td><td>Scope of Service | All, Districtwide

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td></tr>
<tr><td>1.19 Assess student barriers to attending school and determine methods to provide assistance regarding barriers.</td><td>Personnel Costs- see 1.1, 1.2, 1.3 and 1.5 LCFF Base

Personnel Costs - see 1.1 LCFF Supplemental</td><td>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.

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).
• Mt. Diablo Foster Youth Services (FYS) surveyed school sites at the beginning of the school year. The Contra Costa County Foster Youth</td><td></td></tr>
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| | | Advisory provided information 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.
• 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. | |

		These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.	
Scope of Service All, Districtwide X All -- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All -- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.20 Additional Contributions/Allocations from LCFF Base - includes Reserve for Economic Uncertanties, Utilities, Operational Funds	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 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 Contribution to Transportation Employee Benefits 3000-3999 Employee Benefits LCFF	1.20 Additional Contributions/Allocations from LCFF Base - includes Reserve for Economic Uncertanties, Utilities, Operational Funds • Purchased additional buses to improve transportation services and access. The differences between budgeted expenditures and estimated actual annual expenditures includes_____ due to/because……..	

	Base 70,546		
	Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies LCFF Base 1,318,600		
	Contribution to Transportation Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base 1,902,256		
	Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay LCFF Base 313,115		
	Contribution to Transportation Other Outgo 7000-7439: Other Outgo LCFF Base 305,338		
	Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures LCFF Base 2,889,436		
	Department, and Central Operating Budgets 6000-6999: Capital Outlay LCFF Base 105,500		
	General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. LCFF Base 47,144,555		

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All			X All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

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).	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 2,995,493 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 786,065 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 1,475,009 Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies LCFF Supplemental 3,257,635	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. 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). • 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 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.

- 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.

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……..	
Scope of Service All, Districtwide _____ _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All, Districtwide _____ _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 284,356 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 210,034	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. 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). • 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, 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……..	

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		
1.23 Identify and create a plan to address barriers to full participation in all academic programs.	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		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……..		
Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English			_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
1.24 Assess and maintain current preschool programs offered at low income schools.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Supplemental 66,757 Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 74,326 Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental 23,881 Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental 55,308 Facilities Lease/Rent 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 36,765 Services and Other Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental 6,300	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. 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). • 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. 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 All of these preschools have been involved in Quality Ratings Improvement System (QRIS) for the past three years,	

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<td>which is a nationally recognized quality insurance program. Local QRIS assessors are First5, the Child Care Council and the Contra Costa Office of Education.
• Mt. Diablo Adult Education Parent Education offers other Parent Co-Op preschools that include fees.

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……..</td>
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<td>Scope of Service | All, Districtwide

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OR:
X Low Income pupils
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_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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<td>Scope of Service | All, Districtwide

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OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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<td>1.25 ********</td>
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<td>1.25 No action for year one 2014-2015</td>
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<td>Scope of Service | All, Districtwide

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X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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<td>Scope of Service | All, Districtwide

_ All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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1.26 Research and identify schools/districts that use online/remote learning to identify effective models.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. 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). • 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. 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.	
Scope of Service	All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.27 Maintain before and after school intervention and instruction programs.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.27 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 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

		Learners, low income). • 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). 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.	
Scope of Service All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.28 Identify and begin to address barriers to full participation in extra/co-curricular activities and programs,	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.28 The actions/services addressed the needs of all pupils and the needs of all	

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including athletics and the arts. This could include increasing outreach and communication with students and parents about these programs.
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subgroups of pupils and resulted in the desired outcomes.

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).

Ensured transportation was provided.
High school athletics was offered and available for all students to participate with no participation fee.

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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Scope of Service   All, Districtwide

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X Low Income pupils
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_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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Scope of Service   All, Districtwide

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_ Foster Youth
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_ Other Subgroups: (Specify)
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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,
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Personnel Costs - see 1.21, 1.22
LCFF Supplemental
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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
.
Information was examined and progress in the area of recognizing and
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middle and high school levels.		celebrating students' improvement and achievement has been achieved toward the goal and expected measurable outcome(s). • 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. 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.	
Scope of Service : All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.30 Continue to implement the program as outlined in the English Learner Master Plan. Use data to 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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.30 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 the English Learner Master Plan is in progress toward the goal and expected measurable outcome(s). • Monitoring of Programs for English Learners is on-going. 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..	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.31 Identify and create a plan to address barriers to full participation in all academic programs and support to achieve graduation.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.31 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 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 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.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.32 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 English Learner supports and services has been achieved toward the goal and expected measurable outcome(s). • 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. 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.	
Scope of Service — All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.33 **********		1.33 No action in year one 2014-2015	
Scope of Service — All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.34 Research and identify schools/districts that use online/remote learning to identify effective models for EL.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.34 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 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). • This is currently a work in progress in the 2014-2015 school year. 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.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.35 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 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). • 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	

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to address these barriers.

• Conducted survey of programs and provided information to parents/caregivers to ensure all students have access to youth activities and programs. Targeted outreach and information was provided to foster youth and homeless youth.

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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Scope of Service | All, Districtwide

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X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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Scope of Service | All, Districtwide

_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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1.36 Assess the needs of students to have access to services by bilingual counselors.
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Personnel Costs - see 1.21, 1.22
LCFF Supplemental
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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.

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).

• Staff has and will continue to recruit
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		and identify bilingual counselors to work with district students. Of the eleven school counselors hired thus far in the 2014-15 school year 27% are bilingual. • Further planning will be developed in collaboration with Director of Personnel and Director of Special Projects. 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.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.37 Identify and create a plan to address barriers to full participation in all academic programs.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.37 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 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). • 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 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. 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.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.38 Clearly identify support systems, and who is involved, for foster youth to	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.38 The actions/services addressed the	

| engage in college, career, and civic readiness activities. | | needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.

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 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.

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. | |

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)		
1.39 Research and identify schools/districts that use online/remote learning to identify effective models for Foster Youth.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental		1.39 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 researching and identifying schools/districts that use online/remote learning to identify effective models for Foster Youth has	

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<td>been achieved toward the goal and expected measurable outcome(s).

MDUSD offers Cyber High School all for credit recovery through online 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.
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.

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.</td>
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<td>Scope of Service   All, Districtwide

_ All
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X Foster Youth
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_ Other Subgroups: (Specify)</td>
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<td>1.40 Identify and begin to address barriers to full participation in extra/co-</td>
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LCFF Supplemental</td>
<td>1.40
The actions/services addressed the</td>
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</table>

curricular activities and programs, including athletics and the arts. This will include increasing outreach and communication with students and parents about these programs.		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 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 and families. 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.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	1.41 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 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). • Foster youth are linked with caring adults, school-based counseling,	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		• career and college guidance, enrichment opportunities, transitional services, and other needed services and support. Educational progress, attendance, and behavior are monitored and intervention plans are collaboratively developed and adjusted according to student's progress and response to interventions. • 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	

<table>
<tr><td></td><td></td><td>Social Work Interns (29 days of services per week across multiple school sites) who provide direct counseling services for foster youth. 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.

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.</td><td></td></tr>
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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
X Foster Youth			X Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

| 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. | Personnel Costs - see 1.21, 1.22 LCFF Supplemental | 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 | Personnel Costs - see 1.21, 1.22 LCFF Supplemental |

		expected measurable outcome(s). • Mt. Diablo Foster Youth Services assists school sites to immediately enroll any child living in foster care, 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. • 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. 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.	
Scope of Service	All, Districtwide	Scope of Service	All, Districtwide
_ All		_ All	
OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils X 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?	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.

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.

1.15. A district-wide pilot middle school after school sports program will be implemented in 2015-2016.

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.

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.

Sub Groups

1.4. Continuing to look for opportunities for expansion.

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.

1.8. Ensuring cultural diversity training is provided for extra/co-curricular and athletic program staff is offered annually..

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.

1.14. Reviewing data from district schools using online instruction materials/programs (i.e. iready, Lexia, Imagine Learning) will be evaluated.

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.

1.16. Exploring other avenues of connecting bilingual counselors with English Learners students more regularly and use technology to support access to other school.

Foster Youth

1.19. Looking into embedding credit recovery sections into the master schedule at high schools.

1.20. Implementation of a pilot district-wide Middle School Sports Program at all middle schools in 2015-16.

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.

Original GOAL 2 from prior year LCAP:	Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Supportive Family and Community Involvement • Respectful, Responsive Service and Communication • Optimal Operations and Infrastructure

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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: a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17. b) Increased parent/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17. c) Increased parent educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17. d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17. e) Increased frequency of communications between school/district and home= baseline 2014-15, determine increase for 2015-16,	Actual Annual Measurable Outcomes:	See MDUSD LCAP 2014-15 Benchmark Data Update May 2015 in the Appendix for an easier to read chart. 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: a) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17. b) Increased parent/guardian/ community attendance at district/site meetings/activities = baseline 2014-15, determine increase for 2015-16, 2016-17. c) Increased parent educational opportunities = baseline 2014-15, determine increase for 2015-16, 2016-17. d) Increased achievement and reclassification celebrations = baseline 2014-15, determine increase for 2015-16, 2016-17. e) Increased frequency of communications between

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.

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.

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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**	
	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.	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	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).	Upgrade District Website and 62 Site Websites 5000-5999: Services And Other Operating Expenditures LCFF Base 6,400
		• 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	

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.

- 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

		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. • 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. Estiamted actual for webiste	

		support and development for district website and to support schools was larger than budgeted due to the need to provde greater support to schools and centra office staff to improve the qualtiy of all district websites.	
Scope of Service — All, Districtwide X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — All, Districtwide X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	2.2 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 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). • 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	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental

		2014-2015 on increasing parent access to information as the current levels are lower than would be the goal.	
		• 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.	

Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 Increase outreach to parents via expanded parent liaison staff. Increase parent support by 10% above 2013-2014.	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	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). • 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3. Additionally support by personnel	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

		in English Learner Services were initally included elsewhere. We determined it was more appropriate to inlcude that cost here. There was some change in LCFF Base funds related to increased salary, heath, and statutory benefits.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 Provide parents the opportunity to network and collaborate in interest based groups to support their child's learning.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 1250 Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 296 Food and Beverage 4000-4999: Books And Supplies LCFF Base 5000 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5000 Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5000	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. 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). • 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 Council (SSC) and Parent Teacher Association (PTA) also provide	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries LCFF Base 0 Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 0 Food and Beverage 4000-4999: Books And Supplies LCFF Base 2417 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 0 Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base

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opportunities for parents to network and collaborate.

• Saturday School is provided at some schools in the district (provided at Shore Acres Elementary as a result of parent request).

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

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.
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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All			X All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1, 1.2, 1.3 LCFF Supplemental	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. Information was examined and progress in the area of a needs assessment of common district-wide communication plan has been achieved toward the goal and expected measurable outcome(s). • Continued work with Technology	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1, 1.2, 1.3 LCFF Supplemental

| | | 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 weekly memos to schools and central office department | |

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administrative staff on timely and important information to maintain open lines of communication, alignment of services and congruency.

- 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.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.

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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
2.6 ********			2.6 No actions in year one 2014-2015		

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
2.7 Hold meetings at multiple times to support working and non-working parents. Increase online and remote access.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries LCFF Base 1250 Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 296 Food and Beverage 4000-4999: Books And Supplies Base 5000 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 5000 Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base 5000		2.7 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 multiple meeting times to support parents has been achieved toward the goal and expected measurable outcome(s). • 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 were adjusted based on parent/guardian input and feedback.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental Custodial Overtime 2000-2999: Classified Personnel Salaries LCFF Base 0 Custodial Overtime - Benefits 3000-3999 Employee Benefits LCFF Base 0 Food and Beverage 4000-4999: Books And Supplies LCFF Base 2417 Postage 5000-5999: Services And Other Operating Expenditures LCFF Base 0 Duplication Services- District Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Base	

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.

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

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.

Scope of Service · All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.8 Offer childcare to increase family participation in parent/community events.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. Information was examined and progress in the area of offering childcare has been achieved toward the goal and expected measurable outcome(s). • Childcare is offered at many school and district meetings (i.e. DELAC, PAC, CAC*).	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		• Childcare is also provided as some district pre-school programs. 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.	
Scope of Service	All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All, Districtwide _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.9 Hold meetings at multiple times to support parents.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	2.9 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 of multiple meeting times to support parents has been achieved toward the goal and expected measurable outcome(s). • 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	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

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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.

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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Scope of Service   All, Districtwide

_ All

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

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Scope of Service   All, Districtwide

_ All

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

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2.10 Increase access to parent education classes to help parents help their students in school. Ensure a focus on college, career, and civic

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Personnel Costs - see 1.21, 1.22
LCFF Supplemental

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2.10
The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the

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Personnel Costs - see 1.21, 1.22
LCFF Supplemental

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readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2013-2014.

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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)
- Loma Vista Adult Center morning class: 16 adults with 14

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		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.	
		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.	

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All			_ All		
OR:			OR:		
X Low Income pupils			X Low Income pupils		
_ English Learners			_ English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. 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). • 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 "Teen Anger Management" classes for parents and teens who are referred by high schools/alternative	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

- 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.
- 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 50 parents attends each year.
- Mt. Diablo Adult Education provides a Speaker's Bureau for MDUSD

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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.

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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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
X English Learners			X English Learners		
_ Foster Youth			_ Foster Youth		
X Redesignated fluent English proficient			X Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. Information was examined and progress in the area to provide parents the opportunity to network is in progress toward the goal and expected measurable outcome(s). • DELAC has provided this for our school representative, most recently	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

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<td>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.

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.</td>
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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All			_ All		
OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		
2.13 Identify the current level of opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to	Personnel Costs - see 1.21, 1.22 LCFF Supplemental		2.13 The actions/services addressed the needs of all pupils and the needs of all subgroups of pupils and resulted in the desired outcomes.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	

| increase shared perspectives and engagement. | | 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).
• 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.

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. | |
| Scope of Service — All, Districtwide

_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth | | Scope of Service — All, Districtwide

_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth | |

X Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. 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). • 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	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

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)
- 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.

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.

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide

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_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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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
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Personnel Costs - see 1.21, 1.22
LCFF Supplemental
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2.15
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 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).
• 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 at schools.

These actions and services were
</td><td>
Personnel Costs - see 1.21, 1.22
LCFF Supplemental
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		effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.	
Scope of Service : All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.16 Identify the level of access to bilingual parent workshops. Include training in understanding/supporting students with Common Core State Standards	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	2.16 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 identify the level of access to bilingual parent workshops is in progress toward the goal and expected measurable outcome(s). • 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). These actions and services were effective in making progress toward the	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.	
Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.17 Offer childcare to increase family participation in parent/community events.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	2.17 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 to offer childcare to increase family participation in parent/community events has been achieved toward the goal and expected measurable outcome(s). • 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). These actions and services were effective in making progress toward the goal.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		The differences between budgeted expenditures and estimated actual annual expenditures see 1.21 and 1.22.	
Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	2.18 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 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). • 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 students, 5 middle school students, 5 high school students (babysitting provided)	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		• 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. 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..	
Scope of Service: All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.19 Assess translation/interpretation services needed in primary language to facilitate communication. Assess need of and access to bilingual personnel.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental Classified Personnel 2000-2999: Classified Personnel Salaries 22,629 Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 2,436	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. Information was examined and progress in the area assessing translation/interpretation services	Personnel Costs - see 1.21, 1.22 LCFF Supplemental Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Base 7,217 Employee Benefits 3000-3999 Employee Benefits 114 Independent Service Contracts 5800:

	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.	needed in primary language to facilitate communication has been achieved toward the goal and expected measurable outcome(s).	Professional/Consulting Services And Operating Expenditures LCFF Base 27,210

needed in primary language to facilitate communication has been achieved toward the goal and expected measurable outcome(s).

- 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.

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. Translation services were greatly expanded this year.

Professional/Consulting Services And Operating Expenditures LCFF Base 27,210

Classified Personnel 2000-2999: Classified Personnel Salaries LCFF Supplemental 1,880

Employee Benefits 3000-3999 Employee Benefits LCFF Supplemental 217

Independent Service Contracts 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental 142,125

Certificated Personnel 1000-1999: Certificated Personnel Salaries Title I 60

Employee Benefits 3000-3999 Employee Benefits Title I 3

Classified Personnel 2000-2999: Classified Personnel Salaries Title II 457

Employee Benefits 3000-3999 Employee Benefits Title II 60

Classifeid Personnel 2000-2999: Classified Personnel Salaries Title III 2,292

Employee Benefits 3000-3999 Employee Benefits Title III 492

			Classified Personnel 2000-2999: Classified Personnel Salaries 1,001
			Employee Benefits 3000-3999 Employee Benefits 107

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)		

| 2.20 Assess and expand outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff. | Personnel Costs - see 1.21, 1.22 LCFF Supplemental | 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. 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).
• 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 | Personnel Costs - see 1.21, 1.22 LCFF Supplemental |

		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). • 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. 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.	
Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
_ All			_ All		

OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	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. 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). • 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	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		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). 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.	
Scope of Service All, Districtwide _All_ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide _All_ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.22 Ensure district foster youth education liaison has adequate time, knowledge, and resources to support schools and students	Personnel Costs - see 1.21, 1.22 LCFF Supplemental	2.24 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 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	Personnel Costs - see 1.21, 1.22 LCFF Supplemental

		measurable outcome(s).	
		• 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.	
		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.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All 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 Instragram 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. 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. 2.5. Expanding the use of other media formats including radio and churches, and conduct an annual survey to monitor need and impact. 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). ALL Subgroups 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. 2.3. Expanding and/or piloting the Parent Institute for Quality Education (PIQE) classes in the district 2.12. Continued focus on hiring bilingual personnel classified as well as certificate.

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.

Original GOAL 3 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Mt. Diablo USD Strategic Plan: • Academic Excellence & Learning • High Quality Effective Staff • Respectful, Responsive Service and Communication

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

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. b) Improved student attendance including decreased chronic absenteeism = increase district attendance rate by 2% annually, decrease truancy by 10% annually.	Actual Annual Measurable Outcomes:	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%

		Truancy - Not Available at this time

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%)

Left column content:

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.

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

h)   Maintain full compliance with highly qualified teacher status.

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

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2014-2015 – not yet available

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

g) 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.

h)   Maintain full compliance with highly qualified teacher status.

2013-2014
98.30%

2014-2015
Preliminary data indicates 100%

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

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LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base	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. Information was examined and progress in the area of continuing Marzano's Art and Science of Teaching professional	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
	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 96,000		Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 159,603
	Certificated Substitutes - Benefits		Certificated Substitutes - Benefits

	3000-3999 Employee Benefits Title I 13,600	development has been achieved toward the goal and expected measurable outcome(s).	3000-3999 Employee Benefits Title I 35,702
	Materials and Supplies 4000-4999: Books And Supplies Title I 10,000	• 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.	Materials and Supplies 4000-4999: Books And Supplies Title I 9,564
	Food and Beverage 3000-3999 Employee Benefits LCFF Base 5000		Food and Beverage 4000-4999: Books And Supplies LCFF Base 0
	Duplication Services - Print Shop 4000-4999: Books And Supplies Title I 5000		Duplication Services - Print Shop 4000-4999: Books And Supplies Title I 0
	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 65,000	• Practices such as surveying schools have been incorporated in the classroom to support student engagement. These actions and services were effective in making progress toward the goal. 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.	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 65,000

Scope of Service	All, Districtwide		Scope of Service	All, Districtwide
X All			X All
OR:			OR:
_ Low Income pupils			_ Low Income pupils
_ English Learners			_ English Learners

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	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. 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). • 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.	Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental

		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. • 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. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.	
Scope of Service	All, Districtwide	Scope of Service	All, Districtwide
X All		X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	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. 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). • 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	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental

		district wide practice in plan. • Assistant Superintendents facilitate identifying and sharing exemplar programs/services. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3 and 1.5.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 Provide administrative training and coaching to build capacity regarding personnel practices	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	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. 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). • Professional development for all administrators on FRISK (a documentation model) for consistent evaluation and feedback practices. • Mandated Reporter training	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

| | | provided multiple times a year (August 2014, December 22, 2014) for all District Managers and staff.
• 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

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

The differences between budgeted expenditures and estimated actual annual expenditures includes increases | |

| | | 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. | |

Scope of Service	All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

| 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). | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base

Personnel Costs - see 1.1 LCFF Supplemental | 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.

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).
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 | Personnel Costs - see 1.1, 1.2, 1.3 LCFF Base

Personnel Costs - see 1.1 LCFF Supplemental |

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schools included participation in a variety of topic specific trainings such as Google Apps and Google Classroom, CurricuPlan, iReady, etc.

- 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.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, and 1.3.

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Scope of Service	All, Districtwide		Scope of Service	All, Districtwide	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

| 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 | Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base

Personnel Costs - see 1.1 LCFF Supplemental | 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.

Information was examined and progress | Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base

Personnel Costs - see 1.1 LCFF Supplemental |

| being provided. | | 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). 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 | |

		currently taking place. These actions and services were effective in making progress toward the goal. The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.	
Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All, Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7 Conduct a needs assessment to determine staff capacity to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental	3.7 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 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). • 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	Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 LCFF Base Personnel Costs - see 1.1 LCFF Supplemental

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will help to inform staff on progress of implement strategies and practices in the area of cultural sensitivity and diversity.

- In January 2015 many schools participate in professional development by Jeff Duncan-Andrade around school climate and building positive relationships with students.

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

The differences between budgeted expenditures and estimated actual annual expenditures see 1.1, 1.2, 1.3, and 1.5.

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Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

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Scope of Service   All, Districtwide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

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<td>3.8 ************</td>
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<td>3.8 No actions for year one 2014-2015</td>
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Scope of Service   All, Districtwide

_ All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient

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Scope of Service   All, Districtwide

_ All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

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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). • 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
Scope of Service: All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All, Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.10 ***********		3.10 No actions for year one 2014-2015	

Scope of Service	All, Districtwide			Scope of Service	All, Districtwide	
_ All				_ All		
OR:				OR:		
_ Low Income pupils				_ Low Income pupils		
_ English Learners				_ English Learners		
X Foster Youth				X Foster Youth		
_ Redesignated fluent English proficient				_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)				_ 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?	3.1. Continuing professional development on Marzano's Art and Science of Teaching for additional schools and staff and survey sites to assess impact. 3.2. Include baseline and follow-up surveys regarding implementation of instructional strategies. 3.3. Identifying exemplar classrooms and school within the district that are implementing RtI effectively to share, grow and duplicate best practices. 3.4. Annual professional development for administrators on FRISK documentation model to support staff evaluation and support. 3.6. Have all 52 district schools participate in similar PBIS training in 2015-16 with the original 18 school teams continue training to build skill, capacity and implementation. Ensure the new School Counselors are trained in PBIS strategies and will continue to assist schools in Tier I and II strategies to support students and staff. 3.7. Expanded professional development and opportunities to see culturally responsive teaching practices restorative practices in action.

