

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

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

Involvement Process	Impact on LCAP
<p>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.</p> <p>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.</p>	
<p>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.</p>	<p>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 Bilingual 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.</p>
<p>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 actions/services.</p>	<p>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.</p>
<p>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.</p> <p>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.</p> <p>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</p>	<p>These meetings provided input on needed actions and services specifically for foster youth. These directly informed actions and services delineated in this plan.</p>

Involvement Process	Impact on LCAP
<p>joined our foster youth at Mt. Diablo HS's Diablo Community Center on April 19th, 2013 while we brought foster youth to the office Assemblywoman Susan Bonilla at Todos Santos Square.</p> <p>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.</p> <p>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 I to voice their support for the services provided through Foster Youth Services and the Diablo Community Center.</p>	
<p>Community Advisory Committee (CAC): On April 1, 2014, The superintendent presented the same Power Point used in the LCAP Community Meetings. They discussed the information and feedback was collected.</p>	<p>Many members filled out feedback forms. Interest in teachers 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.</p>
<p>City Council Meetings: Presentations were made using the same Power Point as for the LCAP Community Meetings. Discussion to clarify and gather input.</p>	<p>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.</p>
<p>Parent Teacher Association (PTA):</p>	
<p>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.</p>	<p>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.</p>
<p>Joint DELAC and Parent Advisory Council (PAC) Meeting: Principals were asked to identify a parent to participate on a Parent Advisory Council. A joint 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. Parents, working together in teams, reviewed the document</p>	<p>Feedback from the joint 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.</p>

Involvement Process	Impact on LCAP
<p>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.</p>	
<p>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.</p>	<p>Demonstrated MDUSD’s commitment to a transparent and inclusive process in developing the LCAP.</p>
<p>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.</p>	<p>Facilitated timely communication and provided another method for the MDUSD Community to give input on the development of the LCAP.</p>
	<p>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.</p> <p>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.</p>
<p>Next steps: During each year, stakeholder groups such as the 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.</p>	

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> Increase academic achievement for all students. Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators, Transitional Kindergarten (TK) through 12 Expand opportunities for extracurricular and co-curricular activities. Strengthen and expand support and opportunities for parents and students to know how to be prepared and ready for the future. Strengthen and create a positive and safe learning environment. 	<p>All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepare them to be college, career and ready to be adult members of their community.</p>	All	All	<p>1. Increase student achievement for all students.</p> <p>Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined</p>	<p>1. Increase student achievement for all students.</p> <p>Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined</p>	<p>1. Increase student achievement for all students.</p> <p>Improvement will be measured by increases from the Baseline year data. Baseline year data is 2013-14 unless indicated otherwise:</p> <p>a) 3rd grade literacy proficiency = 5% increase. b) 6th math proficiency = baseline 2014-15, 5% increase 2015-16, 2016-17. c) 11th grade Algebra 2 completion rates = 5% increase. d) Improved scores on standards-based assessments – baseline 2014-2015, increase dependent upon state defined</p>	<p>State Priorities:</p> <ul style="list-style-type: none"> Basic Implementation of State Standards Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement <p>MDUSD Strategic Plan Goals:</p> <ul style="list-style-type: none"> Academic Excellence & Learning Supportive family and Community Involvement High Quality Effective Staff 	

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<ul style="list-style-type: none"> Increase access to technology. <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> Elementary RAP (Reading Assessment Program??) Scores 6th Grade Math Summative Assessments Algebra II Completion Data Standards-Based Assessments (Baseline 2014-15, targets will be set pending guidance from CDE related to SBAC performance levels.) Retention Data Reclassification Data, Annual Measurable Achievement Objectives (AMAO) 9th Grade credit/grade Data 				<p>targets (TBD).</p> <p>e) Increase performance on Early Assessment Program (EAP) = increase 5% annually.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase.</p> <p>h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.</p> <p>i) Improved Achievement of Individualized Education Plan (IEP) goals/</p>	<p>targets (TBD).</p> <p>e) Increase performance on Early Assessment Program (EAP) = increase 5% annually.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase.</p> <p>h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.</p> <p>i) Improved Achievement of Individualized Education Plan (IEP) goals/</p>	<p>targets (TBD).</p> <p>e) Increase performance on Early Assessment Program (EAP) = increase 5% annually.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Improved 9th grade on-track for graduation as indicated by credits/grades = 5% increase.</p> <p>h) Increase reclassification rates = 5% each year, decrease number of Long Term English Learners by 5% each year.</p> <p>i) Improved Achievement of Individualized Education Plan (IEP) goals/</p>		

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by quarter <ul style="list-style-type: none"> 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 Attendance Data Annual Williams Report 				benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.j 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 enthusiastic and skilled educators, Transitional Kindergarten (TK) - 12th grade. Improvement will be measured by increases from the Baseline year data.	benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.j 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 enthusiastic and skilled educators, Transitional Kindergarten (TK) - 12th grade. Improvement will be measured by increases from the Baseline year data.	benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.j 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 enthusiastic and skilled educators, Transitional Kindergarten (TK) - 12th grade. Improvement will be measured by increases from the Baseline year data.		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					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.	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.	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	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students.</p> <p>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</p>	<p>d) Increased college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students.</p> <p>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</p>	<p>college admission/acceptance rates= baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>3. Increase student engagement and opportunities for participation in extra-curricular and co-curricular activities for all students.</p> <p>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%</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>participation 5% each year.</p> <p>b) Increase opportunities for students to participate in extra/co-curricular activities = increase participation 5% each year.</p> <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment.</p> <p>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.</p>	<p>participation 5% each year.</p> <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment.</p> <p>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. c) The California Healthy Kids</p>	<p>each year.</p> <p>4. Increase student connectedness to a safe, supportive, and well maintained school environment.</p> <p>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. c) The California Healthy Kids Survey, or similar</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					17. 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. 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.	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.	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.	
<ul style="list-style-type: none"> Increase mutual accountability, alignment and 	Parents, family and community will be informed, engaged and connected as	All	All		1. Parents, family and community are engaged and	1. Parents, family and community are engaged and	1. Parents, family and community are engaged and	State Priorities: <ul style="list-style-type: none"> Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>communication Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).</p> <ul style="list-style-type: none"> 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, 	<p>partners with MDUSD employees to support student learning</p>			<p>connected as partners.</p> <p>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-</p>	<p>connected as partners.</p> <p>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-</p>	<p>connected as partners.</p> <p>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-</p>	<ul style="list-style-type: none"> Pupil Engagement School Climate <p>MDUSD Strategic Plan Goals:</p> <ul style="list-style-type: none"> Supportive Family and Community Involvement Respectful, Responsive Service and Communication Optimal Operations and Infrastructure 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>services and partnerships between schools/district/community and businesses to increase student connection to learning.</p> <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> All Metrics from Goal 1 Sign-in sheets – district/site parent/guardian/community meetings/activities Parent Surveys (Title I, other locally developed) Records of Parent Education Opportunities Reports of Site/District Achievement/Reclassification Celebrations Communication 				<p>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, 2016-17.</p> <p>2. Students will connect learning and preparation for their future</p>	<p>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, 2016-17.</p> <p>2. Students will connect learning and preparation for their future</p>	<p>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, 2016-17.</p> <p>2. Students will connect learning and preparation for their future</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Data – Newsletters, etc.</p> <ul style="list-style-type: none"> Master Schedules (for course access data) 				<p>through the support of informed parents, family and community who are engaged as partners with all MDUSD employees.</p> <p>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 =</p>	<p>through the support of informed parents, family and community who are engaged as partners with all MDUSD employees.</p> <p>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 =</p>	<p>through the support of informed parents, family and community who are engaged as partners with all MDUSD employees.</p> <p>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 =</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					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.	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.	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.	
<ul style="list-style-type: none"> Foster strong, supportive relationships between staff and students to engage students in their 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.	All	All		1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates	1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates	1. Students will learn and thrive in an environment with high quality instruction where all staff demonstrates	State Priorities: <ul style="list-style-type: none"> Basic Pupil Achievement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>environment.</p> <ul style="list-style-type: none"> Expand professional learning to raise the quality of instruction to increase student success. Sustain a focus on district initiatives (e.g. Art and Science of Teaching, Response to Instruction and Intervention, Professional Learning Communities, etc.). <p>Metrics – such as but not limited to:</p> <ul style="list-style-type: none"> District Developed Climate Survey Attendance Data Suspension/Expulsion/Positive Behavior Team Intervention Data California Healthy Kids Survey Reclassification Data, AMAO's 				<p>cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning.</p> <p>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</p>	<p>cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning.</p> <p>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</p>	<p>cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning.</p> <p>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</p>	<p>MDUSD Strategic Plan Goals:</p> <ul style="list-style-type: none"> Academic Excellence & Learning High Quality Effective Staff Respectful, Responsive Service and Communication 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • Graduation and Drop-out Data • IEP Data • Retention Data 					by 10% annually. 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. a) Increased graduation and decreased drop-out rates =	by 10% annually. 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. a) Increased graduation and decreased drop-out rates =	by 10% annually. 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. a) Increased graduation and decreased drop-out rates = increase	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>increase graduation rate 0.5% and decrease dropout rate 1% each year.</p> <p>e) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in</p>	<p>increase graduation rate 0.5% and decrease dropout rate 1% each year.</p> <p>e) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in</p>	<p>graduation rate 0.5% and decrease dropout rate 1% each year.</p> <p>e) Improved Achievement of Individualized Education Plan (IEP) goals/ benchmarks = identify baseline 2014-15, determine increase for 2015-16, 2016-17.</p> <p>f) Improved retention rates – elementary and 8th grade = 5% decrease annually.</p> <p>g) Maintain full compliance with highly qualified teacher status.</p> <p>2. Students and staff will demonstrate cultural responsiveness in their interactions</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					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	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	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	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	State Priorities: <ul style="list-style-type: none"> • Basic • Implementation of State Standards • Course Access • Pupil Achievement • Other Pupil Outcomes • Pupil Engagement MDUSD Strategic Plan Goals: <ul style="list-style-type: none"> • Academic Excellence & Learning • Supportive family and Community 	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 Yr. 2: Align staff, services, and systems to support the goals of the LCAP. Ensure there are highly qualified staff, which include but are not limited to classroom teachers, school administrators, office staff, and district office administrators and staff, to provide basic instructional services.			Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 88,836,187	Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 95765409	Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 103809703
					Classified Personnel 2000-2999: Classified Personnel Salaries Base 5,781,105	Classified Personnel 2000-2999: Classified Personnel Salaries Base 6232031	Classified Personnel 2000-2999: Classified Personnel Salaries Base 6755521
					Employee Benefits 3000-3999: Employee Benefits Base 31,823,514	Employee Benefits 3000-3999: Employee Benefits Base 34305748	Employee Benefits 3000-3999: Employee Benefits Base 37187430
					Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75,569	Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75569	Certificated Personnel 1000-1999: Certificated Personnel Salaries TIIG 75,569
					Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413	Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413	Classified Personnel 2000-2999: Classified Personnel Salaries TIIG 77,413

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Involvement • High Quality Effective Staff	Yr. 3: Align staff, services, and systems to support the goals of the LCAP. Ensure there are highly qualified staff, which include but are not limited to classroom teachers, school administrators, office staff, and district office administrators and staff, to provide basic instructional services.			Employee Benefits 3000-3999: Employee Benefits TIIG 68,072	Employee Benefits 3000-3999: Employee Benefits TIIG 68,072	Employee Benefits 3000-3999: Employee Benefits TIIG 68,072
					Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962	Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962	Classified Personnel 2000-2999: Classified Personnel Salaries Transportation 1,892,962
					Employee Benefits 3000-3999: Employee Benefits Transportation 425,254	Employee Benefits 3000-3999: Employee Benefits Transportation 425,254	Employee Benefits 3000-3999: Employee Benefits Transportation 425,254
					Certificated Personnel 1000-1999: Certificated Personnel Salaries Common Core Implementation Funds 457,378		
					Employee Benefits 3000-3999: Employee Benefits Common Core Implementation Funds 201,553		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Employee Benefits 3000-3999: Employee Benefits Other 21,733	Employee Benefits 3000-3999: Employee Benefits Other 21,733	Employee Benefits 3000-3999: Employee Benefits Other 21,733

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Align staff, services, and systems to support the goals of the LCAP. Maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational, campus supervision, costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> <p>Yr. 2: Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p> <p>Yr. 3: Continue to maintain facilities, operations and staffing levels (e.g., custodians, grounds, maintenance, operational costs etc.) to provide students and staff with a safe, clean and productive environment to support learning.</p>			Classified Personnel 2000-2999: Classified Personnel Salaries Base 6,716,696	Classified Personnel 2000-2999: Classified Personnel Salaries Base 7240598	Classified Personnel 2000-2999: Classified Personnel Salaries Base 7848808
			Employee Benefits 3000-3999: Employee Benefits Base 4,021,763	Employee Benefits 3000-3999: Employee Benefits Base 4335460	Employee Benefits 3000-3999: Employee Benefits Base 4699638		
			Materials and Supplies 4000-4999: Books And Supplies Base 635,507	Materials and Supplies 4000-4999: Books And Supplies Base 685076	Materials and Supplies 4000-4999: Books And Supplies Base 742622		
			Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 284,356	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 301701	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 321402		
			Employee Benefits 3000-3999: Employee Benefits Supplemental 210,034	Employee Benefits 3000-3999: Employee Benefits Supplemental 22846	Employee Benefits 3000-3999: Employee Benefits Supplemental 237397		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Classified Personnel 2000-2999: Classified Personnel Salaries Other 2,673,551	Materials and Supplies 4000-4999: Books And Supplies Supplemental	Materials and Supplies 4000-4999: Books And Supplies Supplemental
					Employee Benefits 3000-3999: Employee Benefits Other 1,247,934	Classified Personnel 2000-2999: Classified Personnel Salaries Other 2,673,551	Classified Personnel 2000-2999: Classified Personnel Salaries Other 2,673,551
						Employee Benefits 3000-3999: Employee Benefits Other 1,247,934	Employee Benefits 3000-3999: Employee Benefits Other 1,247,934

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide state standards-based instruction and materials for all students. This includes Common Core (CCSS), English Language Development (ELD), and the rollout of Next Generation Science Standards (NGSS). Yr. 2: Continue to provide state standards-based instruction and materials. Yr. 3: Continue to provide state standards-based instruction and materials.			Personnel Costs I- see 1.1, 1.2, 1.3 Certificated Personnel 1000-1999: Certificated Personnel Salaries Common Core Implementation Funds 203,103	Certificated Personnel- see 1.1, 1.2, 1.3 Classified Personnel - see 1.1, 1.2, 1.3 Base	Certificated Personnel- see 1.1, 1.2, 1.3 Classified Personnel - see 1.1, 1.2, 1.3 Base
					Employee Benefits 3000-3999: Employee Benefits Common Core Implementation Funds 95,683	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental
					Instructional Materials 4000-4999: Books And Supplies Common Core Implementation Funds 1,300,000		
					Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Other 950,639	Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Other 950,639	Instructional Materials (Prop. 20) (Textbooks and related materials) 4000-4999: Books And Supplies Other 950,639

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies Base 339,040	Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies Base 365485	Instructional Materials (Textbooks and related materials - assuming same level as in 2013-2014) 4000-4999: Books And Supplies Base 396185
					Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 45,000
					Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Title I 21,000
					Employee Benefits 3000-3999: Employee Benefits Title I 2975	Employee Benefits 3000-3999: Employee Benefits Title I 2975	Employee Benefits 3000-3999: Employee Benefits Title I 2975
					Materials and Supplies 4000-4999: Books And Supplies	Materials and Supplies 4000-4999: Books And Supplies	Materials and Supplies 4000-4999: Books And Supplies

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Title I 5000	Title I 5000	Title I 5000

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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, Appendix ***) Yr. 2: Implement and monitor MTSS academic and behavioral intervention. Yr. 3: Continue implement and monitor MTSS academic and behavioral intervention. (See the Coordinating Early Intervening Services Plan Summary, Appendix ***)			Certificated Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS) 1000-1999: Certificated Personnel Salaries IDEA 361,583	Certificated Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 1000-1999: Certificated Personnel Salaries IDEA 361,583	Personnel Costs - see 1.1, 1.2, 1.3 Base
					Classified Personnel - COORDINATED EARLY INTEVENING SERVICES (CEIS) 2000-2999: Classified Personnel Salaries IDEA 152,099	Classified Personnel - COORDINATED EARLY INTERVENING SERVICES (CEIS) 2000-2999: Classified Personnel Salaries IDEA 152,099	Personnel Costs - see 1.1 Supplemental
					Employee Benefits - COORDINATED EARLY INTEVENING SERVICES (CEIS) 3000-3999: Employee Benefits IDEA 163,748	Employee Benefits - COORDINATED EARLY INTERVENING SERVICES (CEIS) 3000-3999: Employee Benefits IDEA 163,748	
					Materials and Supplies -	Materials and Supplies-	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					COORDINATED EARLY INTERVENING SERVICES (CEIS) 4000-4999: Books And Supplies IDEA 39,637	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	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	Other Outgo - COORDINATED EARLY INTERVENING SERVICES (CEIS) 7000-7439: Other Outgo IDEA 31,859	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP. Yr. 2: Continue to provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP Yr. 3: Continue to provide site-based coaching, modeling, and support for teachers and administrators to implement the LCAP.			Personnel Costs - see 1.1, 1.2, 1.3 Base		
					Personnel Costs - see 1.1 Supplemental	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I
					Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 23,200	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base
						Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Teacher teams representing general education, special education, and English learner services will create district-wide standards-based units of study that include college and career readiness skills/information, civic duties, daily living skills (special education), and formative/summative assessments.</p> <p>Yr. 2: Teacher teams analyze student data to ensure lessons and assessments they designed are effective, and adjust them if they are not.</p> <p>Yr. 3: Teacher teams analyze student data to ensure lessons and assessments they designed are effective, and adjust them if they are not.</p>			Personnel Costs - see1.1, 1.2, 1.3		
					Substitute Pay	Substitute Pay	Substitute Pay
					1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
					Base	Base	Base
					232,320	250440	271476
					Teacher Extra Pay	Teacher Extra Pay	Teacher Extra Pay
					1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
				Base	Base	Base	
				24,200	26087	28278	
				Employee Benefits	Employee Benefits	Employee Benefits	
				3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
				Base	Base	Base	
				36,912	39791	43133	
				Instructional Materials and Supplies	Instructional Materials and Supplies	Instructional Materials and Supplies	
				4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
				Base	Base	Base	
				30,000	32340	35056	
				Duplication Services - Print Shop	Duplication Services - Print Shop	Duplication Services - Print Shop	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					5000-5999: Services And Other Operating Expenditures Base 10,000	5000-5999: Services And Other Operating Expenditures Base 10780	5000-5999: Services And Other Operating Expenditures Base 11685
					Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 28,000	Independent Services Contracts - Professional Development 5000-5999: Services And Other Operating Expenditures Title I 40,000	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 133485	Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133485	Assessment Software Support (e.g. ESGI, OARS, SEIS, etc.) 5000-5999: Services And Other Operating Expenditures TIIG 133485
						Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base
						Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning.</p> <p>Yr. 2: Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning.</p> <p>Yr. 3: Provide regularly scheduled time for staff to analyze student academic and behavioral data to support learning.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
		<p>*****</p> <p>Yr. 2: 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.</p>			<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>
						<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
						<p>Personnel Costs - see 1.1</p>	<p>Personnel Costs - see 1.1 Supplemental</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: 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.					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Monitor and adjust academic support and remediation across the district through supports, intervention and services (e.g. summer school, retention, smaller class sizes). Yr. 2: Monitor and adjust academic support and remediation across the district. Yr. 3: Monitor and adjust academic support and remediation across the district.			Personnel Costs - see see 1.1, 1.2, 1.3 Base		
					Personnel Costs - see see 1.1 Supplemental	Instructional Materials - see1.4	Instructional Materials - see1.4
					Instructional Materials - see1.4 Base	Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries Base 11787	Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries Base 12777
					Cyber High Personnel Costs 1000-1999: Certificated Personnel Salaries Base 10,935	Cyber High Personnel Costs - Benefits 3000-3999: Employee Benefits Base 1697	Cyber High Personnel Costs - Benefits 3000-3999: Employee Benefits Base 1839
					Cyber High Personnel Costs - Benefits 3000-3999: Employee Benefits Base 1,575	Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures Base 51017	Cyber High Software Licenses 5000-5999: Services And Other Operating Expenditures Base 55302
					Cyber High Software Licenses 5000-5999: Services And Other Operating	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Expenditures Base 47,326		
					Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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) Yr. 2: 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. Online courses, increase in blended/flipped learning instructional practices, computer labs, and take home devices) Yr. 3: 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.			Classified Personnel 2000-2999: Classified Personnel Salaries Common Core Implementation Funds 203,103	Classified Personnel 2000-2999: Classified Personnel Salaries Base 203,103	Classified Personnel 2000-2999: Classified Personnel Salaries Base 220163
					Employee Benefits 3000-3999: Employee Benefits Common Core Implementation Funds 95,683	Employee Benefits 3000-3999: Employee Benefits Base 95,683	Employee Benefits 3000-3999: Employee Benefits Base 103720
					Materials and Supplies 4000-4999: Books And Supplies Common Core Implementation Funds 1,819,588	Materials and Supplies 4000-4999: Books And Supplies Base 1,819,588	Materials and Supplies 4000-4999: Books And Supplies Base 1972433
					Personnel Costs - see see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3 Base
					Personnel Costs - see see 1.1 Supplemental	Personnel Costs - see 1.1	Personnel Costs - see 1.1 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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. Yr. 2: Continue to recognize and celebrate students who demonstrate academic improvement and achievement as a model of achievement for all students. Yr. 3: Continue to recognize and celebrate students who demonstrate academic improvement as a model of achievement for all students.			Materials and Supplies 4000-4999: Books And Supplies Base 10,000	Materials and Supplies 4000-4999: Books And Supplies Base 10780	Materials and Supplies 4000-4999: Books And Supplies Base 11685
					Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base
					Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Assess and expand support programs and student access to college and career opportunities (e.g. 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.</p> <p>Yr. 2: Increase by 10% from 2014-2015 the number of students participating in programs that support student access to college, career, and work experience opportunities.</p> <p>Yr. 3: Increase by 10% from 2015-2016 the number of students participating in programs that support student access to college, career, and work experience opportunities.</p>			<p>PSAT Contract 5000-5999: Services And Other Operating Expenditures Base 23,139</p>	<p>PSAT Contract 5000-5999: Services And Other Operating Expenditures Base 24943</p>	<p>PSAT Contract 5000-5999: Services And Other Operating Expenditures Base 27038</p>
					<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
					<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Assess opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, and community services) K-12.</p> <p>Yr. 2: Identify opportunities for students to be engaged and empowered in their learning (e.g. service learning, leadership, and community services and service hours recommended for graduation requirement)</p> <p>Yr. 3: Develop a plan to increase opportunities for students to be engaged and empowered in their learning K-12.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>
		<p>Continue to offer athletic programs at all high schools in the MDUSD.</p> <p>Yr. 2: Continue to offer athletic programs at all high schools in the MDUSD.</p> <p>Yr. 3: Continue to offer athletics programs at all high schools in the MDUSD.</p>			<p>Stipends 1000-1999: Certificated Personnel Salaries Base 405,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Base 43,665</p> <p>Equipment Maintenance and Repair</p>	<p>Stipends 1000-1999: Certificated Personnel Salaries Base 436590</p> <p>Employee Benefits 3000-3999: Employee Benefits Base 47070</p> <p>Equipment Maintenance and Repair</p>	<p>Stipends 1000-1999: Certificated Personnel Salaries Base 473263</p> <p>Employee Benefits 3000-3999: Employee Benefits Base 51023</p> <p>Equipment Maintenance and Repair</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					5000-5999: Services And Other Operating Expenditures Base 54,000	5000-5999: Services And Other Operating Expenditures Base 58212	5000-5999: Services And Other Operating Expenditures Base 63101
					Transportation 5000-5999: Services And Other Operating Expenditures Base 42,900	Transportation 5000-5999: Services And Other Operating Expenditures Base 46246	Transportation 5000-5999: Services And Other Operating Expenditures Base 50130
					Memberships/Fees 5000-5999: Services And Other Operating Expenditures Base 52,000	Memberships/Fees 5000-5999: Services And Other Operating Expenditures Base 56056	Memberships/Fees 5000-5999: Services And Other Operating Expenditures Base 60764
					Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures Base 190,000	Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures Base 204820	Independent Services Contracts - Officials 5000-5999: Services And Other Operating Expenditures Base 222024
							Personnel Costs - see 1.1, 1.2, 1.3 Base
							Personnel Costs - see 1.1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental		

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Increase extra/co-curricular, visual and performing arts opportunities by 5% above 2013-2014. Make sure students have access to materials needed to be successful.</p> <p>Yr. 2: 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.</p> <p>Yr. 3: Assess current needs and access to extra/co-curricular activities across the district K-12 (e.g. field trips, clubs, visual and performing arts).</p>			<p>Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 209,087</p>	<p>Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 225395</p>	<p>Certificated Personnel 1000-1999: Certificated Personnel Salaries Base 244328</p>
					<p>Employee Benefits 3000-3999: Employee Benefits Base 87,447</p>	<p>Employee Benefits 3000-3999: Employee Benefits Base 94267</p>	<p>Employee Benefits 3000-3999: Employee Benefits Base 102185</p>
					<p>Materials and Supplies 4000-4999: Books And Supplies Base 3,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base 3234</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base 3505</p>
					<p>Equipment Repair 5000-5999: Services And Other Operating Expenditures Base 36,000</p>	<p>Equipment Repair 5000-5999: Services And Other Operating Expenditures Base 38808</p>	<p>Equipment Repair 5000-5999: Services And Other Operating Expenditures Base 42067</p>
					<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
					<p>Personnel Costs - see 1.1</p>	<p>Personnel Costs - see 1.1</p>	<p>Personnel Costs - see 1.1</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental	Supplemental	Supplemental

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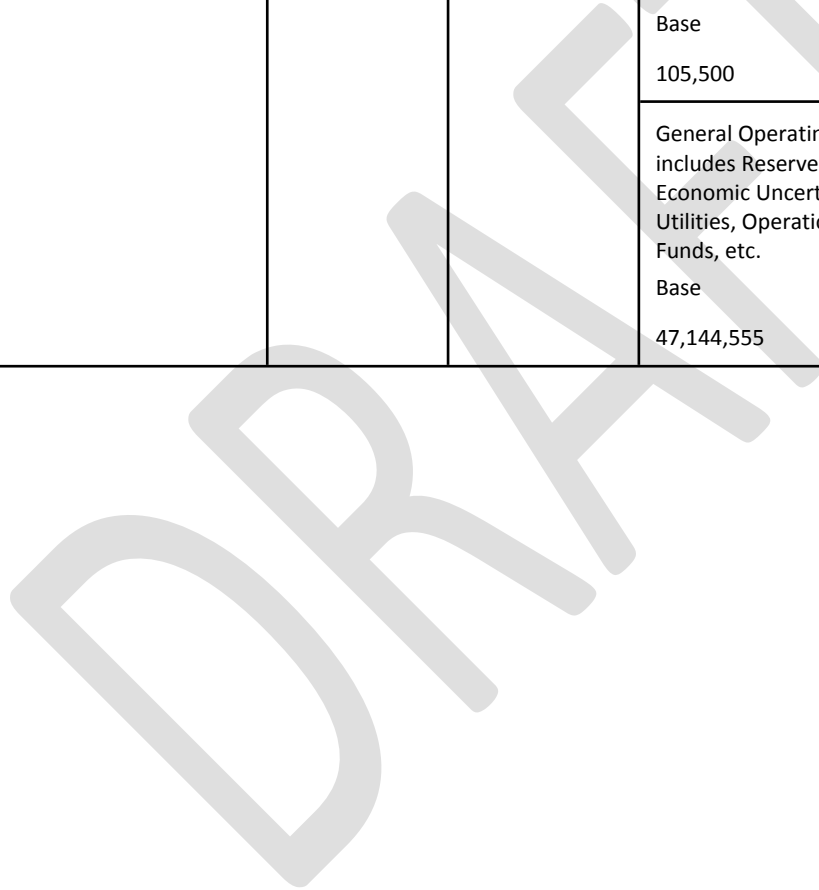
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Determine current counseling services and social-emotional supports for students. Create a plan to improve these services.</p> <p>Yr. 2: Based on the plan, provide additional counseling services for academic, social-emotional needs.</p> <p>Yr. 3: Monitor the plan to make sure it is effective. Change as needed and continue to monitor its effectiveness.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>
		<p>Assess how we provide academic and behavioral interventions and services for students. Develop Multi-Tiered Systems of Support, (MTSS) that will provide academic and behavioral intervention to improve school climate district-wide. (See the Coordinating Early Intervening Services Plan Summary, Appendix ***) (see 1.5)</p> <p>Yr. 2: Implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide. (See 1.5)</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Continue implement and monitor MTSS academic and behavioral intervention to improve school climate district-wide.					
		Assess student barriers to attending school and determine methods to provide assistance regarding barriers. Yr. 2: Develop a plan to support students attending school. (See 1.5) Yr. 3: Implement the plan to support students attending school.			Personnel Costs- see 1.1, 1.2, 1.3 and 1.5 Base	Personnel Costs- see 1.1, 1.2, 1.3 and 1.5 Base	Personnel Costs- see 1.1, 1.2, 1.3 Base
					Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental
		Additional Contributions/Allocations from LCFF Base - includes Reserve for Economic Uncertainties, Utilities, Operational Funds Yr. 2: Site Allocations to support LCAP and SPSA's Yr. 3: Site Allocations to support LCAP and SPSA's			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 Base 2,191,206	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 Base 2362120	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 Base 2560538
					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.	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.	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.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					(see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries Base 342,500	(see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries Base 369215	(see also 1.1 for LCFF specific Transportation funds.) Classified Personnel 2000-2999: Classified Personnel Salaries Base 400229
					Contribution to Transportation Employee Benefits 3000-3999: Employee Benefits Base 70,546	Contribution to Transportation Employee Benefits 3000-3999: Employee Benefits Base 76048	Contribution to Transportation Employee Benefits 3000-3999: Employee Benefits Base 52436
					Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies Base 1,318,600	Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies Base 1421450	Contribution to Transportation Materials and Supplies 4000-4999: Books And Supplies Base 1540851
					Contribution to Transportation Services and Other Operating Expenditures 5000-5999: Services And Other Operating	Contribution to Transportation Services and other Operating Expenditures 5000-5999: Services And Other Operating	Contribution to Transportation Services and Other Operating Expenditures 5000-5999: Services And Other Operating

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Expenditures Base 1,902,256	Expenditures Base 2050631	Expenditures Base 2222884
					Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay Base 313,115	Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay Base 337537	Contribution to Transportation Capital Outlay 6000-6999: Capital Outlay Base 365890
					Contribution to Transportation Other Outgo 7000-7439: Other Outgo Base 305,338	Contribution to Transportation Other Outgo 7000-7439: Other Outgo Base 329154	Contribution to Transportation Other Outgo 7000-7439: Other Outgo Base 356802
					Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures Base 2,889,436	Department, and Central Operating Budgets. 5000-5999: Services And Other Operating Expenditures Base 3114812	Department, and Central Operating Budgets 5000-5999: Services And Other Operating Expenditures Base 3376456
					Department, and Central Operating Budgets	Department, and Central Operating Budgets.	Department, and Central Operating Budgets

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					6000-6999: Capital Outlay Base 105,500	6000-6999: Capital Outlay Base 113729	6000-6999: Capital Outlay Base 123282
					General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. Base 47,144,555	General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. Base 57,531,765	General Operating Funds - includes Reserve for Economic Uncertainties, Utilities, Operational Funds, etc. Base 61,695,891



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?			
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning	State Priorities: <ul style="list-style-type: none"> Parent Involvement Pupil Engagement School Climate 	Utilize parent/teacher contact/conferences, electronic forms of communication (e.g. email, school loop) as an ongoing means of communication. Yr. 2: Utilize parent/teacher contact/conferences, electronic forms of communication (e.g. email, school loop) as an ongoing means of communication. Yr. 3: 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 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base	
					Upgrade District Website	Personnel Costs - see 1.1	Personnel Costs - see 1.1	
					5000-5999: Services And Other Operating Expenditures Base 5000	Supplemental	Supplemental	
					Personnel Costs - see 1.1, 1.2, 1.3 Base			
					Personnel Costs - see 1.1 Supplemental			
	MDUSD Strategic Plan Goals: <ul style="list-style-type: none"> Supportive Family and Community Involvement Respectful, Responsive Service and Communication Optimal Operati 	Identify the current level of parent access to information, parent education classes, and resources to support students. Create a plan to increase this access. Yr. 2: Begin and monitor plan to increase parent access by 5% above 2014-2015 to information, parent education classes, and resources to support students.				Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base
							Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	ucture	Yr. 3: Continue to increase and monitor parent access to information, parent education classes, and resources to support students by 10% above 2015-2016.					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?			
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		Increase outreach to parents via expanded parent liaison staff. Increase parent support by 10% above 2013-2014. Yr. 2: Continue expanded outreach to parents via expanded parent liaison staff. Increase parent support by 10% above 2014-2015. Yr. 3: Continue expanded outreach to parents via expanded parent liaison staff. Increase parent support by 10% above 2015-2016.			Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries Base 93,491	Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries Base 100783	Certificated Personnel - Parent Liaison(s) 1000-1999: Certificated Personnel Salaries Base 109248	
					Classified Personnel 2000-2999: Classified Personnel Salaries Base		Classified Personnel 2000-2999: Classified Personnel Salaries Base	
					Employee Benefits 3000-3999: Employee Benefits Base 37,598	Employee Benefits 3000-3999: Employee Benefits Base 40530	Employee Benefits 3000-3999: Employee Benefits Base 43934	
								Personnel Costs - see 1.1, 1.2, 1.3 Base
								Personnel Costs - see 1.1 Supplemental
		Provide parents the opportunity to network and collaborate in interest based groups to support their child's learning.			Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries Base 1250	Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries Base 1347	Custodial Overtime - pay (estimated at 10 meetings, 4 hours total time) 2000-2999: Classified Personnel Salaries Base 1460	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: Provide parents the opportunity to network and collaborate in interest based groups to support their child's learning. Yr. 3: Provide parents the opportunity to network and collaborate in interest based groups to support their child's learning.			Custodial Overtime - benefits 3000-3999: Employee Benefits Base 296	Custodial Overtime - benefits 3000-3999: Employee Benefits Base 319	Custodial Overtime - benefits 3000-3999: Employee Benefits Base 345
					Food and Beverage 4000-4999: Books And Supplies Base 5000	Food and Beverage 4000-4999: Books And Supplies Base 5390	Food and Beverage 4000-4999: Books And Supplies Base 5842
					Postage 5000-5999: Services And Other Operating Expenditures Base 5000	Postage 5000-5999: Services And Other Operating Expenditures Base 5390	Postage 5000-5999: Services And Other Operating Expenditures Base 5842
					Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Base 5000	Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Base 5390	Duplication Services - Print Shop 5000-5999: Services And Other Operating Expenditures Base 5842
					Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Conduct a needs assessment for all district schools and locations to create a consistent, connected, and common district-wide communication plan to engage parent, and community stakeholders to build a positive school environment to increase engagement and increase morale.</p> <p>Yr. 2: Based on the needs assessment, create a consistent, connected, and common district-wide communication plan.</p> <p>Yr. 3: Implement the district-wide communication plan.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1, 1.2, 1.3 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>
		<p>*****</p> <p>Yr. 2: Evaluate methods to strengthen the roles of school-based parent and community groups.</p> <p>Yr. 3: Create a plan to strengthen the roles of school -based parent and community groups.</p>				<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>
		<p>Hold meetings at multiple times to support working and non-working parents. Increase online and remote access.</p>			<p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries Base</p>	<p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries Base</p>	<p>Custodial Overtime - pay (estimated at 10 meetings, 4 hours each total time) 2000-2999: Classified Personnel Salaries Base</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: Hold meetings at multiple times to support parents. Increase online and remote access. Yr. 3: Hold meetings at multiple times to support parents. Increase online and remote access.			1250	1347	1460
					Custodial Overtime - benefits 3000-3999: Employee Benefits Base 296	Custodial Overtime - benefits 3000-3999: Employee Benefits Base 319	Custodial Overtime - benefits 3000-3999: Employee Benefits Base 345
					Food and Beverage 4000-4999: Books And Supplies Base 5000	Food and Beverage 4000-4999: Books And Supplies Base 5390	Food and Beverage 4000-4999: Books And Supplies Base 5842
					Postage 5000-5999: Services And Other Operating Expenditures Base 5000	Postage 5000-5999: Services And Other Operating Expenditures Base 5390	Postage 5000-5999: Services And Other Operating Expenditures Base 5842
					Duplication Services-District Print Shop 5000-5999: Services And Other Operating Expenditures Base 5000	Duplication Services-District Print Shop 5000-5999: Services And Other Operating Expenditures Base 5390	Duplication Services-District Print Shop 5000-5999: Services And Other Operating Expenditures Base 5842
					Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Base	Base	Base
					Personnel Costs - see 1.1	Personnel Costs - see 1.1	Personnel Costs - see 1.1
					Supplemental	Supplemental	Supplemental