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.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$21,638,595

Mt. Diablo Unified will receive $21,638,595 in Supplemental Local Control Funding Formula Funds in 2015-2016. This amount is projected to increase to approximately $22,041,377.in 2016-2017 and $22,578,179 in 2017-2018. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. Resources will be focused primarily on instruction and related expenses, professional development aligned with the Common Core State Standards, services to support social and emotional health and safety of students, communication, college and career readiness, and parent education and outreach. (See Sections 3A and 3B of this LCAP document.)

Mt. Diablo Unified recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be used for students outside these focus subgroups. While the majority of students served will be these students, there may be other students who may need access to the same or similar services. By providing the services without limiting who is served, MDUSD will serve all students, especially the focus students. In addition, we will have supplemental services that will be exclusively used for our targeted subgroups. See Section B for more details.

Assessment of student services for all students and targeted subgroups will be monitored and assessed regularly to measure impact of services on academic achievement and social emotional well-being.

For the current LCAP year, Mt. Diablo Unified is incorporating the following LCFF supported services district-wide:
• Coaching and collaboration time for staff.
• Professional development and support on Common Core State Standards (CCSS), Positive Behavior and Climate and Cultural
Responsiveness.
• System-wide communication practices and celebrations.
• College and career readiness and work experience opportunities (e.g. A-G completion rates, work-based learning, inclusion of skills in lesson/unit development Transitional Kindergarten- 12).
• Multi-Tiered System of Support to address academic, social and emotional needs of students (e.g. Response to Instruction and
Intervention -RtI2, Positive Behavior Intervention and Support- PBIS).
• Parent outreach and education.
• Technology access and professional development.
• Campus supervision, safety and school climate.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 49.24 | % |

Currently, in Mt. Diablo Unified, the increase in minimum proportionality for English Learners, Low Income Students and Foster Youth is ***.**% in percentage in 2015-2016 In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The following actions go above and beyond the proportionality requirement for the District.

In line with Mt. Diablo Unified's Strategic Plan, the following actions and services are designed specifically to increase achievement for English Learners (including Redesignated Fluent English Proficient or R-FEP), Low Income Students and Foster Youth. The District will focus energy and resources in three key areas that collectively address the 8 LCFF priorities:
1. Pupil Outcomes
2. Engagement
3. Conditions of Learning

Specific actions to support these key areas include, but are not limited to, increased access to college and career pathways and activities, access to instructional technology, targeted intervention and support, counseling services, parent education and professional development related to English Language Development (ELD) instructional strategies. Detailed action steps for subgroups include, but are not limited to:
1. Monitoring, recognizing and celebrating English learner achievement and progress toward reclassification.
2. Support for subgroups to engage in college, career and civic readiness activities.
3. Increased access of English learners to electives, A-G requirements completion and AP (Advanced Placement) courses.
4. Support, outreach and communication with students and parents of subgroups to increase participation in extra/co-curricular activities and programs and full participation in all academic programs.
5. Assessing and monitoring implementation of the English Learner (EL) Master Plan.
6. Offering childcare, food, and materials at parent meetings at multiple times to support the varied schedules of parents.
7. Increased parent education classes and networking opportunities to become familiar with district/community resources.
8. Professional development and opportunities for EL parents to learn about the reclassification process and Dual Language program available in English and Spanish.
9. Increased educational counseling for foster youth and assistance to attend schools (transportation, clothing).
10. Assessing and expanding outreach to foster youth advocates and partnering agencies.
11. Support for subgroups to access technology.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(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).

01-13-15 [California Department of Education]

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

EQUITY

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

College and Career

Common Core State Standards (CCSS)	Interventions	Access to College and Career Pathways	Access to tools and technology*	Student Leadership and learning	Extra curricular activities, Arts and Athletics*	Counseling services*	Climate and Attendance

Parent/Family & Community Engagement

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

Professional Learning

Effective teaching and learning practices	Teacher and staff collaboration time	Implement Common Core State Standards	Implement social-emotional learning	Cultural sensitivity and diversity	Coach and support school leadership	English Learner Development	Exemplars

Special Populations (English Learners, Foster Youth and Low Socio-economic students)

Early childhood education	Support for inclusion	Opening access and removing barriers	Increasing college and career opportunities	Supporting at-risk populations

EQUITY

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.

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

What does Equity mean?

3
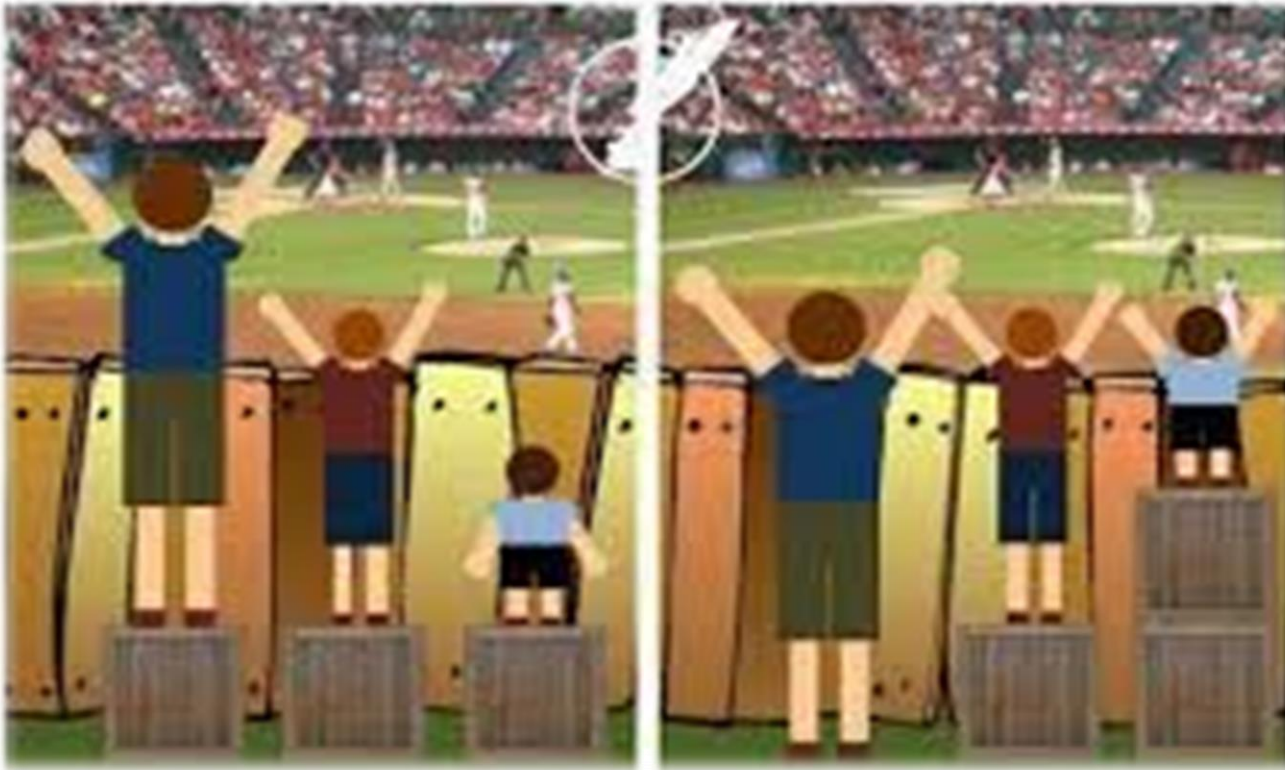
Progress on LCAP Goals & Actions

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

4

Progress in the Area of Equity

EQUITY

Impact-

Training to 18 school s on Positive Behavior Intervention and Support (PBIS) strategies and systems.

Pilot Behavior Expectations and Discipline Matrix

School Counselors at Equity Pilot Schools

Showcasing Best Practices and Schools

Human and fiscal resources and training to support individual school needs
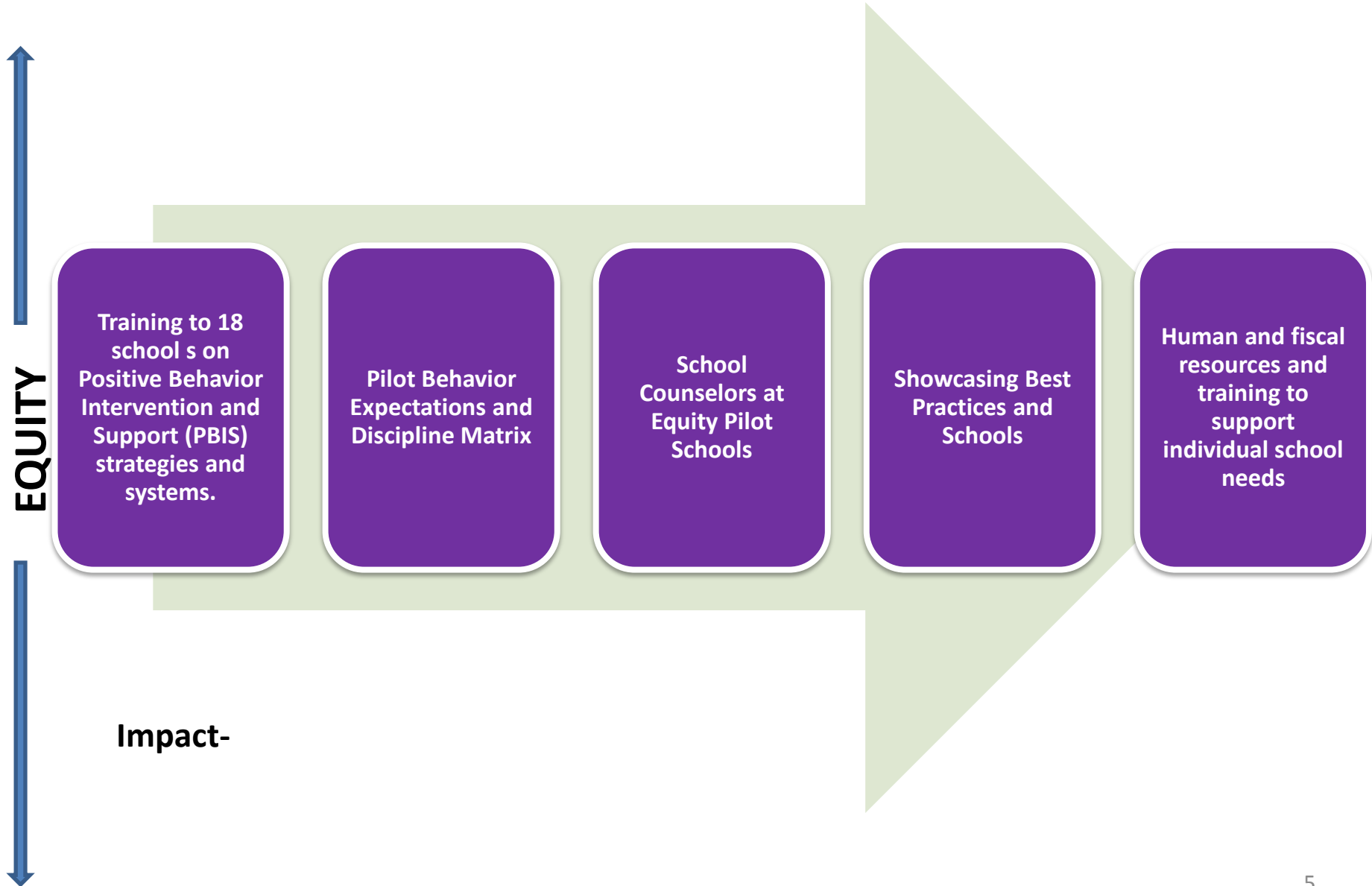
College & Career Program

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 (RtI)

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.

EQUITY

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 leaning 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

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.

EQUITY

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

9

MDUSD LCAP RESEARCH 2014				
TOPIC	**RESEARCH**	**AUTHORS**	**RESEARCH**	**AUTHORS**
International Baccalaureate	Advanced Placement and International Baccalaureate Programs: Optimal Learning Environments for Talented Minorities?	Robin M. Kyburg, Holly Herberg-Davis, and Carolyn M. Callahan, University of Virginia, 2007	International Education in Practice	Edited by Mary Hayden, Jeff Thompson, George Walker, 2002
Pre-school	Parent Engagement and School Readiness: Effects of the Getting Ready Intervention on Preschool Children's Social-Emotional competencies	Susan M. Sheridan, Lisa L. Knoche, Carolyn P. Edwards, James A. Bovaird and Kevin A. Kupzyk, Nebraska Center for Research on Children, Youth, Families and Schools University of Nebraska–Lincoln, 2010	Observing Preschoolers' Social-Emotional Behavior: Sturcture, Foundations, and Prediction of Early School Success	Susanne A. Denham, Hideko Hamada Bassett, Sara K. Thayer, Melissa S. Mincic, Yana S. Sirotkin and Katherine Zinsser, George Mason University, 2011
Linked Learning	Linked Learning Leadership: Exploring Leadership Practices within California's Linked Learning Schools	Hsien-Yuan Hsu, Center for Educatinal Research and Evluation at National Taiwan Normal University, 2011	Linked Learning: Can Career and Technical Education Programs Take California High Schools Into the 21st Century?	Adams, Brian Edward, Ed.D., California Lutheran University, 2012
Educational Technology	What does the Research Say About School One-To-One Computing Initiatives?	Nicholas J. Sauers & Scott Mcleod, University of Kentucky, 2012	2013 New Horizon Report	International Society for Technology in Education and Consortium for School Networking, 2013

TOPIC	RESEARCH	AUTHORS	RESEARCH	AUTHORS
School Climate	A Review of School Climate Research	Amrit Thapa and Jonathan Cohen, Notional School Climate Center, Shawn Guffey and Ann Higgins-D'Alessandro, Fordham University, 2013	How Student-Teacher Relationships Influence School Climate: A Literature Review	Larson, Amy (TWU Research Symposium, 2014
Parent Engagement	The Impact of Basic-Level Parent Engagements on Student Achievement: Patterns Associated with Race/Ethnicity and Socioeconomic Status (SES)	Dalun Zhang, Oi-man Kwok, Michail Benz, Lisa Bowman-Perrott Texas A&M University, Hsien-Yuan Hsu, Center for Educatinal Research and Evluation at National Taiwan Normal University, 2011	Latino Parent Involvement: Examining Commitment and Empowerment in Schools	Pablo M. Jaisi and Rosario Ordoñez-Jasis, California State University, Fullerton, 2011
Extended Day/ Extended year	Learning for a Complex World: Expanding Global learning in Afterschool and Summers	Alexis Menten, Director, Afterschool and Youth Leadership Initiatives, Asia Society Evie Hantzopoulos, Executive Director, Global Kids,2013	The Impact of After-School Programs that Promote Personal and Social Skills	Durlak, Joseph A.; Weissberg, Roger P., Collaborative for Academic, Social, and Emotional Learning, 2007
School Counseling	School Counseling Outcome: A Meta-Analytic Examination of Interventions	Susan C. Whiston, Daryn Tahardja and Kelly Eder, Department of Counseling and Educational Psychology, Indiana University, Wendi Lee Tai, Counseling Center, Valparaiso University, 2011	School Counselors as Social Capital: The Effects of High School College Counseling on College Application Rates	Julia Bryan,University of Maryland, Cheryl Moore-Thomas, Loyola University Maryland, Norma L. Day-Vines, Virginia Polytechnic Institute and State University and Cheryl Holcomb-McCoy, Johns Hopkins University, 2011

TOPIC	RESEARCH	AUTHORS	RESEARCH	AUTHORS
Drop out prevention (check & connect)	Drop Out Prevention	Mark Dynarski (Chair),Mathematica Policy Research, Inc. Linda Clarke, City of Houston Brian Cobb, Colorado State University Jeremy Finn, State University of New York-Buffalo Russell Rumberger, University of California-Santa Barbara Jay Smink, National Dropout Prevention Center/Network, 2008	Why students drop out of school and what can be done	Rumberger, Russell W., University of California, Santa Barbar, 2001
Athletics	Gender, Academics, and Interscholastic Sports Participation at the School Level: A Gender-specific Analysis of the Relationship between Interscholastic Sports Participation and AP Enrollment	Phillip Veliz, Institute for Research on Women Gender, University of Michigan Sohalla Shakib, California State University, Dominguez Hills, 2014		
English Learners	Effective Literacy and English Language	Russell Gersten (Chair, RG Research Group and University of Oregon Scott K. Baker, Pacific Institutes for Research and University of Oregon Penny Collins, University of California at Irvine Sylvia Linan-Thompson, The University of Texas at Austin Robin Scarcella, University of California at Irvine Timothy Shanahan, University of Illinois at Chicago, 2007	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School	Scott Baker, Southern Methodist University, Esther Geva, University of Toronto Michael J. Kieffer, New York University, Nonie Lesaux, Harvard University Sylvia Linan-Thompson, University of Texas at Austin Joan Morris, Pasadena Unified School District C. Patrick Proctor, Boston College, Randi Russell, Miami-Dade Public Schools, 2014

TOPIC	RESEARCH	AUTHORS	RESEARCH	AUTHORS
Foster Youth	School change, academic progress, and behavior problems in a sample of foster youth	Melissa J. Sullivan, Loring Jones and Sally Mathiesen, School of Social Work, San Diego State University, 2010		
Professional Learning Communities (PLC)	Learning Together: A Technology Professional Learning Community	Karen Johnson, Lisa Lucas, Chelsea Lucas, West Chester University, 2014	Creating Virtual Professional Learning Communities	Karen Johnson, Lisa Lucas, Chelsea Lucas, West Chester University, 2014
Response to Intervention (RtI)	Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	Russell Gersten (Chair), Instructional Research Group, Sybilla Beckmann, University of Georgia Benjamin Clarke, Instructional Research Group Anne Foegen, Iowa State University Laurel Marsh, Howard County Public School System Jon R. Star, Harvard University Bradley Witzel, Winthrop University, 2009	Teachers' perceptions and attitudes about Response to Intervention (RTI) in their schools: A qualitative analysis	Felcica Castro-Villarreal, Billie Jo Rodriguez, Staci Moore, University of Texas at San Antonio, 2014
Music	Contemporary Music Education	Michael Mark and Patrice Madura, 2013	Harmony Project	Josh Aronson, PBS News Hour, 2014
Low Income Students	Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Granduation	Donald J. Hernandez, Hunter College, 2011	Schooling Students Placed at Risk: Research, Policy, and Practice in the Education of Poor and Minority Adolescents	Mavis G. Sanders, W. J. Jordan, 2013
School Environment (Facility)	Enhancement of classroom Facilities of primary schools and its impact on learning behavior of students	Mei-yung Leung and Ivan Fung University of Hong Kong, 1983	Do School Facilities Affect Academic Outcomes?	Mark Schneider, National Clearing house for Eductaional Facilities, 2002

The Equity Journey in Mt. Diablo Unified

Where we have been.......

Equity Advisory Team convenes monthly to address the disproportionality issue, facilitate process & provide input

"CREATE Wisconsin" Equity and self-assessment Survey completed by administrators to assess district needs

Community agencies presented on successful strategies to work with diverse students

Dan Losen, Dir. of Civil Rights Project presented survey results and findings. Advisory Team and District committees analyzed survey data.

Superintendent & Council met to assess Equity work and plans for 2012-13 year

Response to Intervention professional development begins with schools teams & Principals

| Sept. 2011 | Oct.-Nov. 2011 | Nov.-Dec 2011 | Jan-Mar. 2012 | Apr. 2012 | June 2012 | June 2012 | Aug. 2012 | Aug. 2012 | July- Aug. 2012 |

Provide schools with Student Voice video series & Facilitative Guide to contine dialogue

Schools shared best practices on creating positive school climate and culture to advisory team

School & District suspension and discipline data reviewed with Equity Advisory

Sub-Group created a Draft Equity Plan to identify needs and recommended strategies & actions

Stephanie Graham-Rivas, Cultural Proficiency consultant presents to classified and certificated management staff on Equity & Cultural Proficiency

District identified as Significantly Disproportionate for over-identification of African Americans as Emotionally Disturbed

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?

2

The Equity Journey in Mt. Diablo Unified

Where we are going.......

Development of the Equity Leadership Team to provide oversight & implementation of the Equity Plan

Complete an audit of files of African American students identified as Emotionally Disturbed (ED) and make recommendation for appropriate intervention

Gather input and feedback to the Draft Equity Plan by Stakeholder groups

Submit the Significantly Disproportionality Corrective Action Plan to CDE

Begin implementation of the Equity plan strategies & action steps

| Sept. 2012 | Oct. 2012 | Oct-Dec. 2012 | Oct.-Dec 2012 | Nov-Dec. 2012 | Jan. 2013 | Jan. 2013 | Jan.-Feb. 2013 | Mar.-June 2013 | July 2013 |

Continue convening the monthly Equity Advisory Team meetings to gather stakeholder input

Continued Professional Development throughout the school year on RtI for School Teams and Principals

Develop and present Equity Plan to the School Board

Convene the Equity Implementation Team to monitor & inform Equity Leadership Team and School Board

Professional Development on Response to Intervention (RtI) Behavior Support & culturally relevant resonses to address specific needs of target population

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 (RtI)
- Cultural Proficiency and Positive School Climate

3

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

Response to Instruction & Intervention (RtI)
- Inconsistent Implementation of Academic & Behavior Interventions
- Absence or Inconsistent Implementation and understanding of district policies, procedures and practices at the schools
- Limited systemic pre-referral data collection and behavioral support for students who present challenging behaviors and for staff members who are not skilled in effective behavior management and/or in providing socio-emotional support

Positive Behavior Intervention Supports (PBIS)
- Inconsistent implementation of response systems based on positive behavior intervention and supports in the school environments
- Absence or Inconsistent Implementation and understanding of district policies, procedures and practices at the schools
- Limited access of psychologists and other counseling service providers to regular education students to address behavioral/social-emotional issues.
- Absence of a sufficient number of trained experts in behavior who systematically provide services to regular education students

Culturally Responsive School Environment
- Inconsistent implementation of support systems and understanding about how to develop culturally responsive school environments
- Limited parent involvement and knowledge around the school system and how to support student leaning
- 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.

All
- Professional development needs of staff
- Communication, collaboration and alignment among district departments on expectations
- Inconsistent utilization of the data to inform instruction & interventions

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 (RtI^2) 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

Response to Instruction & Intervention (RtI)

Develop a district-wide Response to Intervention (RtI) model for academic and behavior interventions and supports

Each school will create a RtI model of support and academic and behavioral interventions by June 2013

Review and revise the process, expectations and services available for pre-referral interventions and support using the SST Module prior to referral for Special Education

Disaggregated data reports will be reviewed and analyzed by school and district on attendance, discipline, referrals/SST and special education

Develop a consistent district-wide process and assessment tools for the identification of Emotional Disturbance.

Identify interventions that focus directly on the African American students at risk of being identified as ED

Positive Behavior Intervention Supports (PBIS)

Develop district policies, procedures and practices that ensure intervention and supports are in place for students

Engage in the creation of a District-wide Behavior Expectation & Consequence Matrix by a sub-group of principals/co-administrators.

Develop a K charge Matrix (alternative to suspension) 2013-14.

Implement district-wide alternatives to suspension

Implement Positive Behavior Intervention Supports (PBIS) at all schools and provide professional development to staff. Pilot Social Emotional Learning program.

Implement "Support Calls" as an immediate response to behavior at secondary level.

Create a Multidisciplinary Team to work with schools and support and coach teachers & provide counseling services to students

Implement Life Skills classes at the secondary to support students with behavior and academic issues.

Culturally Responsive School Environment

Develop systems and supports to create a culturally responsive school environment

Develop core components and expectations for every K-12 and Alternative school to have a functioning Coordinated CARE Team

Provide School Climate training and incorporate how schools will create culturally responsive school environments and survey staff and students imbedded into their Comprehensive School Safety Plans.

Review and revise all district documents to ensure equity and cultural proficiency language is clear and evident.

Strengthen home-school partnership and expand parent involvement and knowledge about the school system and how to support student learning

Consultant to provide professional development and training to staff on Cultural Proficiency

All

Professional development for certificated and classified staff and parents on implementation and sustainability of Equity Plan, RtI, PBIS, Cultural Proficiency, and Special Education.

Communication, collaboration and alignment among district departments on expectations

Consistent utilization of accurate data to inform instruction & interventions. Training to staff on data input and reporting for Aeries, SST Module, CalPads.

Create district level administrative support for implemention, monitoring and evaluating district efforts .

Develop a trainer of trainer model and training tools (webinar/videos) to allow for the expansion of services to a variety of sites for staff and students.

Professional development and support for Psychologist

Consultant to provide professional development and training to staff on data collection and analysis to build staff capacity.

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.
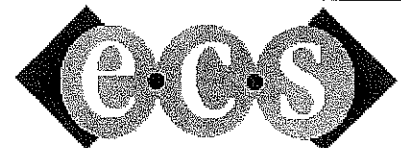
School-wide Evaluation Tool
(SET)
Implementation Guide

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: _____
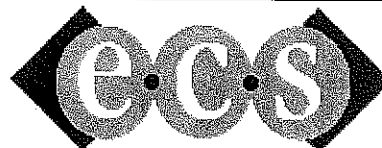
School-wide Evaluation Tool
(SET)
Scoring Guide

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 P Other _____	
	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 O Other _____	
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 P Other _____	
	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 I Other _____	
	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 I Other _____	
	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 I Other _____	
	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 I Other _____	
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 P Other _____	
	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 I Other _____	
	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 I Other _____	
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 P Other _____	
	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 I Other _____	
	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 O Other _____	
	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 I Other _____	

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 I Other _____	
	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 I Other _____	
	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 I Other _____	
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= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, P Interview Other _____ I	
	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 I Other _____	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview I Other _____	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview I Other _____	
	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 I Other _____	
	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 I Other _____	
	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 P Other _____	
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 I Other _____	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview I Other _____	

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
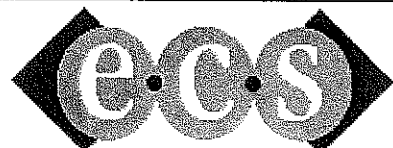
Additional Interviews

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)
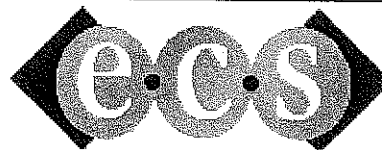
Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)

	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
1		Y N	Y N			Y N	Y N
2		Y N	Y N			Y N	Y N
3		Y N	Y N			Y N	Y N
4		Y N	Y N			Y N	Y N
5		Y N	Y N			Y N	Y N
6		Y N	Y N			Y N	Y N
7		Y N	Y N			Y N	Y N
8		Y N	Y N			Y N	Y N
9		Y N	Y N			Y N	Y N
10		Y N	Y N			Y N	Y N
11		Y N	Y N			Y N	Y N
12		Y N	Y N			Y N	Y N
13		Y N	Y N			Y N	Y N
14		Y N	Y N			Y N	Y N
15		Y N	Y N			Y N	Y N
Total							X

Team member 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?
1	Y N	Y N	
2	Y N	Y N	
3	Y N	Y N	
4	Y N	Y N	
5	Y N	Y N	
6	Y N	Y N	
7	Y N	Y N	
8	Y N	Y N	
9	Y N	Y N	
10	Y N	Y N	
11	Y N	Y N	
12	Y N	Y N	
13	Y N	Y N	
14	Y N	Y N	
15	Y N	Y N	

Student questions

	What are the [school rules]? Record the # of rules known	Have you received a ___ since ___?
1	1	Y N
2	2	Y N
3	3	Y N
4	4	Y N
5	5	Y N
6	6	Y N
7	7	Y N
8	8	Y N
9	9	Y N
10	10	Y N
11	11	Y N
12	12	Y N
13	13	Y N
14	14	Y N
15	15	Y N
Total		

Location

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

7

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 exits 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.

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

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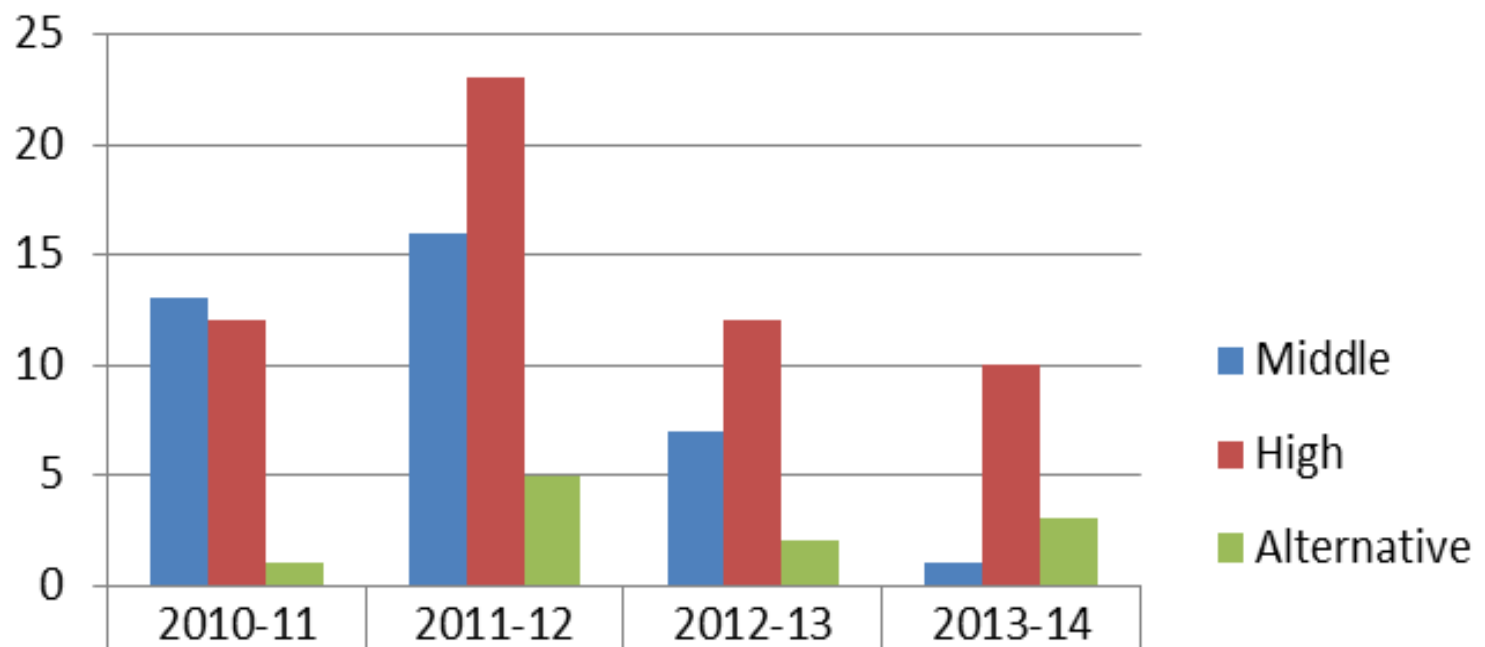
	2010-11	2011-12	2012-13	2013-14
Middle	13	16	7	1
High	12	23	12	10
Alternative	1	5	2	3

- Middle
- High
- Alternative

Student Suspension Summary by School Level
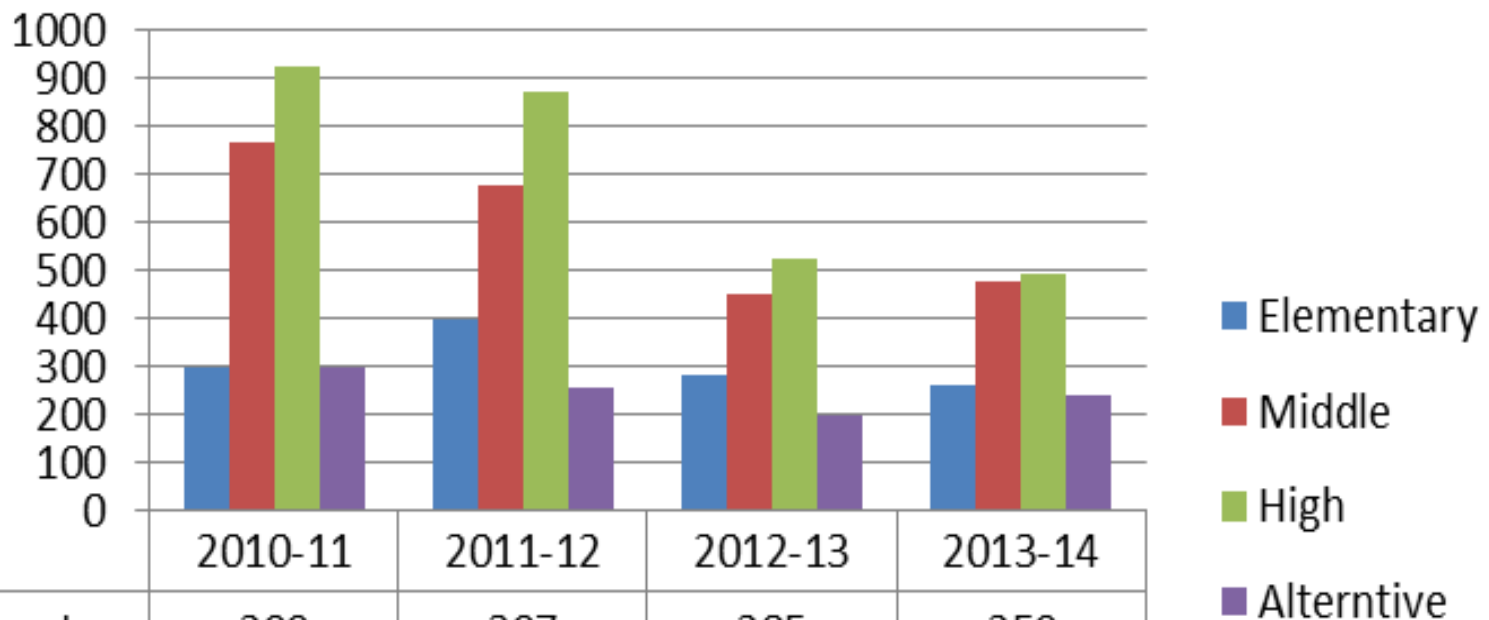
	2010-11	2011-12	2012-13	2013-14
Elementary	299	397	285	259
Middle	766	679	450	477
High	924	872	523	492
Alterntive	299	257	200	238

Legend:
- Elementary
- Middle
- High
- Alterntive

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.				

Percentage Increases or decreases are calculated on the baseline number of students.   DirSSA   Revised 22May15

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

Percentage Increases or decreases are calculated on the baseline number of students.   DirSSA   Revised 22May15

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	

Percentage Increases or decreases are calculated on the baseline number of students.   DirSSA   Revised 22May15

MDUSD LCAP 2014-15 Benchmark Data Update May 2015

d) Increased graduation and decreased drop-out rates = increase graduation rate 4% and decrease drop-out rate 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

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**

Percentage Increases or decreases are calculated on the baseline number of students.   DirSSA   Revised 22May15

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 Leaner (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.
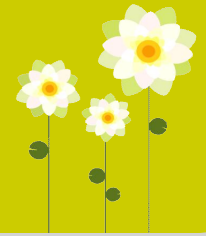
Report Generated:
October 03, 2013

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.

Key Data
Systems

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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			
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				

(The "SubGroups" label appears vertically along the left of the subgroup rows.)

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 defintions).

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%

AYP English-Language Arts
3 Year Comparison
By Subgroups

Legend:
- 2011
- 2012
- 2013 Numerically Significant Met Target
- 2013 Numerically Significant Not Met Target
- 2013 Not Numerically Significant

Subgroup	2011	2012	2013
Overall	58.7%	60.9%	59.3%
African American	41.5%	45.3%	43.0%
Asian	77.5%	77.5%	78.5%
Filipino	70.4%	73.1%	71.0%
Hispanic	38.5%	40.7%	40.2%
Pacific Islander	40.2%	47.9%	42.5%
White	73.2%	76.0%	74.4%
Two or More Races	62.4%	71.1%	67.6%
SED	37.3%	40.0%	39.3%
English Learner	32.2%	33.9%	32.5%
SWD	39.2%	40.3%	38.1%

Target lines:
- 2014 - 100.0%
- 2013 - 89.0%
- 2012 - 78.0%
- 2011 - 67.0%
- 2010 - 56.0%
- 2009 - 45.0%
- 2008 - 34.0%
- 2005 - 23.0%
- 2002 - 12.0%

Y-axis: Percent At or Above Proficient
X-axis: Subgroup

AYP Mathematics
3 Year Comparison
By Subgroups

Legend:
- 2011
- 2012
- 2013 Numerically Significant Met Target
- 2013 Numerically Significant Not Met Target
- 2013 Not Numerically Significant

Y-axis: Percent At or Above Proficient
X-axis: Subgroup

Right axis targets:
- 2014 - 100.0%
- 2013 - 89.1%
- 2012 - 78.2%
- 2011 - 67.3%
- 2010 - 56.4%
- 2009 - 45.5%
- 2008 - 34.6%
- 2005 - 23.7%
- 2002 - 12.8%

Data values by subgroup (2011, 2012, 2013):
- Overall: 60.6%, 61.1%, 60.4%
- African American: 41.7%, 42.2%, 39.5%
- Asian: 81.0%, 79.7%, 80.5%
- Filipino: 70.3%, 72.1%, 71.6%
- Hispanic: 45.9%, 45.9%, 45.3%
- Pacific Islander: 49.0%, 48.9%, 49.1%
- White: 70.5%, 72.1%, 71.6%
- Two or More Races: 66.3%, 66.5%, 69.0%
- SED: 44.1%, 44.4%, 43.6%
- English Learner: 44.3%, 44.5%, 43.4%
- SWD: 40.6%, 38.1%, 35.8%

Annual Measurable Achievement Objectives

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

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 %
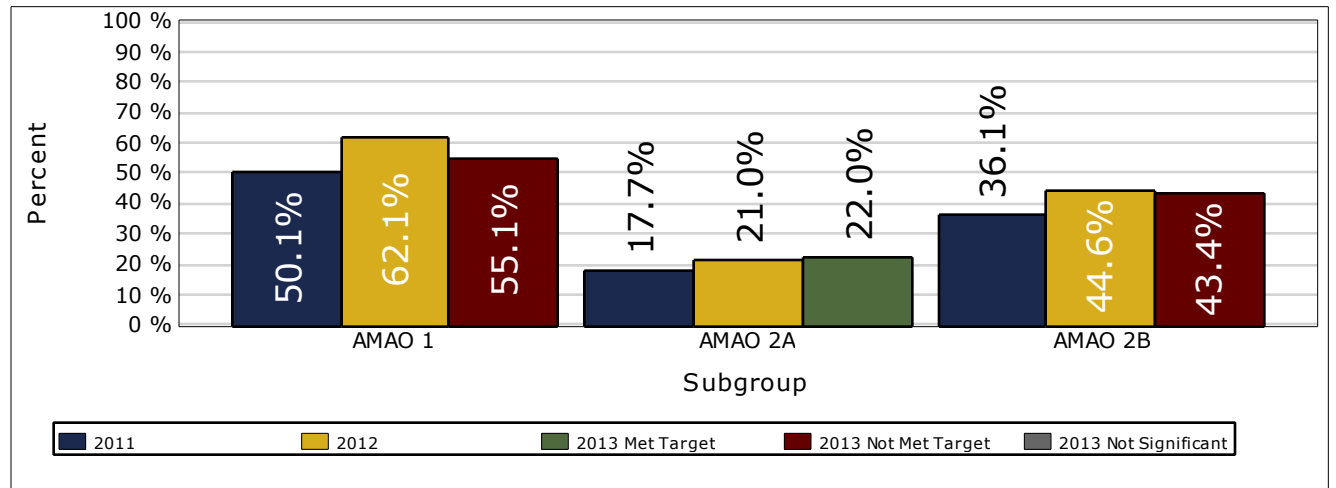
Chart — Percent by Subgroup (AMAO 1, AMAO 2A, AMAO 2B)

AMAO 1: 50.1%, 62.1%, 55.1%
AMAO 2A: 17.7%, 21.0%, 22.0%
AMAO 2B: 36.1%, 44.6%, 43.4%

Legend: 2011 | 2012 | 2013 Met Target | 2013 Not Met Target | 2013 Not Significant

2013 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

Overall

2012		2013				
		Level 1	Level 2	Level 3	Level 4	Level 5
2012	Level 1	285	323	193	38	4
	Level 2	96	455	638	173	9
	Level 3	19	230	1280	902	127
	Level 4	0	20	256	698	192
	Level 5	0	2	14	72	90

2012 Level	Negative Movement	No Movement	Positive Movement	Total
Level 1	0	285	558	
Level 2	96	455	820	
Level 3	249	1280	1029	
Level 4	276	698	192	
Level 5	88	90	0	
Total N	709	2808	2599	6116
Total %	**11.59 %**	**45.91 %**	**42.50 %**	100.00 %

Reading

2012		2013				
		Level 1	Level 2	Level 3	Level 4	Level 5
2012	Level 1	1217	497	371	36	11
	Level 2	497	522	633	120	33
	Level 3	120	227	843	364	97
	Level 4	4	26	163	158	72
	Level 5	2	2	20	37	44

2012 Level	Negative Movement	No Movement	Positive Movement	Total
Level 1	0	1217	915	
Level 2	497	522	786	
Level 3	347	843	461	
Level 4	193	158	72	
Level 5	61	44	0	
Total N	1098	2784	2234	6116
Total %	**17.95 %**	**45.52 %**	**36.53 %**	100.00 %

Writing

2012		2013				
		Level 1	Level 2	Level 3	Level 4	Level 5
2012	Level 1	478	433	172	15	1
	Level 2	314	721	801	150	33
	Level 3	54	261	872	534	175
	Level 4	10	36	184	321	252
	Level 5	2	0	32	88	177

2012 Level	Negative Movement	No Movement	Positive Movement	Total
Level 1	0	478	621	
Level 2	314	721	984	
Level 3	315	872	709	
Level 4	230	321	252	
Level 5	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	1343	1977	2795	6115
							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	838	2523	2755	6116
							Total %	13.70 %	41.25 %	45.05 %	100.00 %

2013 CELDT Overall By Grade

| Grade Level | California English Language Development Test (CELDT) Data | | | | | | | | | | Total |
| | Beginning | | Early Intermediate | | Intermediate | | Early Advanced | | Advanced | | |
	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

Average Percent Correct vs **Strands**

Word Analysis and Vocabulary: 74.85% (2011), 75.74% (2012), 72.33% (2013)
Reading Comprehension: 68.47% (2011), 68.75% (2012), 71.07% (2013)
Literary Response and Analysis: 77.85% (2011), 69.22% (2012), 77.03% (2013)
Written and Oral Language Conventions: 64.18% (2011), 63.64% (2012), 62.87% (2013)
Writing Strategies: 59.45% (2011), 65.76% (2012), 66.78% (2013)

Legend: 2011, 2012, 2013

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

Average Percent Correct (vertical axis)

Strands (horizontal axis)