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	State Priorities: <ul style="list-style-type: none"> • Basic • Pupil Achievement • Pupil Engagement • School Climate MDUSD Strategic Plan Goals: <ul style="list-style-type: none"> • Academic Excellence & Learning • High Quality Effective Staff • Respectful, Responsive Service and Communication 	Continue Marzano's Art and Science of Teaching professional development for all Transitional Kindergarten (TK) – 12 schools to increase active student engagement instructional practices. Yr. 2: 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. Yr. 3: Ensure full implementation of the Art and Science of Teaching in all classrooms.			Certificated Substitutes	Certificated Substitutes	Certificated Substitutes
					1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
					Title I	Title I	Title I
					96,000	96,000	96,000
					Certificated Substitutes - Benefits	Certificated Substitutes - Benefits	Certificated Substitutes - Benefits
					3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Title I	Title I	Title I					
13,600	13,600	13,600					
Materials and Supplies	Materials and Supplies	Materials and Supplies					
4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies					
Title I	Title I	Title I					
10,000	10,000	10,000					
Food and Beverage	Food and Beverage	Food and Beverage					
3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits					
Base	Base	Base					
5000	5000	5000					
Duplication Services - Print Shop	Duplication Services - Print Shop	Duplication Services - Print Shop					
4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies					
Title I	Title I	Title I					
5000	5000	5000					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 65,000	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 75,000	Independent Services Contracts 5000-5999: Services And Other Operating Expenditures Title I 75,000
					Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base	Personnel Costs - see 1.1, 1.2, 1.3 Base
					Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental	Personnel Costs - see 1.1 Supplemental

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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. Yr. 2: Continue to provide collaborative time. Yr. 3: Continue to provide collaborative time.			Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3
					Base	Base	Base
		Personnel Costs - see 1.1			Personnel Costs - see 1.1	Personnel Costs - see 1.1	
		Supplemental			Supplemental	Supplemental	
		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. Yr. 2: 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 (RtII) process at all sites.			Personnel Costs - see 1.1, 1.2, 1.3 and 1.5	Personnel Costs - see 1.1, 1.2, 1.3	Personnel Costs - see 1.1, 1.2, 1.3
					Base	Base	Base
		Personnel Costs - see 1.1			Personnel Costs - see 1.1	Personnel Costs - see 1.1	
		Supplemental			Supplemental	Supplemental	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Continue to provide and assess professional development, coaching, and support for the Response to Instruction and Intervention (RtII) process at all sites.					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide administrative training and coaching to build capacity regarding personnel practices</p> <p>Yr. 2: Provide administrative training and coaching to build capacity regarding personnel practices. District staff provides feedback and support to site administrators on their personnel practices.</p> <p>Yr. 3: Provide administrative training and coaching to build capacity regarding personnel practices. District staff provides feedback and support to site administrators on their personnel practices.</p>			<p>Independent Services Contracts - FRISK Training 5000-5999: Services And Other Operating Expenditures Base 19,000</p>	<p>Independent Services Contracts - FRISK Training 5000-5999: Services And Other Operating Expenditures Base 20482</p>	<p>Independent Services Contracts - FRISK Training 5000-5999: Services And Other Operating Expenditures Base 22202</p>
					<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
					<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>
		<p>Assess teachers and administrators training and coaching needs to build capacity regarding how to teach and use technology to support student learning and to effectively teach Common Core State Standards (CCSS).</p> <p>Yr. 2: Develop a plan to provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p>
					<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1 Supplemental</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Provide teachers and administrators training and coaching to build capacity regarding how use technology to support student learning.					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>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 being provided.</p> <p>Yr. 2: Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.</p> <p>Yr. 3: Provide professional development, coaching, and support for all staff to implement strategies and practices to support positive behavior and school climate.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>
		<p>Conduct a needs assessment to determine staff capacity to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.</p>			<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 and 1.5 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>	<p>Personnel Costs - see 1.1, 1.2, 1.3 Base</p> <p>Personnel Costs - see 1.1 Supplemental</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: Provide professional development, coaching and support for all staff to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.</p> <p>Yr. 3: Provide professional development, coaching and support for all staff to implement strategies and practices to support cultural responsiveness, cultural sensitivity, and teaching practices.</p>					

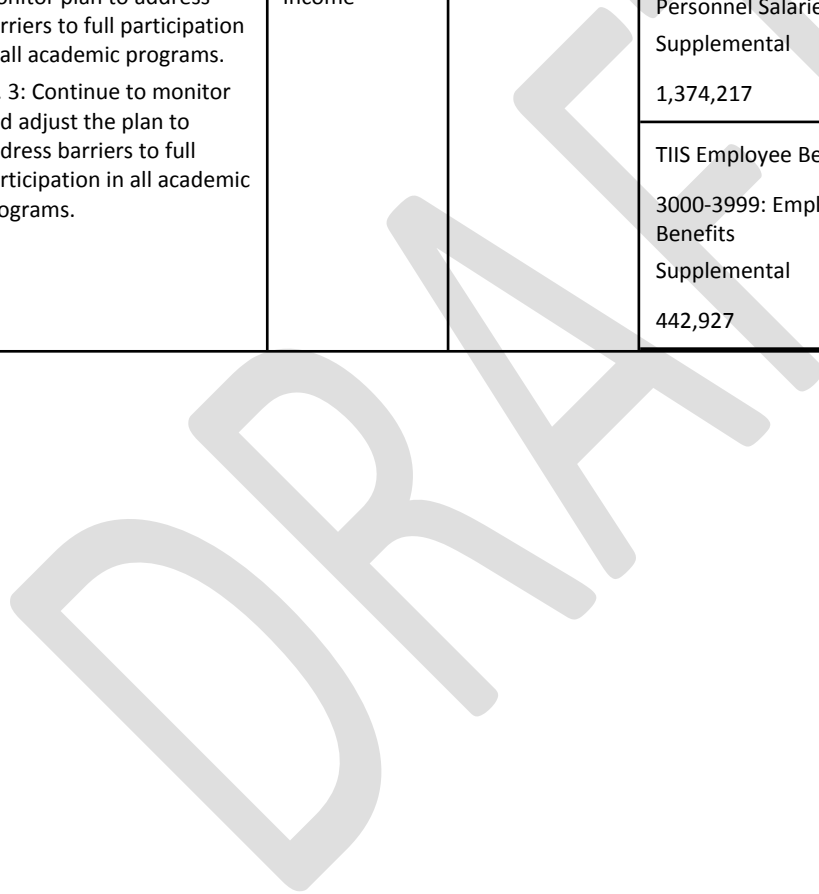
- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	State Priorities: <ul style="list-style-type: none"> Basic Implementation of State Standards Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement MDUSD Strategic Plan Goals: <ul style="list-style-type: none"> Academic Excellence & Learning Supportive family and Community 	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). Yr. 2: Continue to provide basic instructional services, which include but are not limited to classroom teachers, school administrators, office staff, and district office administrators and staff. Yr. 3: Continue to provide basic instructional services, which include but are not limited to classroom teachers, school administrators, office staff, and district office administrators and staff.	LCFF Subgroups - All Yr. 2: LCFF Subgroups - All Yr. 3: LCFF Subgroups - All		Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 2,995,493	Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 3,178,218	Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 3,776,831
					Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 786,065	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 834,014	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 888,475
					Employee Benefits 3000-3999: Employee Benefits Supplemental 1,475,009	Employee Benefits 3000-3999: Employee Benefits Supplemental 1,564,984	Employee Benefits 3000-3999: Employee Benefits Supplemental 1,667,177
					Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies Supplemental 3,257,635		Site Allocations to support LCAP and SPSA's 4000-4999: Books And Supplies Supplemental 3,496,419

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Involvement • High Quality Effective Staff	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. Yr. 2: 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. Yr. 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.	LCFF Subgroups - All Yr. 2: LCFF Subgroups - All Yr. 3: LCFF Subgroups - All		Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 284,356	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 301,701	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 321,402
					Employee Benefits 3000-3999: Employee Benefits Supplemental 210,034	Employee Benefits 3000-3999: Employee Benefits Supplemental 22,846	Employee Benefits 3000-3999: Employee Benefits Supplemental 237,397
						Site Allocations to support LCAP and SPSSA's 4000-4999: Books And Supplies Supplemental 3,496,419	
		Identify and create a plan to address barriers to full participation in all academic programs.	Low Income Yr. 2: Low Income		Personnel Costs - see 1.1.,1.2 B (Supplemental) Teacher Intervention and Instructional Support (TIIS)	Personnel Costs - see 1.1.,1.2 B (Supplemental) Teacher Intervention and Instructional Support (TIIS)	Personnel Costs - see 1.1.,1.2 B (Supplemental) Teacher Intervention and Instructional Support (TIIS)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: Implement and monitor plan to address barriers to full participation in all academic programs. Yr. 3: Continue to monitor and adjust the plan to address barriers to full participation in all academic programs.	Yr. 3: Low Income		1000-1999: Certificated Personnel Salaries Supplemental 1,374,217	1000-1999: Certificated Personnel Salaries Supplemental 1,458,044	1000-1999: Certificated Personnel Salaries Supplemental 1,553,254
					TIIS Employee Benefits 3000-3999: Employee Benefits Supplemental 442,927	TIIS Employee Benefits 3000-3999: Employee Benefits Supplemental 469,945	TIIS Employee Benefits 3000-3999: Employee Benefits Supplemental 500,632



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Assess and maintain current preschool programs offered at low income schools. Yr. 2: Develop a plan to increase access to preschool programs offered at low income schools. Yr. 3: Continue to monitor and implement plan to increase access to pre-school programs offered at low income schools.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental) Base	Personnel Costs - see 1.1.,1.2 B (Supplemental)
					Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 66,757	Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 70,829	Certificated Personnel 1000-1999: Certificated Personnel Salaries Supplemental 75,454
					Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 74,326	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 78,859	Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental 84,008
					Employee Benefits 3000-3999: Employee Benefits Supplemental 23,881	Employee Benefits 3000-3999: Employee Benefits Supplemental 25,337	Employee Benefits 3000-3999: Employee Benefits Supplemental 26,991
					Materials and Supplies 4000-4999: Books And Supplies Supplemental 55,308	Materials and Supplies 4000-4999: Books And Supplies Supplemental 58,681	Materials and Supplies 4000-4999: Books And Supplies Supplemental 62,512
					Facilities Lease/Rent 5000-5999: Services And Other Operating	Facilities Lease/Rent 5000-5999: Services And Other Operating	Facilities Lease/Rent 5000-5999: Services And Other Operating

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Expenditures Supplemental 36,765	Expenditures Supplemental 39,007	Expenditures Supplemental 41,554
					Services and Other Expenses 5000-5999: Services And Other Operating Expenditures Supplemental 6,300	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Supplemental 6,684	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Supplemental 7,120

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>*****</p> <p>Yr. 2: Create and begin to use support systems for low income students to engage in college, career, and civic readiness activities. Identify local support systems through feeder patterns and district support systems.</p> <p>Yr. 3: Continue to use support systems for low income students to engage in college, career, and civic readiness activities.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Research and identify schools/districts that use online/remote learning to identify effective models.</p> <p>Yr. 2: Asses and analyze information collected to determine effective models for implementation.</p> <p>Yr. 3: Find out how many students have access to online/remote learning opportunities and develop a plan to increase access.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Maintain before and after school intervention and instruction programs.</p> <p>Yr. 2: Maintain before and after school intervention and instruction programs. Assess need for increased services and develop a plan for expansion.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
						Certificated Personnel 1000-1999: Certificated Personnel Salaries Other	Certificated Personnel 1000-1999: Certificated Personnel Salaries Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: 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 of low income families.			Classified Personnel 2000-2999: Classified Personnel Salaries Other	Classified Personnel 2000-2999: Classified Personnel Salaries Other	
					Employee Benefits 3000-3999: Employee Benefits Other	Employee Benefits 3000-3999: Employee Benefits Other	
					Materials and Supplies 4000-4999: Books And Supplies Other	Materials and Supplies 4000-4999: Books And Supplies Other	
					Software Licenses 5000-5999: Services And Other Operating Expenditures Other	Software Licenses 5000-5999: Services And Other Operating Expenditures Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Identify and begin to address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. This could include increasing outreach and communication with students and parents about these programs.</p> <p>Yr. 2: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.</p> <p>Yr. 3: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>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, middle and high school levels.</p>	<p>English Learners</p> <p>Yr. 2: English Learners</p> <p>Yr. 3: English Learners</p>		Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: Continue to recognize and celebrate students who demonstrate academic improvement, achievement and attain language proficiency as a model of achievement for all students. Implement a certificate of recognition program for students who speak two languages fluently at the elementary, middle and high school levels.</p> <p>Yr. 3: Continue to recognize and celebrate students who demonstrate academic improvement, achievement and attain language proficiency as a model of achievement for all students. Implement a certificate of recognition program for students who speak two languages fluently at the elementary, middle and high school levels.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>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.</p> <p>Yr. 2: Use 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.</p> <p>Yr. 3: 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</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Identify and create a plan to address barriers to full participation in all academic programs and support to achieve graduation.</p> <p>Yr. 2: Implement and monitor plan to address barriers to full participation in all academic programs and support to achieve graduation.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Continue to monitor and adjust the plan to address barriers to full participation in all academic programs and support to achieve graduation					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Assess English Learners (EL) supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Develop and implement steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan.</p> <p>Yr. 2: Monitor and adjust EL supports and services, including monitoring EL student achievement and progress toward reclassification (progress toward English language proficiency). Monitor and continue the steps to ensure English learner students are informed and understand the reclassification process and requirements as described in the English Learner Master Plan.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: 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.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>*****</p> <p>Yr. 2: Develop a plan to increase English learner access to electives, A-G, and AP courses.</p> <p>Yr. 3: Increase English learner access to electives, A-G, and AP courses by 5% above 2015-2016.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Research and identify schools/districts that use online/remote learning to identify effective models for EL.</p> <p>Yr. 2: Asses and analyze information collected to determine effective models for implementation.</p> <p>Yr. 3: Find out how many students have access to online/remote learning and develop a plan to increase that access.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Identify and begin to address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. This could include increasing outreach and communication with students and parents about these programs.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.</p> <p>Yr. 3: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.</p>					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Assess the needs of students to have access to services by bilingual counselors.</p> <p>Yr. 2: Develop a plan to address the needs of students to have access to services by bilingual counselors.</p> <p>Yr. 3: Expand access for identified students to services by bilingual counselors.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Identify and create a plan to address barriers to full participation in all academic programs.</p> <p>Yr. 2: Implement and monitor plan to address barriers to full participation in all academic programs.</p> <p>Yr. 3: Continue to evaluate and adjust how we are addressing barriers to full participation in all academic programs.</p>	<p>Foster Youth</p> <p>Yr. 2: Foster Youth</p> <p>Yr. 3: Foster Youth</p>		Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Clearly identify support systems, and who is involved, for foster youth to engage in college, career, and civic readiness activities.</p> <p>Yr. 2: Develop support systems for foster youth to engage in college, career, and civic readiness activities.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Implement support systems for foster youth to engage in college, career, and civic readiness activities.					
		Research and identify schools/districts that use online/remote learning to identify effective models for Foster Youth. Yr. 2: Assess and analyze information collected to determine effective models for implementation. Yr. 3: Find out how many students have access to online/remote learning and develop a plan to increase that access.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		Identify and begin to address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts. This will include increasing outreach and communication with students and parents about these programs. Yr. 2: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Continue to monitor and address barriers to full participation in extra/co-curricular activities and programs, including athletics and the arts.					
		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. Yr. 2: Continue the plan developed in 2014-2015. Ensure foster youth receive educational counseling from a foster youth education counselor. Increase access by 20% above 2014-2015 Yr. 3: Continue the plan. Ensure foster youth receive educational counseling from a foster youth education counselor. Increase access by 20% above 2015-2016.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		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 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: Assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc.</p> <p>Yr. 3: Assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate clothing for school, etc.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning	State Priorities: <ul style="list-style-type: none"> Parent Involvement Pupil Engagement School Climate 	Offer childcare to increase family participation in parent/community events. Yr. 2: Offer childcare to increase family participation in parent/community events. Yr. 3: Offer childcare to increase family participation in parent/community events.	Low Income Yr. 2: Low Income Yr. 3: Low Income		Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
	MDUSD Strategic Plan Goals: <ul style="list-style-type: none"> Supportive Family and Community Involvement 	Hold meetings at multiple times to support parents. Yr. 2: Hold meetings at multiple times to support parents. Yr. 3: Hold meetings at multiple times to support parents.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
	<ul style="list-style-type: none"> Respectful, Responsive Service and 	Increase access to parent education classes to help parents 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 2013-2014.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	ucture	<p>Yr. 2: Increase access to parent education classes to help parents help their students in school. Ensure a focus on college, career, and civic readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2014-2015.</p> <p>Yr. 3: Increase access to parent education classes to help parents 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 2015-2016.</p>					

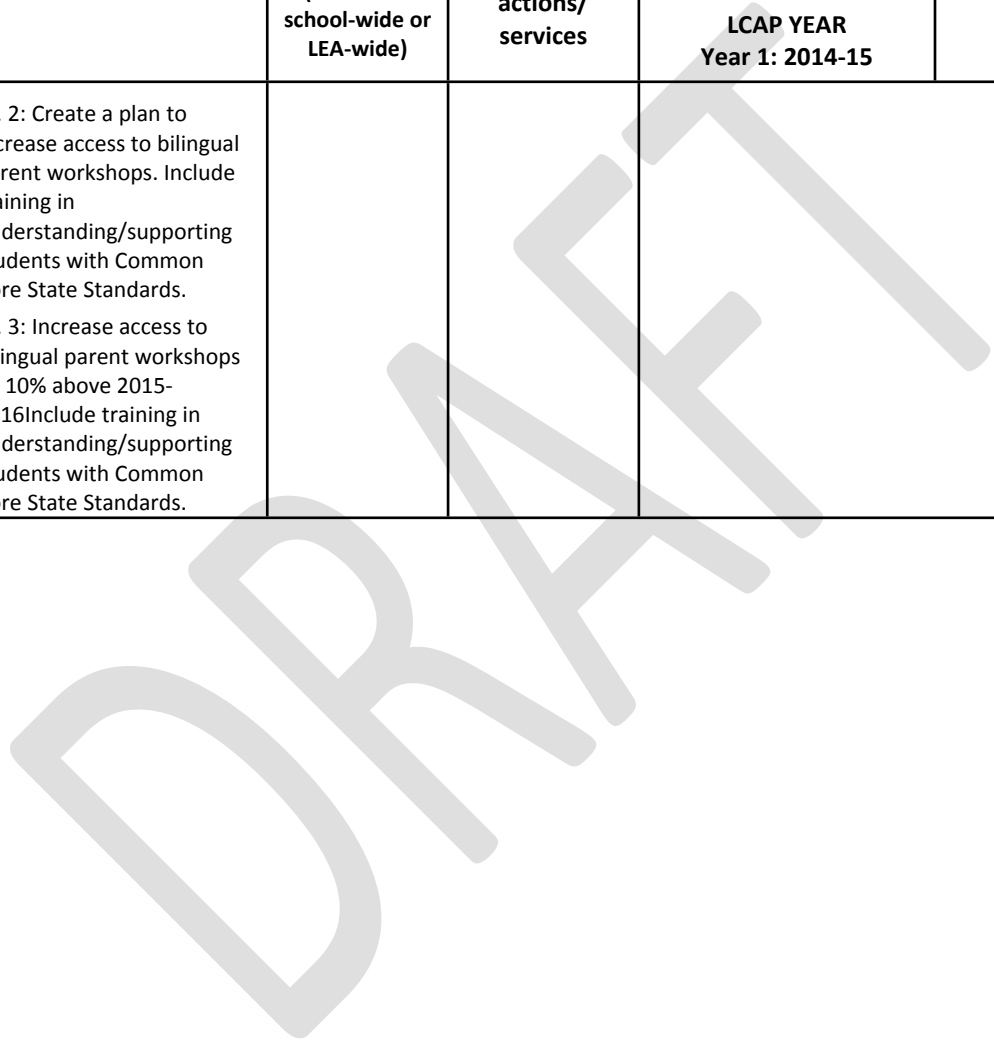
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Identify current level of participation, successful parent programs across the district and create a plan to increase opportunities for parent and community voice.</p> <p>Yr. 2: Implement and monitor plan to increase opportunities for parent and community voice.</p> <p>Yr. 3: Continue to implement and monitor plan to increase opportunities for parent and community voice.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Provide parents the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them.</p> <p>Yr. 2: Provide parents the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them.</p> <p>Yr. 3: Provide parents the opportunity to network. Help them become familiar with their district and aware of all the community resources that are available to them.</p>	<p>English Learners</p> <p>Yr. 2: English Learners</p> <p>Yr. 3: English Learners</p>		Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>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 increase shared perspectives and engagement.</p> <p>Yr. 2: Increase opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement.</p> <p>Yr. 3: Increase opportunities for parent and community voice (e.g.. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives and engagement.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Increase access to parent education classes to help parents help their students in school. Make sure these focus on college, career, and civic readiness awareness such as Parent Institute for Quality Education (PIQE) by 10% above 2013-2014.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: 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 2014-2015.</p> <p>Yr. 3: 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 2015-2016.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond.</p> <p>Yr. 2: Monitor and continue the steps to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond.</p> <p>Yr. 3: Monitor and continue the steps to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Identify the level of access to bilingual parent workshops. Include training in understanding/supporting students with Common Core State Standards.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Yr. 2: Create a plan to increase access to bilingual parent workshops. Include training in understanding/supporting students with Common Core State Standards.</p> <p>Yr. 3: Increase access to bilingual parent workshops by 10% above 2015-2016. Include training in understanding/supporting students with Common Core State Standards.</p>					



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Identify current level of participation, successful parent programs across the district and create a plan to increase opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives, engagement, and the opportunity to network.</p> <p>Yr. 2: Implement and monitor plan to increase opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives, engagement, and the opportunity to network.</p> <p>Yr. 3: Continue to implement and monitor plan to increase opportunities for parent and community voice (e.g. English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC)) to increase shared perspectives, engagement, and the opportunity to network.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Assess translation/interpretation services needed in primary language to facilitate communication. Assess need of and access to bilingual personnel.</p> <p>Yr. 2: 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.</p> <p>Yr. 3: Expand translation services. Identify additional languages that need to be available for documents, conferences, and meetings.</p>			<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other 22,629</p> <p>Employee Benefits 3000-3999: Employee Benefits Other 2436</p> <p>Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p>	<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other 22,629</p> <p>Employee Benefits 3000-3999: Employee Benefits Other 2,436</p> <p>Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p>	<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p> <p>Classified Personnel 2000-2999: Classified Personnel Salaries Other 22,629</p> <p>Employee Benefits 3000-3999: Employee Benefits Other 2.436</p> <p>Additional staff receive a 5% for translation services, other staff turn in time-sheets for translation work. We are currently unable to pull the data related to this additional pay.</p>
		<p>Assess and expand outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff.</p> <p>Yr. 2: Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2014-2015.</p>	<p>Foster Youth Yr. 2: Foster Youth Yr. 3: Foster Youth</p>		<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p>	<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p>	<p>Personnel Costs - see 1.1.,1.2 B (Supplemental)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Increase outreach to foster youth advocates, foster youth, and partnering agencies via foster youth staff by 10% above 2015-2016.					

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Develop a plan to increase/improve communication between schools and foster youth services/programs. Ensure the plan identifies ways to improve communication between school-linked services and sites. Assist with improving communication between group homes, schools, and district.</p> <p>Yr. 2: Implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.</p> <p>Yr. 3: Continue to implement and monitor the plan to increase/improve communication between schools and foster youth services/programs.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
		<p>Ensure district foster youth education liaison has adequate time, knowledge, and resources to support schools and students.</p> <p>Yr. 2: Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.</p>			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.					
		Ensure district foster youth education liaison has adequate time, knowledge, and resources to support schools and students. Yr. 2: Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students. Yr. 3: Continue to ensure district foster youth education liaison has the adequate time, knowledge, and resources to support schools and students.			Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	State Priorities:	***** Yr. 2: ***** Yr. 3: Provide professional development to develop an awareness of and act on the unique needs of low income students.	Yr. 3: Low Income				
	<ul style="list-style-type: none"> Basic Pupil Achievement Pupil Engagement School Climate 	Provide professional development regarding how to effectively support English learners and ensure full inclusion of ELD standards and practices in all content areas.	English Learner Yr. 2: English Learner Yr. 3: English Learner		Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)	Personnel Costs - see 1.1.,1.2 B (Supplemental)
	MDUSD Strategic Plan Goals:	Yr. 2: 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. Yr. 3: 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.					
	<ul style="list-style-type: none"> Academic Excellence & Learning High Quality Effective Staff Respectful, Responsive Service and Communication 	***** Yr. 2: ***** Yr. 3: Provide professional development to develop an awareness of and act on the unique needs of foster youth.	Yr. 3: Foster Youth			Personnel Costs - see 1.1.,1.2 B (Supplemental)	

C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Mt. Diablo Unified will receive \$11,569,557 in Supplemental Local Control Funding Formula Funds in 2014-2015. This amount is projected to increase to approximately \$15,722,384 in 2015-2016 and \$17,544,555 in 2016-2017. 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, 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, 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.

D. 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). 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). 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.

Currently, in Mt. Diablo Unified, the increase in minimum proportionality for English Learners, Low Income Students and Foster Youth is 5.67% in percentage in 2014-2015. 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 and AP course.
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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Mt. Diablo Unified School District - Proportionality Calculation

	2013-2014	2014-2015 Increase	2015-2016 Est. Increase	2016-2017 Est. Increase
LCFF Base Funding	192,260,990	200,854,494	209,203,225	212,904,652
K-3 GSA	873,204	2,722,629	4,345,979	4,999,768
9-12 GSA	204,686	639,823	1,019,338	1,171,643
Base Grant for calculation of proportionality	193,338,880	204,216,946	214,568,542	219,076,063
Cumulative Supplemental	6,904,520	11,569,557	15,722,384	17,544,555
Minimum proportionate increase or improvement	Not Required in 2013-2014	5.67%	7.33%	8.01%

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

DELAC: District English Learner Advisory Committee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STEM: Science Technology Engineering and Mathematics.

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

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

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

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

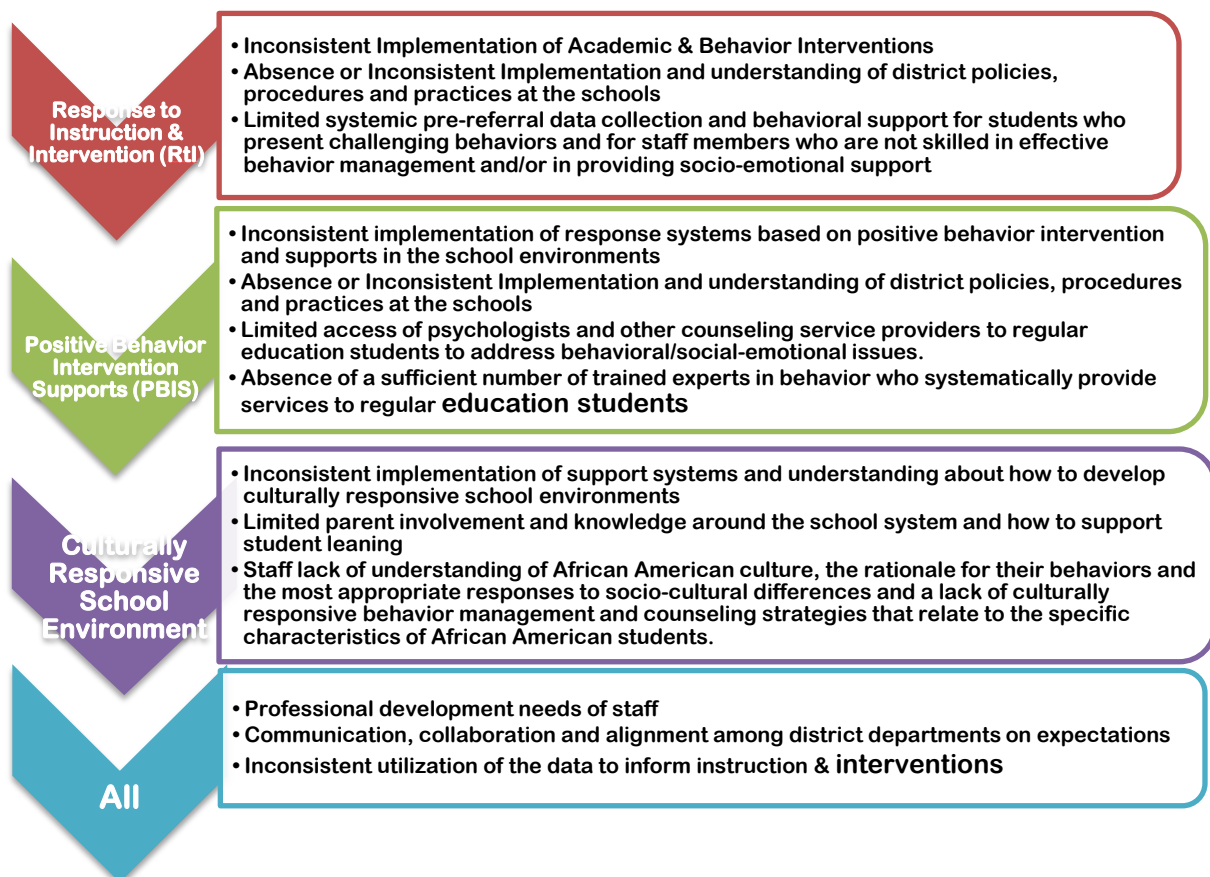
Mt. Diablo Unified School District Equity and Disproportionality Plan Coordinated Early Intervening Services (CEIS) Plan-Overview Summary

History

In 2010, MDUSD was identified as a district that was Disproportionate in the over-identification of African American students for Special Education. A district is identified as Disproportionate when a pattern of disproportionality is seen consecutively over 2-3 years. An identification as Significantly Disproportionate is when the imbalance is consecutive over four years. Thus in July 2012, MDUSD was identified as Significantly Disproportionate for the over-identification of African American students for Emotional Disturbance. MDUSD is now responsible for creating a Coordinated Early Intervening Services (CEIS) Plan outlining how the district will address disproportionality and will re-allocate 15% of existing Individuals with Disabilities Education Act (IDEA) funds for the 2012-13 school year to support this effort.