Legend: 2011 | 2012 | 2013

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
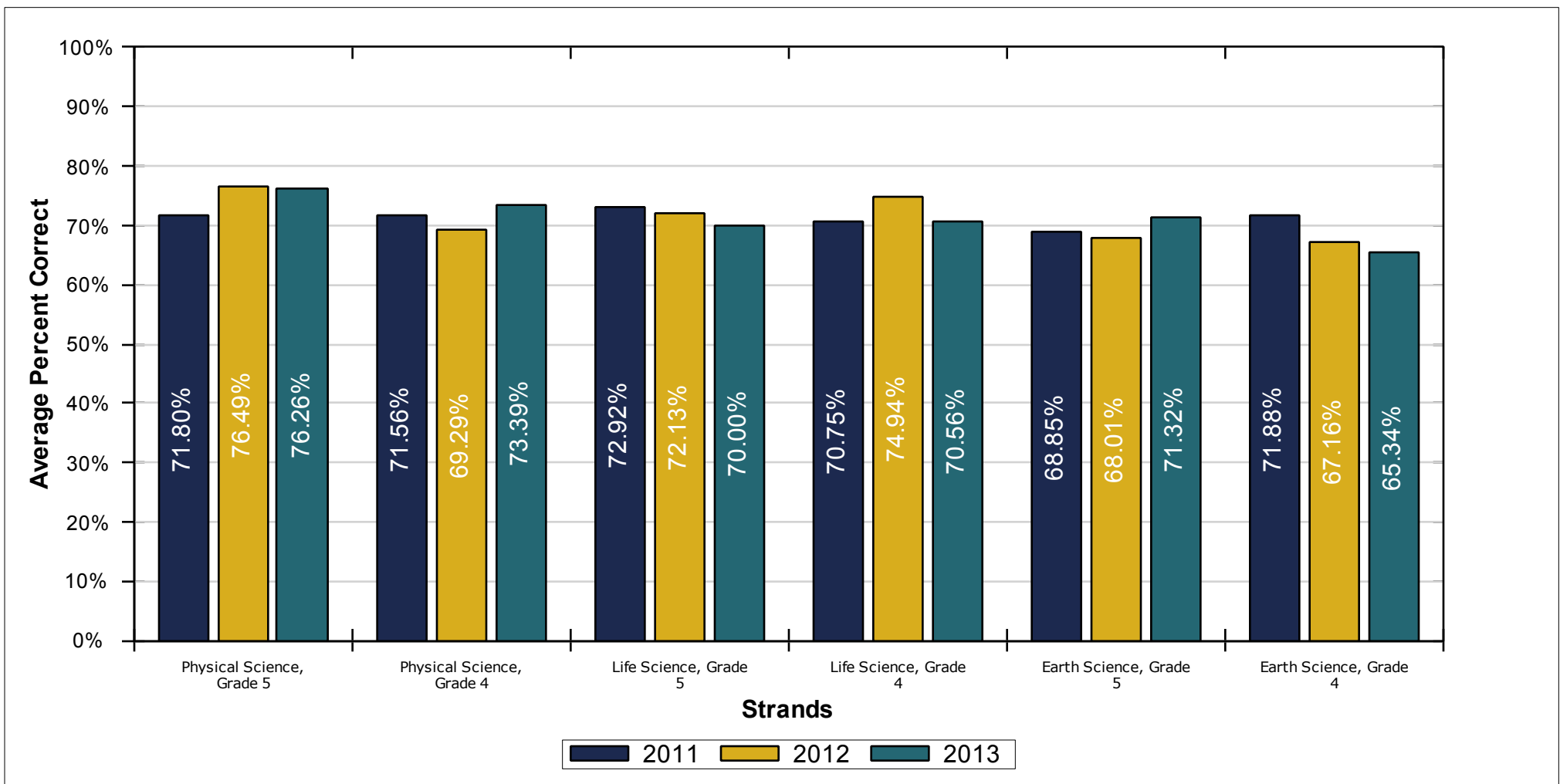
Grade Science	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Grade Science Total	2533	60	71.32	2379	60	71.55	2404	60	71.30	-0.02
Physical Science, Grade 5		11	71.80		11	76.49		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
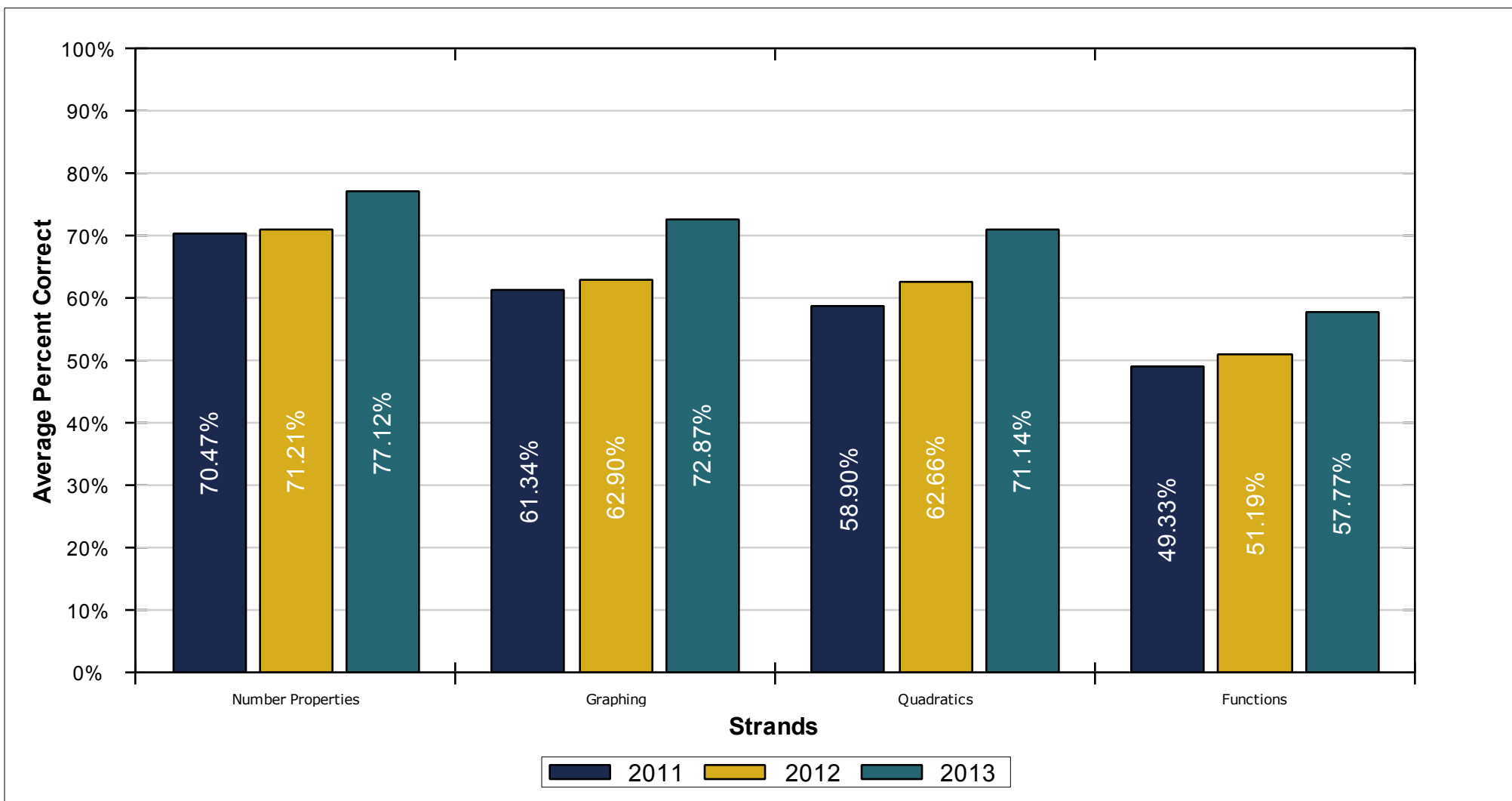
Bar chart showing Average Percent Correct by Strands for 2011, 2012, and 2013.

Number Properties: 70.47% (2011), 71.21% (2012), 77.12% (2013)
Graphing: 61.34% (2011), 62.90% (2012), 72.87% (2013)
Quadratics: 58.90% (2011), 62.66% (2012), 71.14% (2013)
Functions: 49.33% (2011), 51.19% (2012), 57.77% (2013)

Legend: 2011, 2012, 2013

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

Grade 08 CST English-Language Arts Component Subscores. Bar chart of Average Percent Correct by Strands for 2011, 2012, 2013.

- Word Analysis and Vocabulary: 67.52%, 69.75%, 67.09%
- Reading Comprehension: 70.07%, 67.68%, 65.16%
- Literary Response and Analysis: 65.60%, 65.61%, 62.51%
- Written and Oral Language Conventions: 66.40%, 67.15%, 71.90%
- Writing Strategies: 65.72%, 60.93%, 63.11%

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
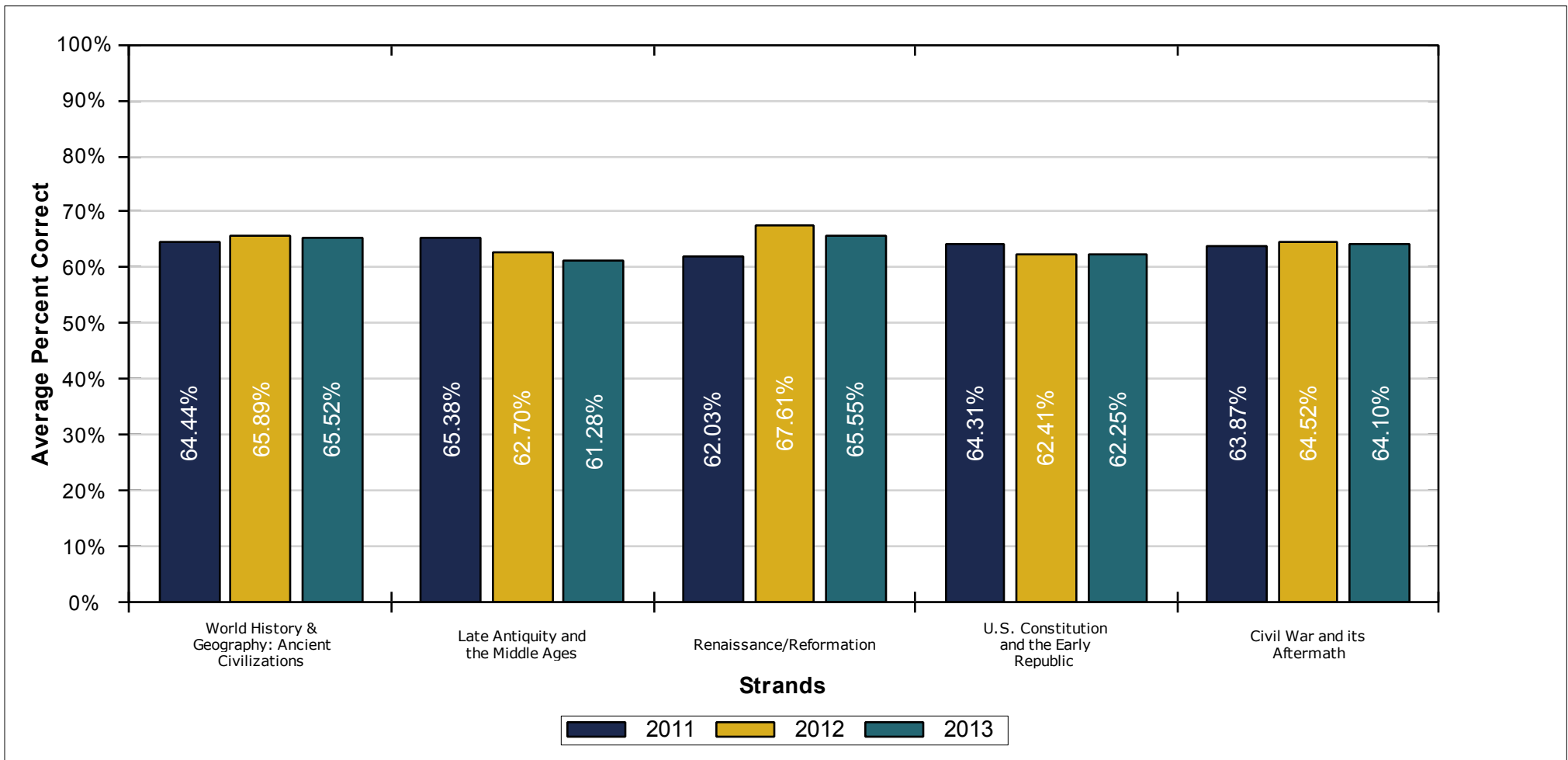
History-Social Science	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
HSS Total	2522	75	64.16	2429	75	64.27	2450	75	63.53	-0.63
World History & Geography: Ancient Civilizations		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

Chart: Average Percent Correct by Strands (2011, 2012, 2013)

Strand	2011	2012	2013
Word Analysis and Vocabulary	71.66%	71.14%	64.77%
Reading Comprehension	64.42%	64.78%	63.27%
Literary Response and Analysis	66.07%	62.07%	61.28%
Written and Oral Language Conventions	60.58%	70.74%	67.55%
Writing Strategies	65.39%	62.77%	60.46%

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
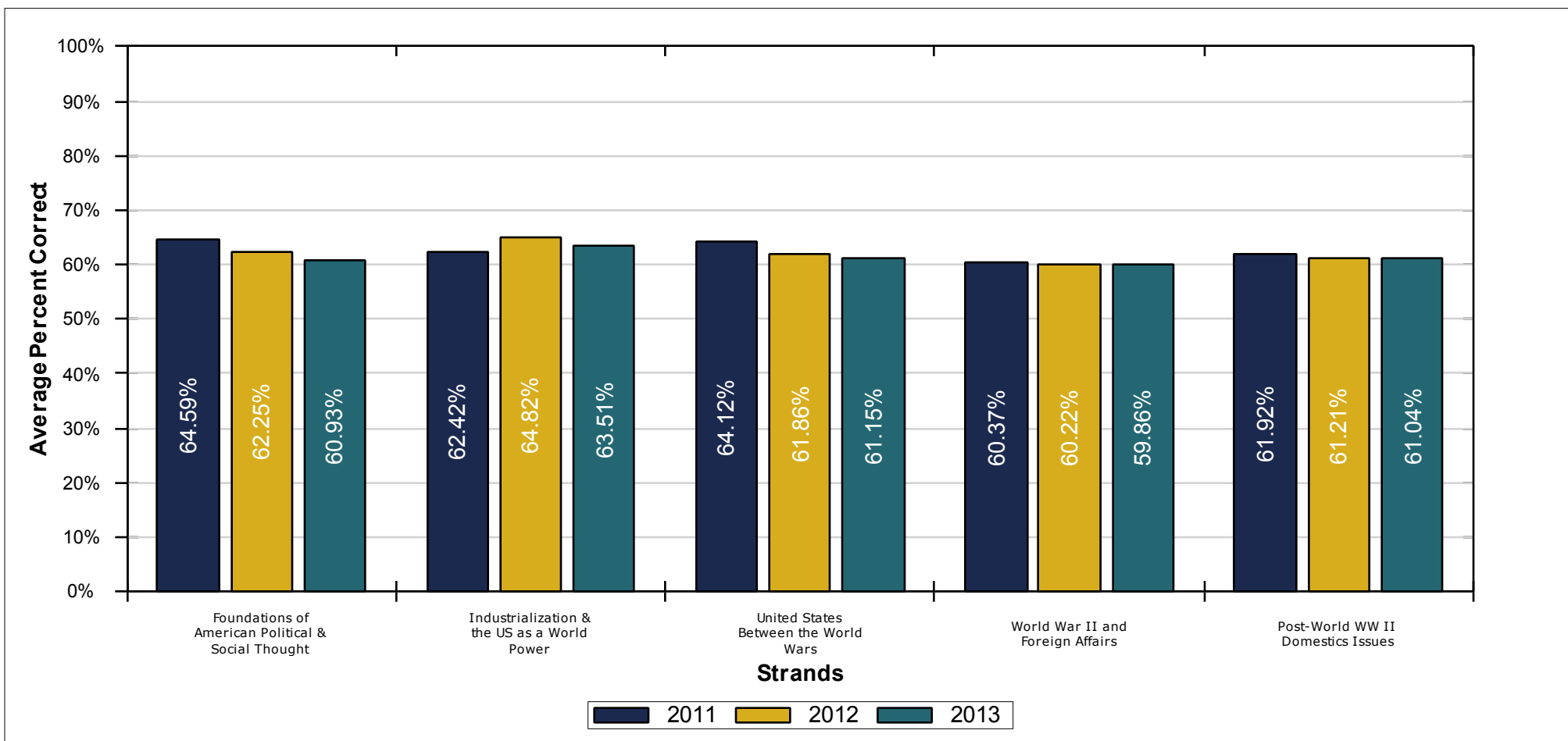
Grade 11 US History	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
HSS Total	2310	60	62.60	2320	60	62.10	1825	60	61.34	-1.26
Foundations of American Political & Social Thought		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 Domestics 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
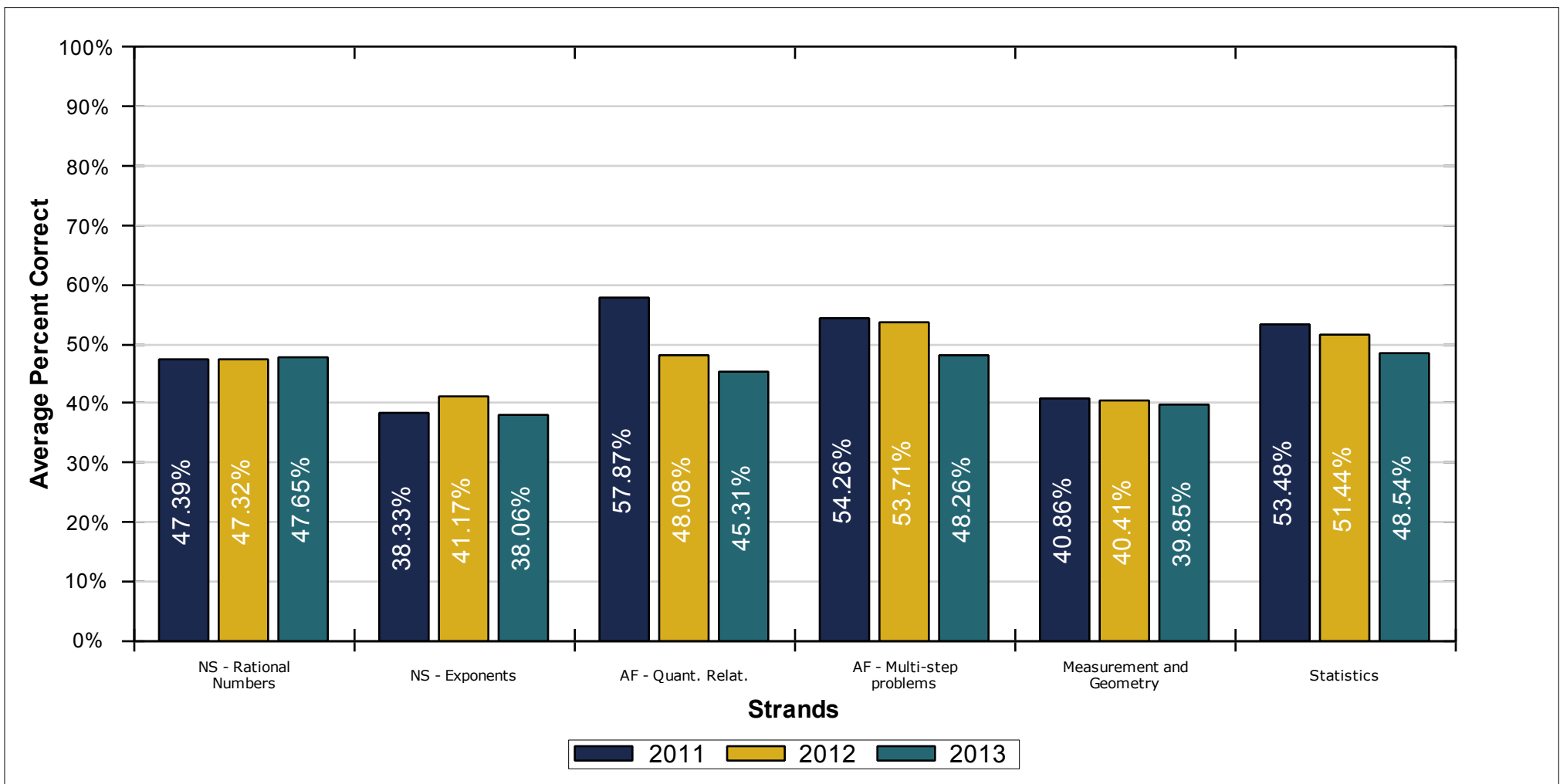
Chart: Average Percent Correct by Strands, comparing 2011, 2012, and 2013.

Strand	2011	2012	2013
NS - Rational Numbers	47.39%	47.32%	47.65%
NS - Exponents	38.33%	41.17%	38.06%
AF - Quant. Relat.	57.87%	48.08%	45.31%
AF - Multi-step problems	54.26%	53.71%	48.26%
Measurement and Geometry	40.86%	40.41%	39.85%
Statistics	53.48%	51.44%	48.54%

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
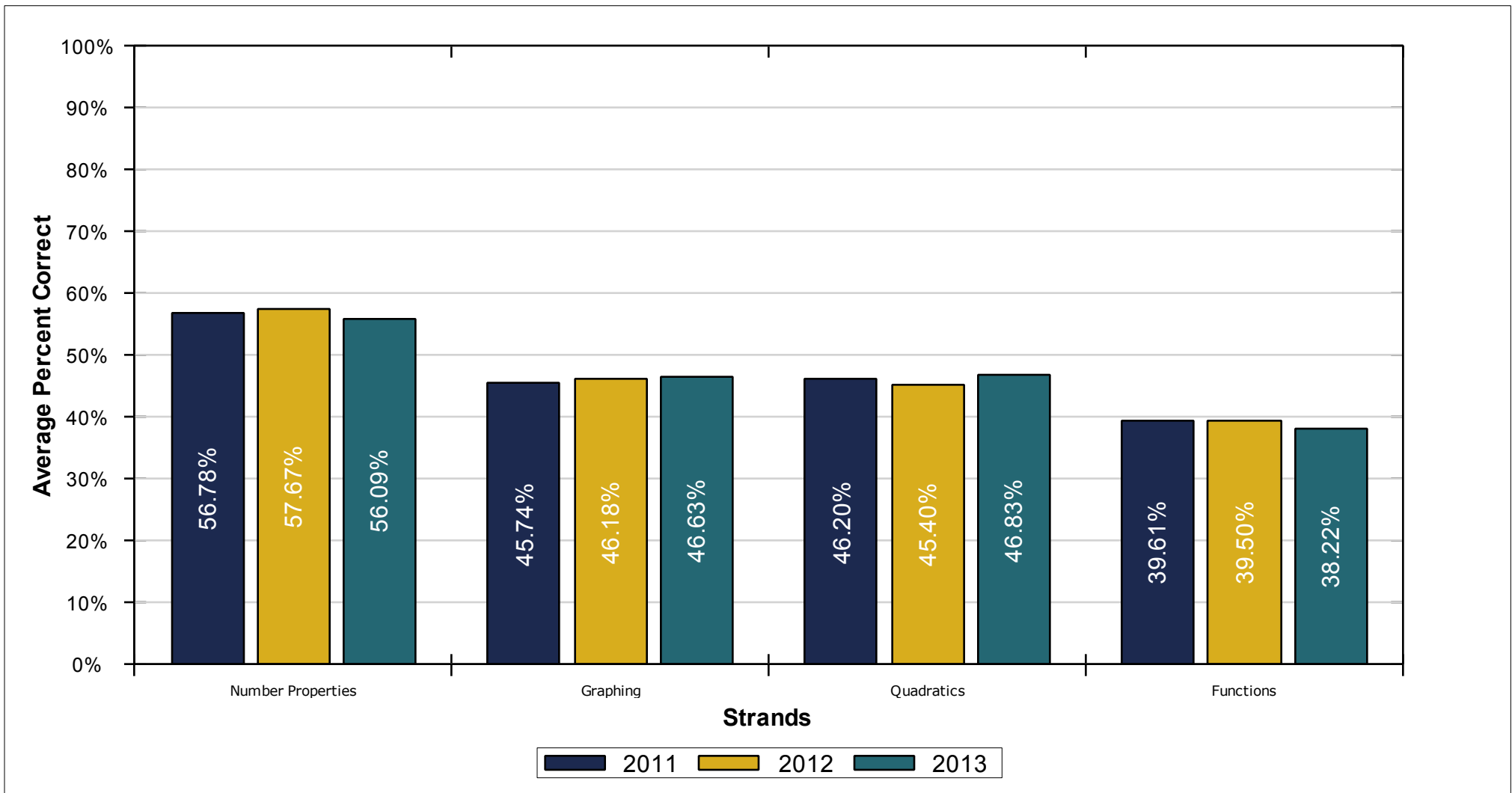
Average Percent Correct vs. Strands

Number Properties: 2011 56.78%, 2012 57.67%, 2013 56.09%
Graphing: 2011 45.74%, 2012 46.18%, 2013 46.63%
Quadratics: 2011 46.20%, 2012 45.40%, 2013 46.83%
Functions: 2011 39.61%, 2012 39.50%, 2013 38.22%

Legend: 2011, 2012, 2013

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
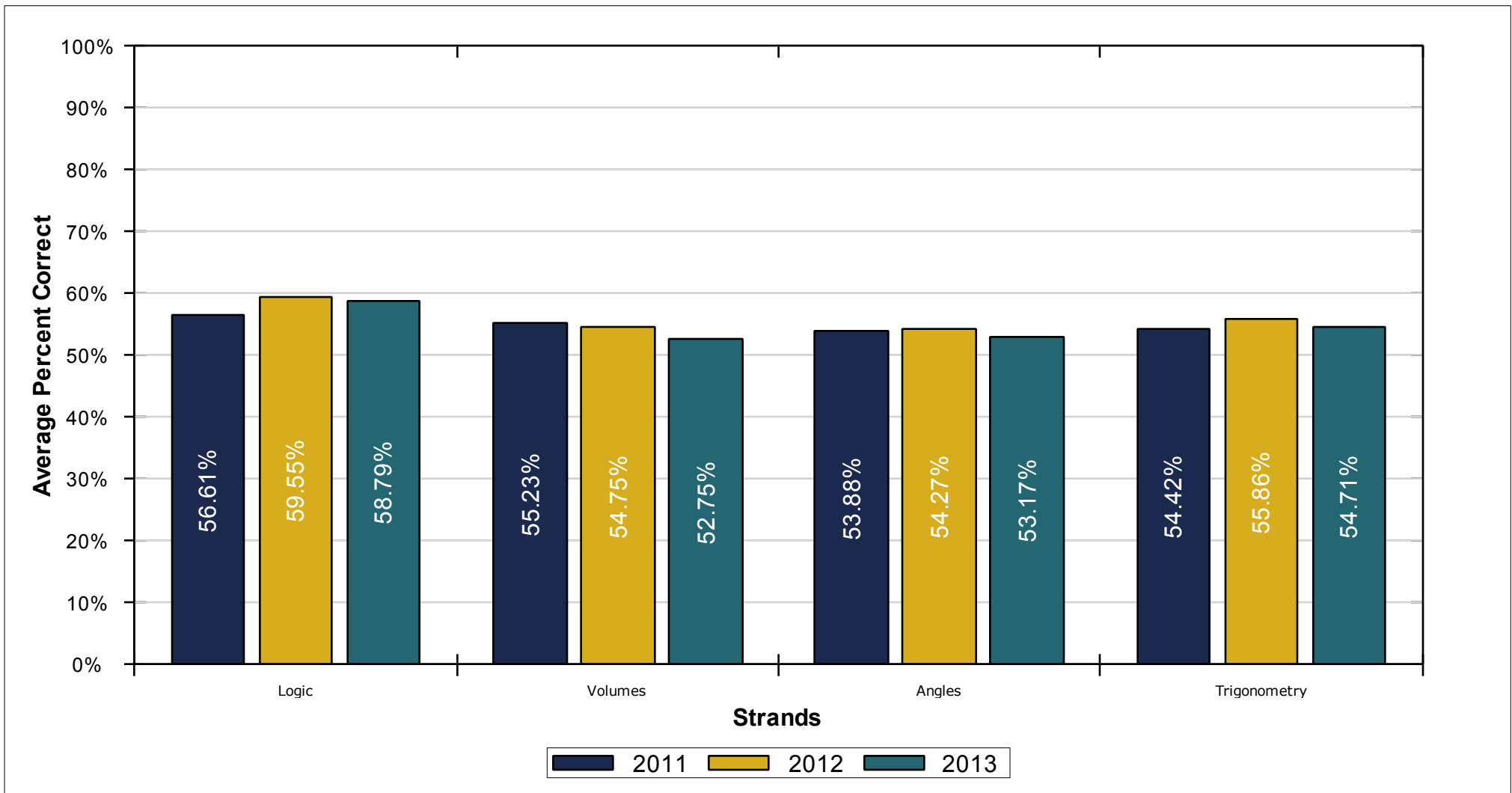
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	2187	65	55.20	2050	65	56.59	1755	65	55.44	0.24
Logic		23	56.61		23	59.55		23	58.79	2.18
Volumes		11	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
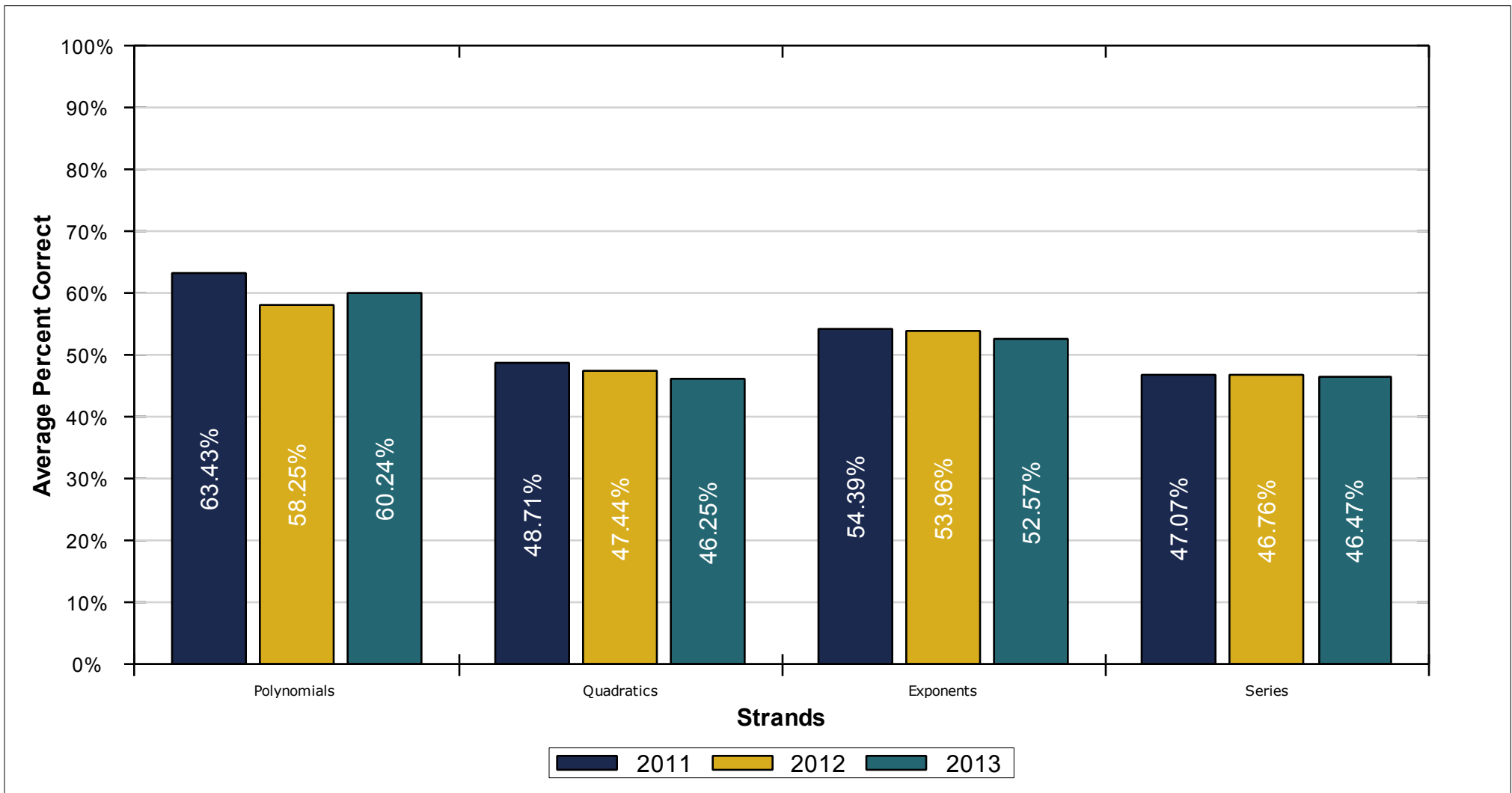
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	**1548**	**65**	**54.06**	**1538**	**65**	**52.06**	**1161**	**65**	**51.94**	**-2.12**
Polynomials		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
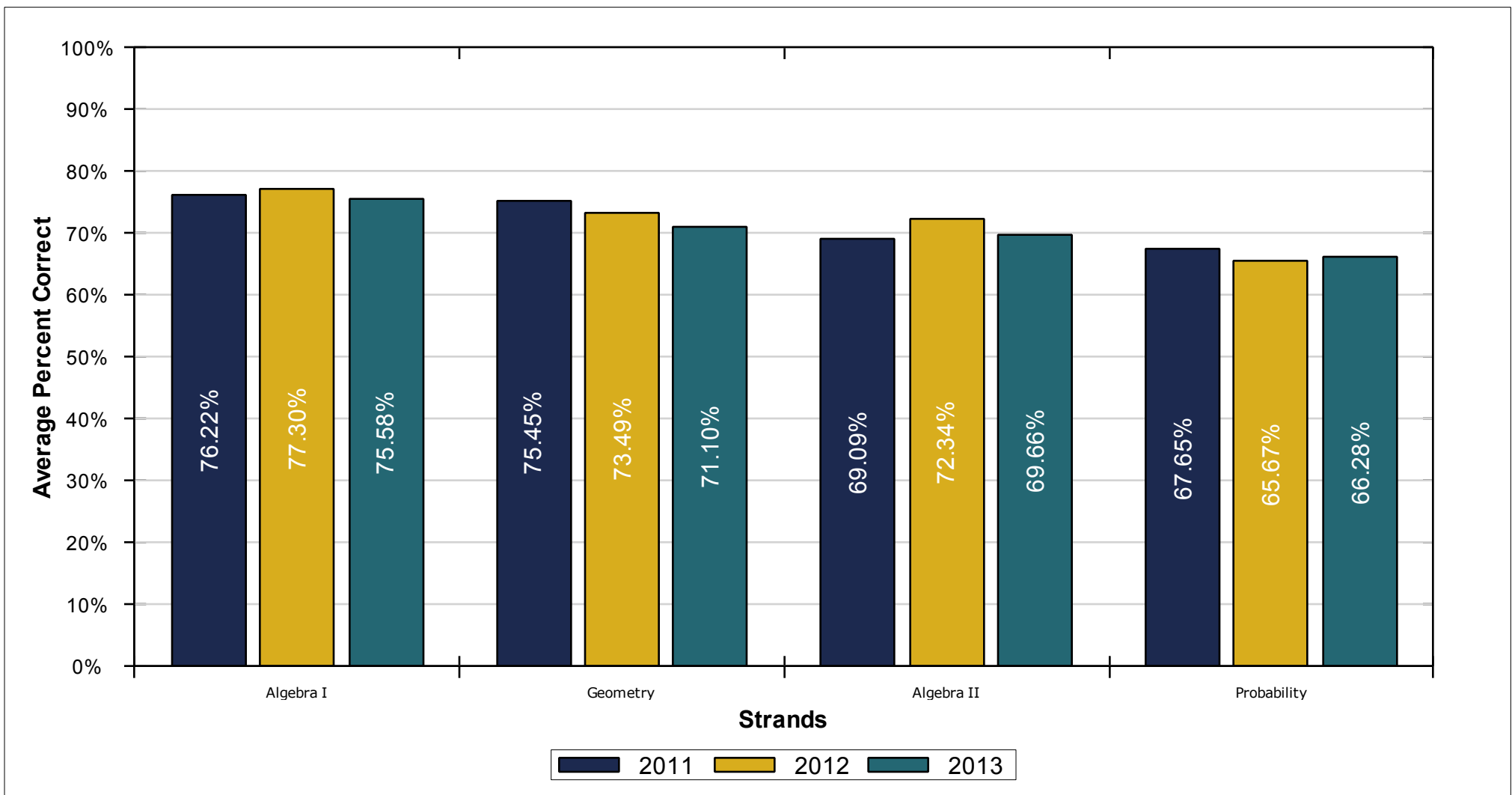
Average Percent Correct vs Strands

	2011	2012	2013
Algebra I	76.22%	77.30%	75.58%
Geometry	75.45%	73.49%	71.10%
Algebra II	69.09%	72.34%	69.66%
Probability	67.65%	65.67%	66.28%

Legend: 2011, 2012, 2013

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			
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	% Change 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
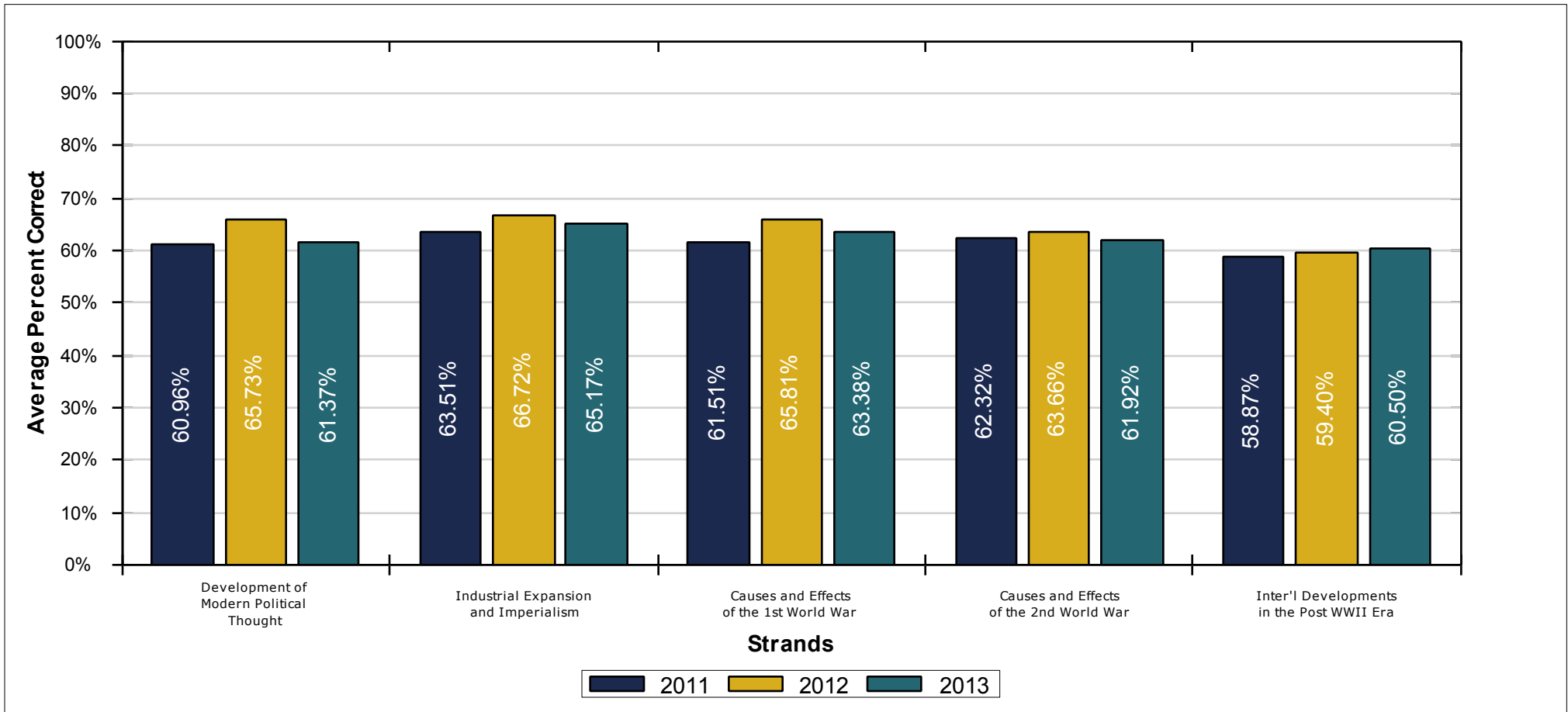
World History	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
World History Total	**2443**	**60**	**61.46**	**2449**	**60**	**64.41**	**1993**	**60**	**62.45**	**0.99**
Development 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
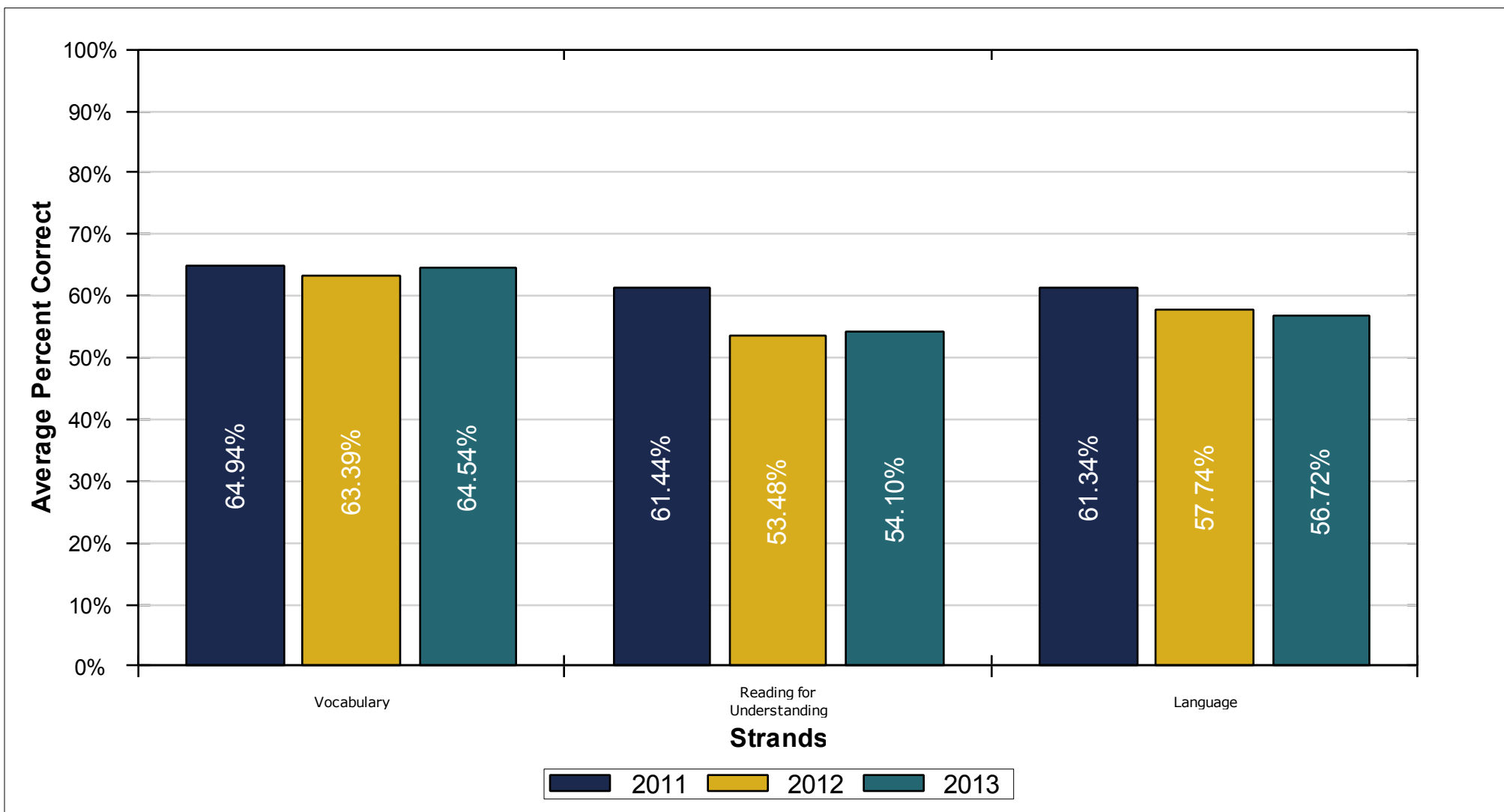
Chart: Average Percent Correct by Strands (Vocabulary, Reading for Understanding, Language) for years 2011, 2012, 2013.

- Vocabulary: 2011 = 64.94%, 2012 = 63.39%, 2013 = 64.54%
- Reading for Understanding: 2011 = 61.44%, 2012 = 53.48%, 2013 = 54.10%
- Language: 2011 = 61.34%, 2012 = 57.74%, 2013 = 56.72%