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

Identified Root Causes



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

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

Focus Areas

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

Strategies and Actions to Address the Need



System Implementation and Monitoring

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

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

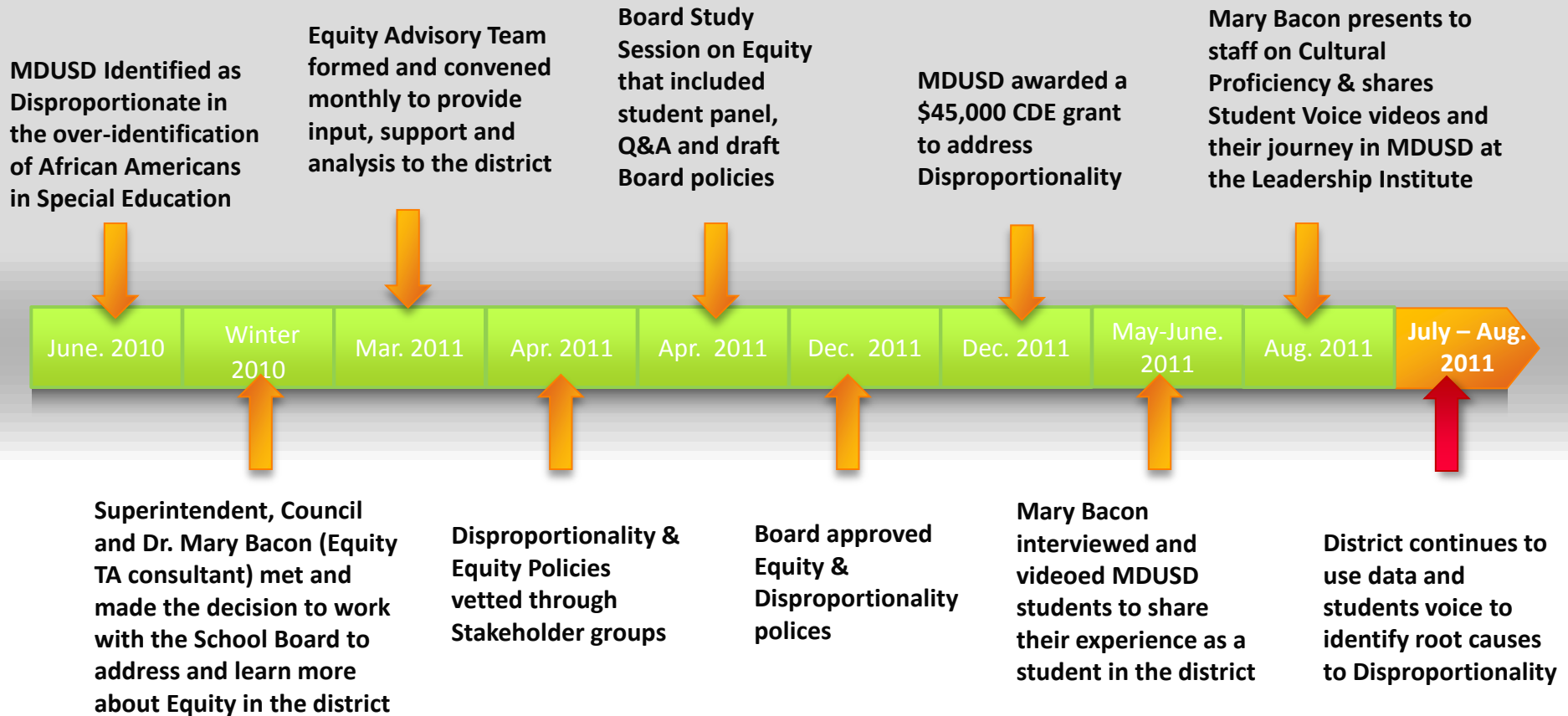
Evaluation

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

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

The Equity Journey in Mt. Diablo Unified

Where we have been.....



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

The Equity Journey in Mt. Diablo Unified

Where we have been.....

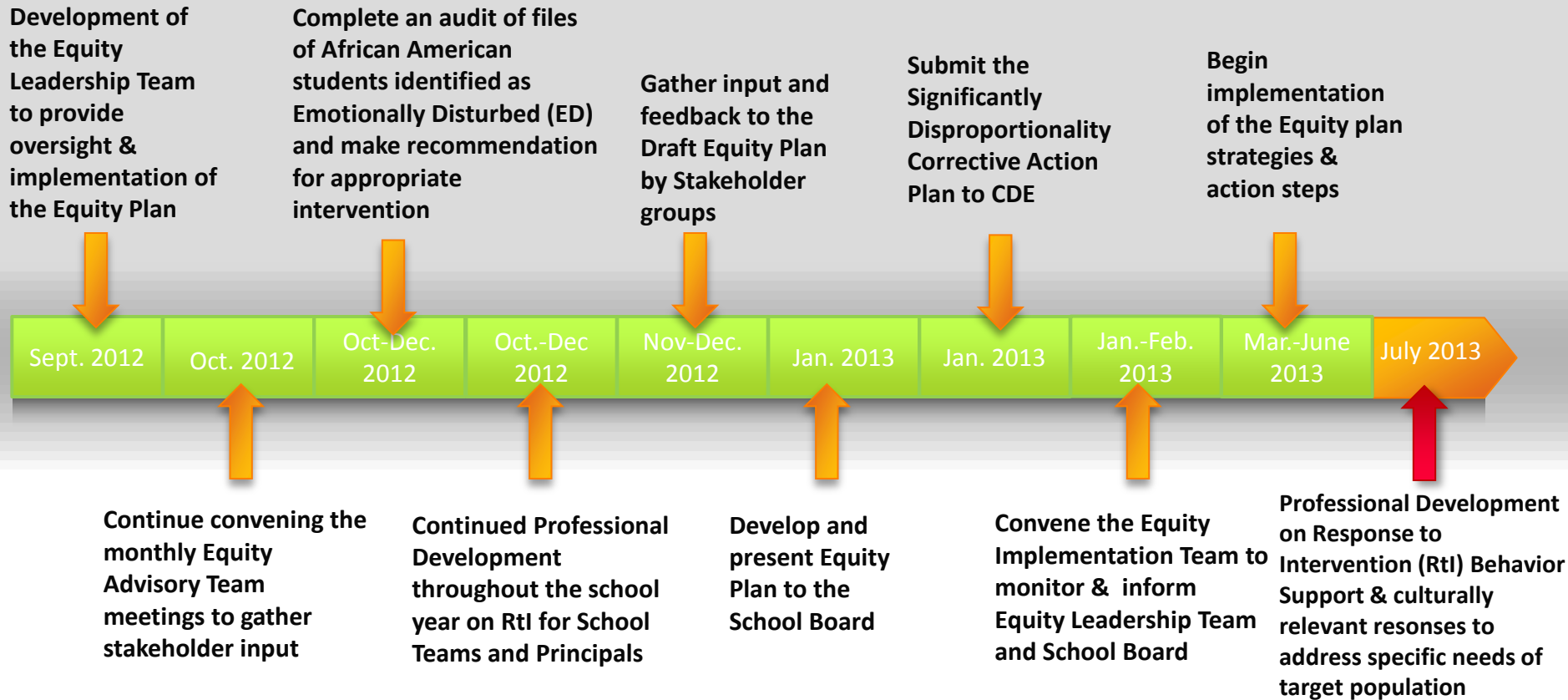


MDUSD has made a commitment to ensure "Every Student Learns Everyday". To ensure all students will learn, the analysis of why certain subgroups of students are not achieving has driven the district to focus on Equity & Cultural Proficiency and to answer the four essential Professional Learning Community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

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

The Equity Journey in Mt. Diablo Unified

Where we are going.....



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

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



The Master Plan For Services to English Learners

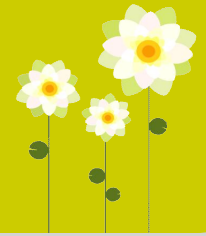
During the 2011/2012 school year plus the first semester of the 2012/2013 school year, a committee of 40+ individuals representing teachers, administrators and community members embarked on the creation of the Mt Diablo USD Master Plan for Services for English Learners. During the many months of meetings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

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

The MDUSD technology plan is in the process of being revised for the 2014-2017 school years. Stakeholders of site/district administrators, teachers, parents and students worked collaboratively to update the district technology plan. This plan addresses the new trends in educational technology such as one-to-one mobile devices, Bring Your Own Device and online learning. This plan will be aligned with the Common Core State Standards new technology requirements. New to this plan is a proposal for sustainable funding for the new technology in our district classrooms. This plan utilizing some of the new tools for assisting our district with technology integration and developing a scope and sequence for K-12 digital literacy and citizenship for all our students.

<https://www.edjoin.org/JobDescription.aspx?descriptionID=127748>

Mt. Diablo Unified



Abridged Three-Year High-Stakes Testing Profile

Report Generated:
October 03, 2013

2013

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



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API Summary

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

SED = Socioeconomically Disadvantaged

Groupnames in bold are Numerically Significant

AYP Summary

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

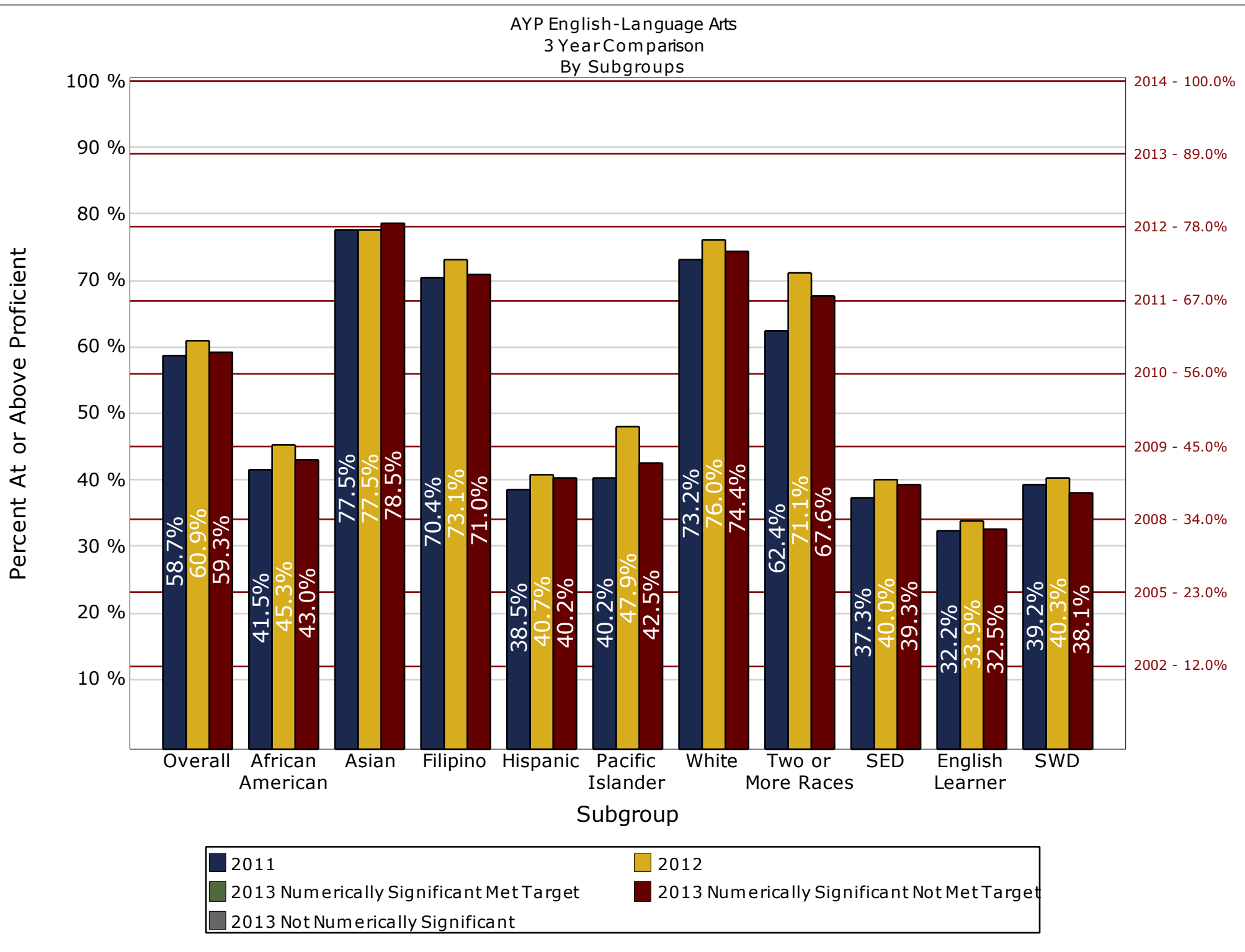
*Met AYP includes participation rate (not shown) and alternate methods (e.g. safe harbor, averaging; see previous page for alternate method definitions).

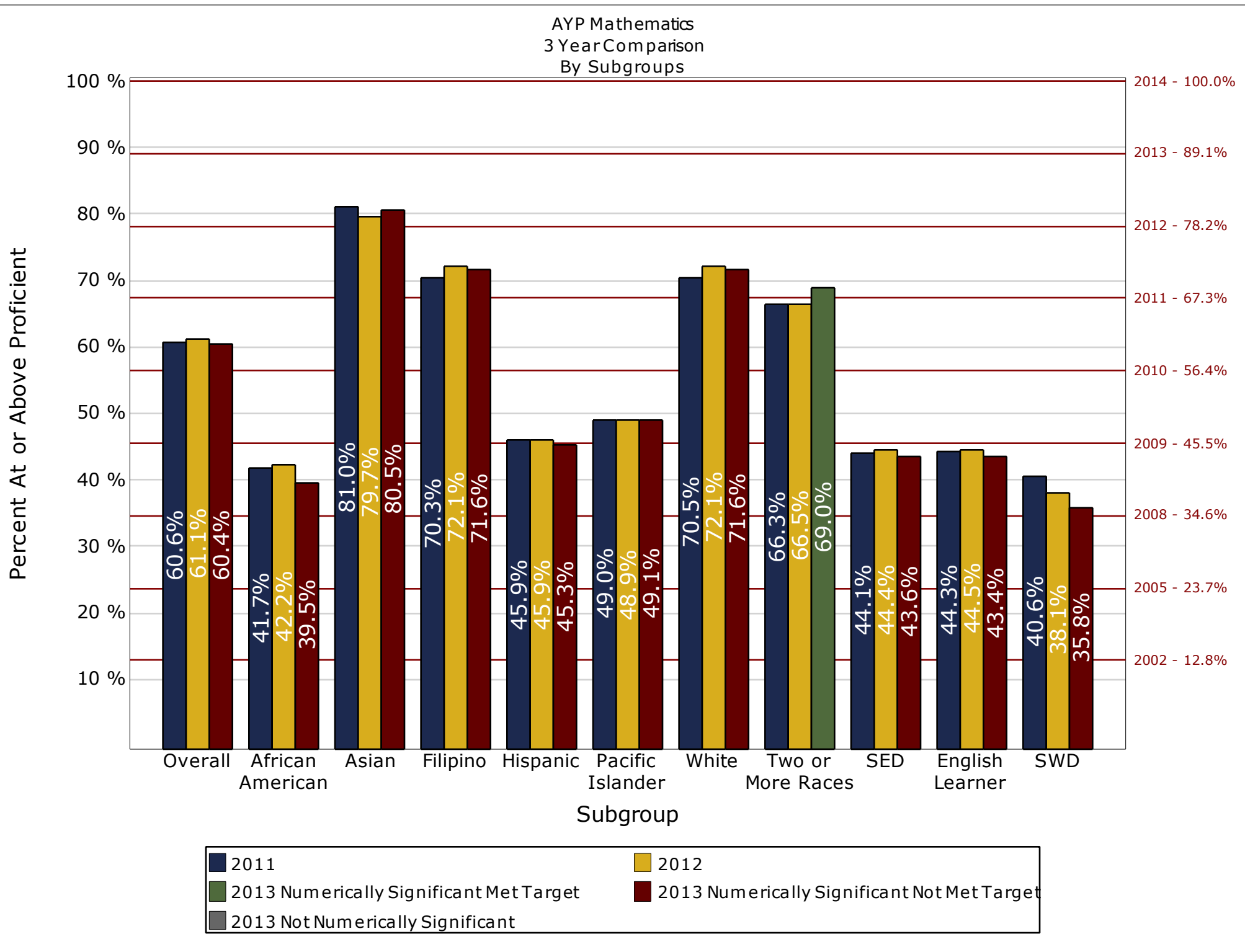
Significant subgroups will have "% Proficient" text in bold

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

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



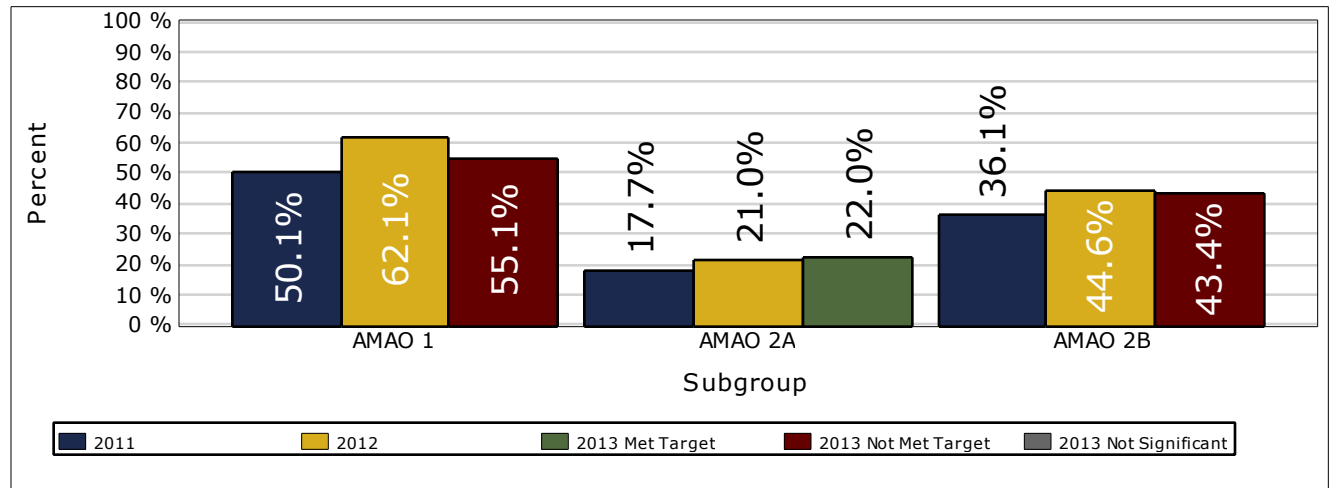


Annual Measurable Achievement Objectives

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

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

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



2013 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

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

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

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

2013 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

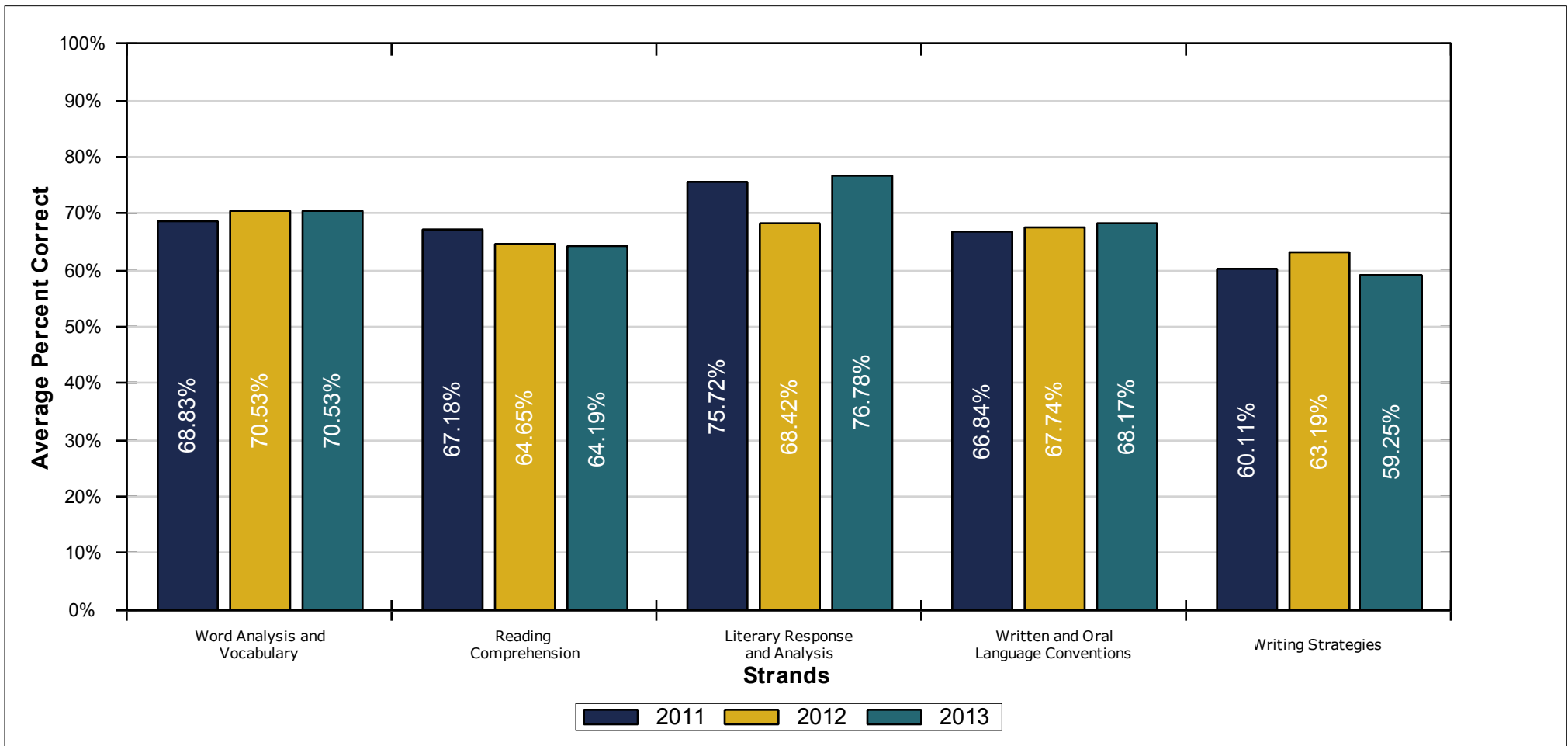
Listening											
		2013					2012 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2012	Level 1	243	274	296	109	22	Level 1	0	243	701	
	Level 2	114	325	456	295	98	Level 2	114	325	849	
	Level 3	55	259	683	554	284	Level 3	314	683	838	
	Level 4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

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

2013 CELDT Overall By Grade

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

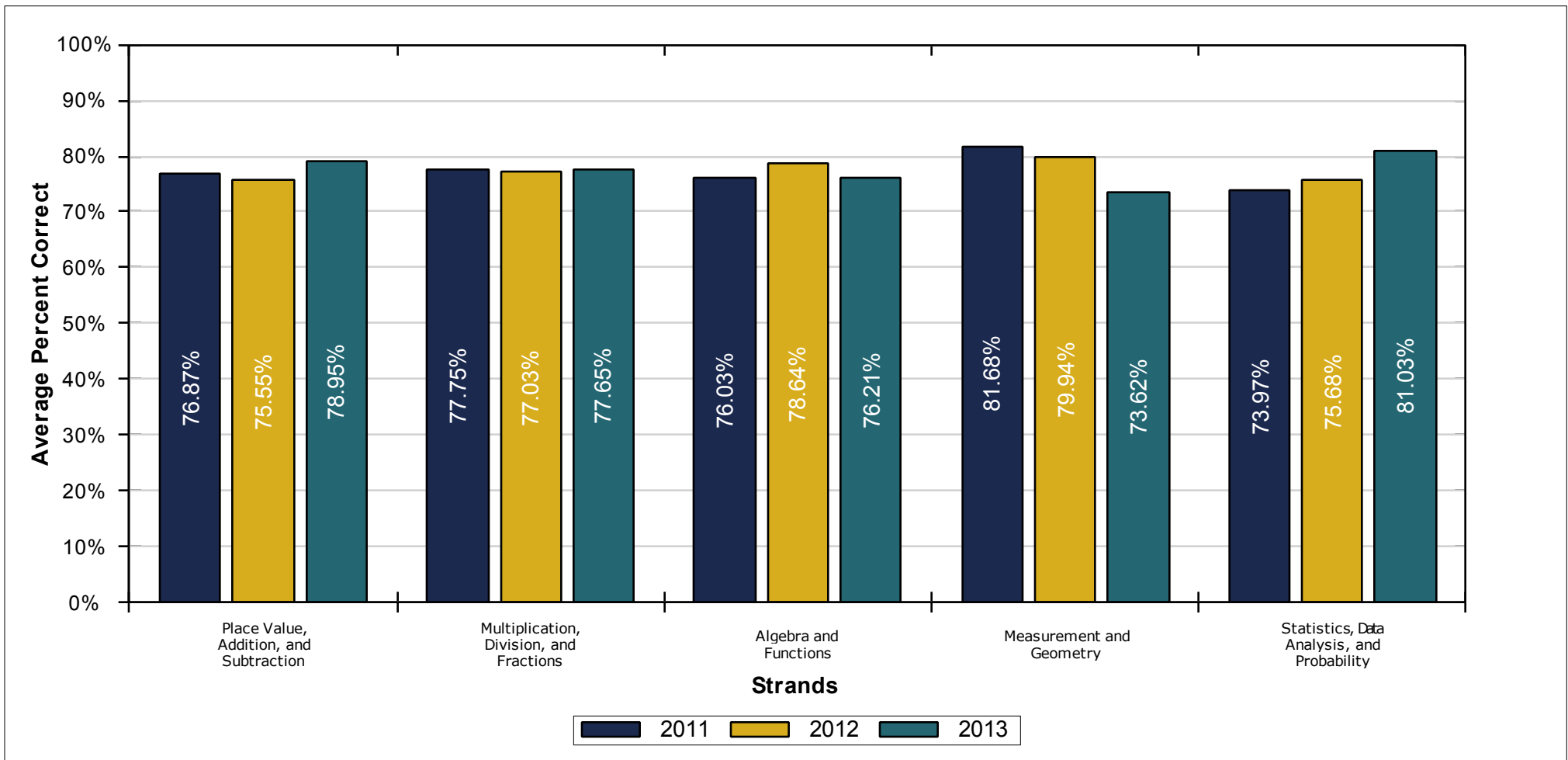
Grade 02 CST English-Language Arts Component Subscores



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

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

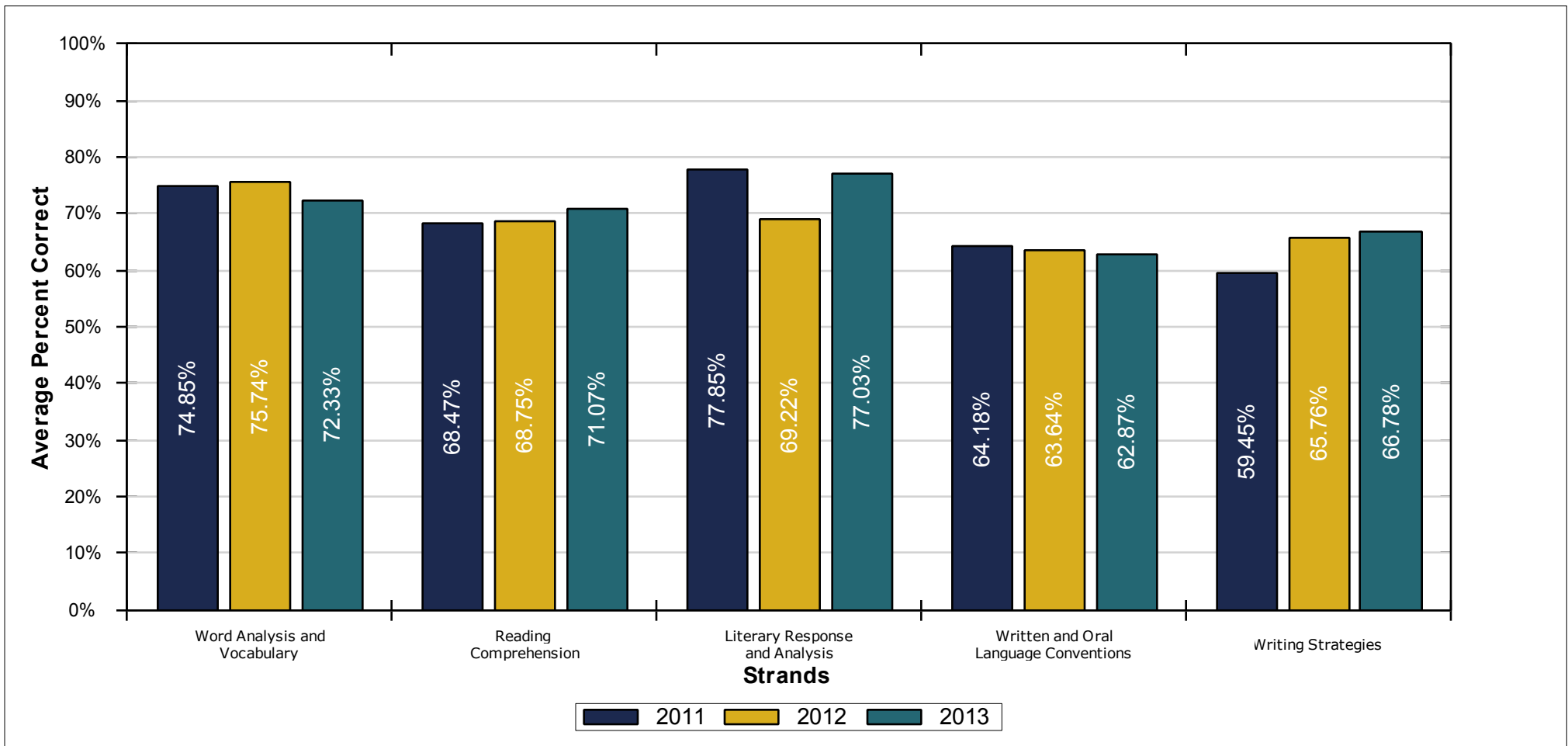
Grade 02 CST Mathematics Component Subscores



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

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

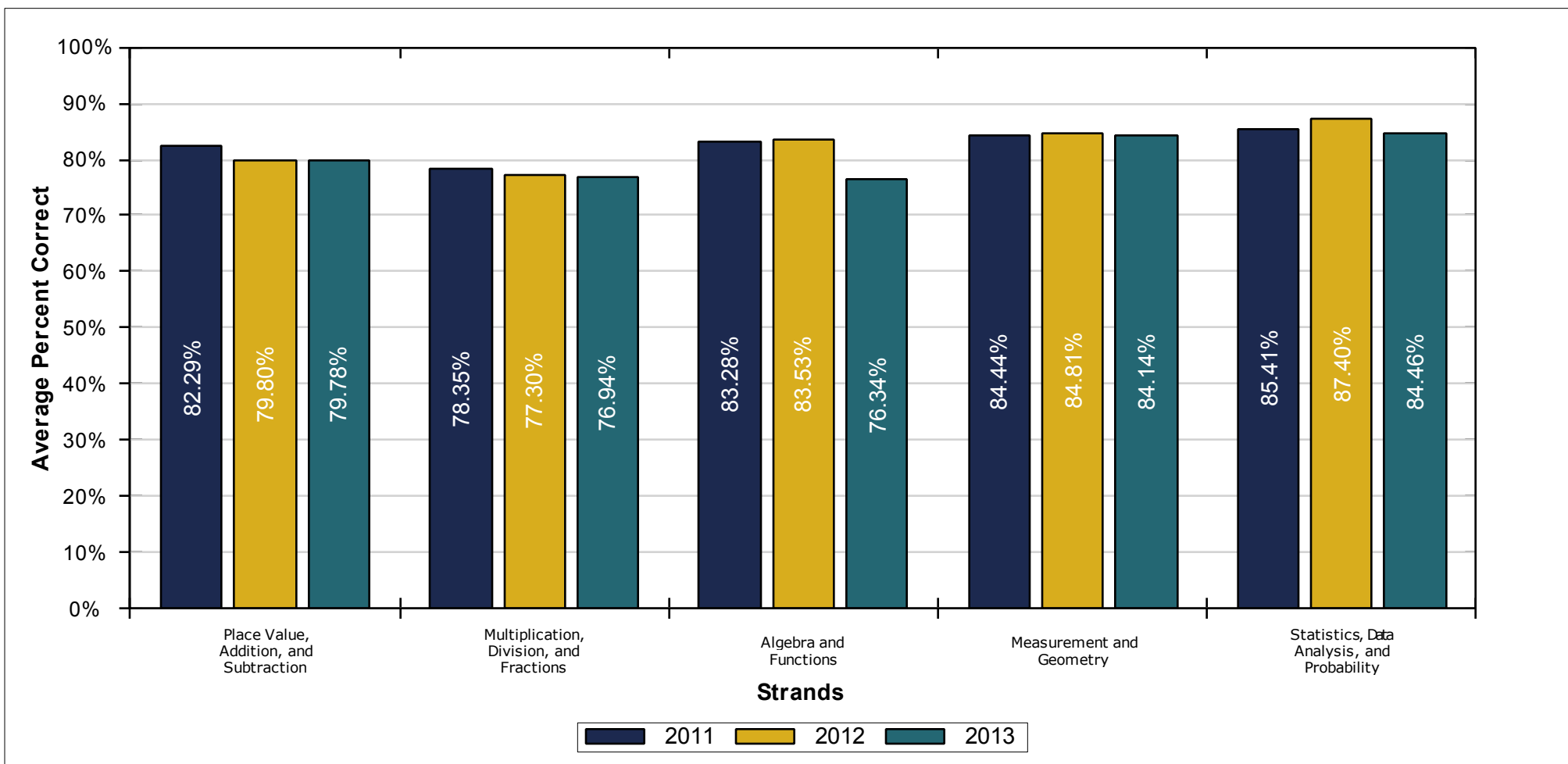
Grade 03 CST English-Language Arts Component Subscores



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

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

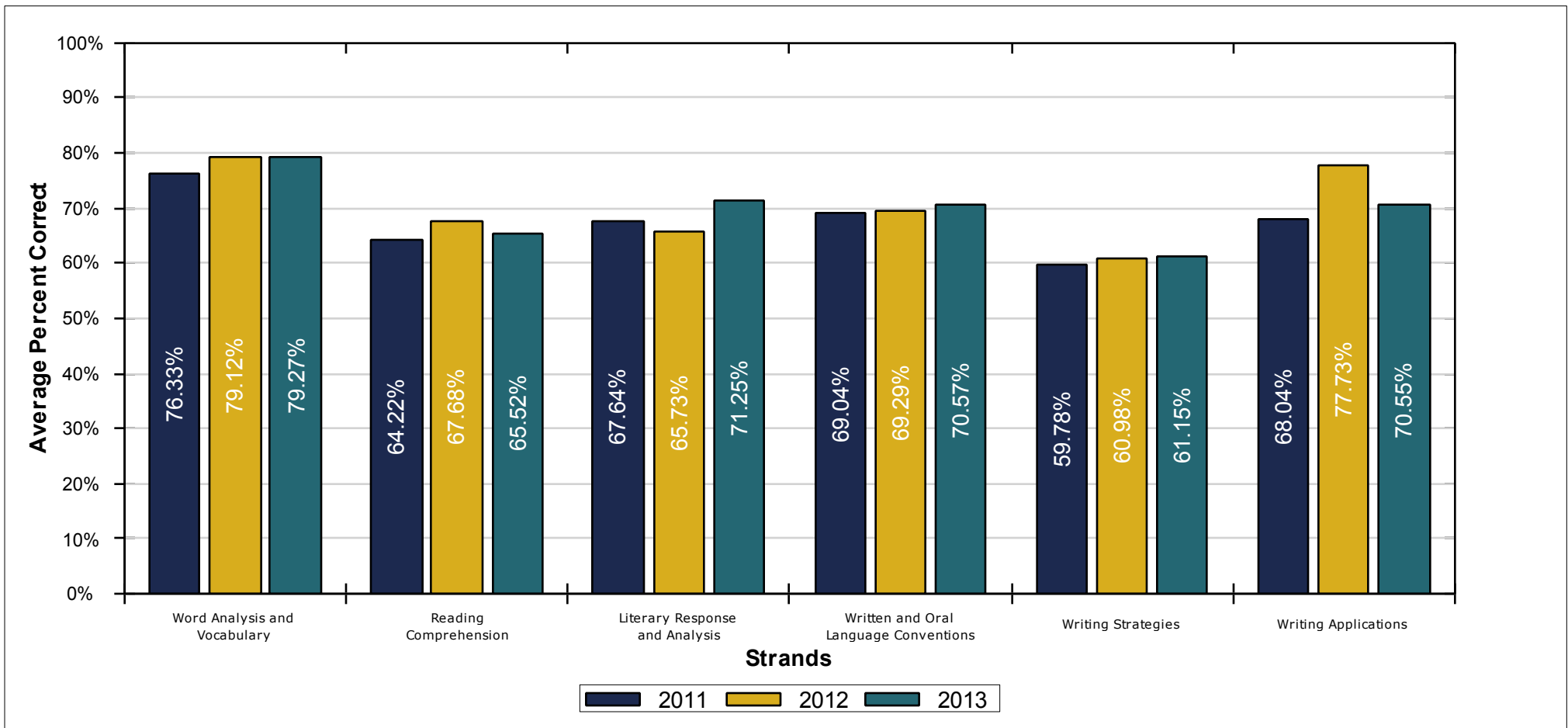
Grade 03 CST Mathematics Component Subscores



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

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

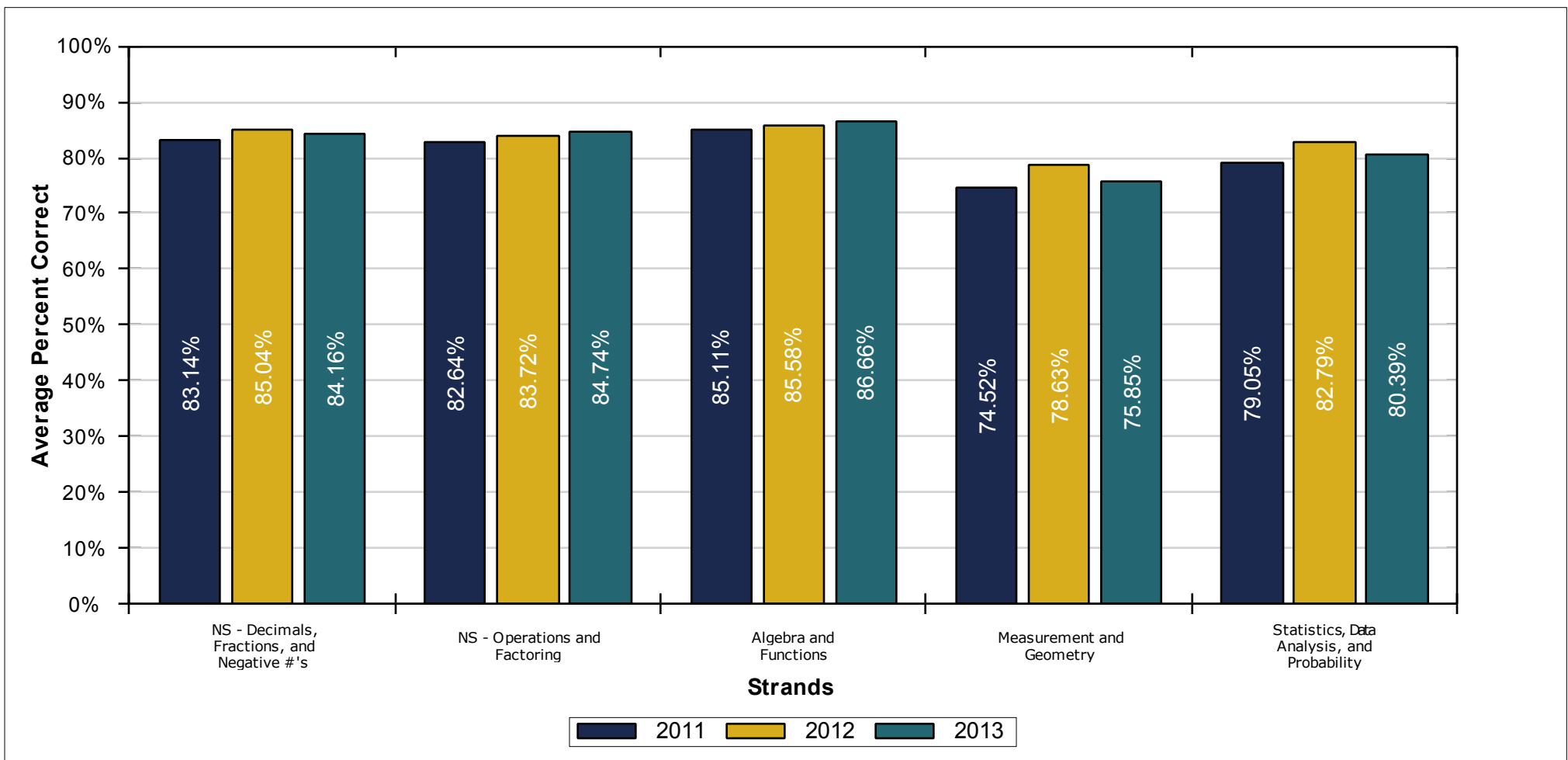
Grade 04 CST English-Language Arts Component Subscores



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

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

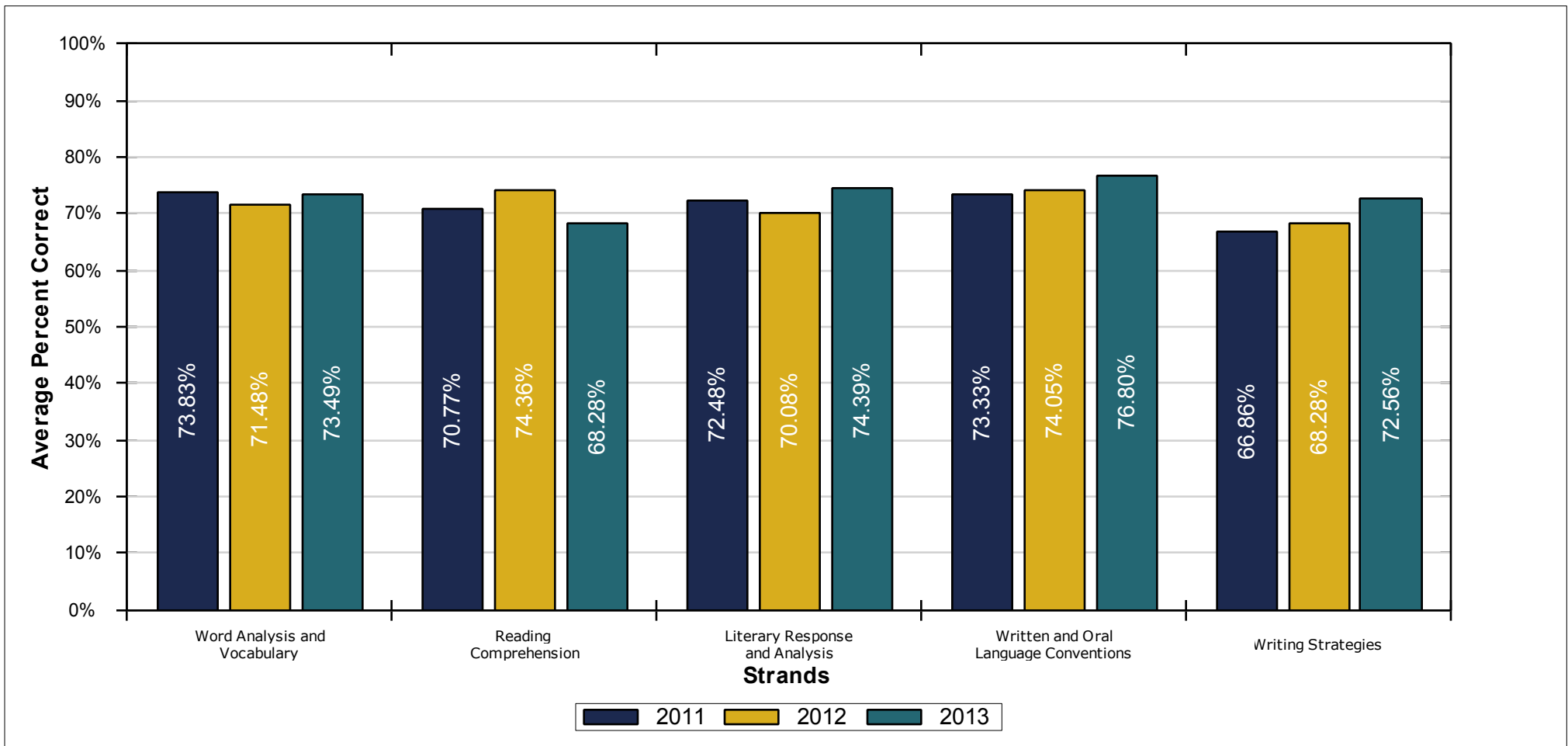
Grade 04 CST Mathematics Component Subscores



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

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

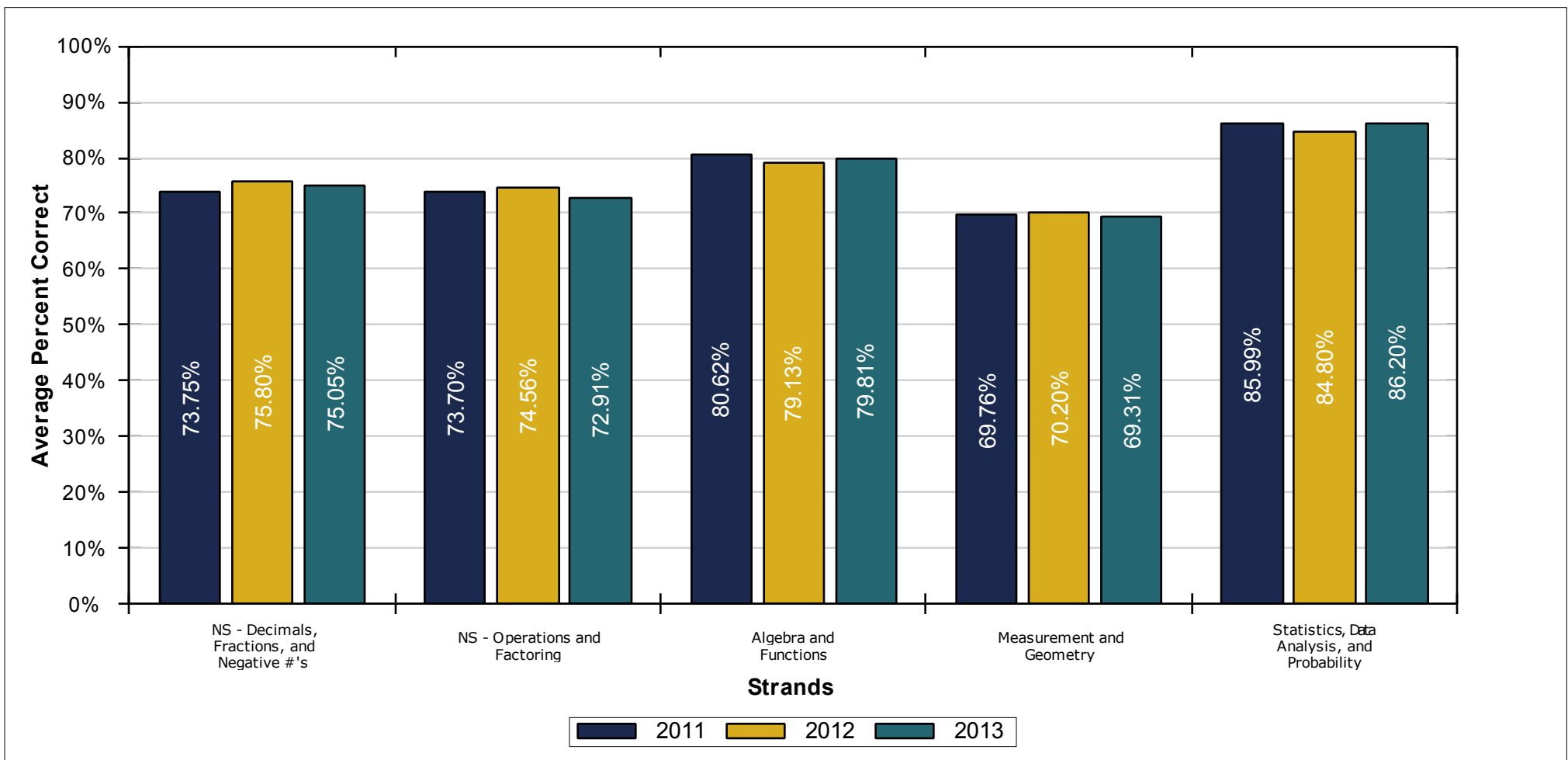
Grade 05 CST English-Language Arts Component Subscores



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

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

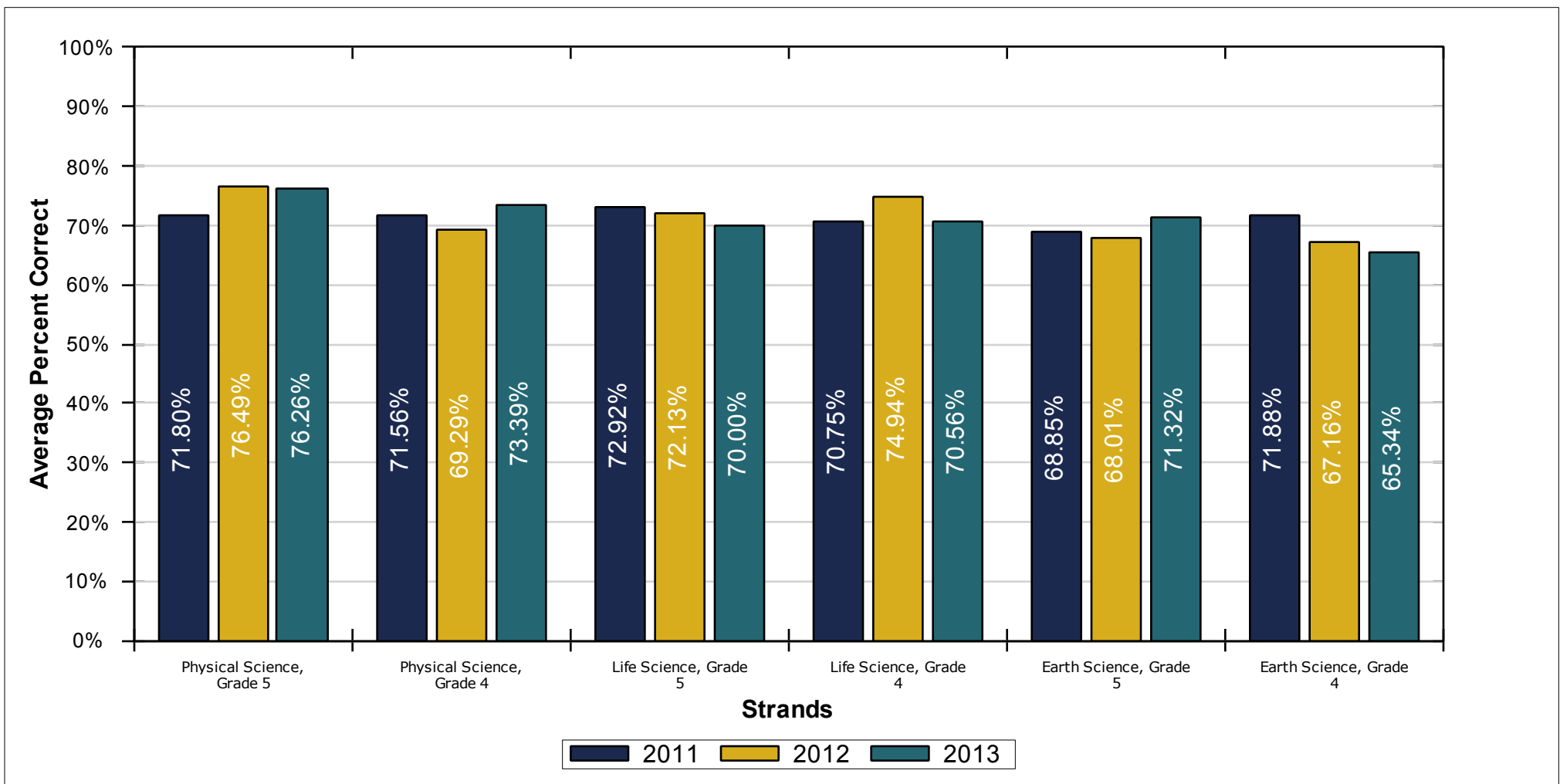
Grade 05 CST Mathematics Component Subscores



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

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

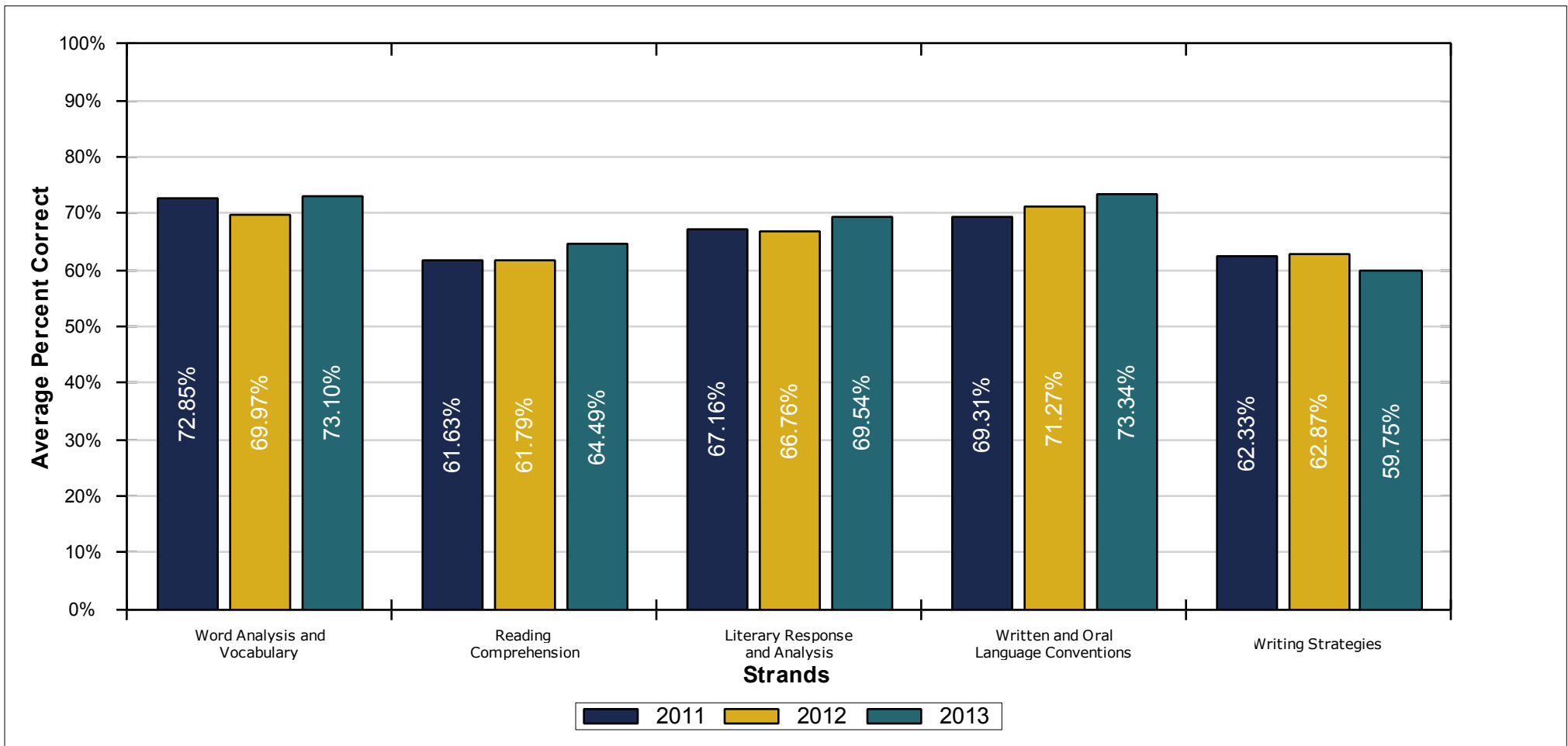
Grade 05 CST Grade Science Component Subscores



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

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

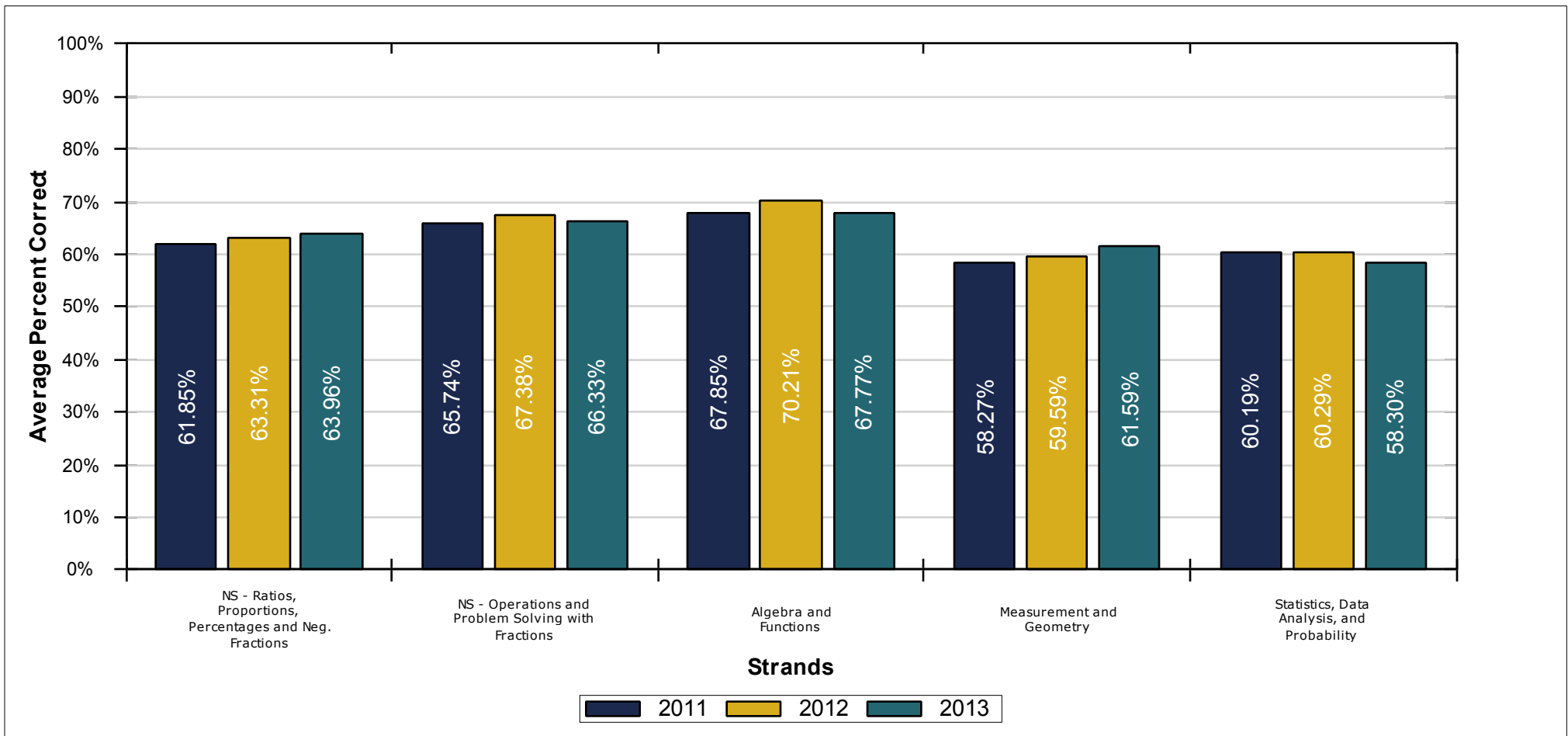
Grade 06 CST English-Language Arts Component Subscores



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

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

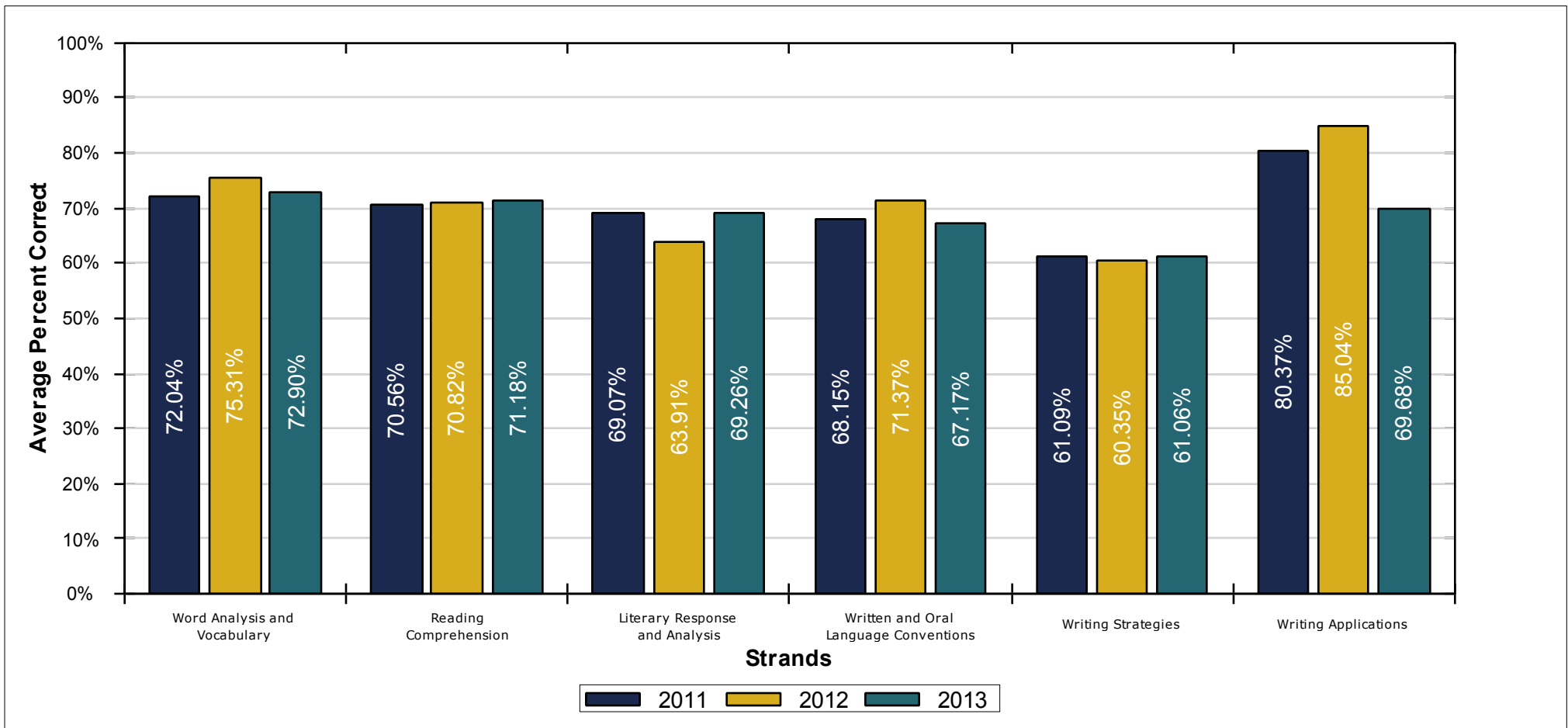
Grade 06 CST Mathematics Component Subscores



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

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

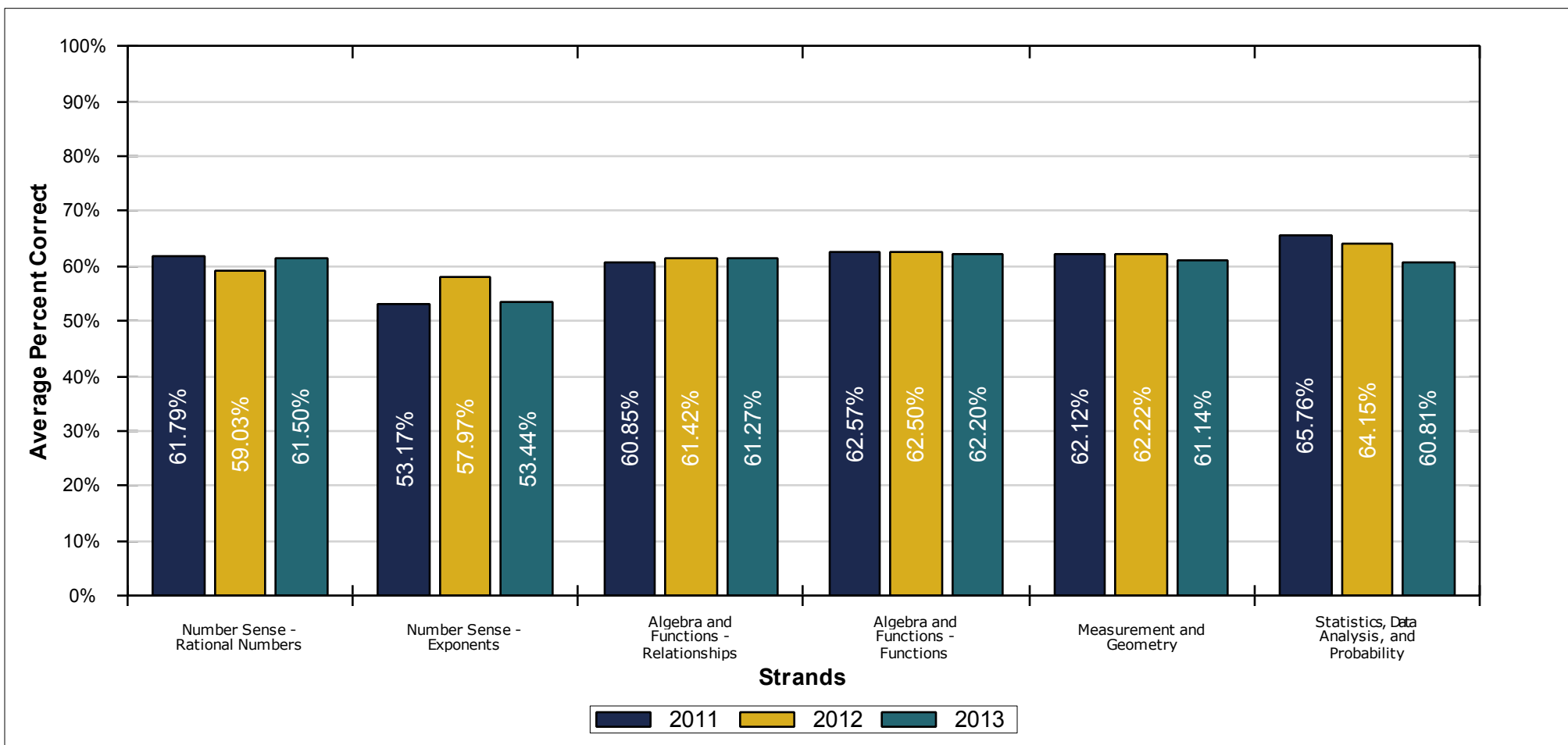
Grade 07 CST English-Language Arts Component Subscores



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

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

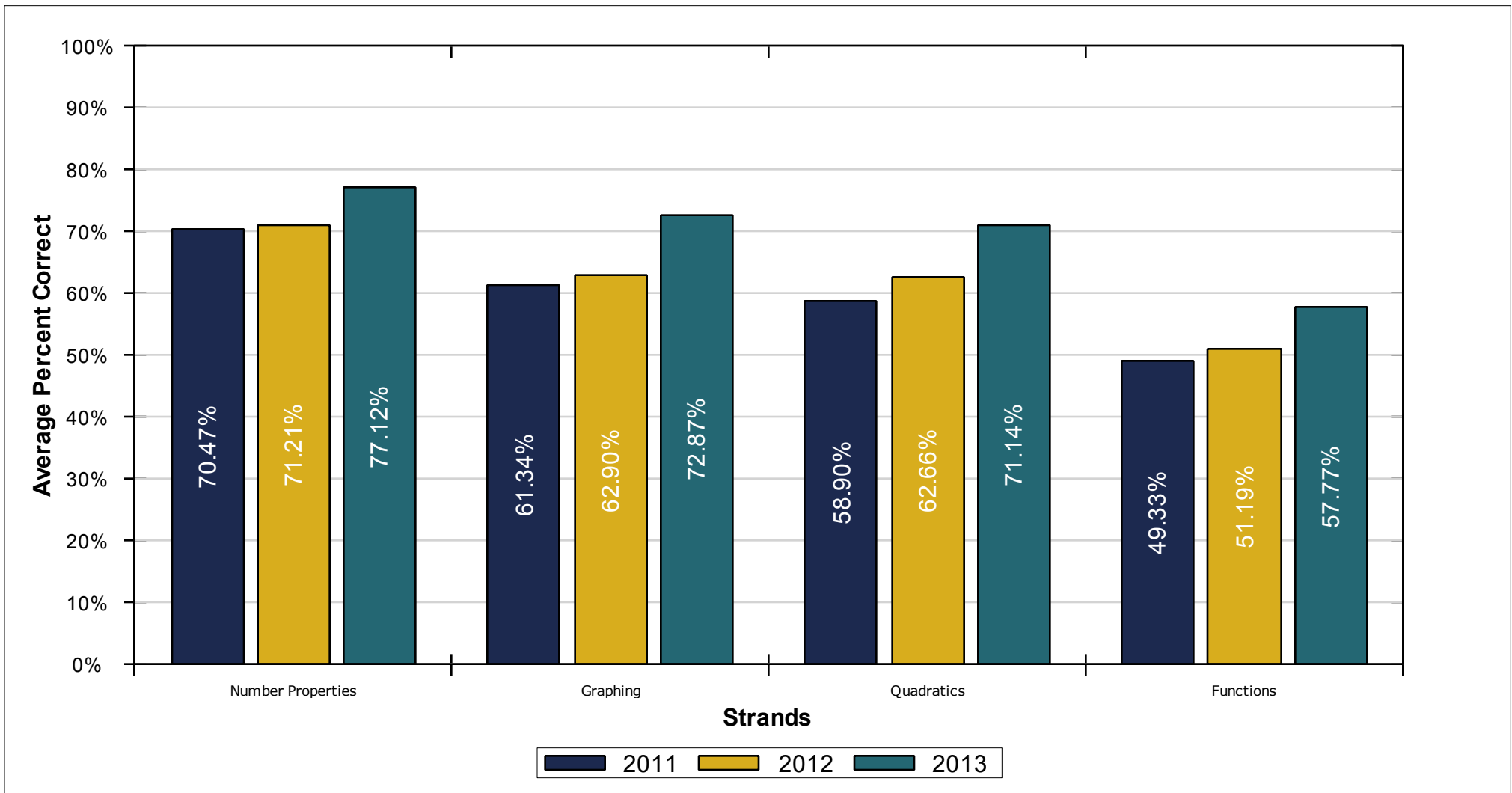
Grade 07 CST Mathematics Component Subscores