Legend: 2011, 2012, 2013

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
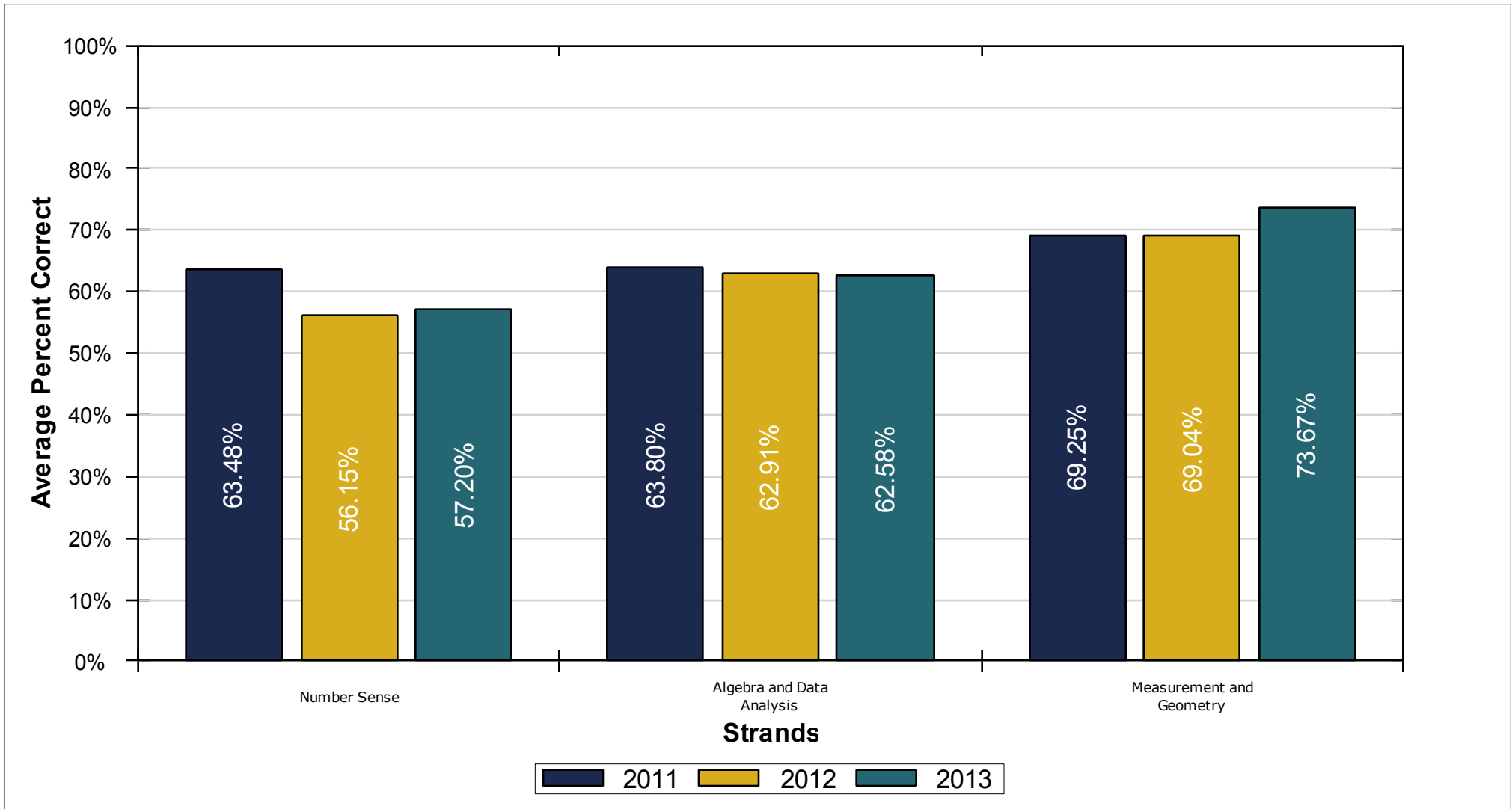
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	**102**	**48**	**64.89**	**101**	**48**	**60.93**	**96**	**48**	**62.43**	**-2.45**
Number Sense		24	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
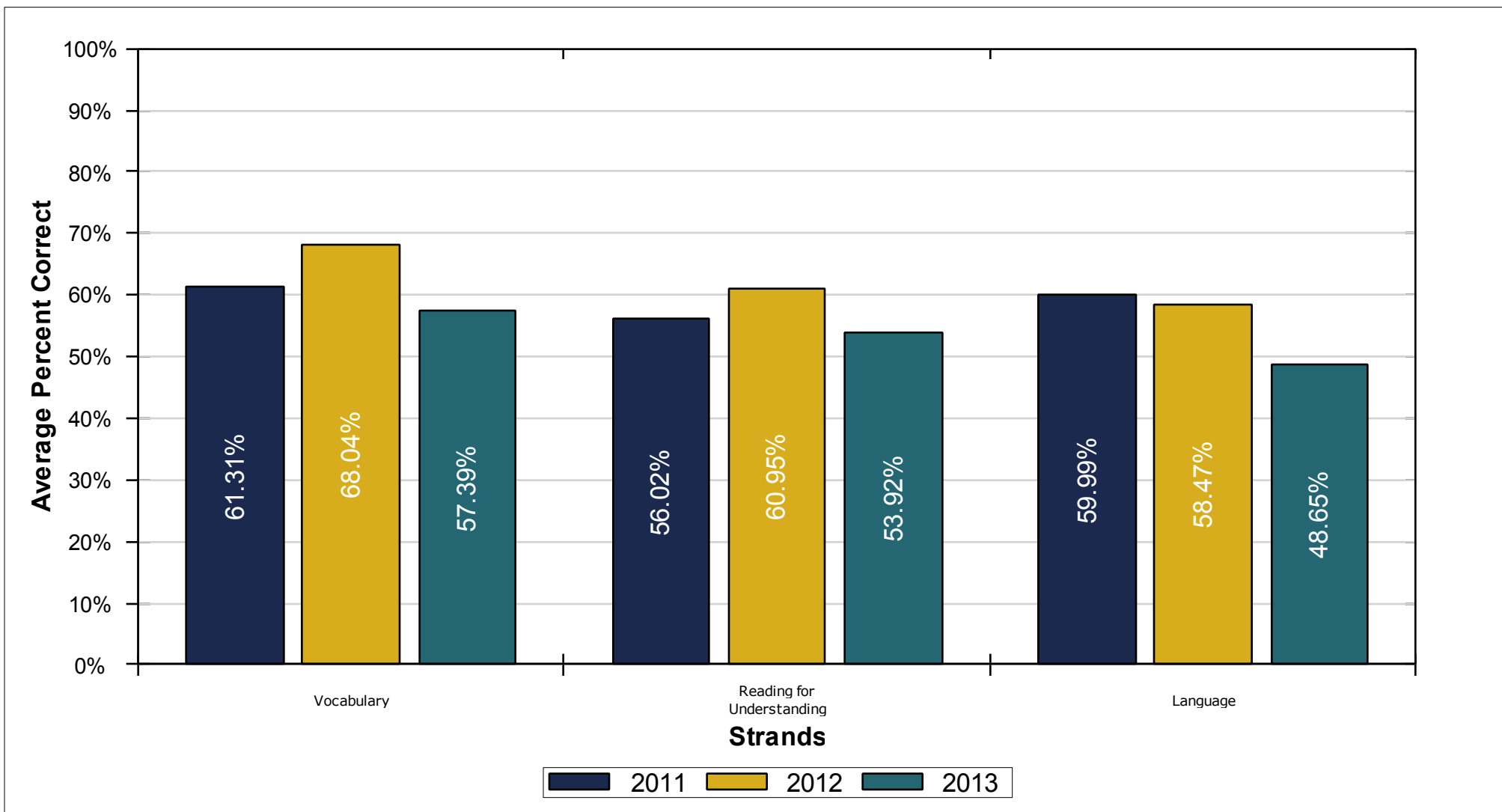
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	164	48	58.97	161	52	56.76	166	52	48.38	-10.59
Vocabulary		11	61.31		11	68.04		11	57.39	-3.91
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
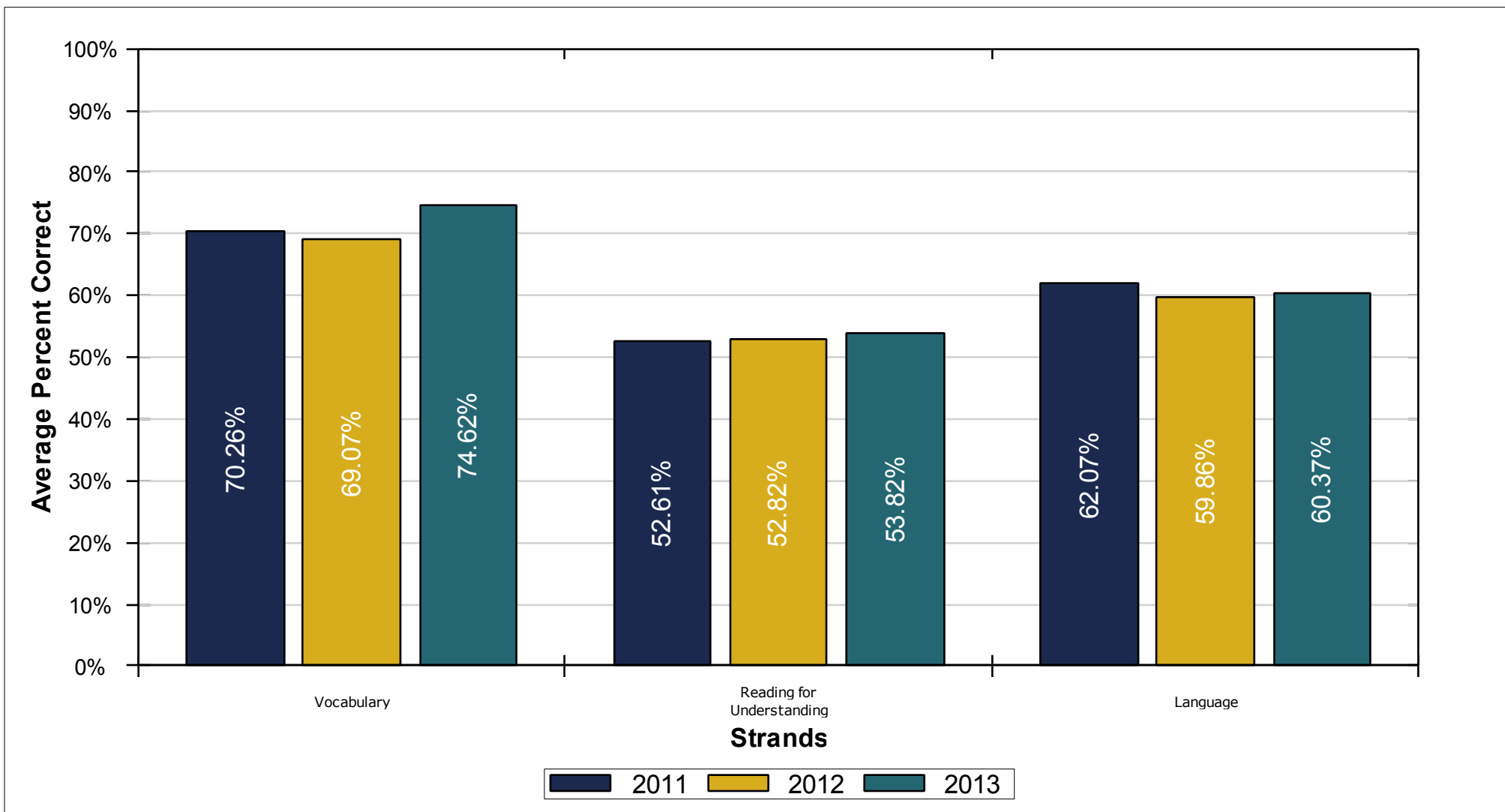
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	145	48	59.89	177	48	58.76	163	48	60.29	0.40
Vocabulary		8	70.26		8	69.07		8	74.62	4.36
Reading 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

Average Percent Correct (y-axis)

- Number Sense: 2011 = 68.79%, 2012 = 67.44%, 2013 = 65.39%
- Algebra and Data Analysis: 2011 = 67.06%, 2012 = 65.39%, 2013 = 65.62%
- Measurement and Geometry: 2011 = 54.69%, 2012 = 56.04%, 2013 = 51.62%

Strands (x-axis)

Legend: ■ 2011 ■ 2012 ■ 2013

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
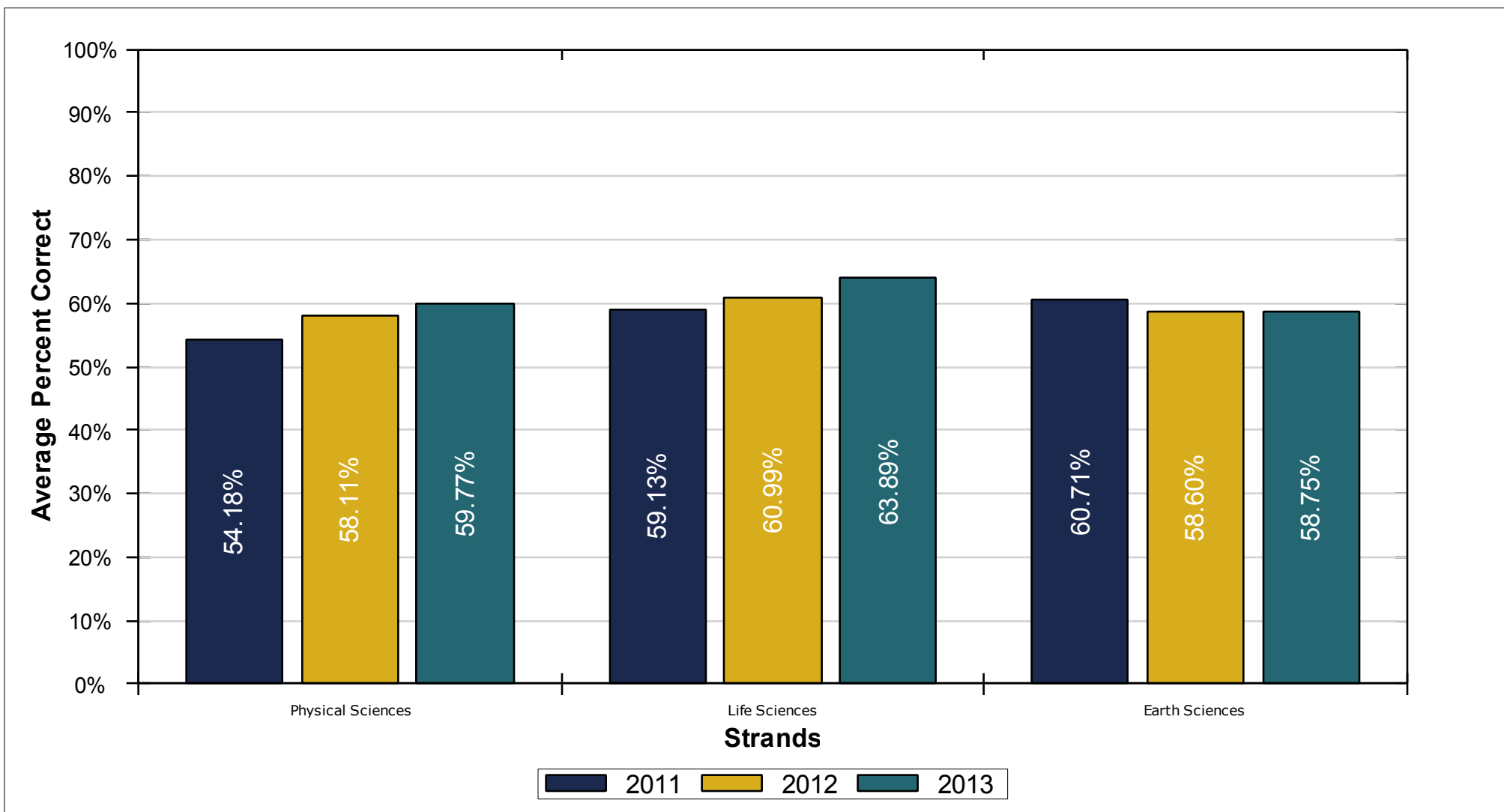
Average Percent Correct (Y-axis) vs. Strands (X-axis)

Physical Sciences: 2011 = 54.18%, 2012 = 58.11%, 2013 = 59.77%
Life Sciences: 2011 = 59.13%, 2012 = 60.99%, 2013 = 63.89%
Earth Sciences: 2011 = 60.71%, 2012 = 58.60%, 2013 = 58.75%

Legend: 2011, 2012, 2013

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

(Version: 1.2)