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

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

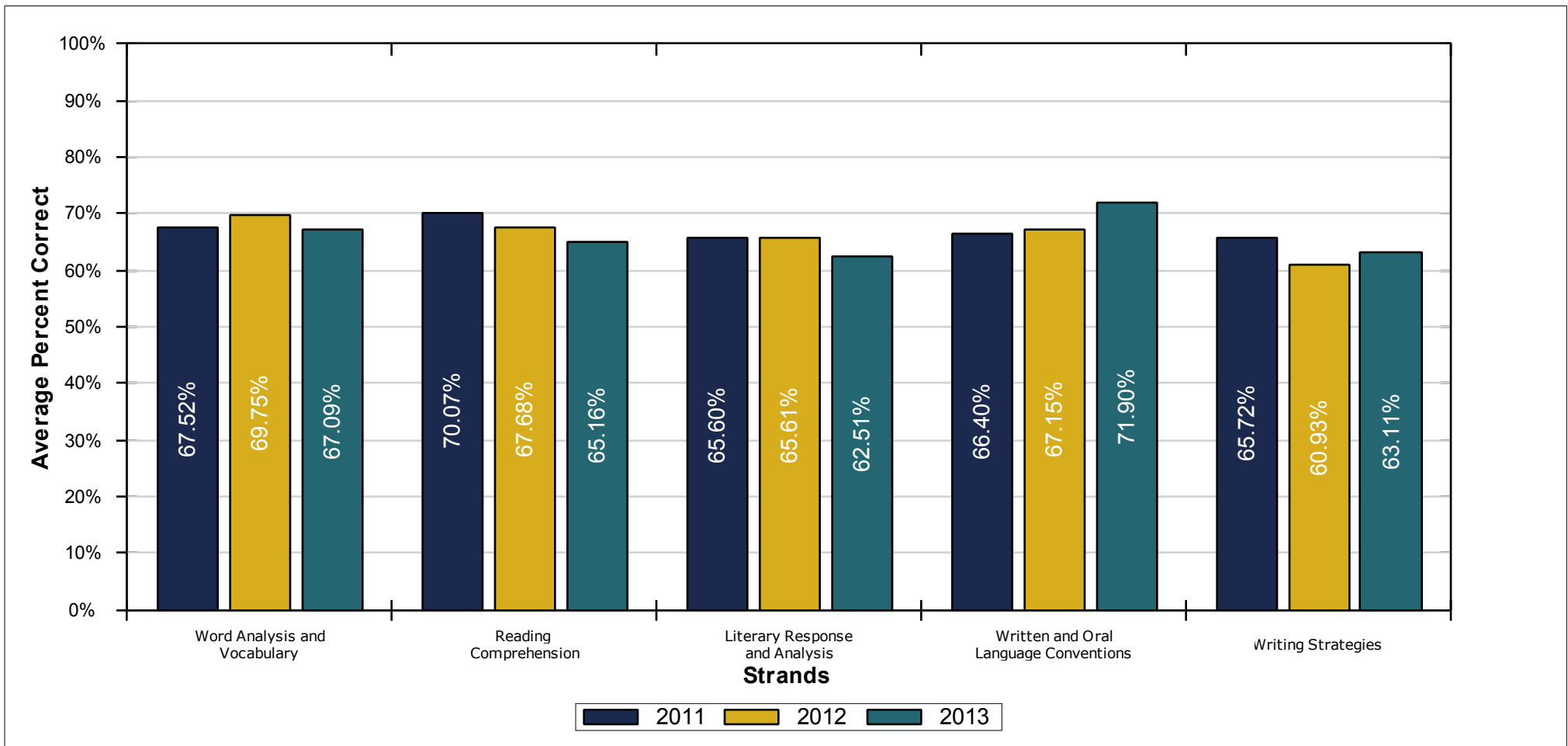
Grade 07 CST Algebra 1 Component Subscores



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

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

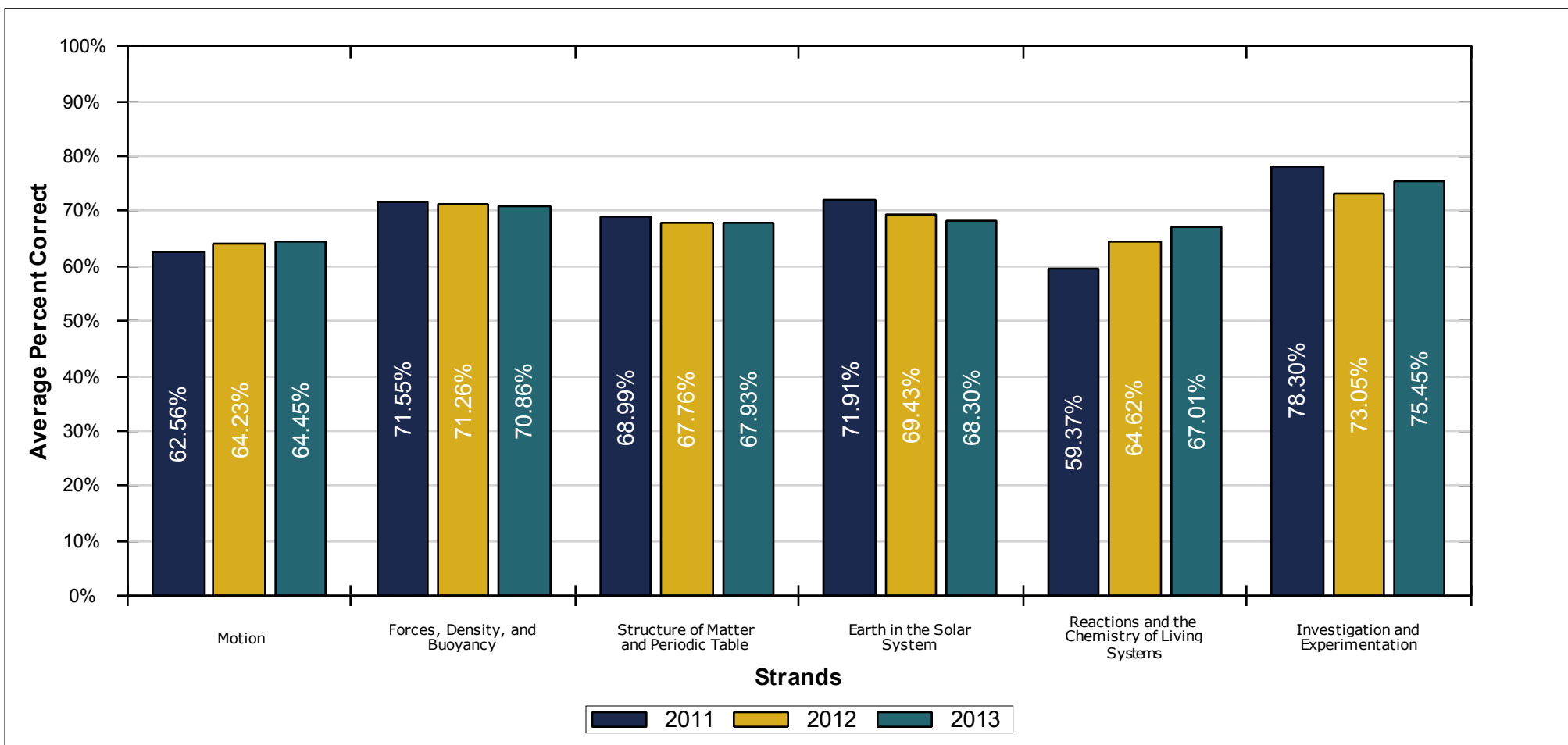
Grade 08 CST English-Language Arts Component Subscores



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

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

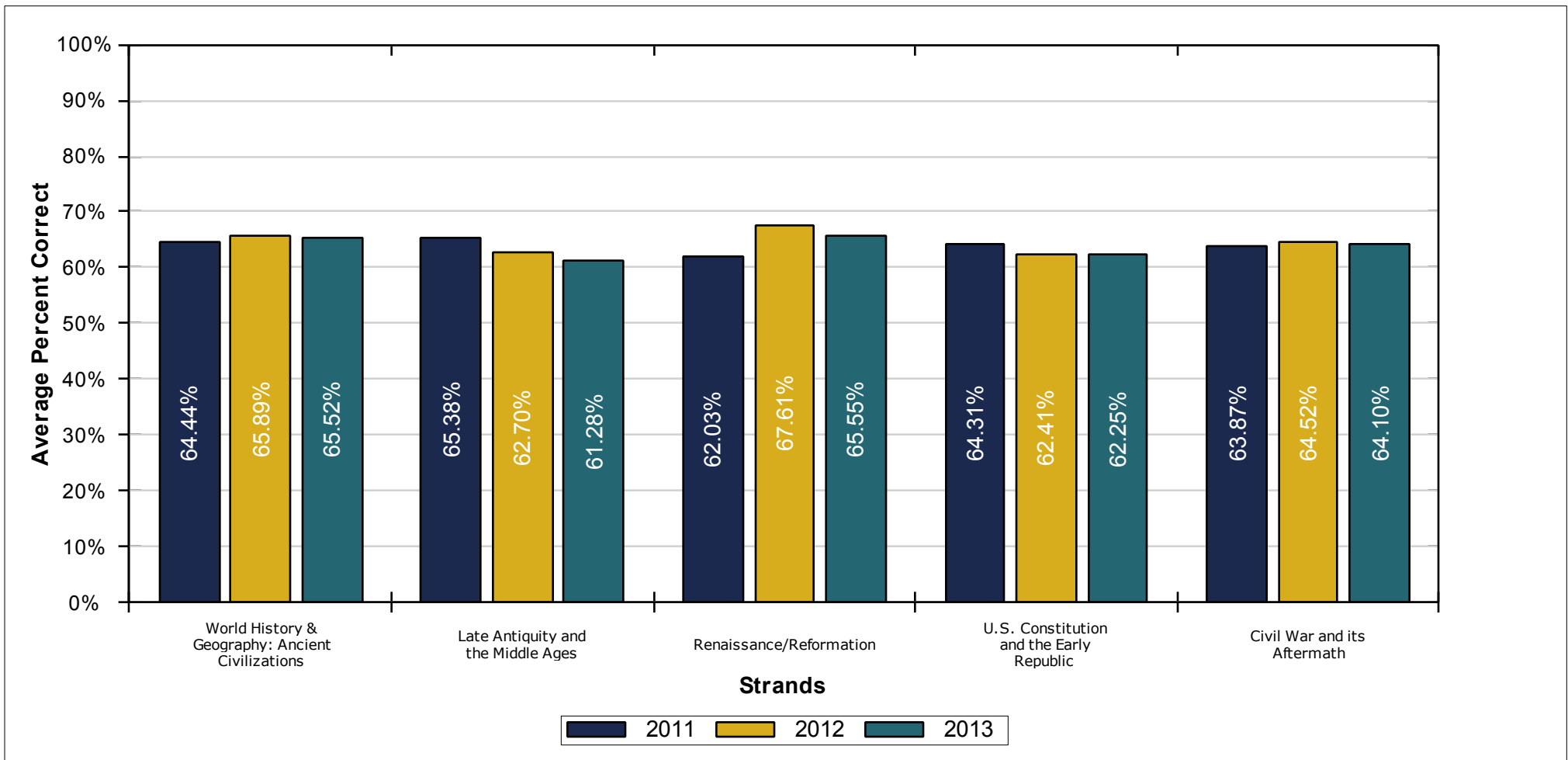
Grade 08 CST Grade Science Component Subscores



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

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

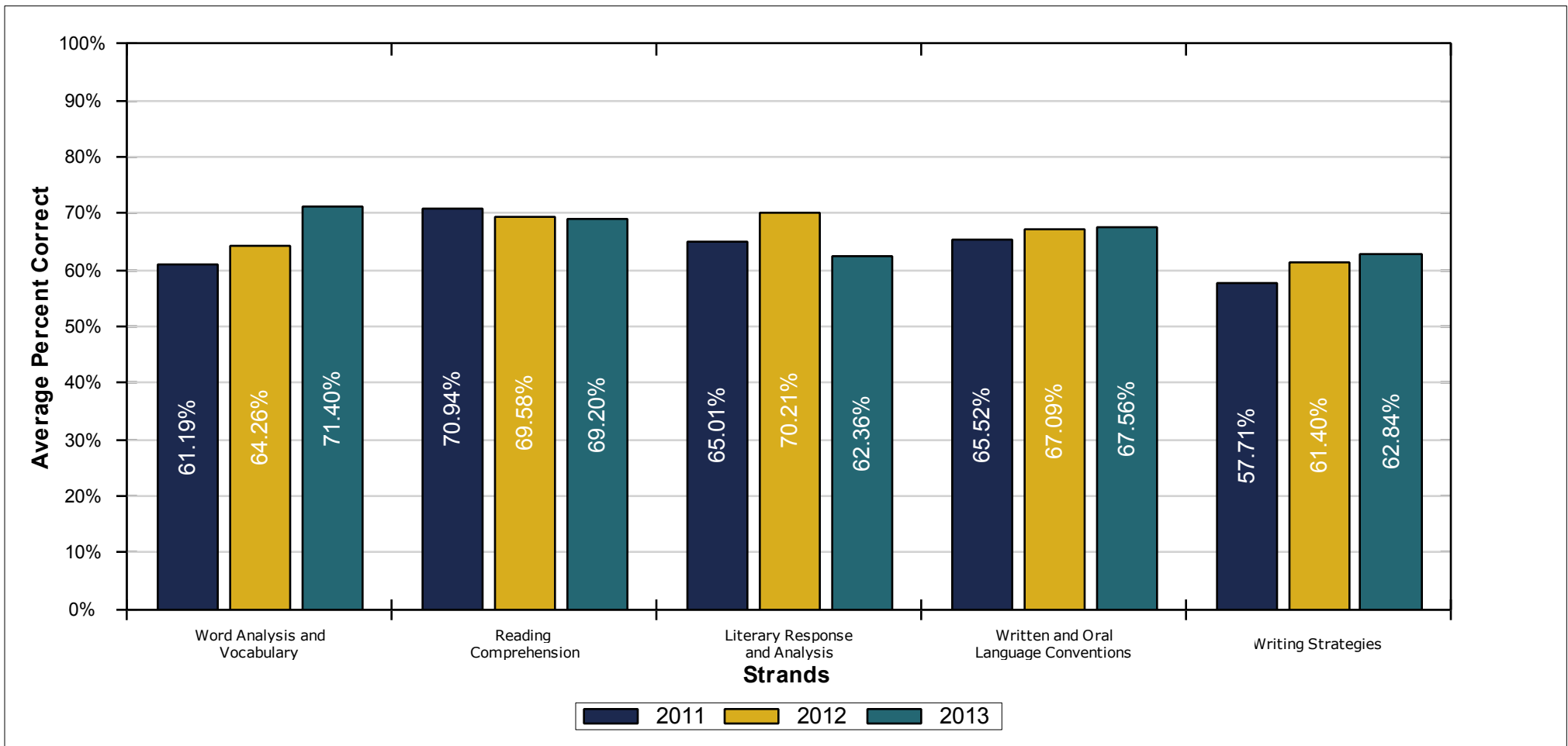
Grade 08 CST History-Social Science Component Subscores



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

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

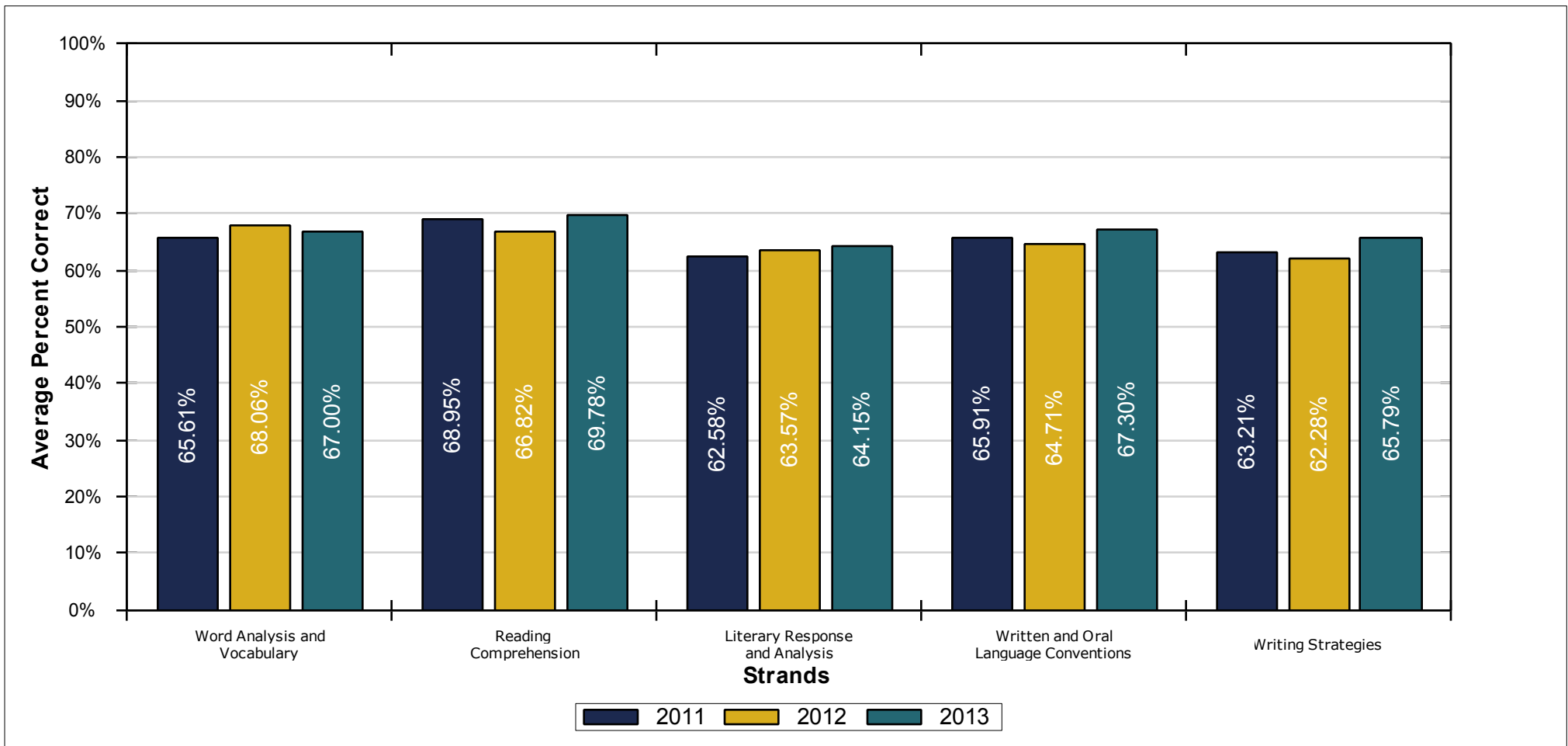
Grade 09 CST English-Language Arts Component Subscores



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

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

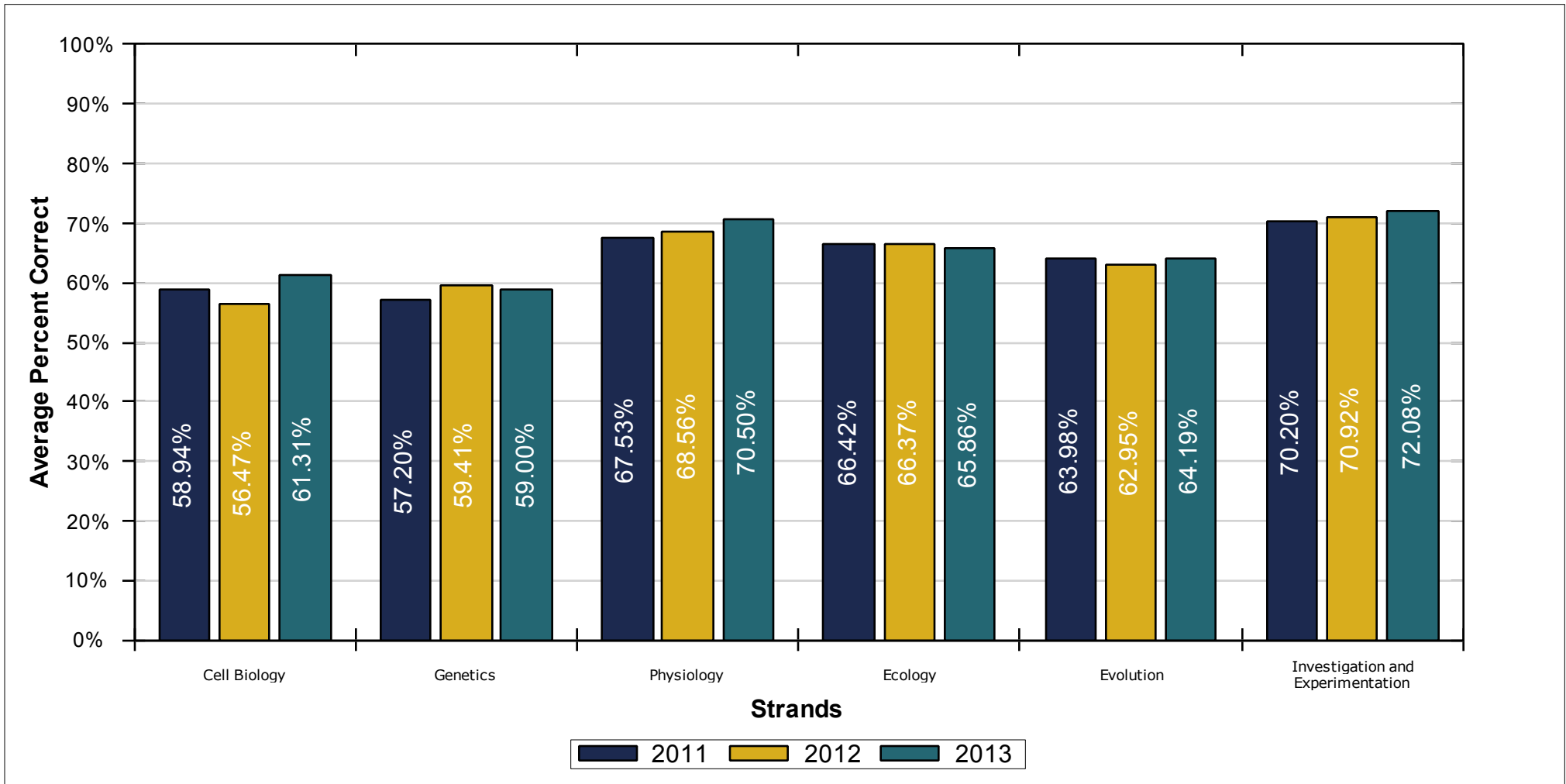
Grade 10 CST English-Language Arts Component Subscores



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

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

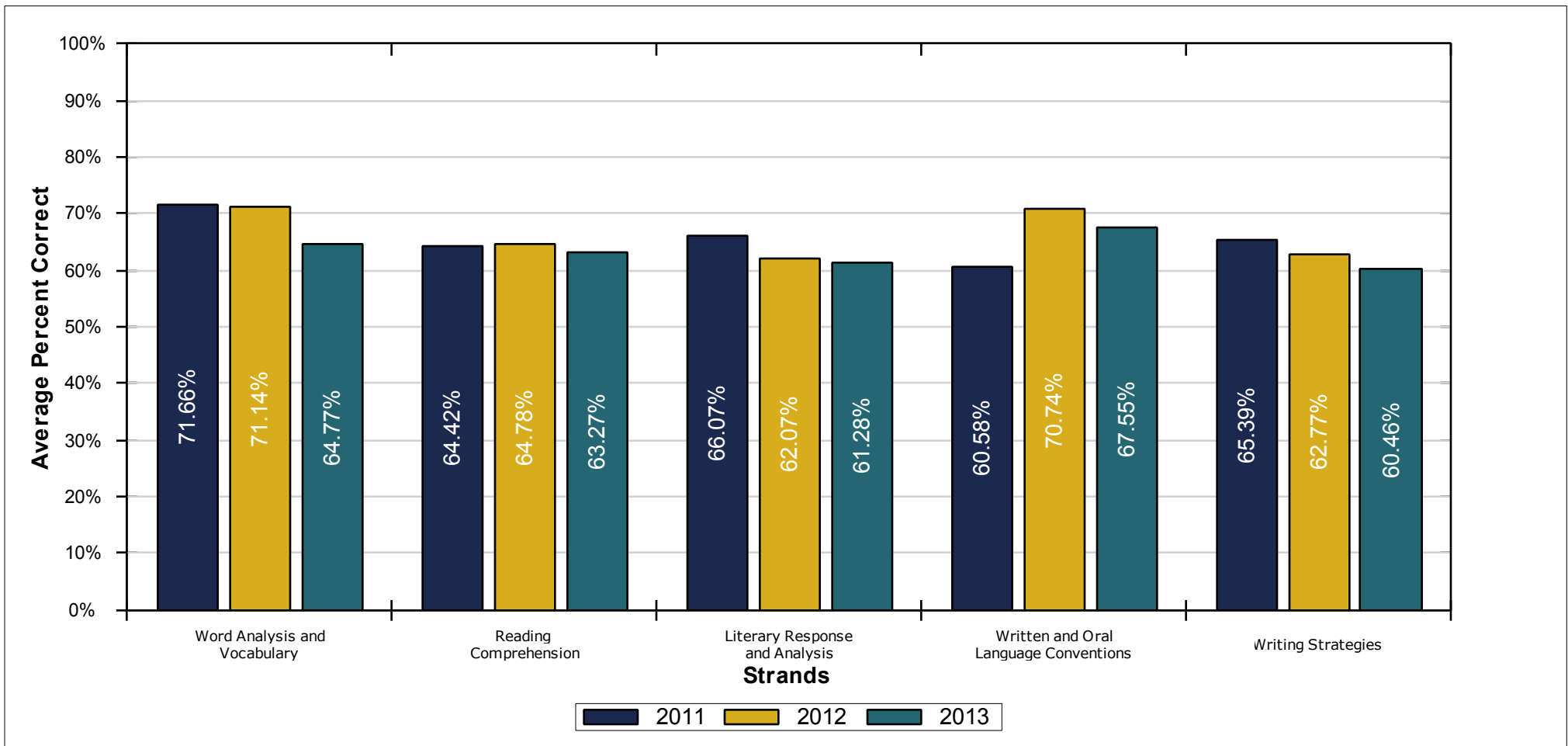
Grade 10 CST Grade Science Component Subscores



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

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

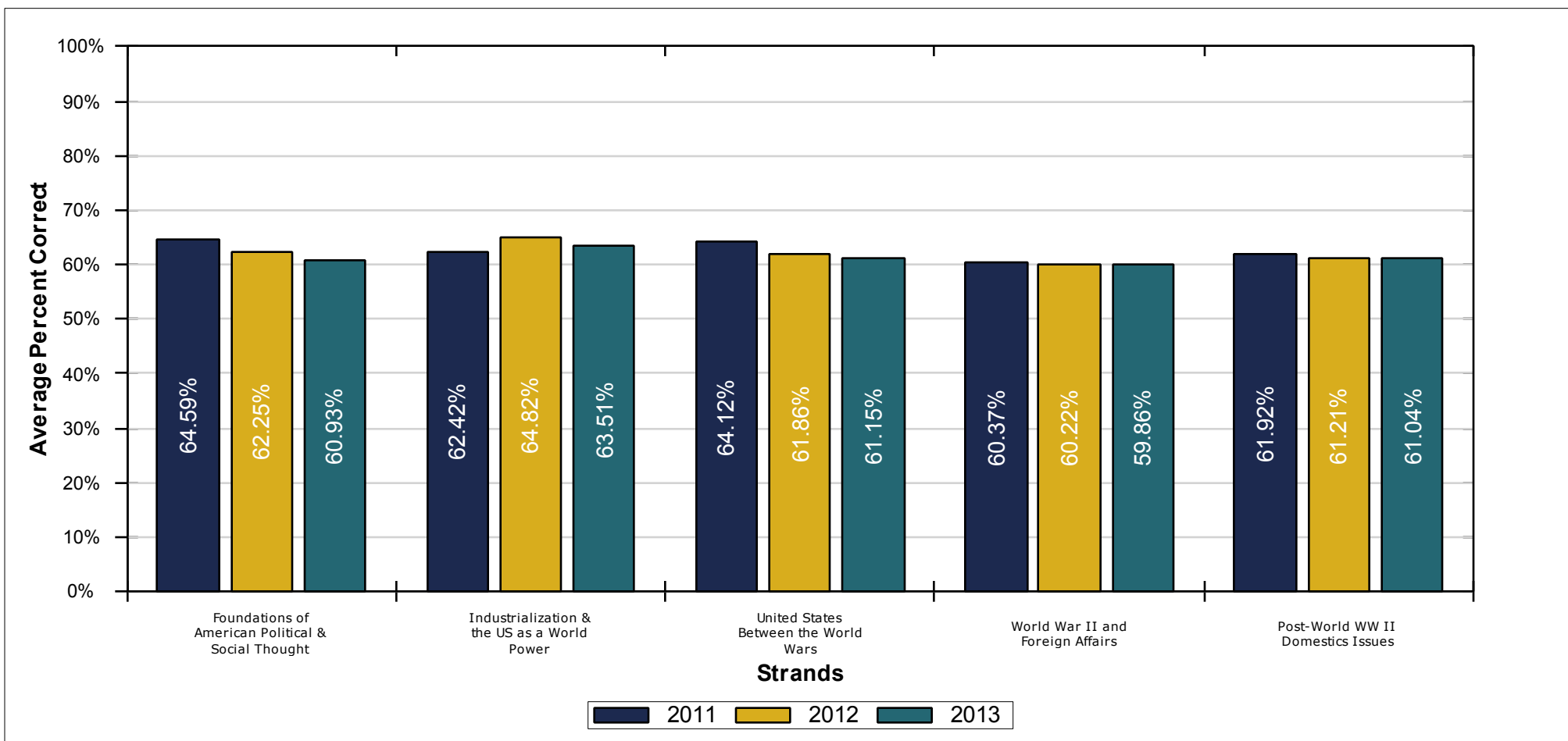
Grade 11 CST English-Language Arts Component Subscores



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

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

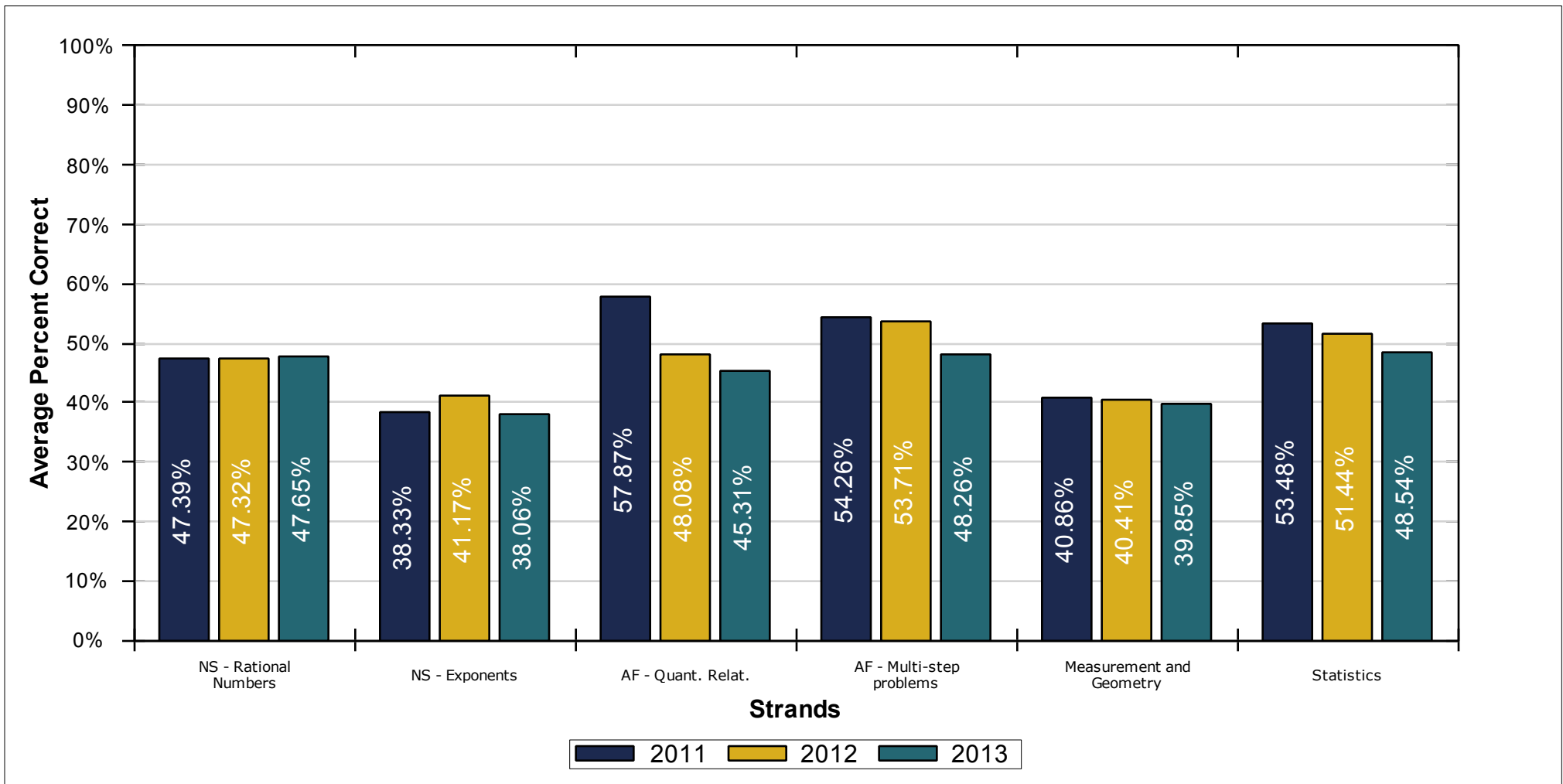
Grade 11 CST History-Social Science Component Subscores