Grade 06 CMA English-Language Arts Component Subscores
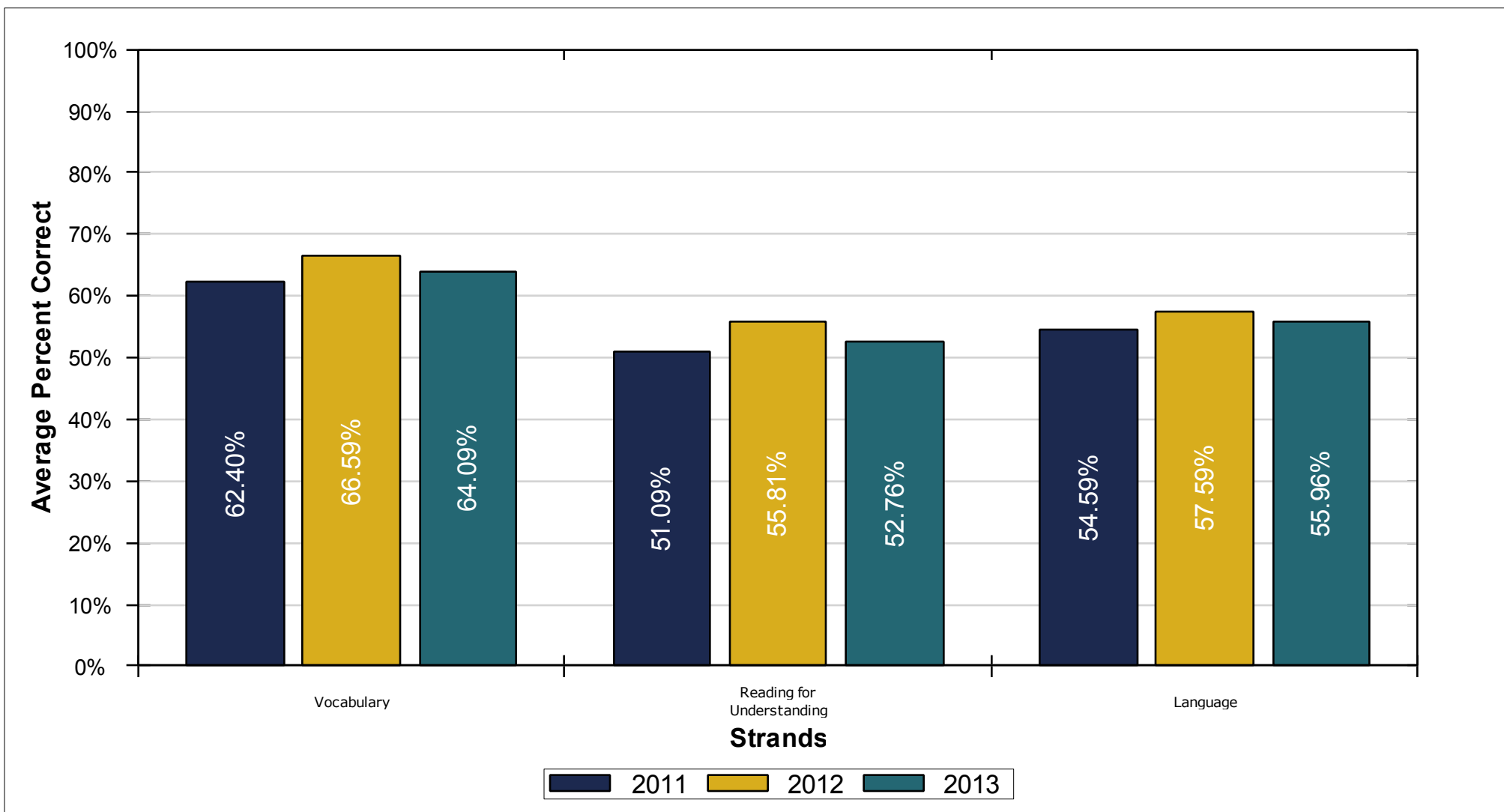
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	146	54	54.46	151	54	58.36	155	54	56.01	1.54
Vocabulary		9	62.40		9	66.59		9	64.09	1.68
Reading 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
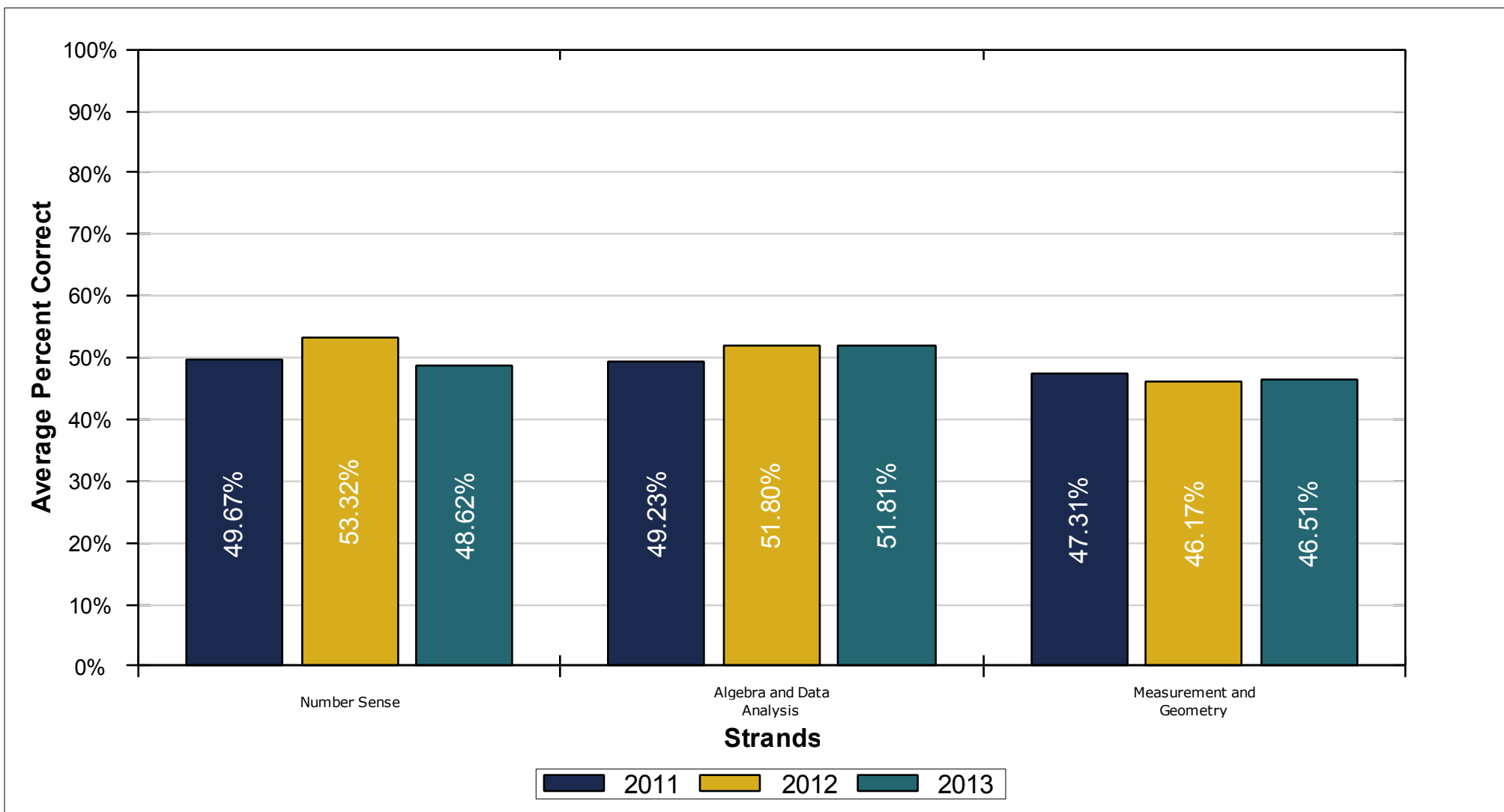
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	**130**	**54**	**49.12**	**137**	**54**	**51.55**	**129**	**54**	**49.78**	**0.67**
Number Sense		21	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
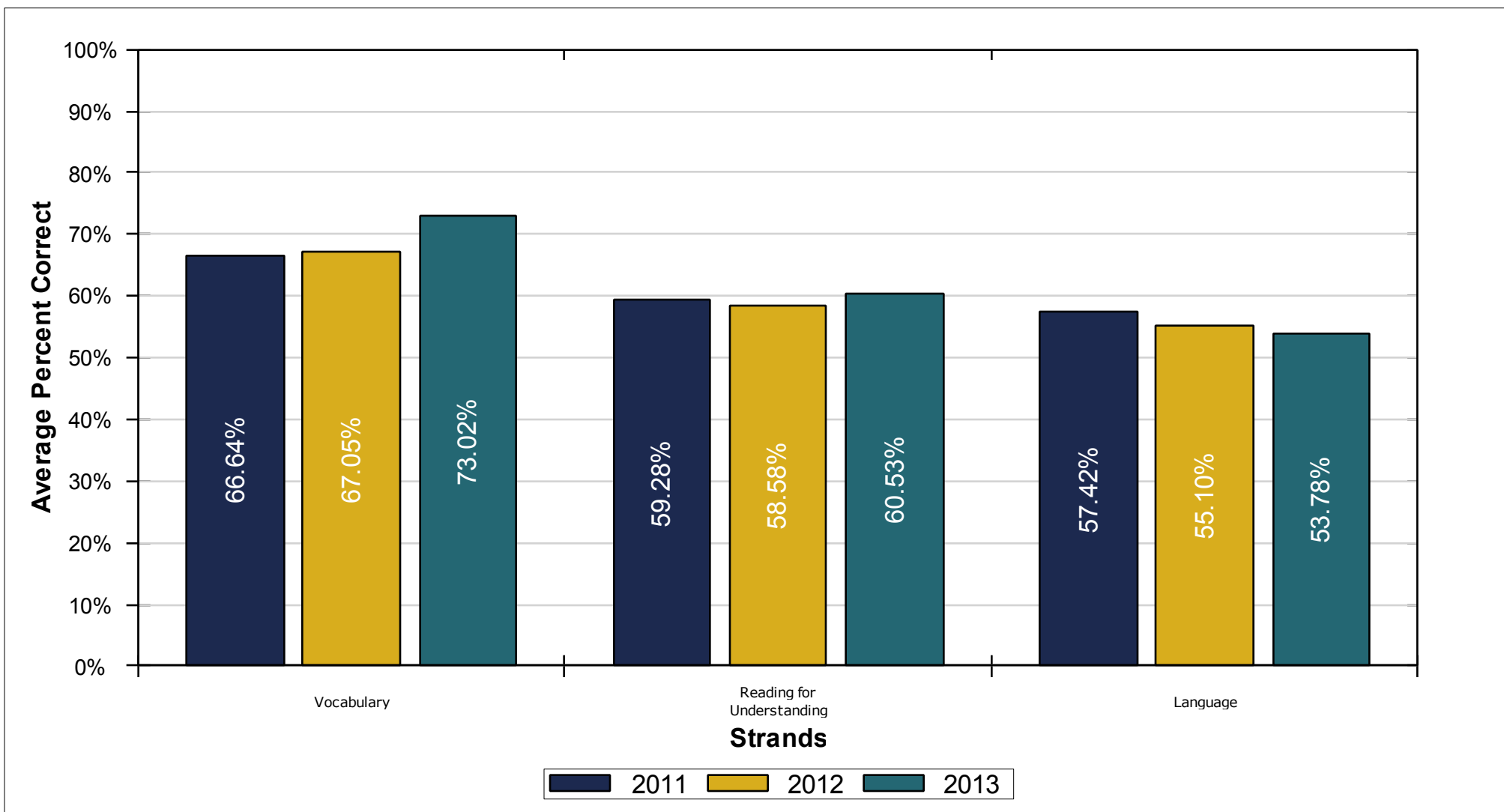
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	**142**	**58**	**55.44**	**143**	**58**	**54.27**	**120**	**58**	**55.29**	**-0.15**
Vocabulary		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
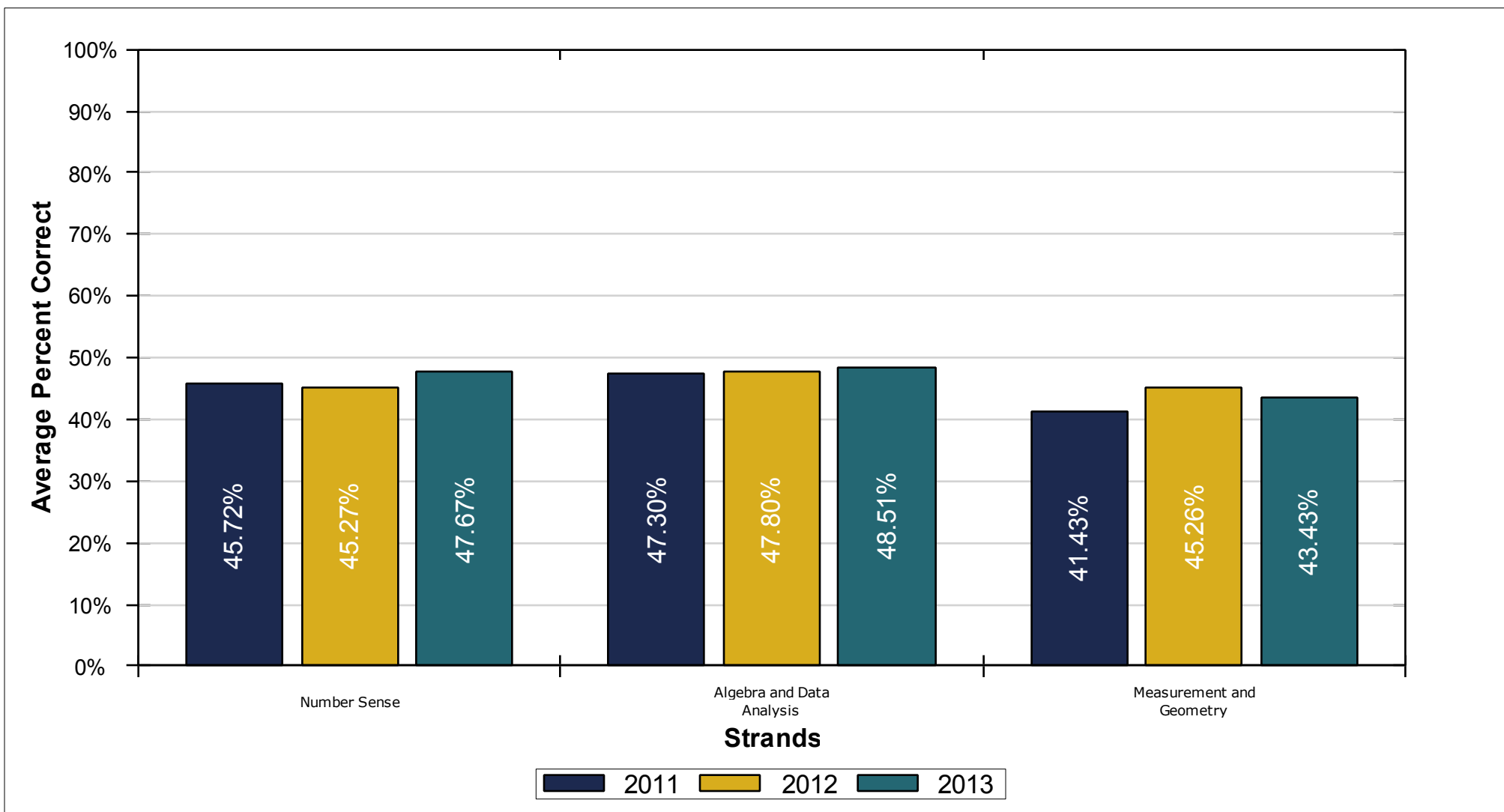
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	**131**	**54**	**45.58**	**141**	**54**	**46.44**	**117**	**54**	**47.20**	**1.62**
Number Sense		18	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
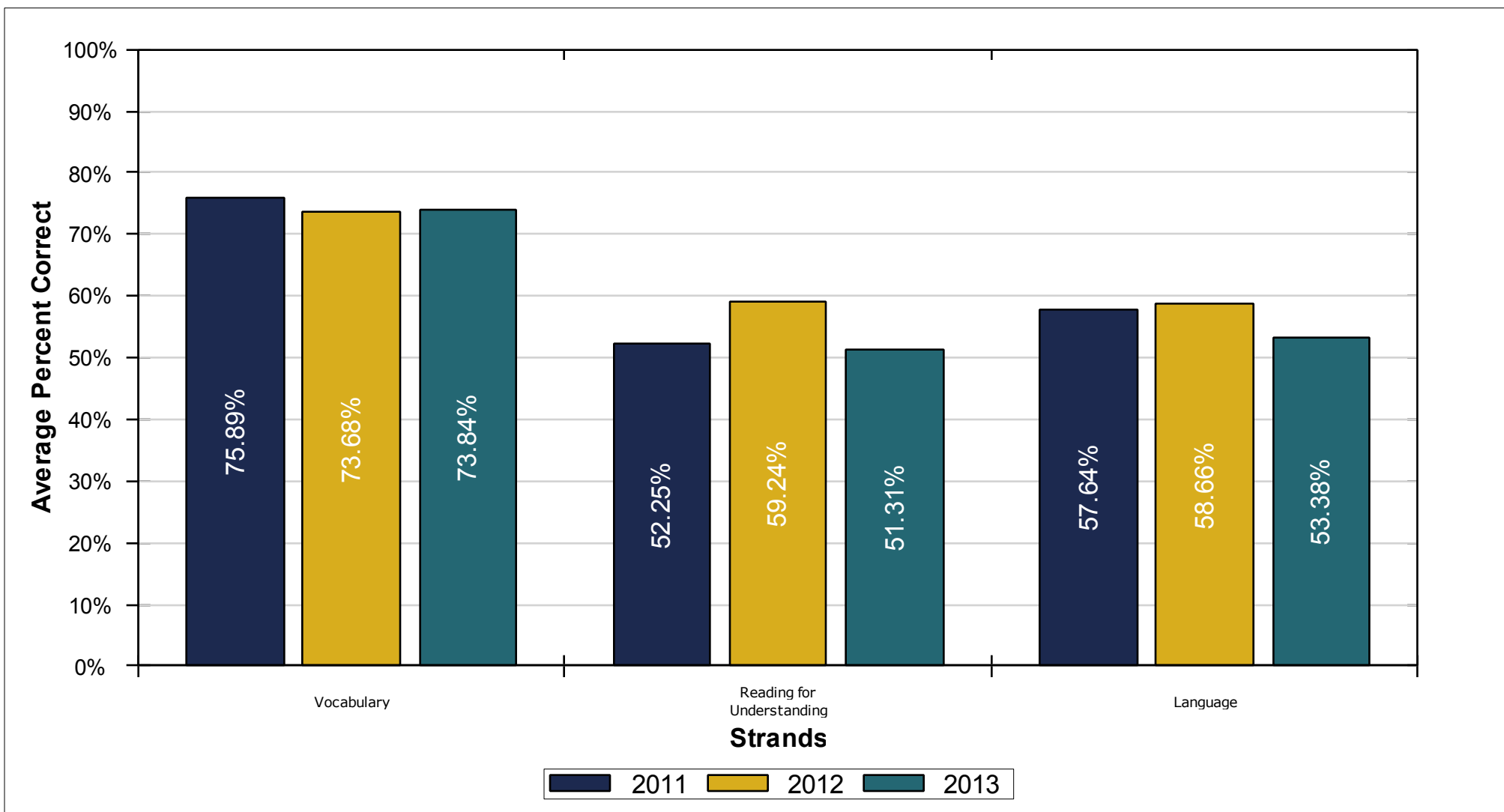
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	**150**	**54**	**57.27**	**152**	**54**	**60.59**	**137**	**54**	**54.73**	**-2.54**
Vocabulary		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
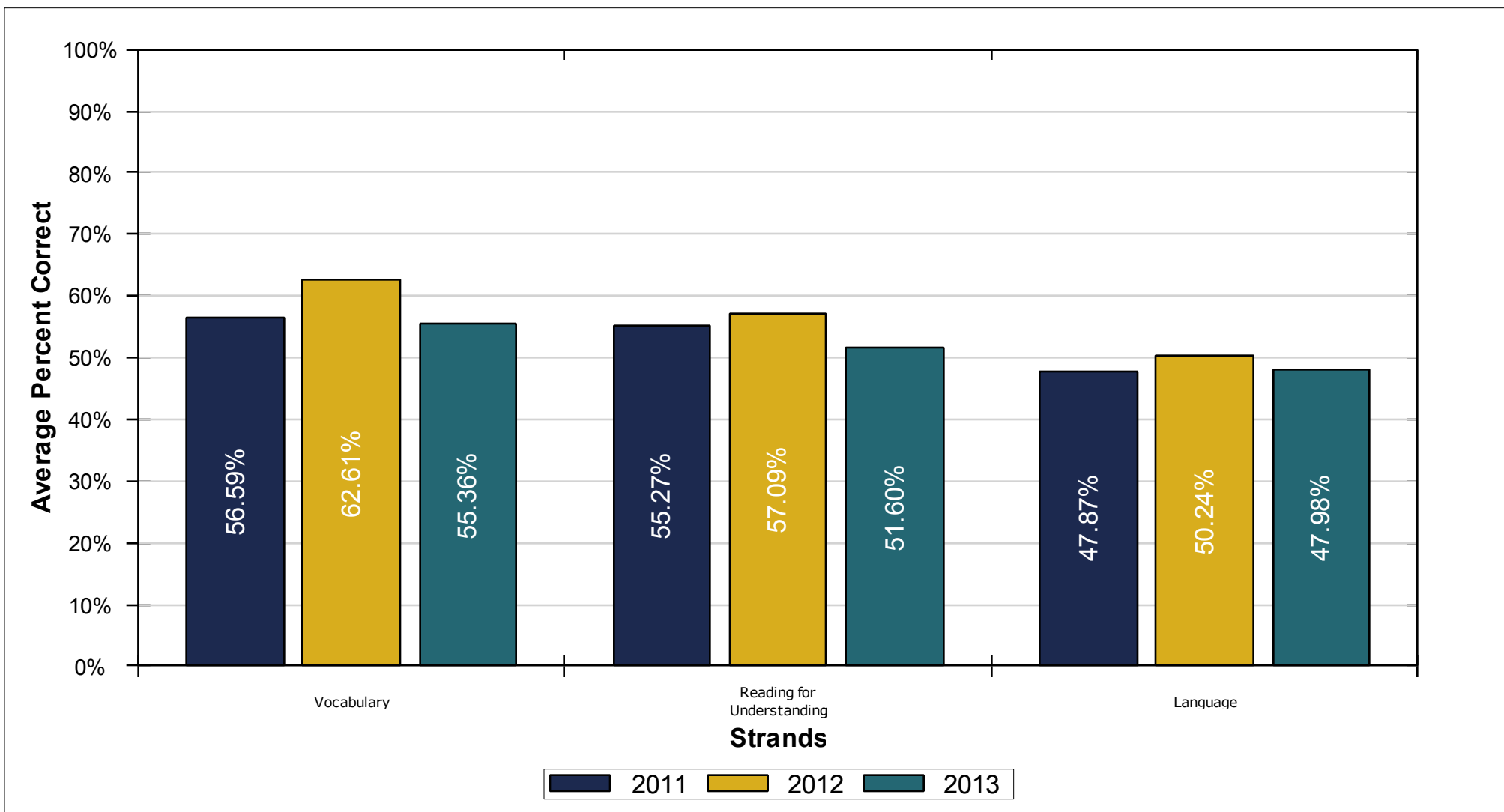
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	**103**	**60**	**52.22**	**128**	**60**	**54.77**	**120**	**60**	**50.47**	**-1.74**
Vocabulary		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

Chart: Average Percent Correct by Strands (2011, 2012, 2013)

- Vocabulary: 2012 = 65.22%, 2013 = 60.22%
- Reading for Understanding: 2012 = 53.90%, 2013 = 52.05%
- Language: 2012 = 53.18%, 2013 = 51.08%

Legend: 2011, 2012, 2013

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

Average Percent Correct vs Strands

Number Properties, Operations, and Linear Equations
- 2011: 53.47%
- 2012: 58.29%
- 2013: 56.05%

Graphing and Systems of Linear Equations
- 2011: 47.98%
- 2012: 44.72%
- 2013: 45.50%

Quadratics and Polynomials
- 2011: 43.98%
- 2012: 46.78%
- 2013: 46.75%

Functions and Rational Expressions
- 2011: 42.19%
- 2012: 47.21%
- 2013: 46.78%

Legend: ■ 2011 ■ 2012 ■ 2013

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

Subgroup

Legend: 2011, 2012, 2013

Subgroup	2011	2012	2013
Overall	69.22%	67.56%	65.92%
African American	57.60%	44.59%	41.59%
Asian	73.09%	77.31%	73.54%
Filipino	80.52%	78.62%	82.09%
Hispanic	53.11%	53.09%	54.61%
White	85.97%	85.58%	83.92%
Two Or More Races	80.00%	88.57%	45.81%
SED	52.49%	51.55%	52.60%
English Learner	24.40%	30.49%	28.13%
Special ED	31.09%	31.86%	31.76%

Percent Passed (Y-axis)
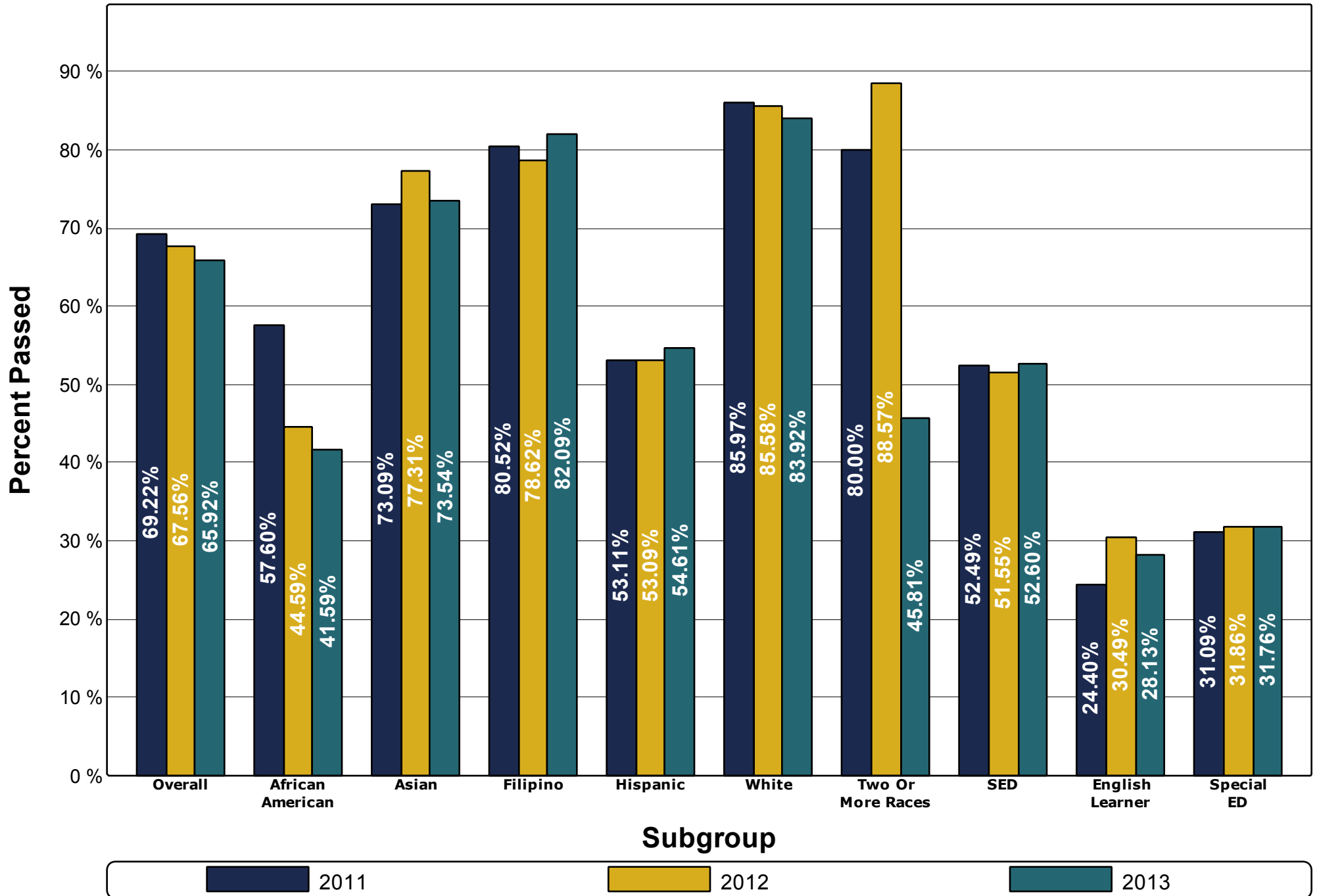
California High School Exit Exam (All Students Pass Rates)
Mathematics by Subgroup

Percent Passed vs **Subgroup**

Subgroup	2011	2012	2013
Overall	68.11%	66.69%	64.85%
African American	46.74%	44.32%	42.13%
Asian	89.84%	95.02%	92.86%
Filipino	82.39%	80.25%	80.62%
Hispanic	53.50%	52.56%	53.43%
White	82.87%	80.88%	81.32%
Two Or More Races	74.60%	73.81%	35.29%
SED	53.95%	51.86%	53.85%
English Learner	35.03%	34.58%	32.86%
Special ED	30.89%	30.12%	30.95%
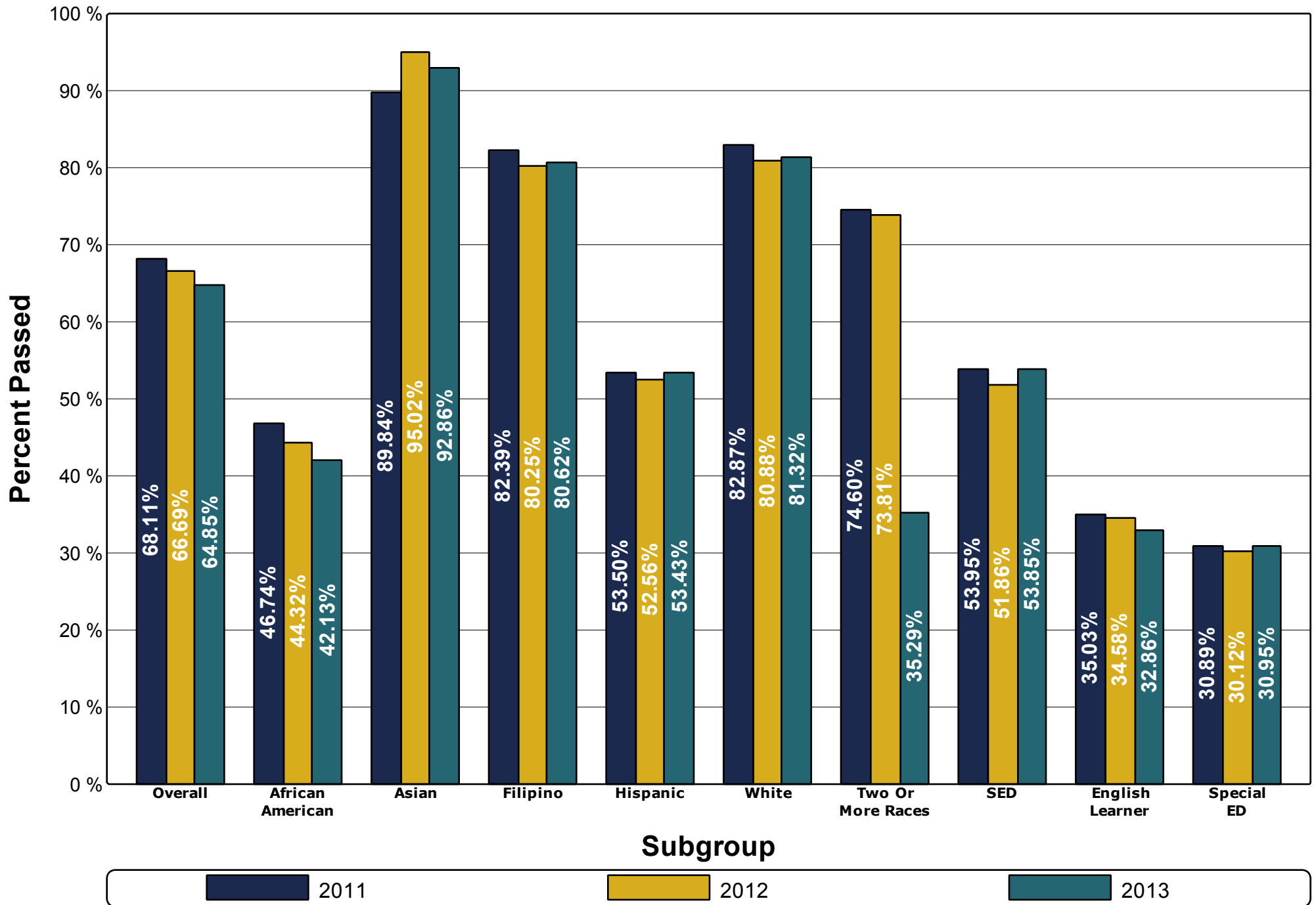
California High School Exit Exam (Growth API Pass Rates)
English-Language Arts by Subgroup