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

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

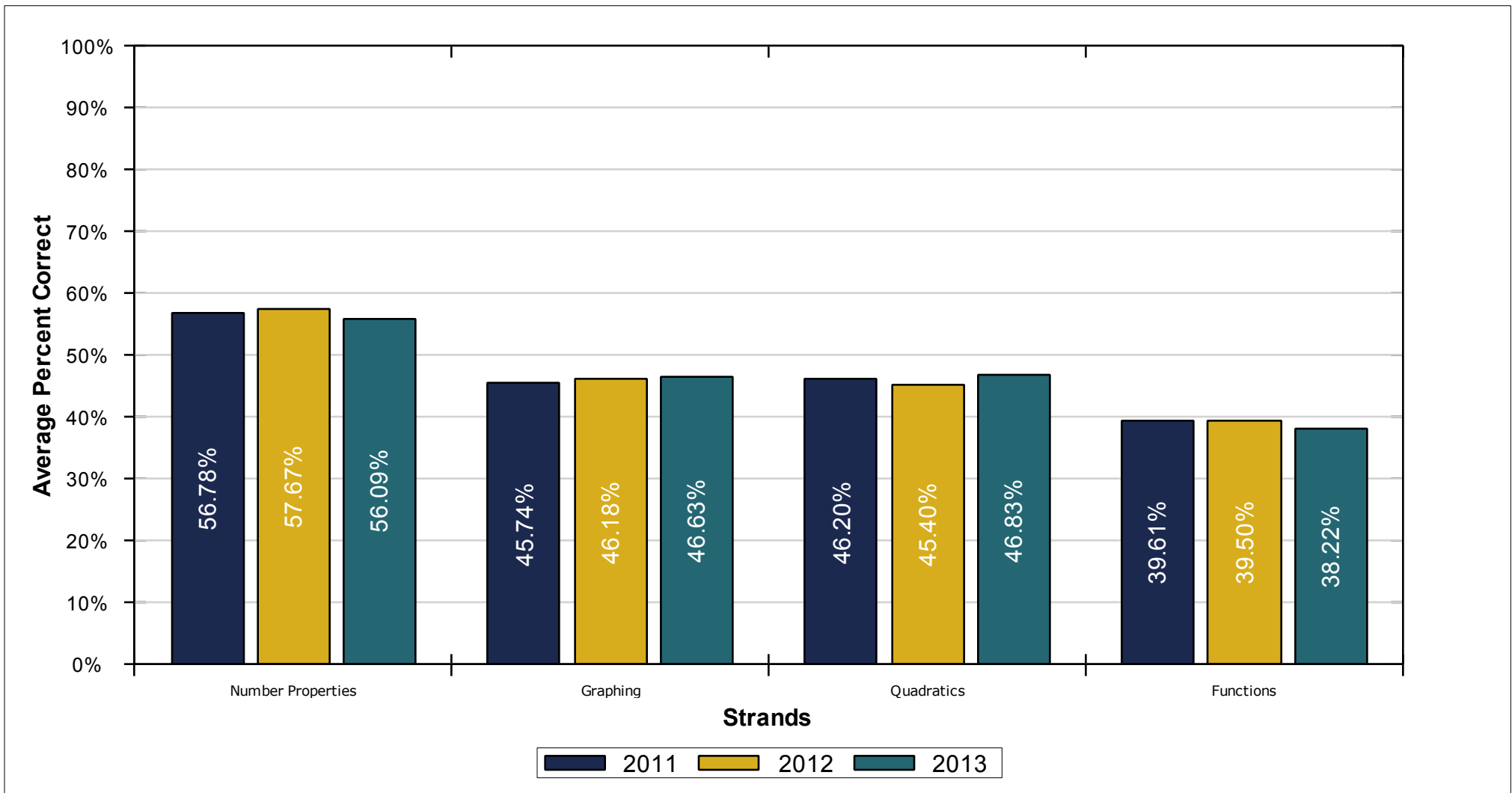
CST General Math Component Subscores



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

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

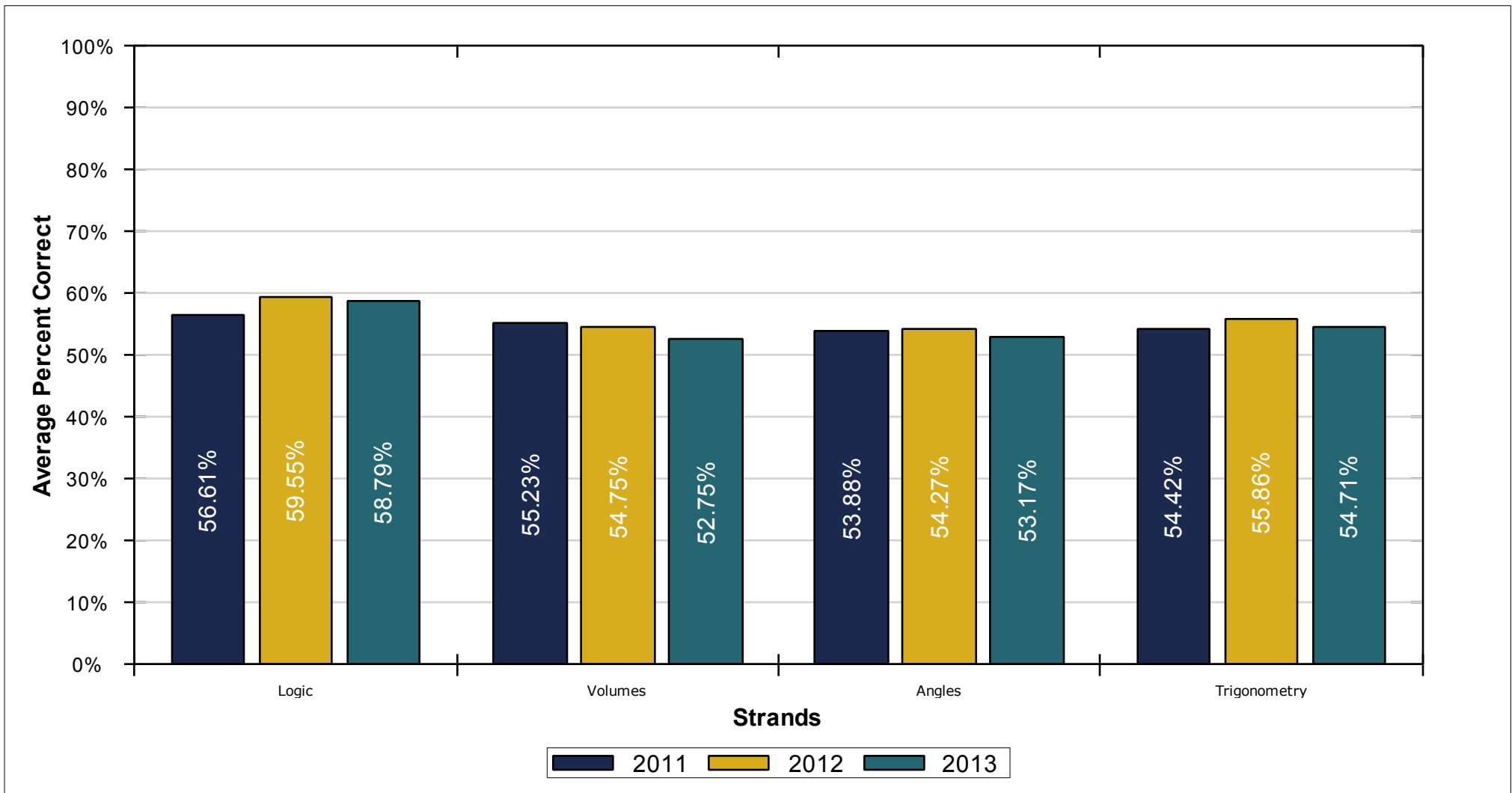
CST Algebra 1 Component Subscores



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

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

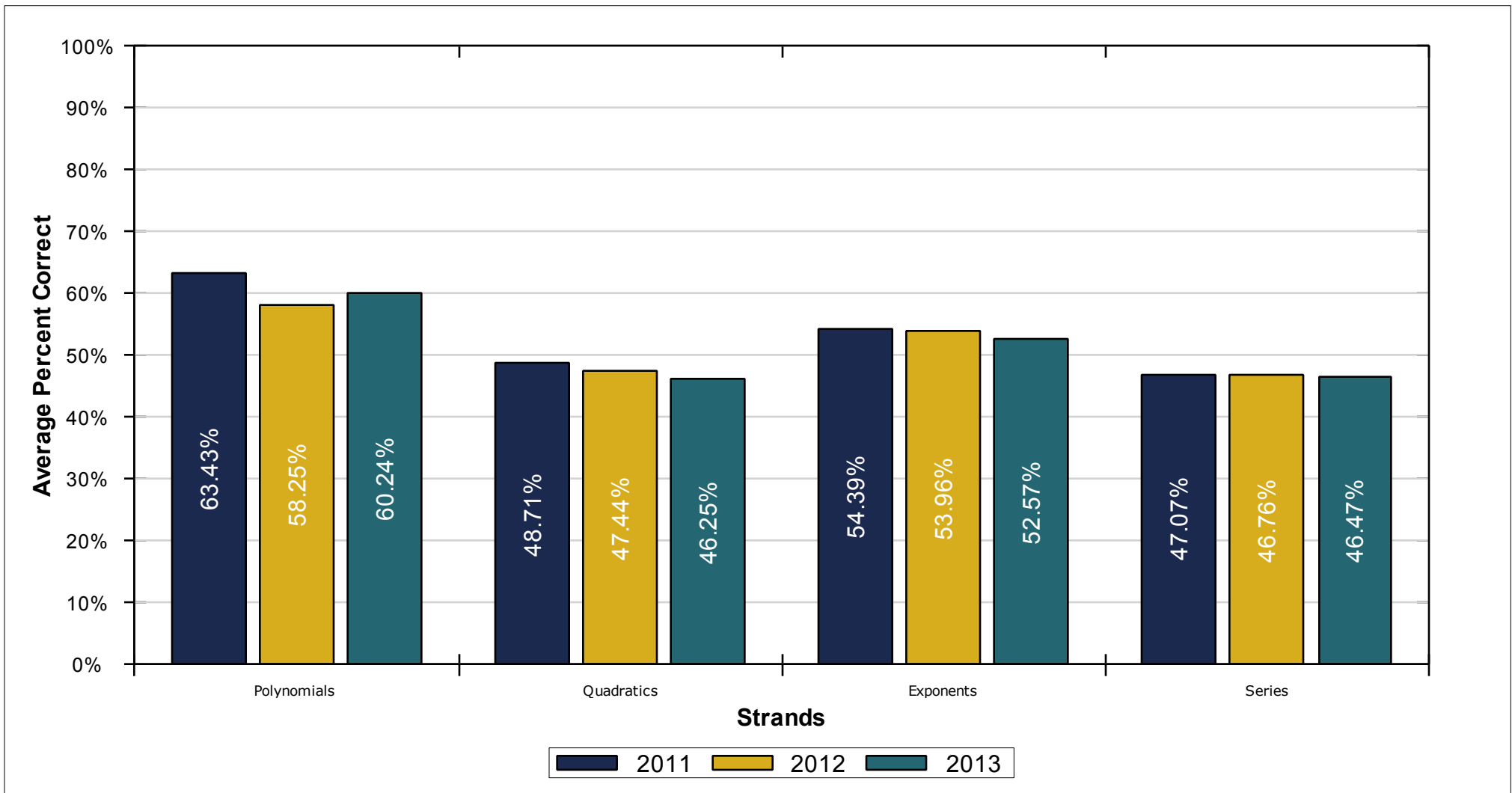
CST Geometry Component Subscores



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

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

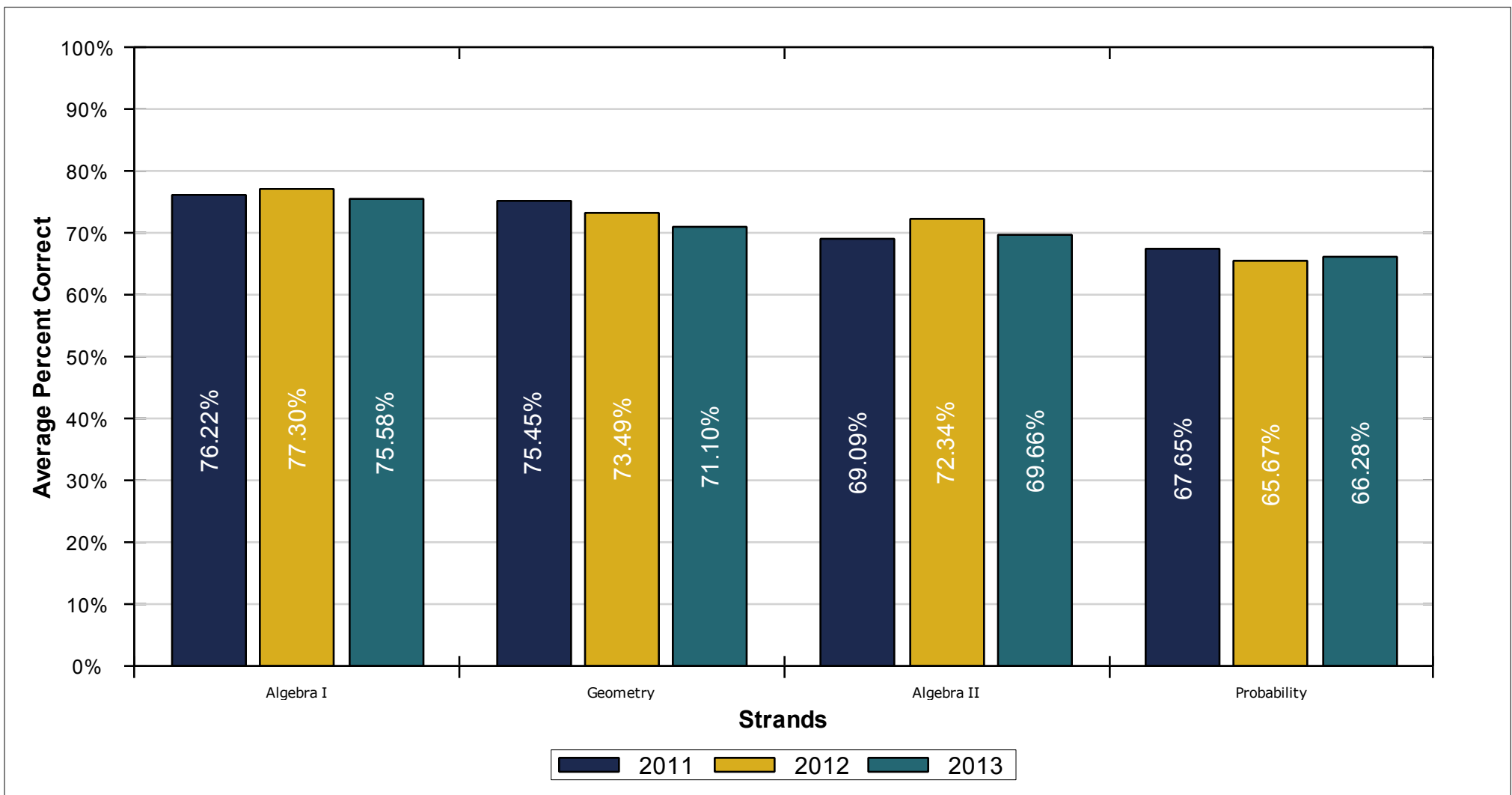
CST Algebra 2 Component Subscores



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

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

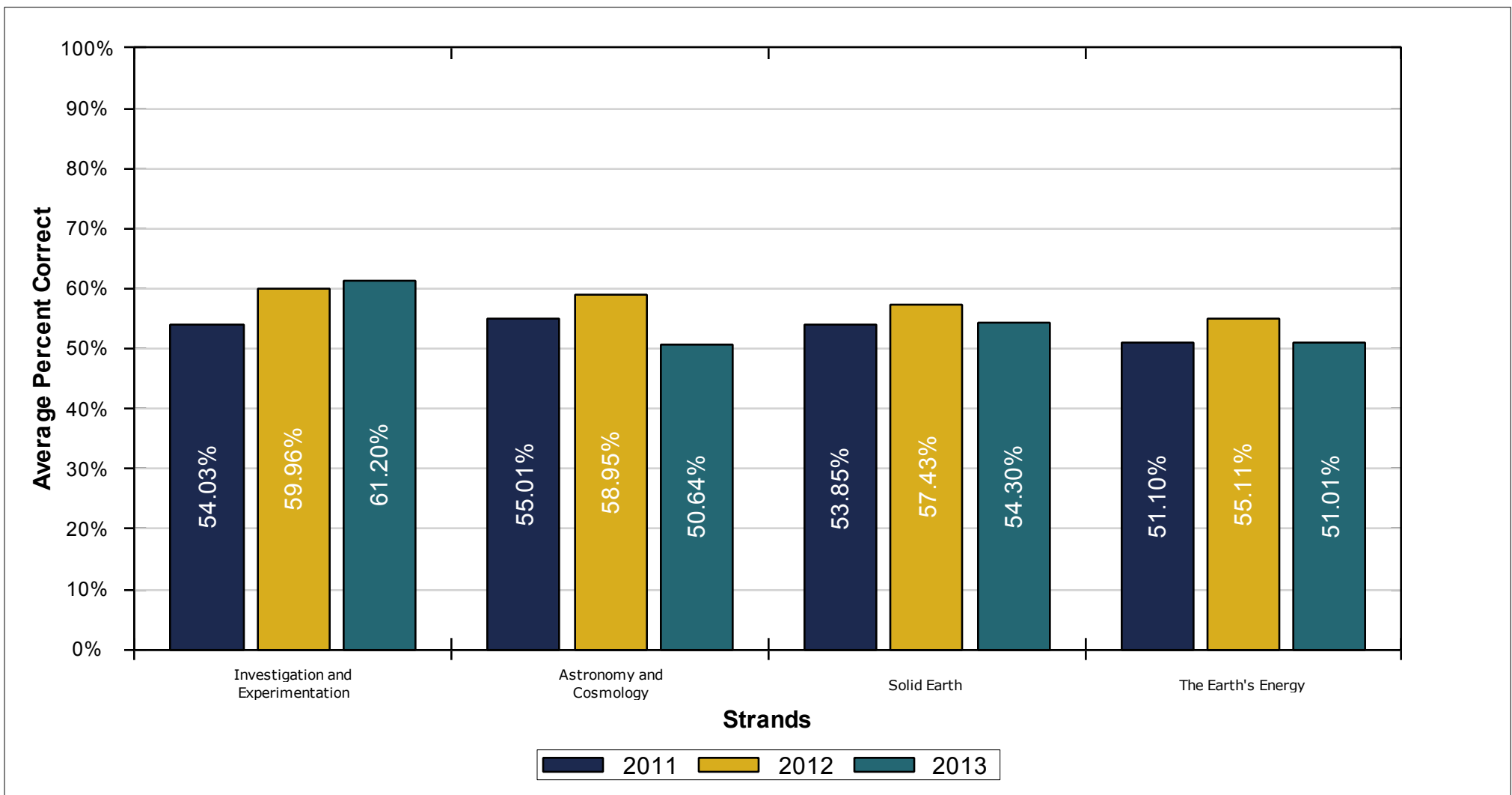
CST Summative Math Component Subscores



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

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

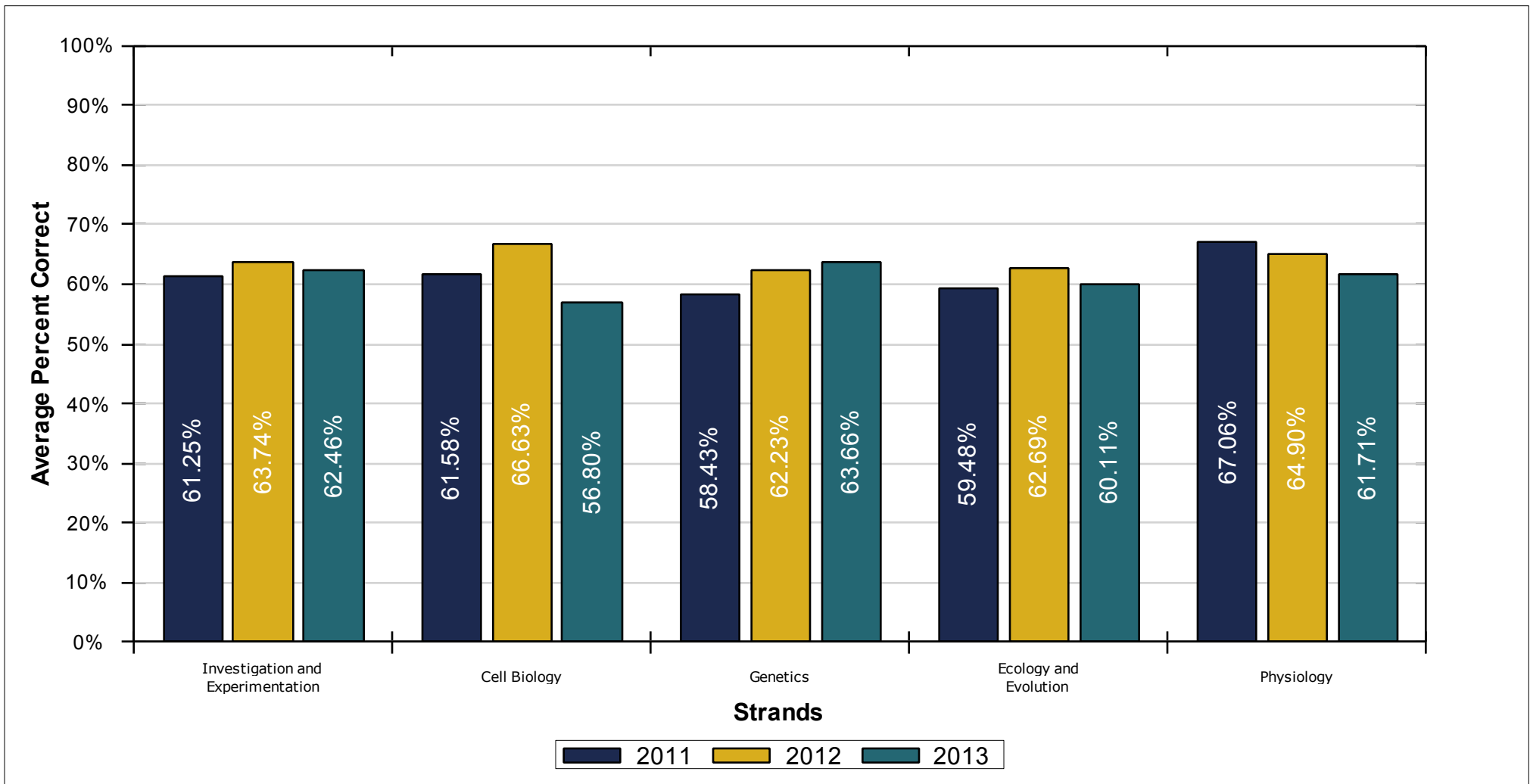
CST Earth Science Component Subscores



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

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

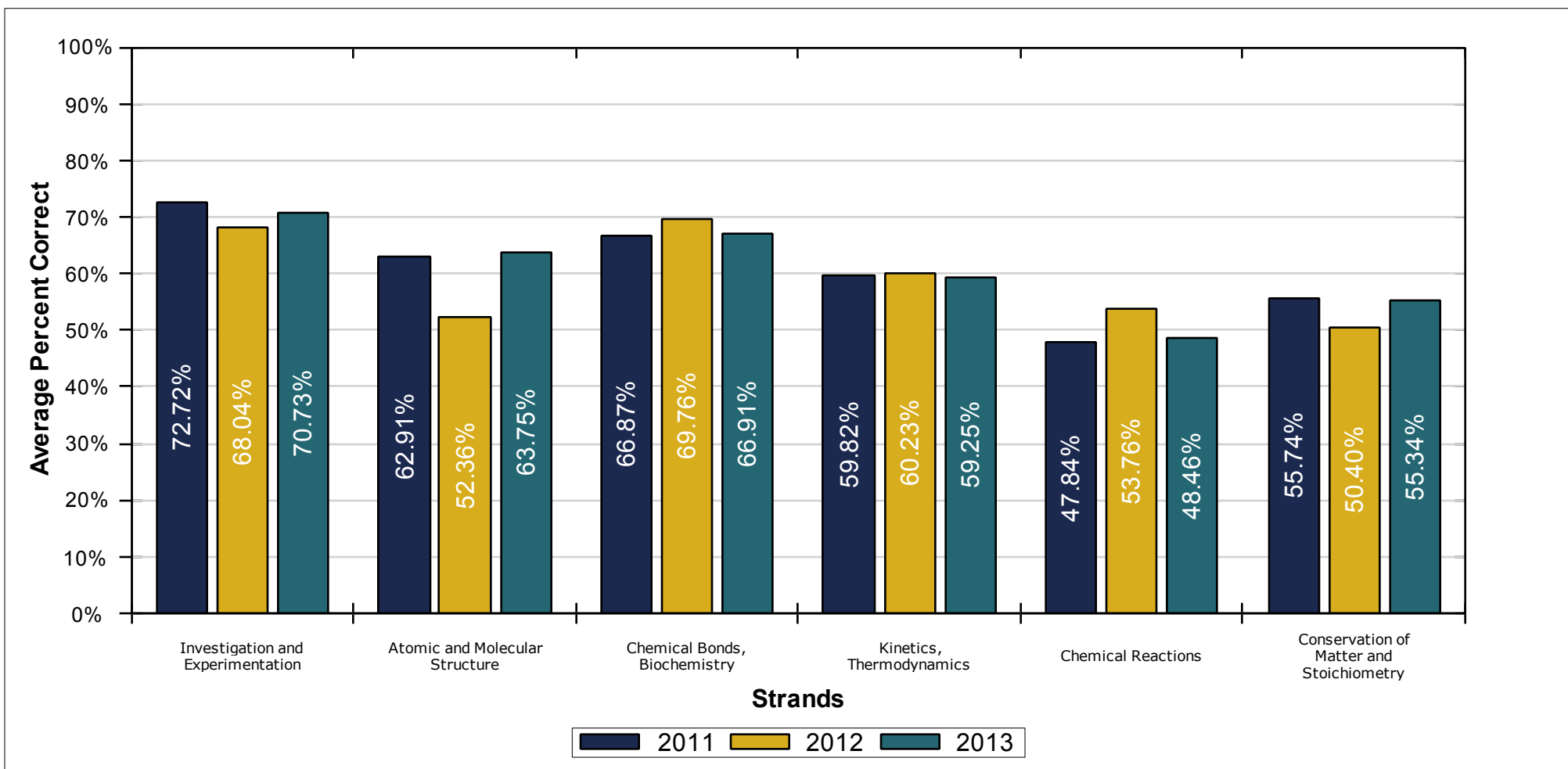
CST Biology Component Subscores



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

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

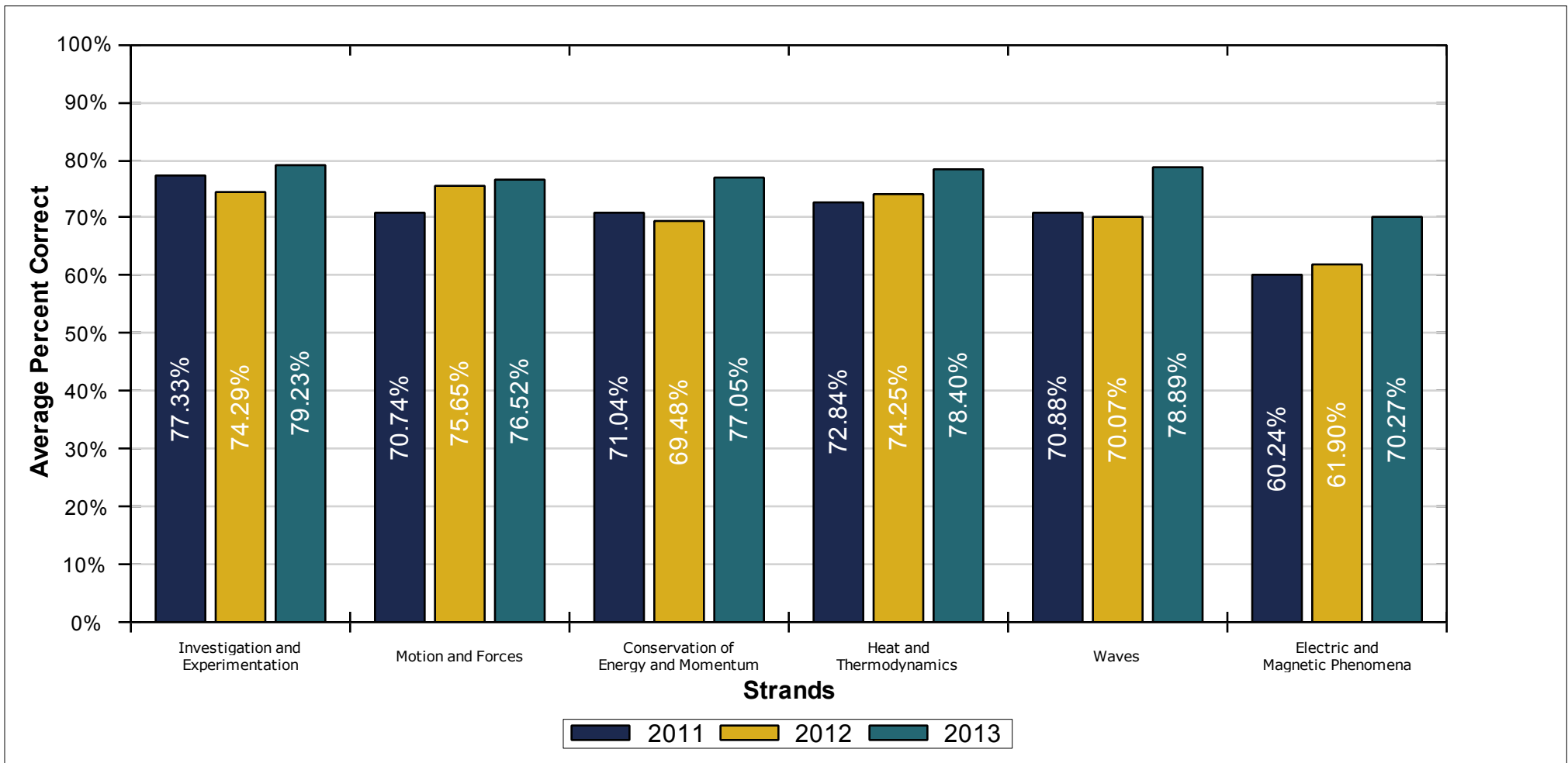
CST Chemistry Component Subscores



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

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

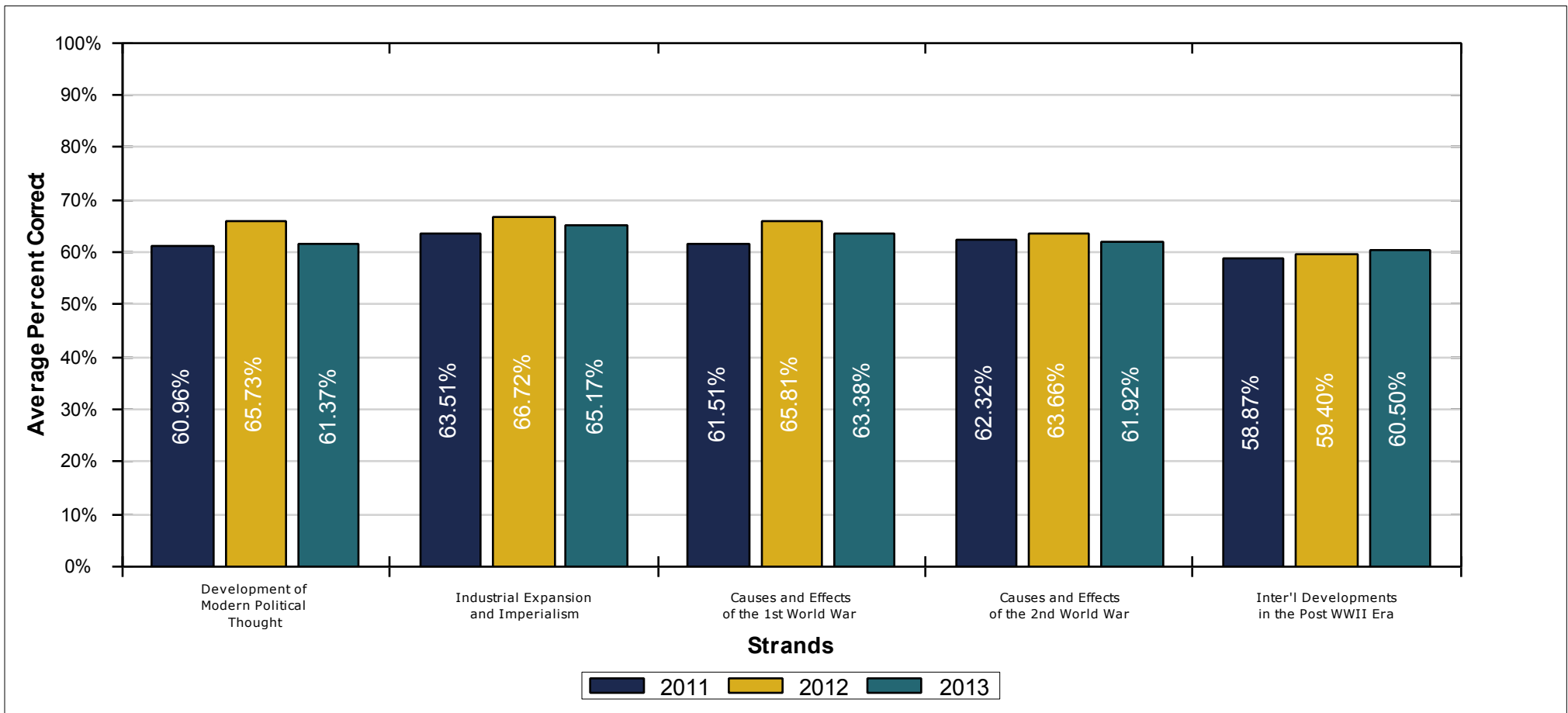
CST Physics Component Subscores



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

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

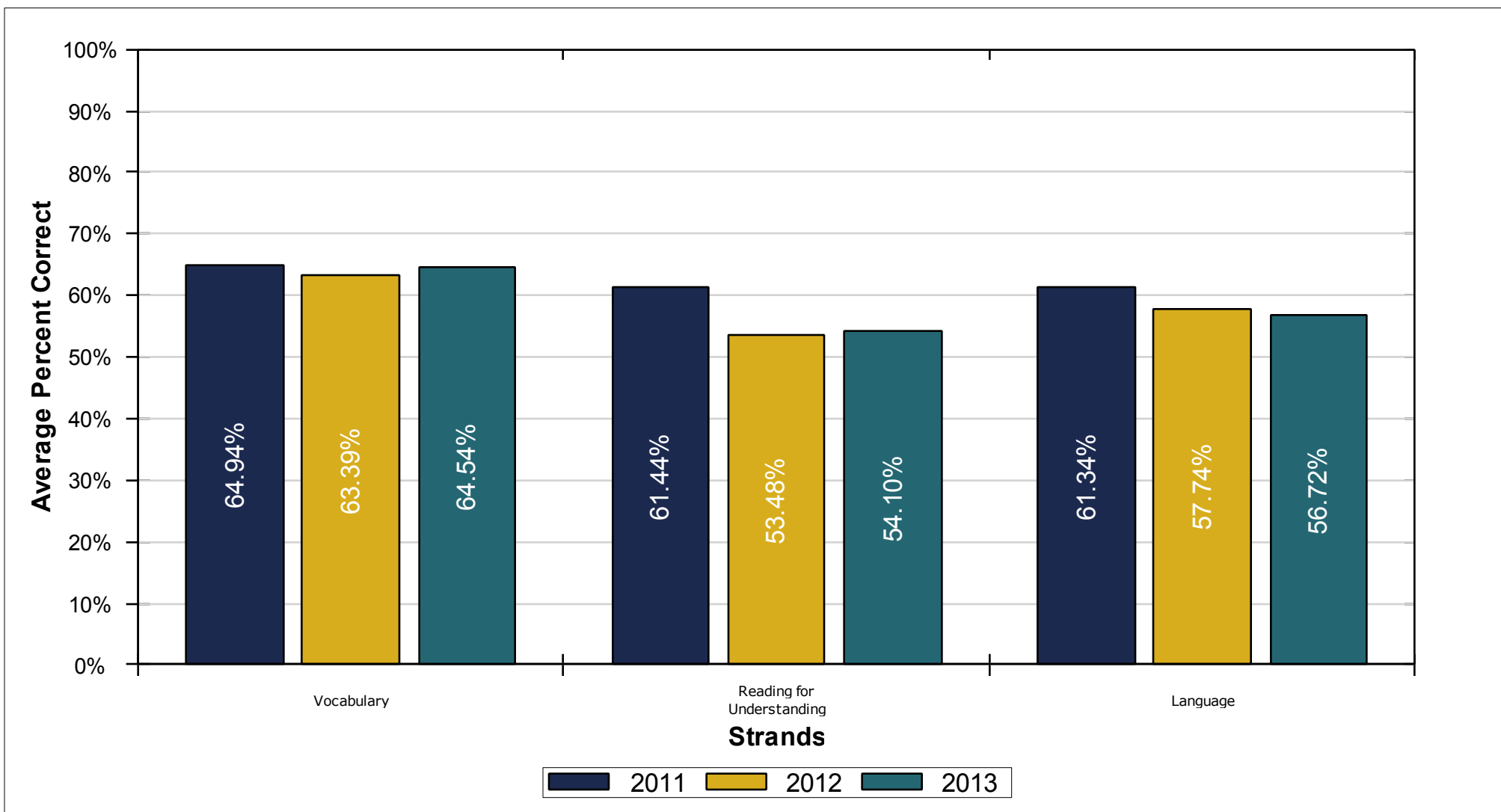
Grades 09-11 CST World History Component Subscores



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

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

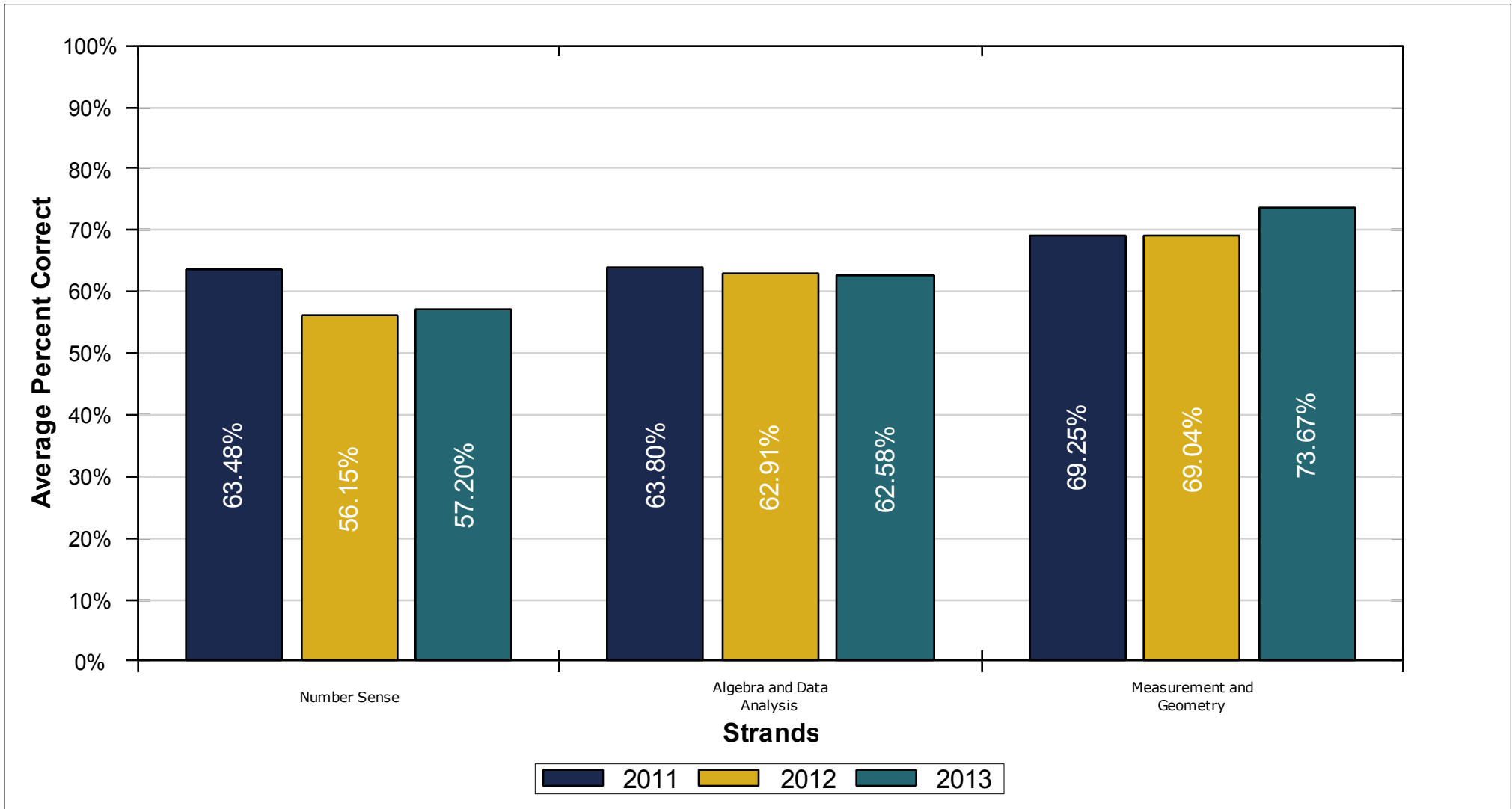
Grade 03 CMA English-Language Arts Component Subscores



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

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

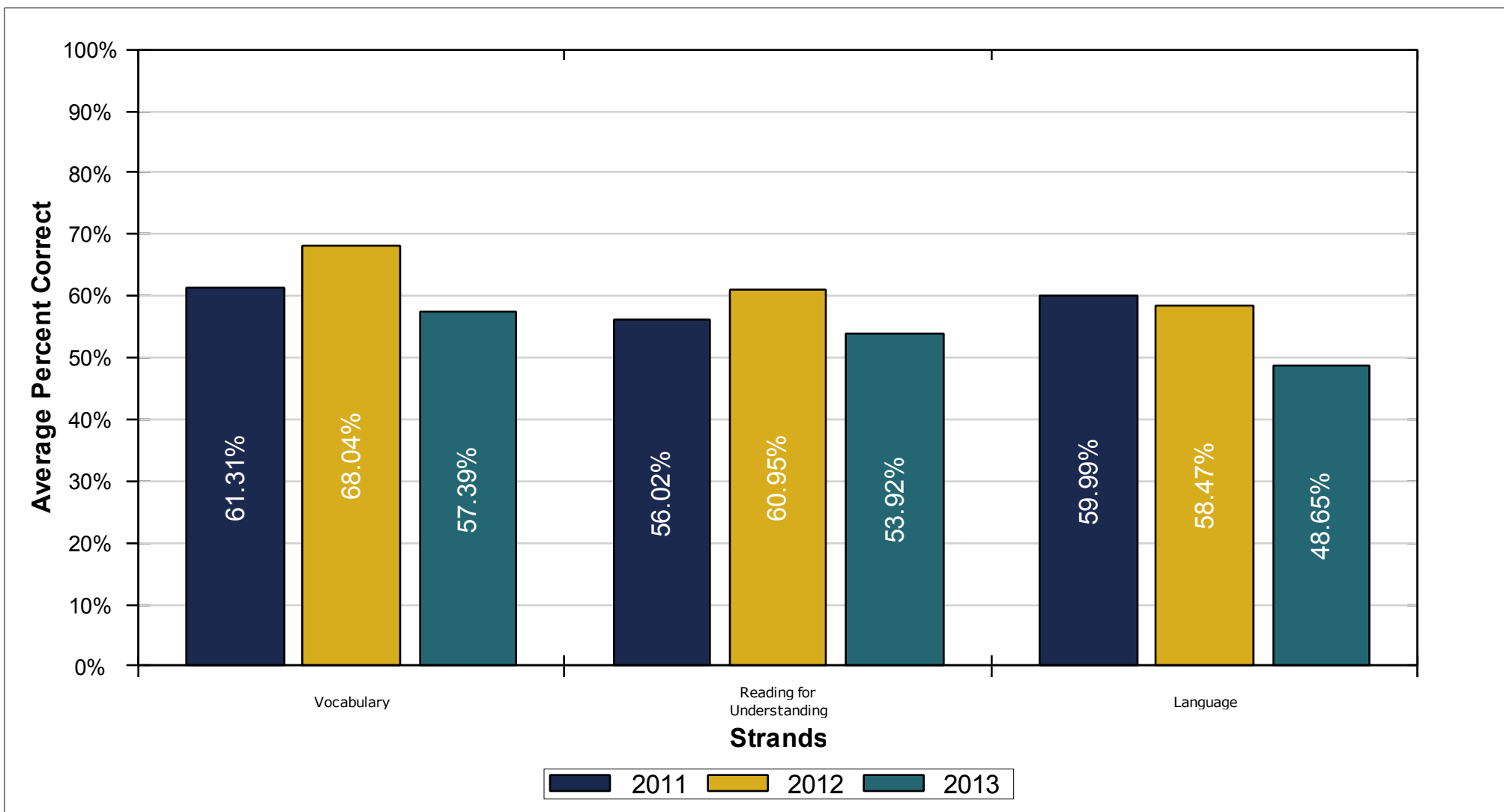
Grade 03 CMA Mathematics Component Subscores



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

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

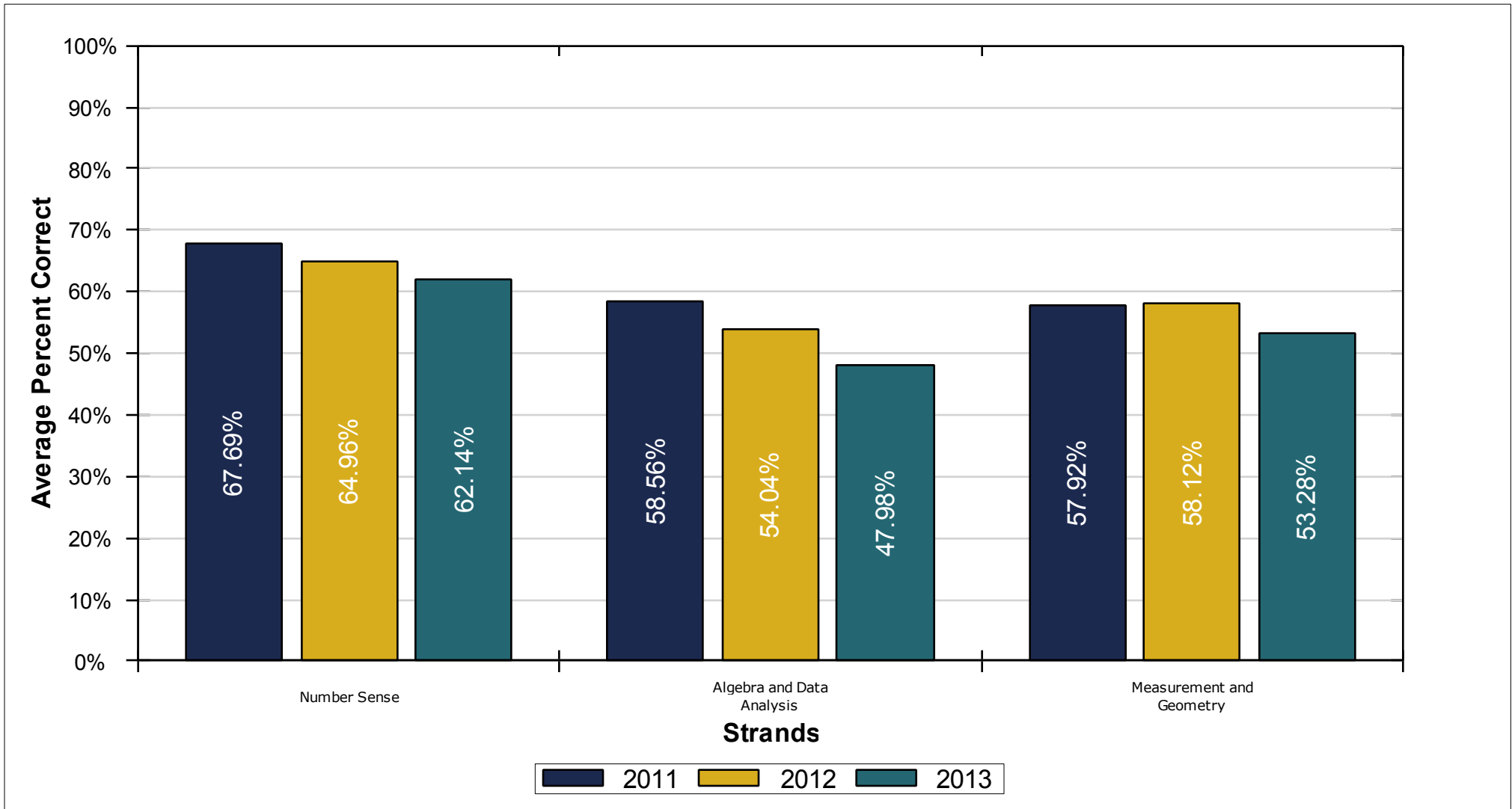
Grade 04 CMA English-Language Arts Component Subscores



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

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

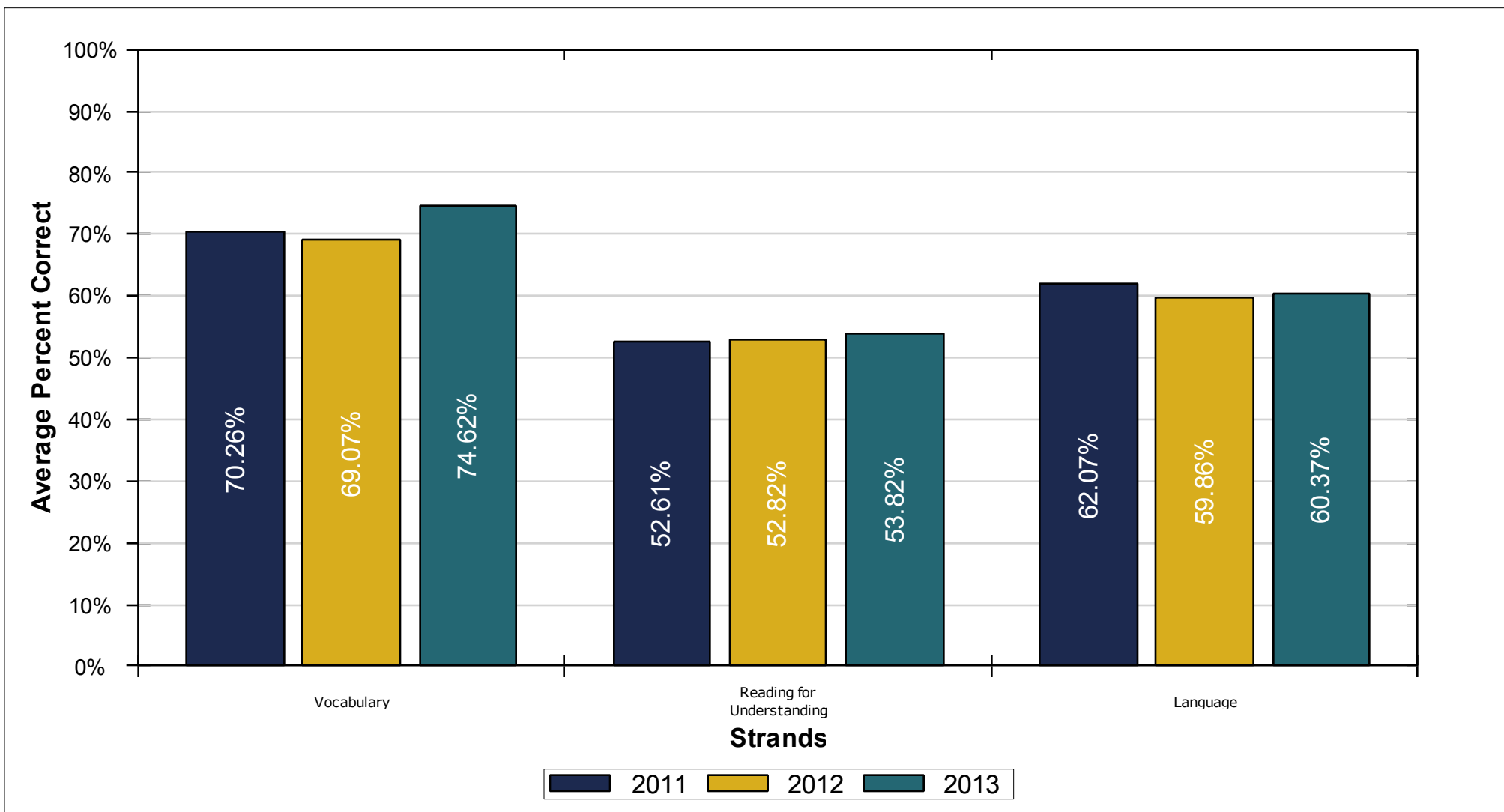
Grade 04 CMA Mathematics Component Subscores



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

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

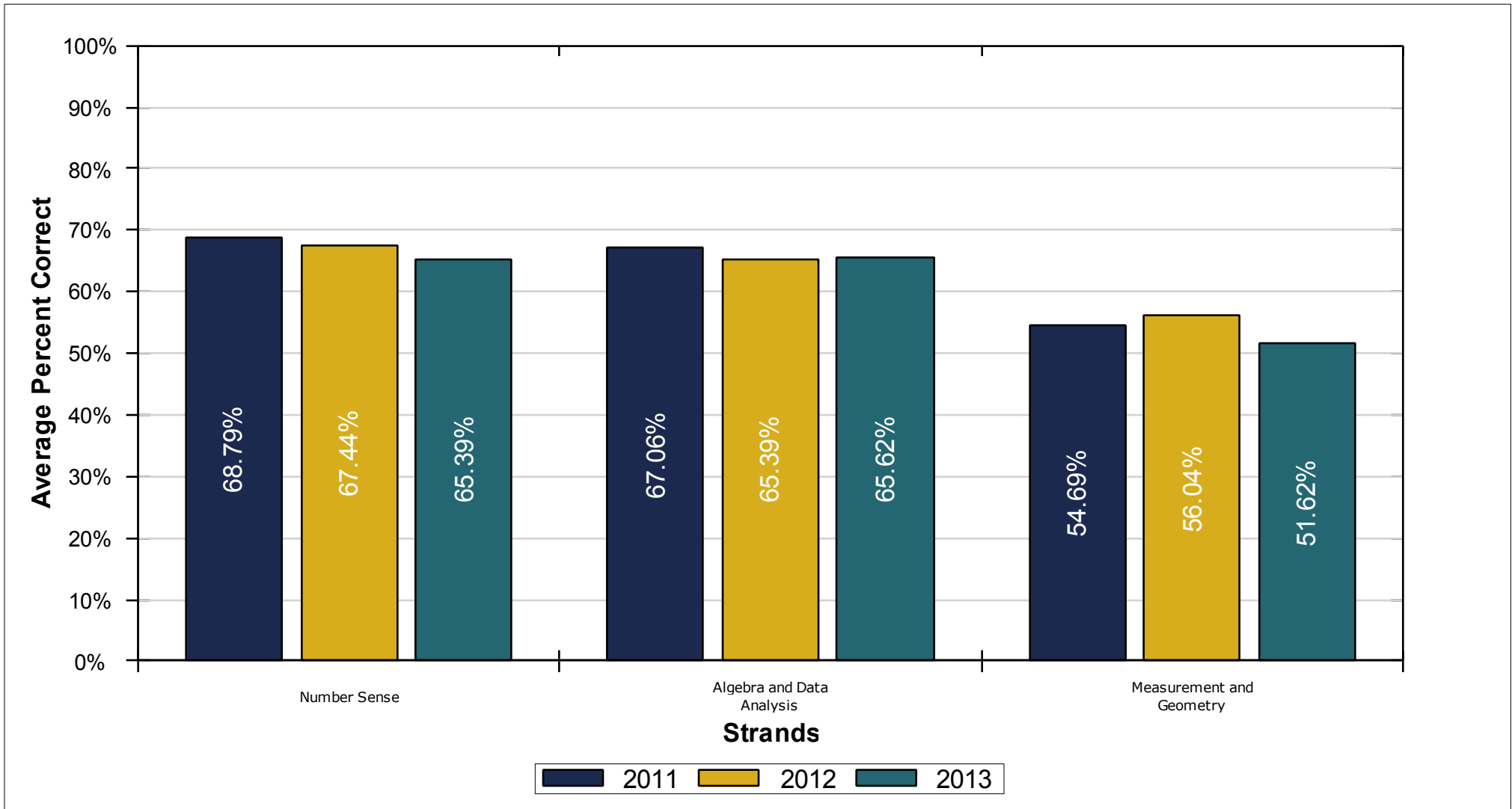
Grade 05 CMA English-Language Arts Component Subscores



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

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

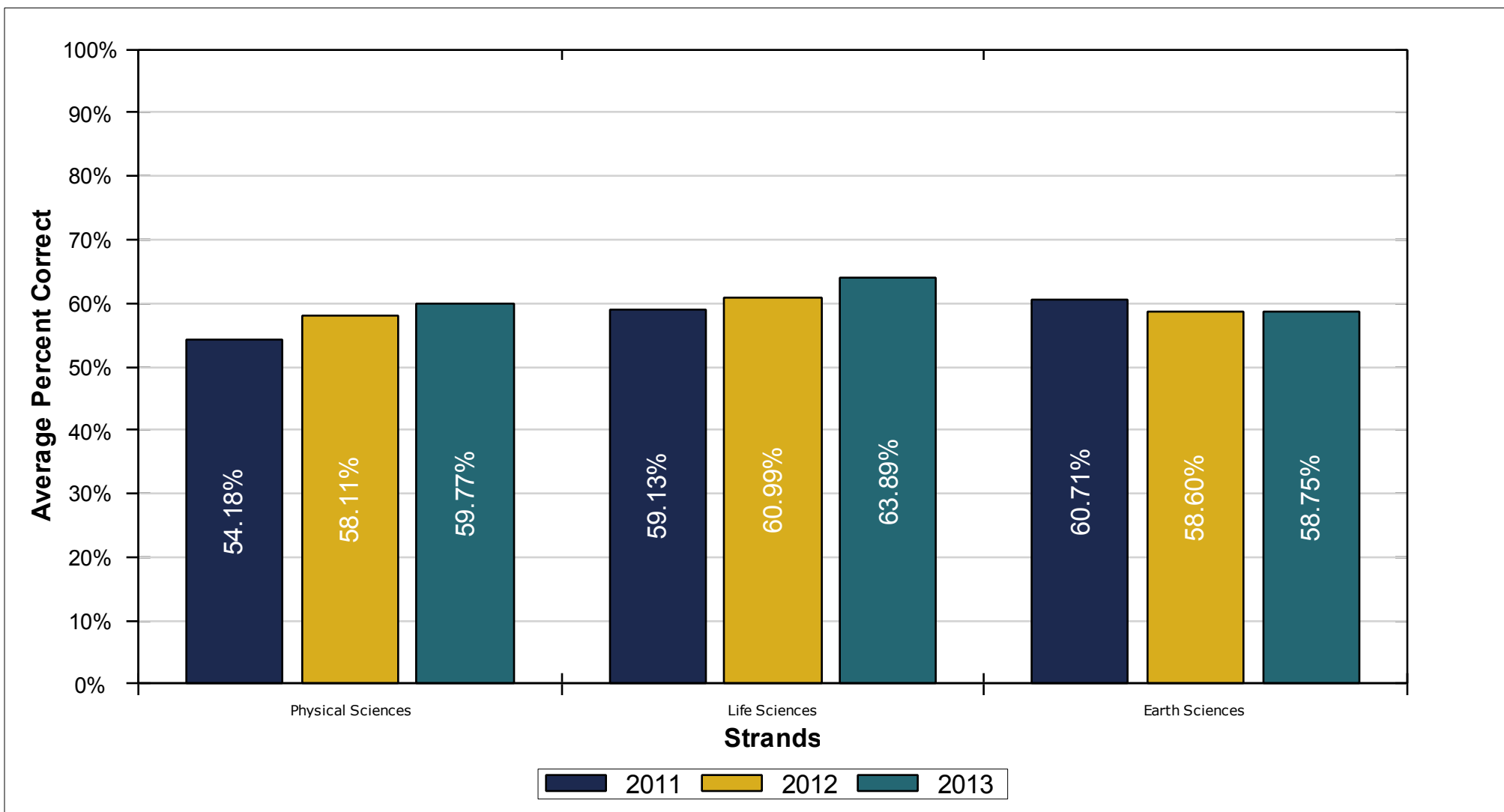
Grade 05 CMA Mathematics Component Subscores



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

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

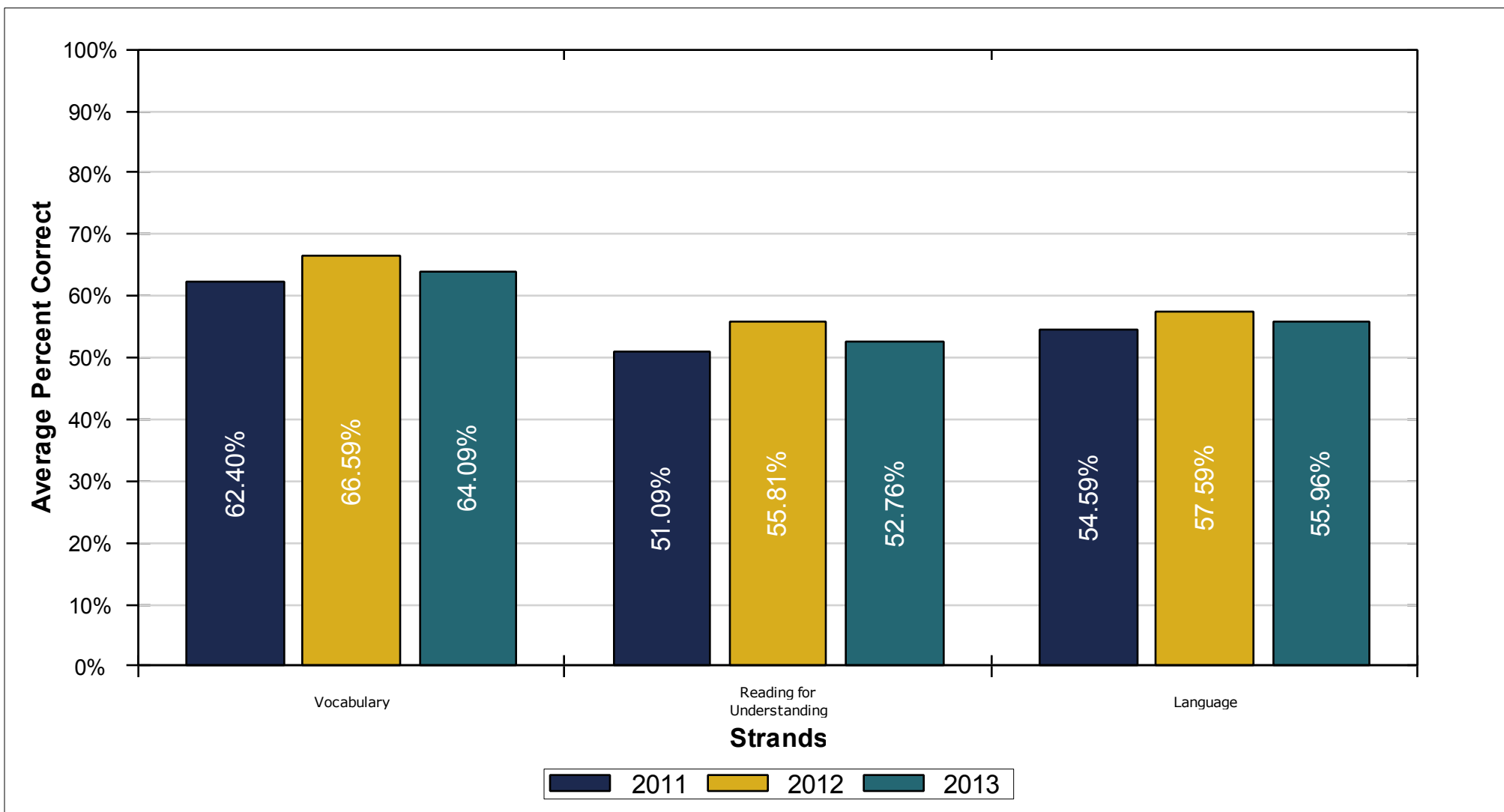
Grade 05 CMA Grade Science Component Subscores



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

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

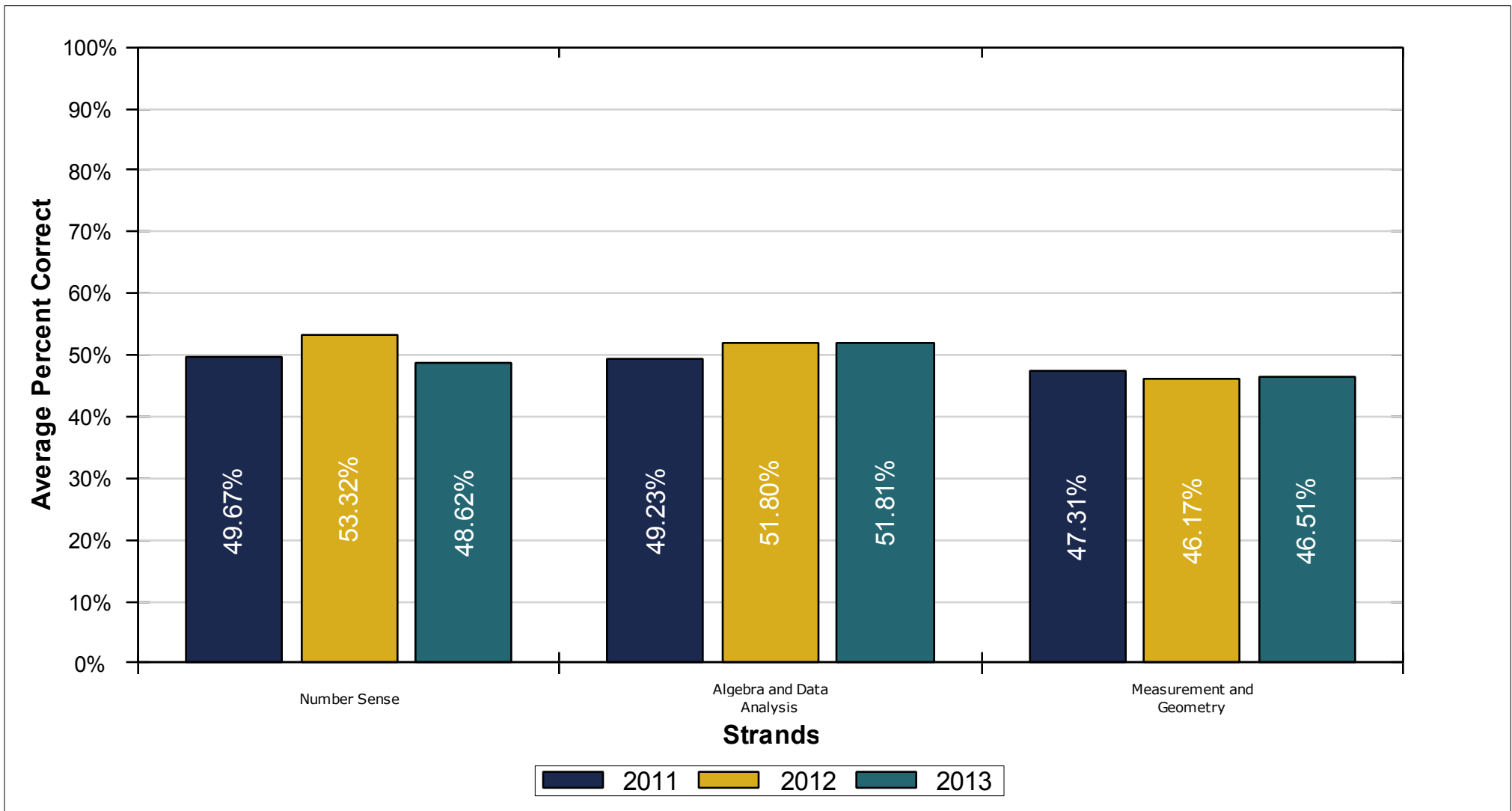
Grade 06 CMA English-Language Arts Component Subscores