Percent Passed (y-axis)

Subgroup (x-axis)

Subgroup	2011	2012	2013
Overall	81.33%	83.48%	82.15%
African American	72.41%	65.87%	66.37%
American Indian	90.91%	85.71%	78.57%
Asian	90.57%	90.82%	87.88%
Filipino	91.80%	90.91%	91.89%
Hispanic	70.89%	76.81%	76.05%
Hawaiian/Pac. Isl.	72.22%	68.57%	82.76%
White	88.33%	89.46%	87.77%
Two Or More Races	85.37%	88.46%	76.92%
SED	70.38%	73.01%	73.19%
English Learner	61.90%	69.21%	62.42%
SWD	51.87%	50.14%	47.78%

Legend: 2011 / 2012 / 2013
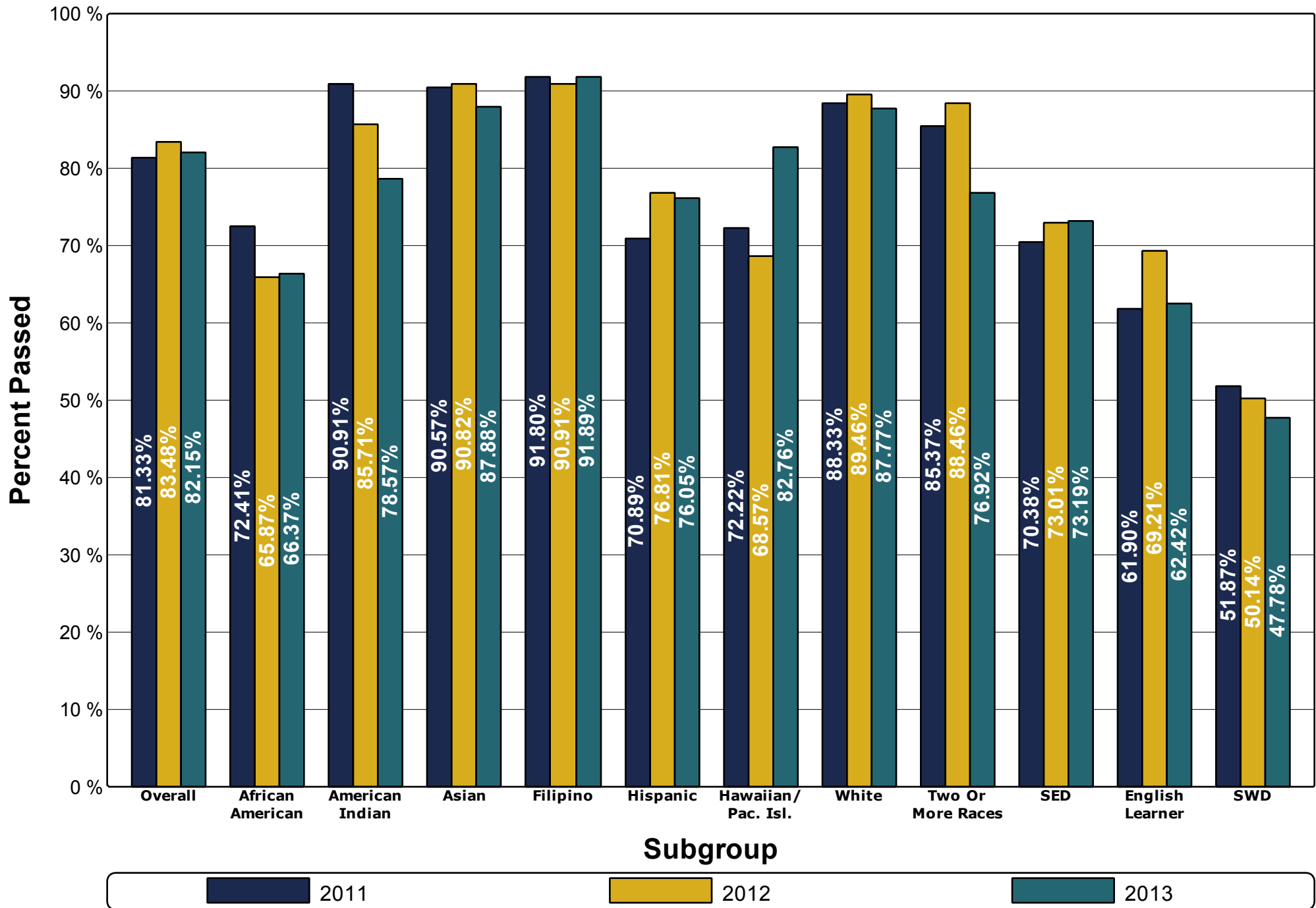
California High School Exit Exam (Growth API Pass Rates)
Mathematics by Subgroup

Percent Passed (y-axis)

Subgroup (x-axis)

Subgroup	2011	2012	2013
Overall	80.28%	82.63%	81.91%
African American	63.54%	70.68%	72.13%
American Indian		85.71%	76.92%
Asian	95.71%	96.02%	93.58%
Filipino	93.55%	92.97%	90.57%
Hispanic	71.06%	75.09%	74.40%
Hawaiian/ Pac. Isl.	78.38%	71.43%	81.48%
White	86.41%	87.42%	87.44%
Two Or More Races	82.05%	82.76%	79.49%
SED	71.27%	72.61%	73.77%
English Learner	67.12%	69.51%	64.98%
SWD	44.99%	45.29%	43.20%

Legend: 2011, 2012, 2013
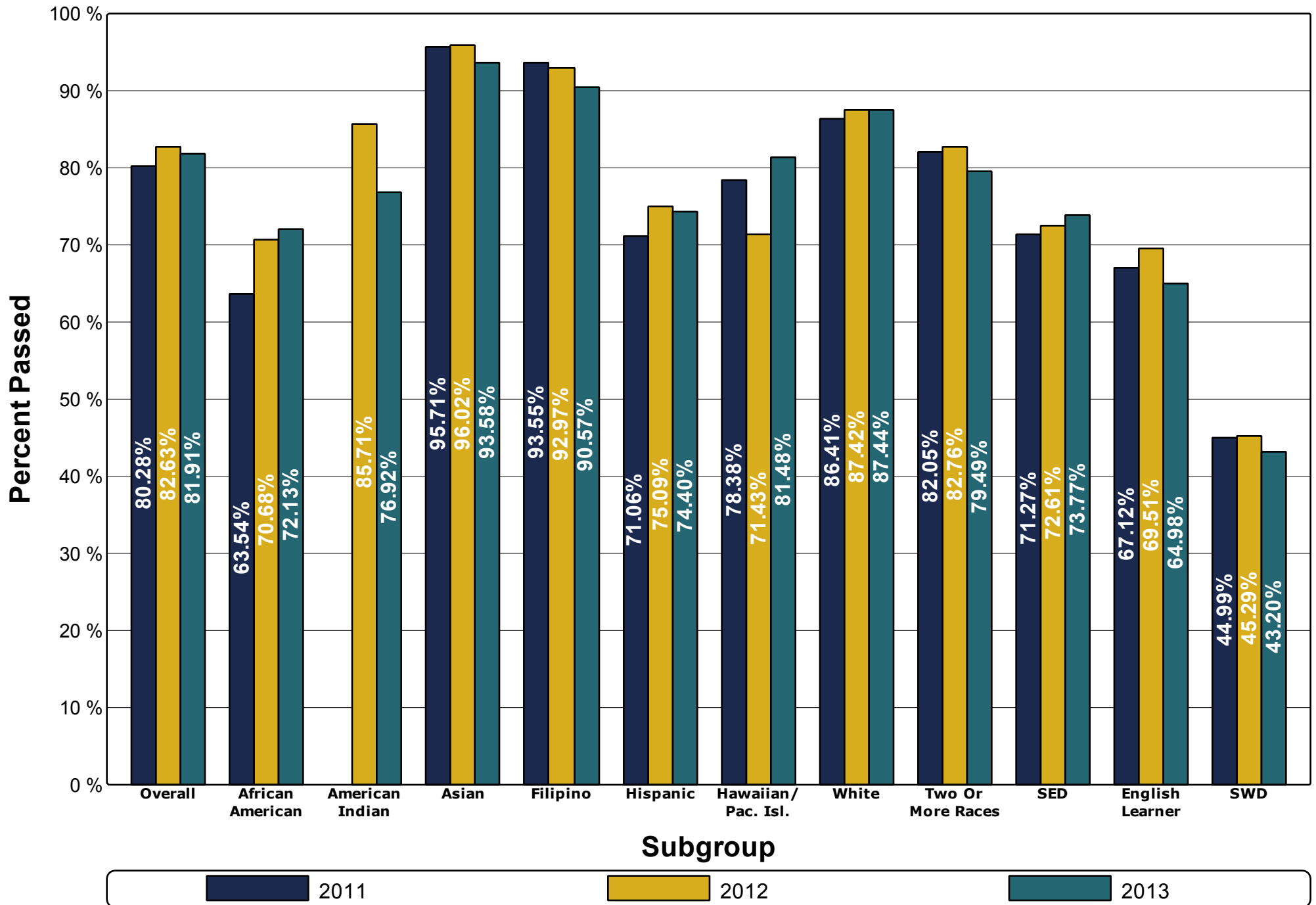
California High School Exit Exam (AYP Proficient Rates)
English-Language Arts by Subgroup

Chart: Percent Proficient by Subgroup for years 2011, 2012, 2013

Subgroup	2011	2012	2013
Overall	57.29%	56.87%	57.03%
African American	37.78%	38.95%	30.12%
Asian	68.95%	61.86%	70.79%
Filipino	60.36%	62.71%	65.98%
Hispanic	35.69%	37.23%	38.30%
Hawaiian/Pac. Isl.	32.26%	25.00%	40.91%
White	73.15%	72.64%	71.98%
Two Or More Races	62.50%	60.87%	48.39%
SED	32.06%	31.94%	36.64%
English Learner	15.40%	15.81%	11.03%
SWD	17.01%	17.12%	21.13%
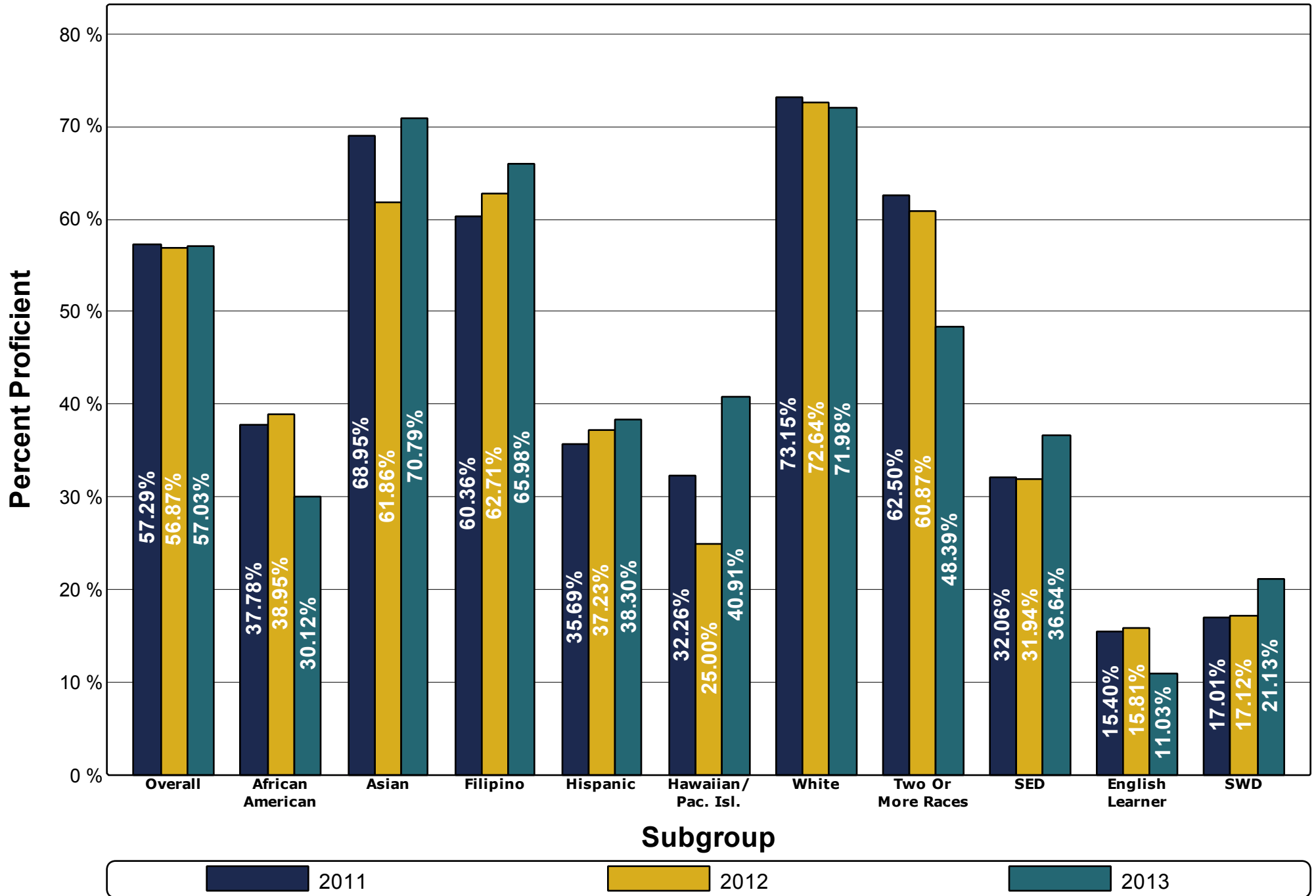
California High School Exit Exam (AYP Proficient Rates)
Mathematics by Subgroup

Subgroup
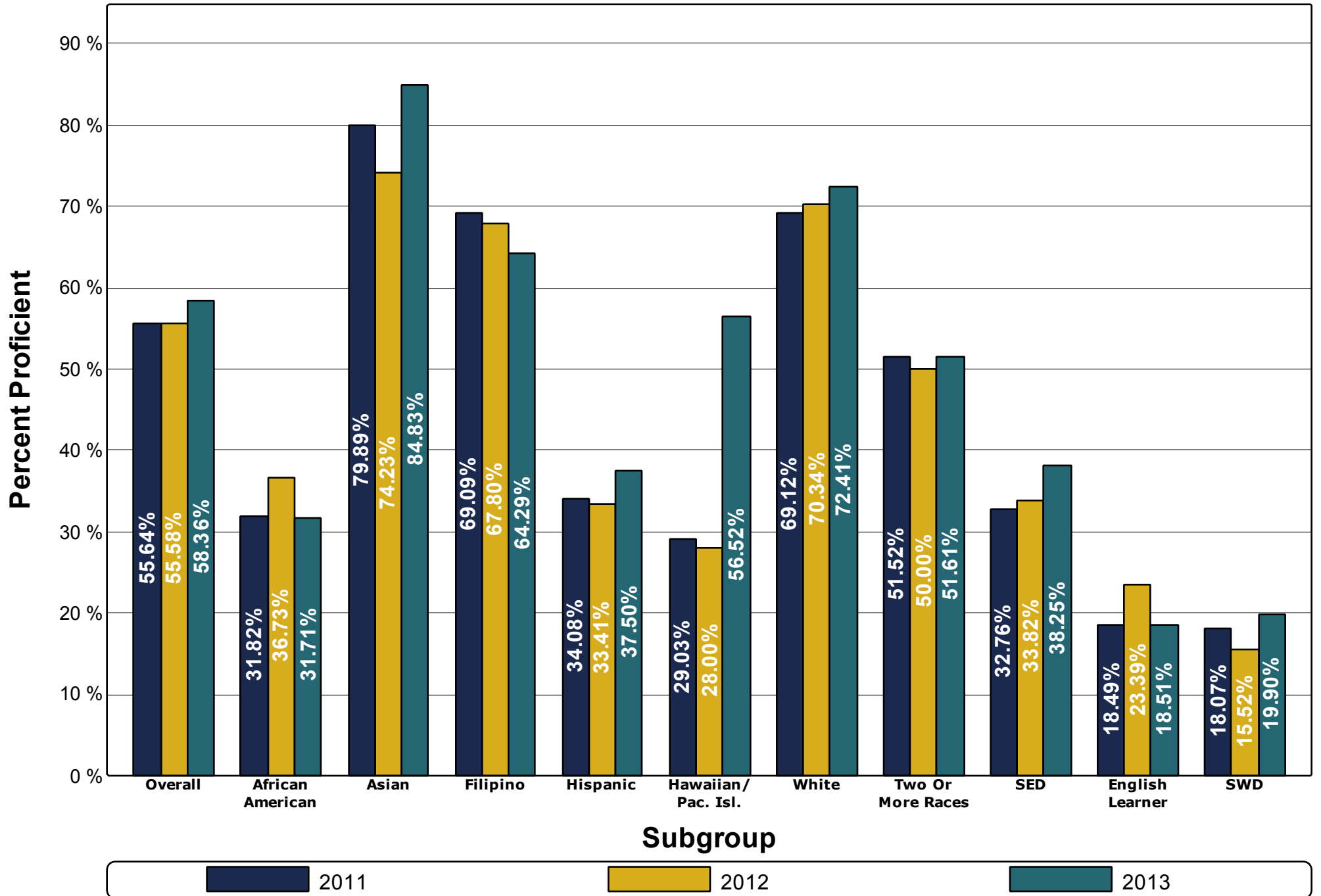
	2011	2012	2013

All Grades CAHSEE English-Language Arts Component Subscores
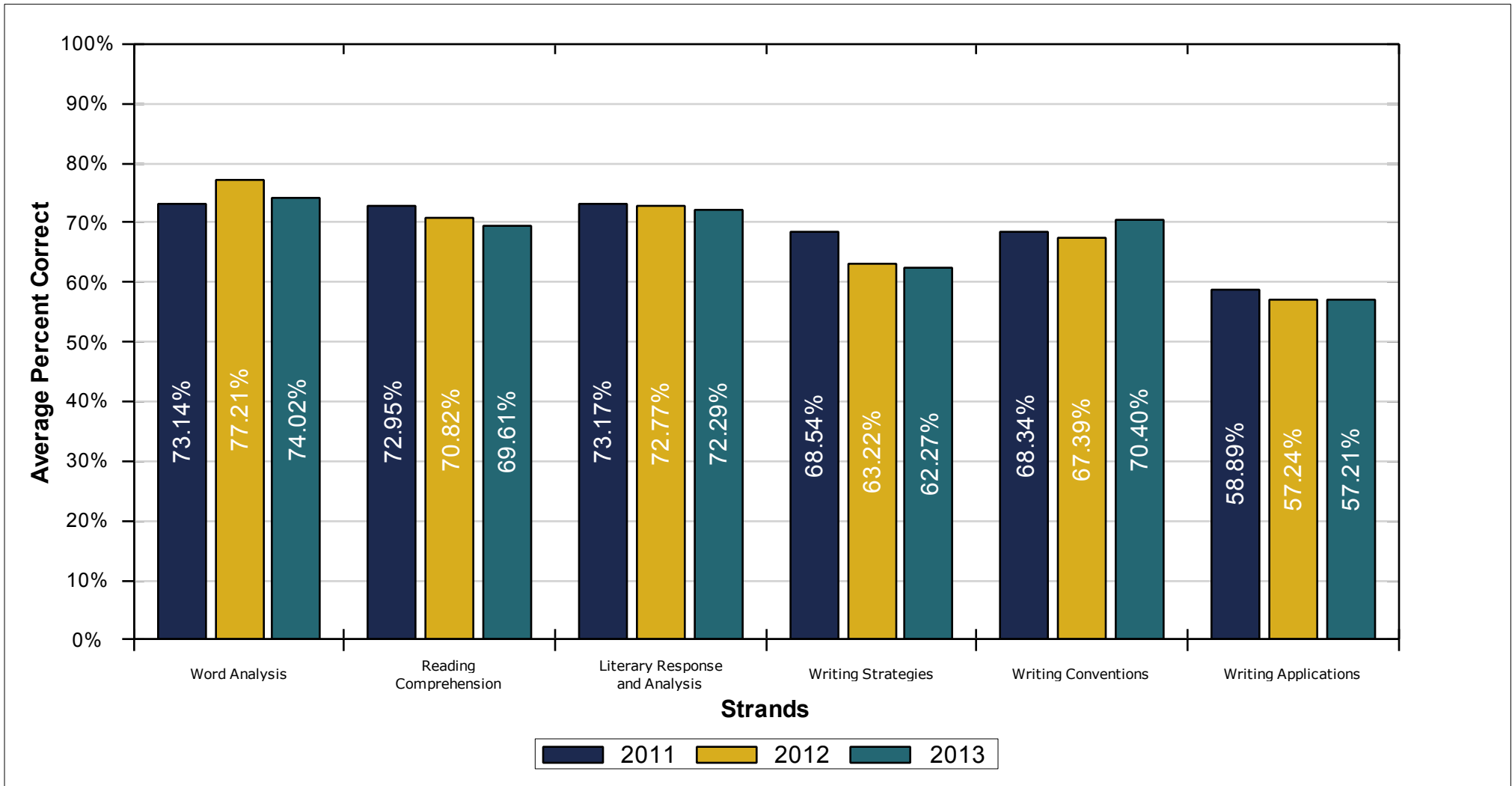
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	**3882**	**76**	**70.68**	**3823**	**76**	**69.33**	**3225**	**76**	**69.07**	**-1.61**
ELA 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

Chart: Average Percent Correct by Strands (2011, 2012, 2013)

Strand	2011	2012	2013
Word Analysis	77.65%	83.12%	81.79%
Reading Comprehension	78.69%	78.08%	75.38%
Literary Response and Analysis	78.23%	78.93%	79.70%
Writing Strategies	74.57%	70.59%	70.48%
Writing Conventions	74.39%	74.54%	77.58%
Writing Applications	61.89%	60.84%	61.03%

| 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

Chart: **Average Percent Correct** vs **Strands**

Strand	2011	2012	2013
Probability and Statistics	58.07%	57.92%	55.07%
Number Sense	54.95%	53.78%	54.33%
Algebra and Functions	57.16%	52.29%	56.09%
Measurement and Geometry	48.83%	45.76%	46.04%
Algebra 1	45.15%	40.70%	43.10%

Legend: ■ 2011 ■ 2012 ■ 2013

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		