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

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

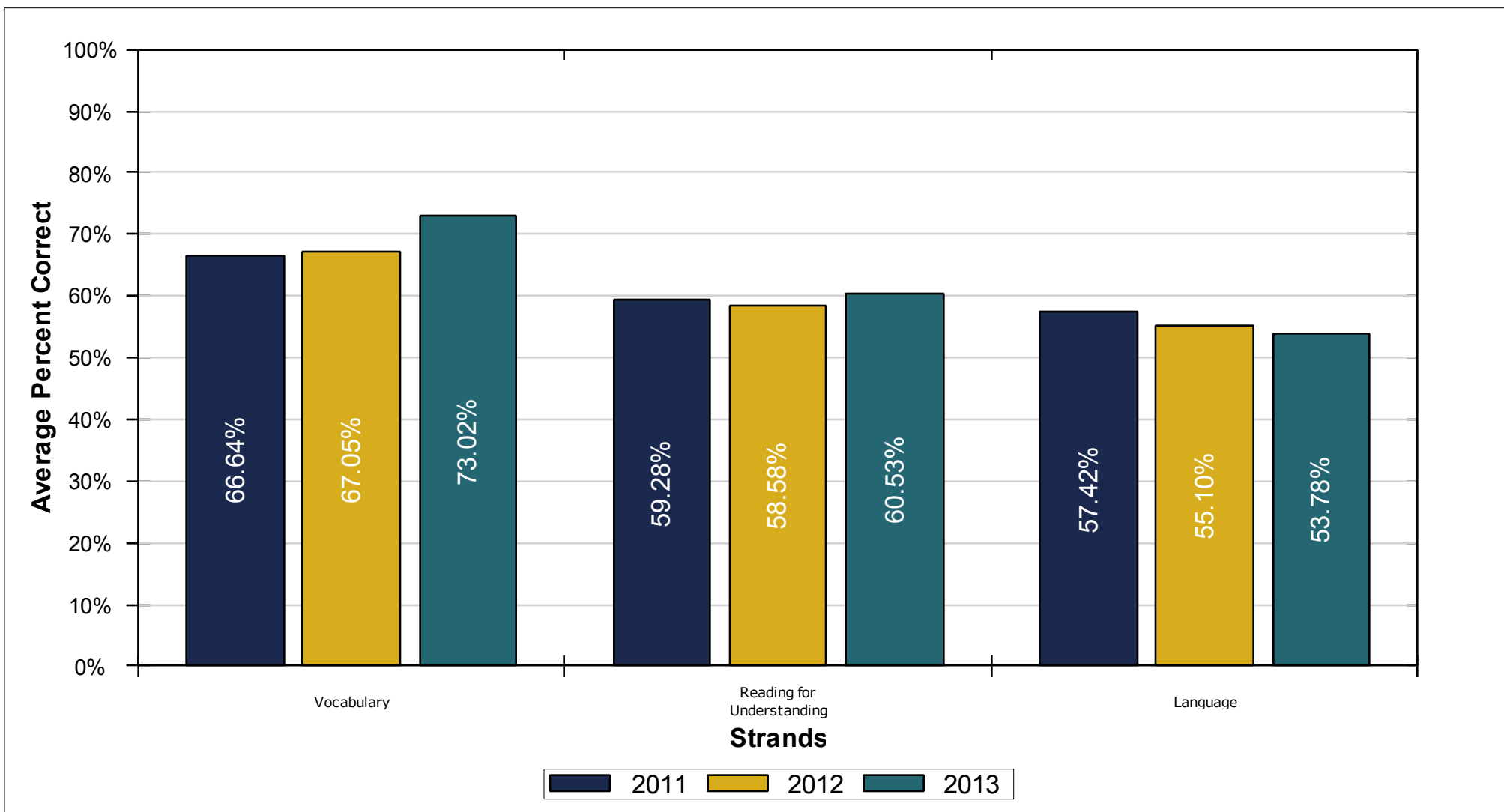
Grade 06 CMA Mathematics Component Subscores



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

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

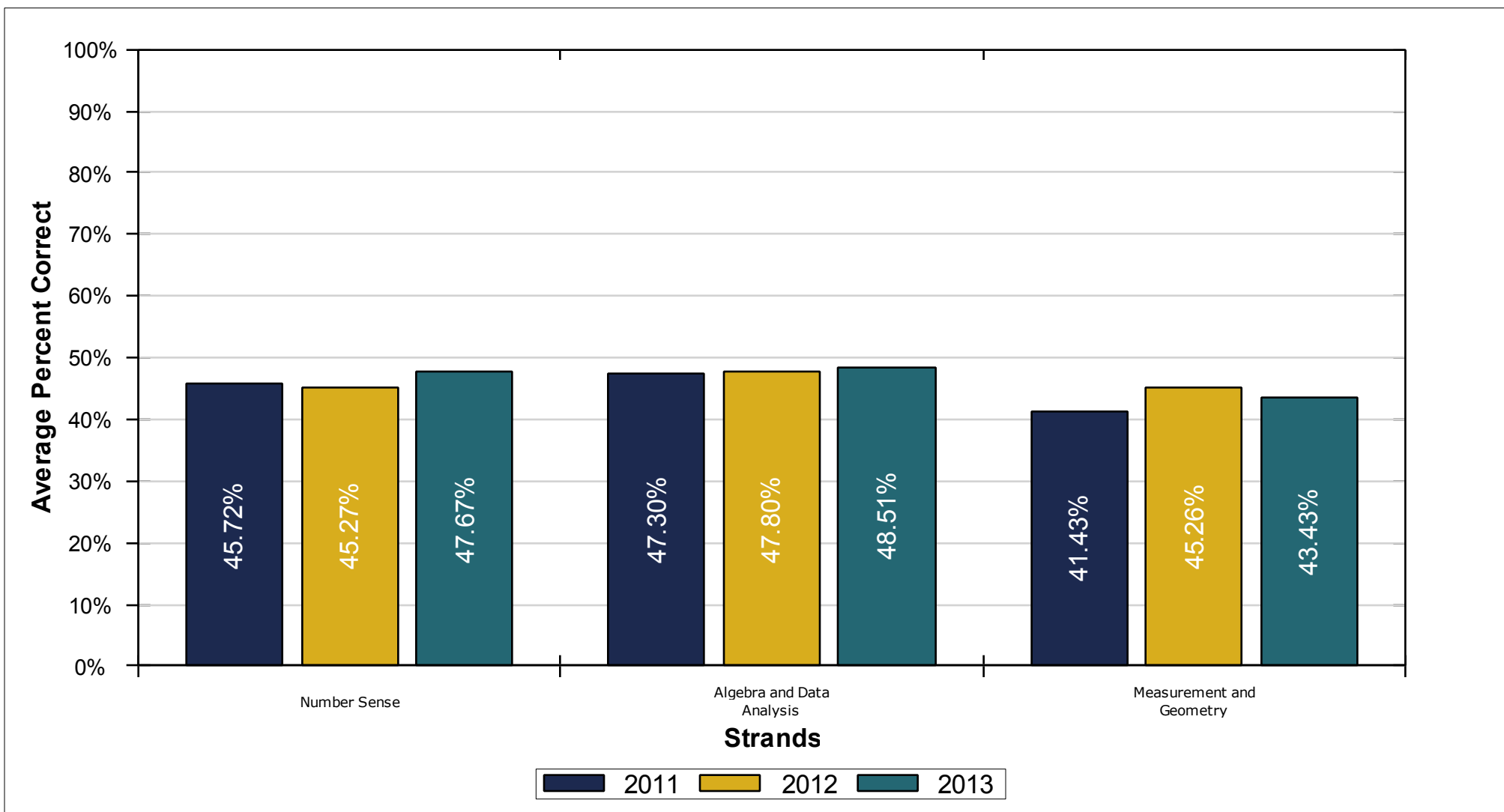
Grade 07 CMA English-Language Arts Component Subscores



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

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

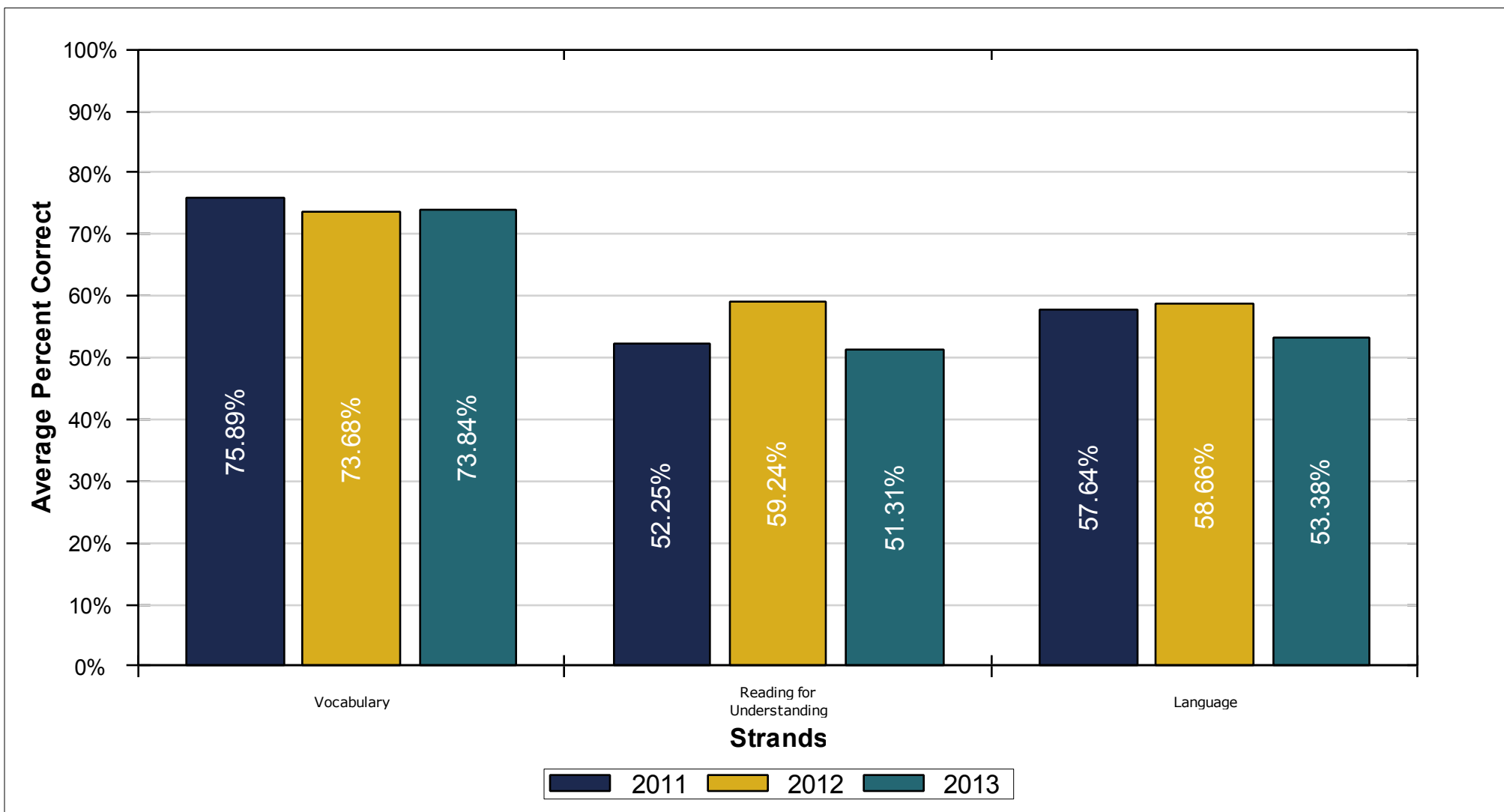
Grade 07 CMA Mathematics Component Subscores



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

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

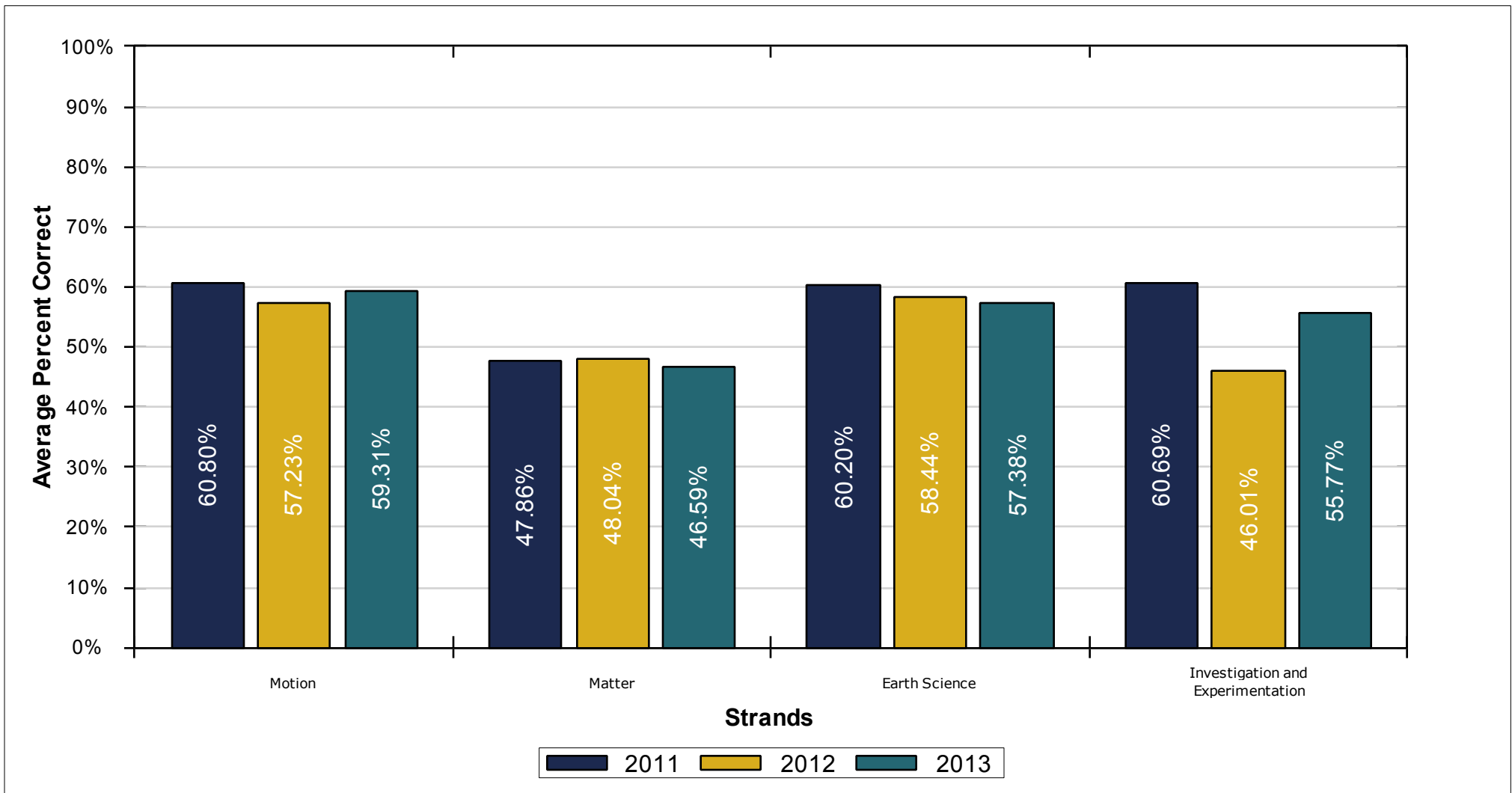
Grade 08 CMA English-Language Arts Component Subscores



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

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

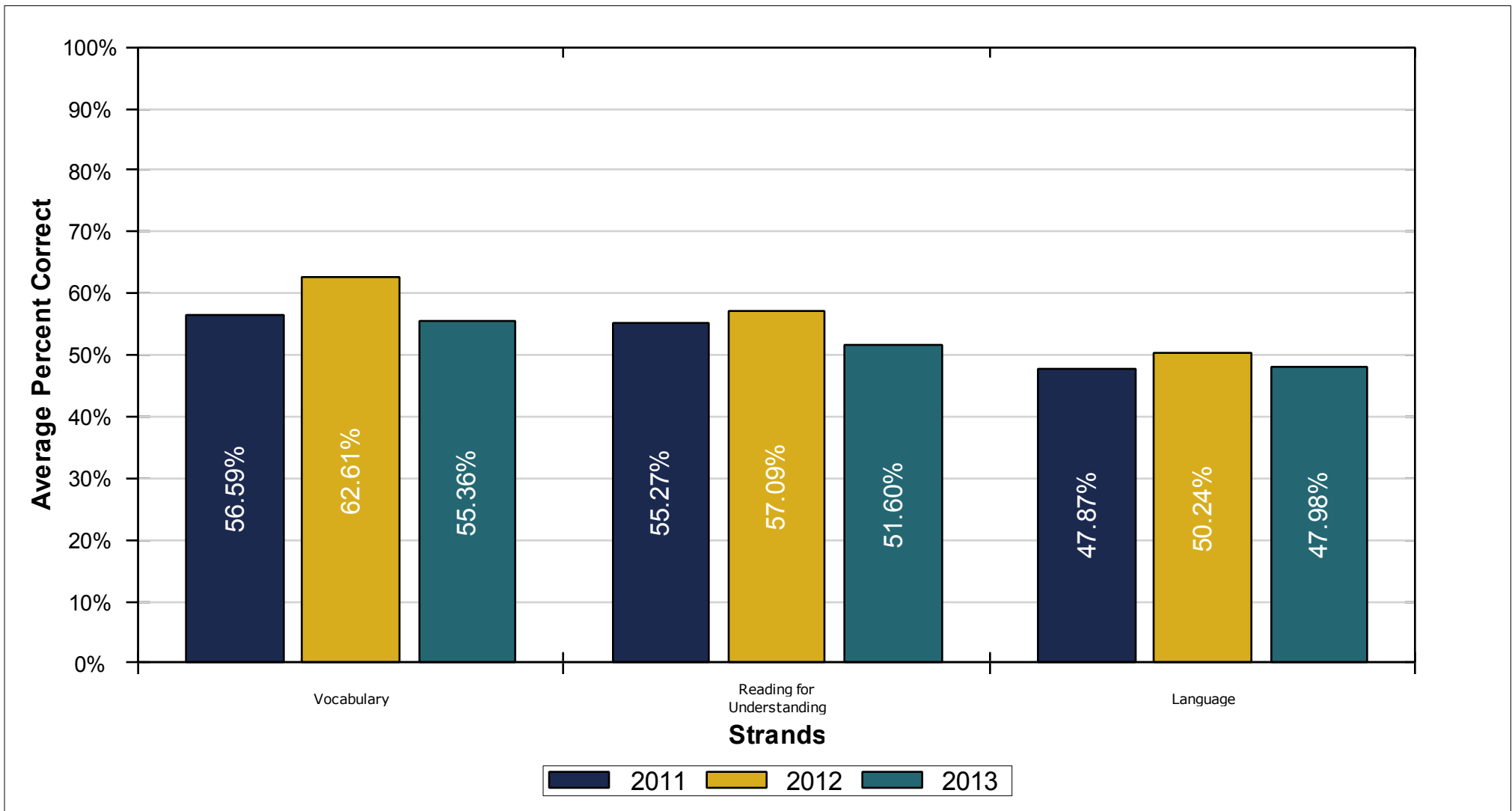
Grade 08 CMA Grade Science Component Subscores



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

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

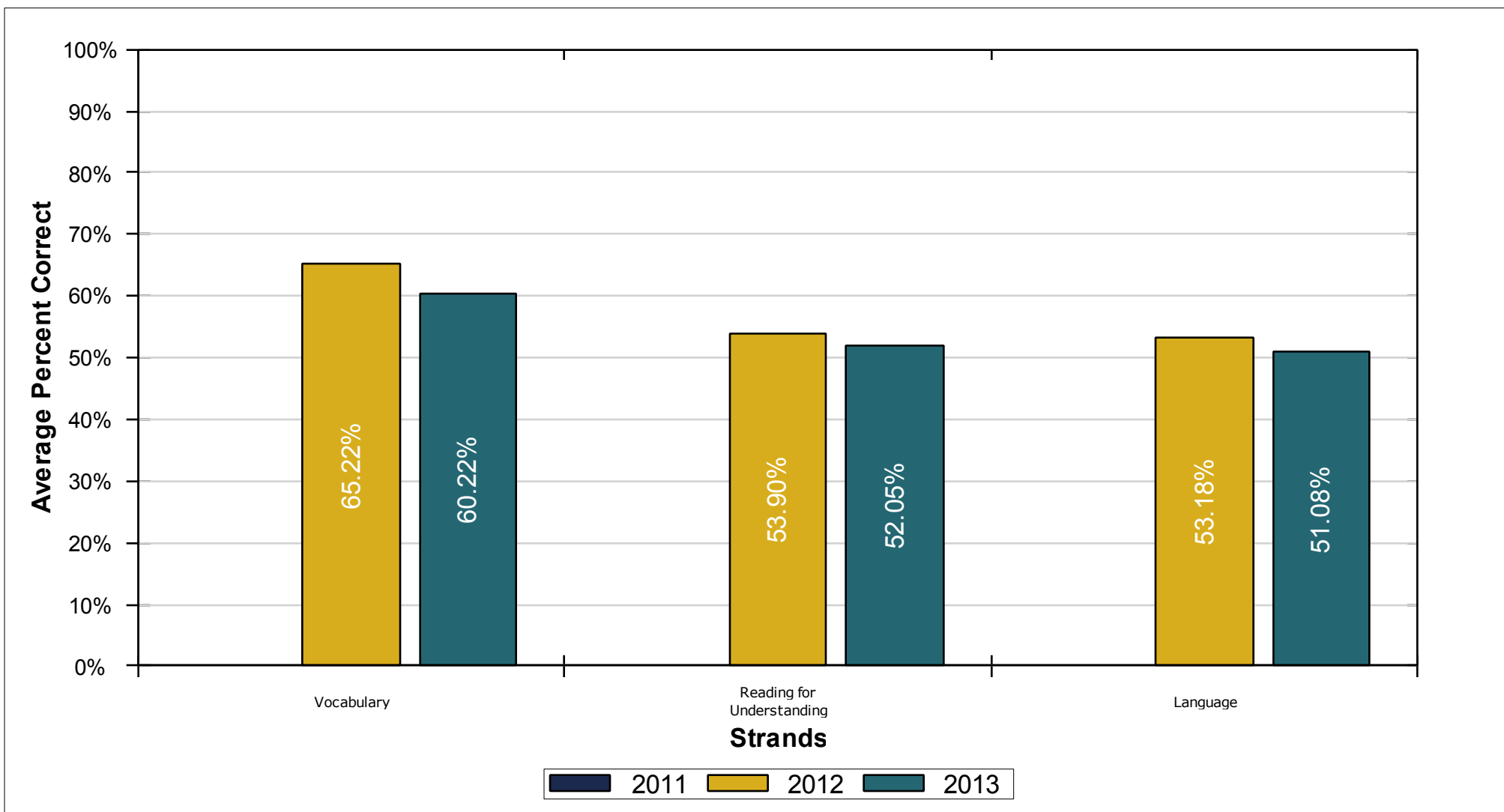
Grade 09 CMA English-Language Arts Component Subscores



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

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

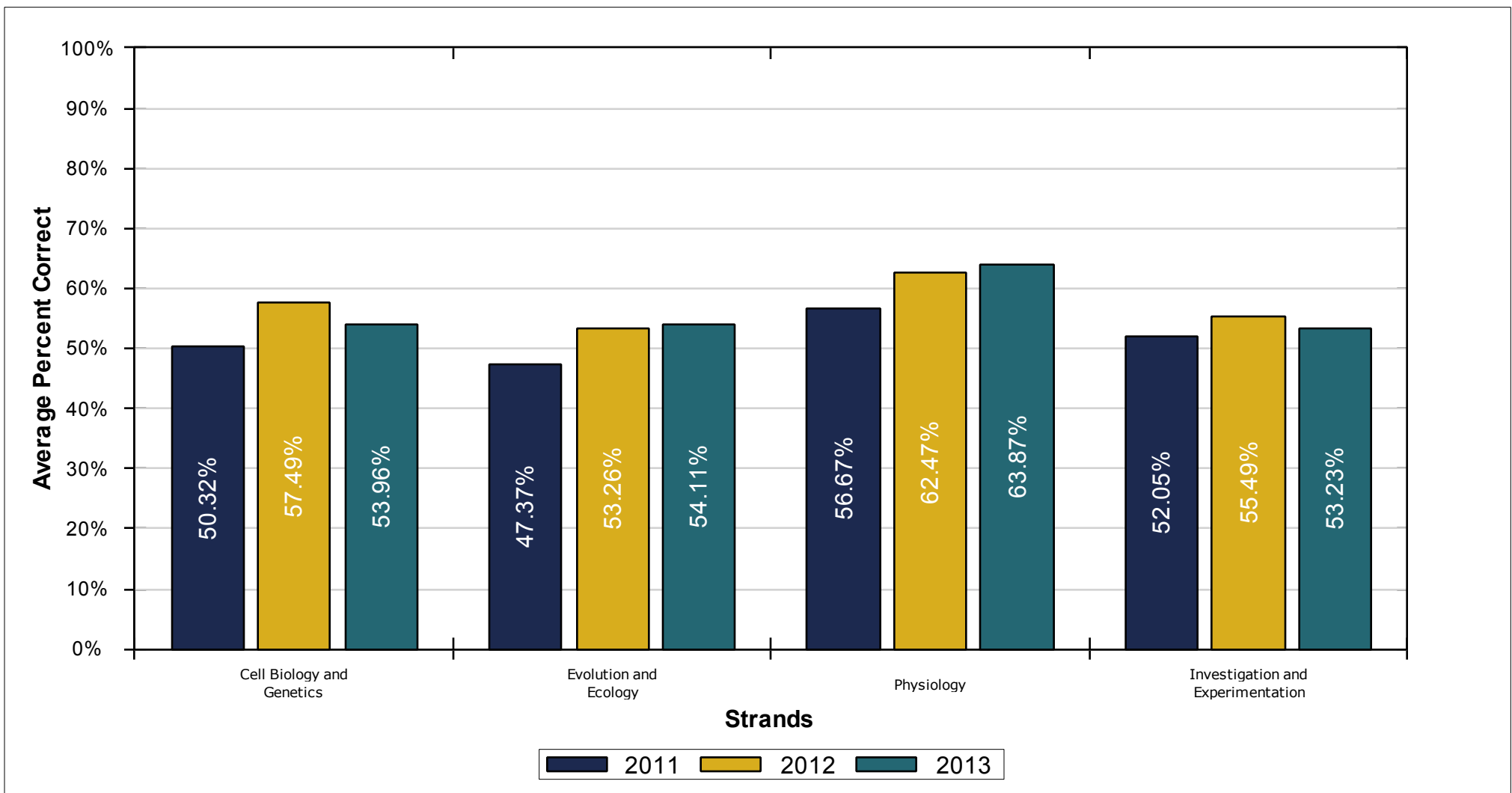
Grade 10 CMA English-Language Arts Component Subscores



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

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

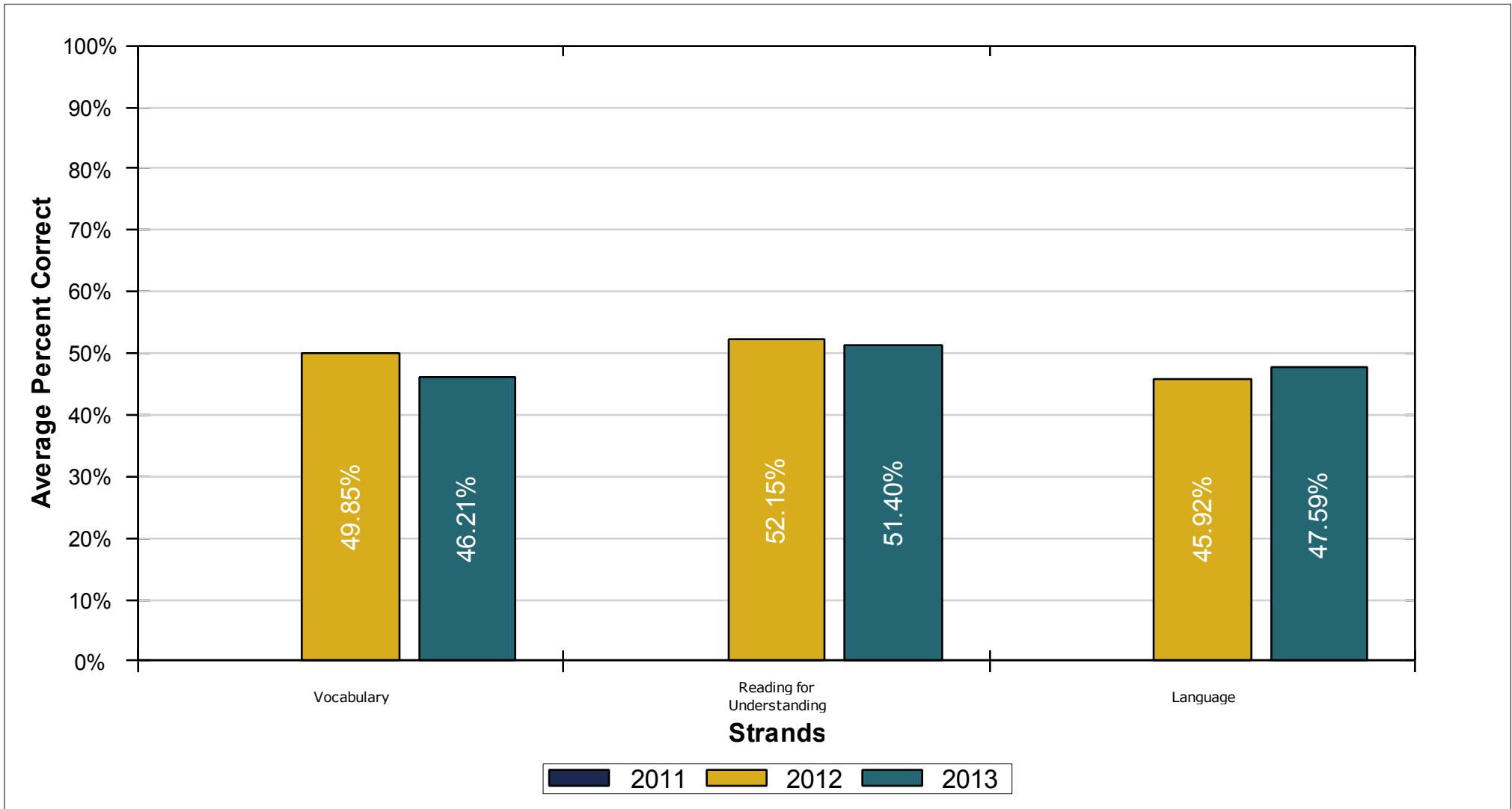
Grade 10 CMA Grade Science Component Subscores



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

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

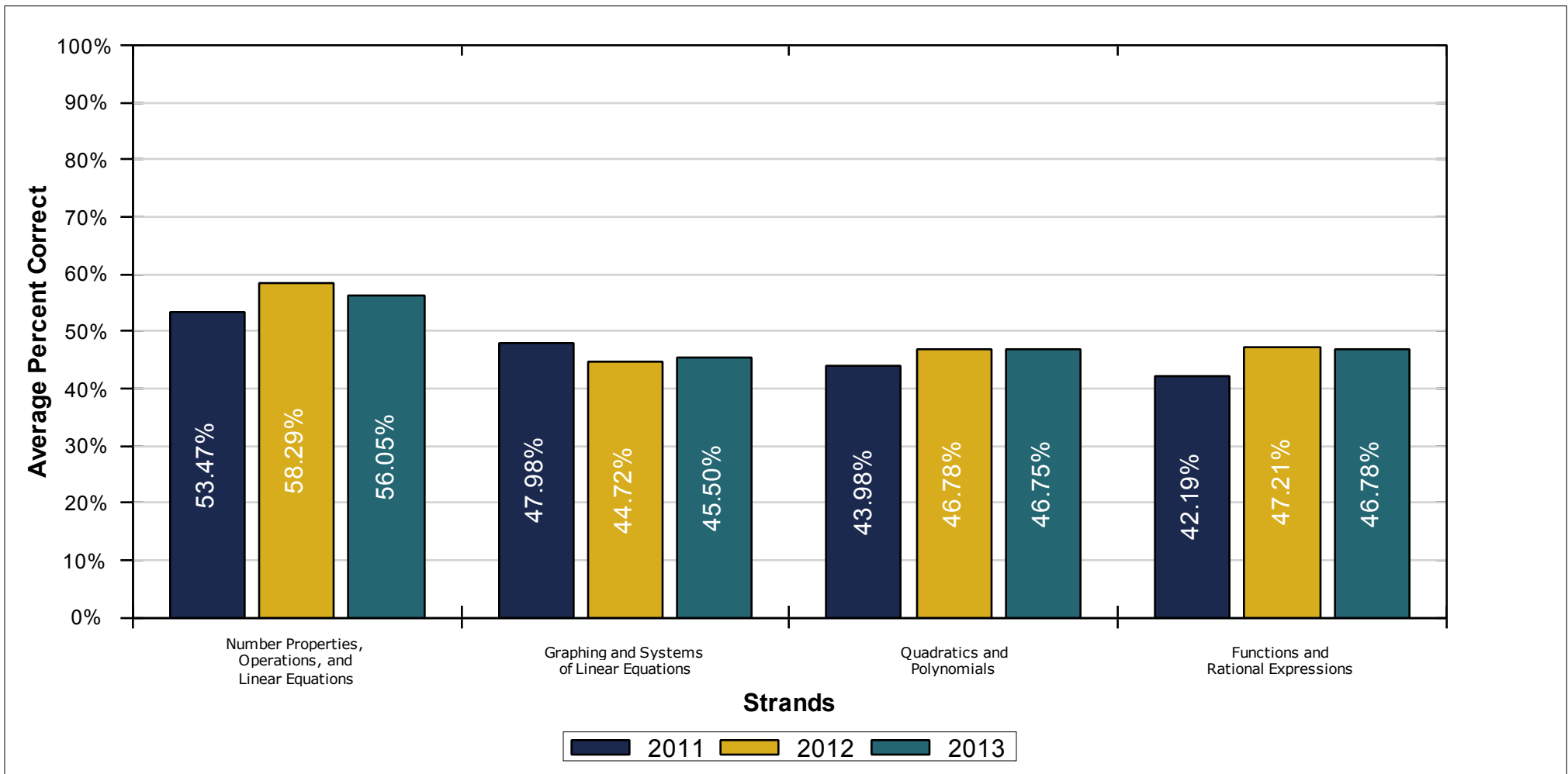
Grade 11 CMA English-Language Arts Component Subscores



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

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

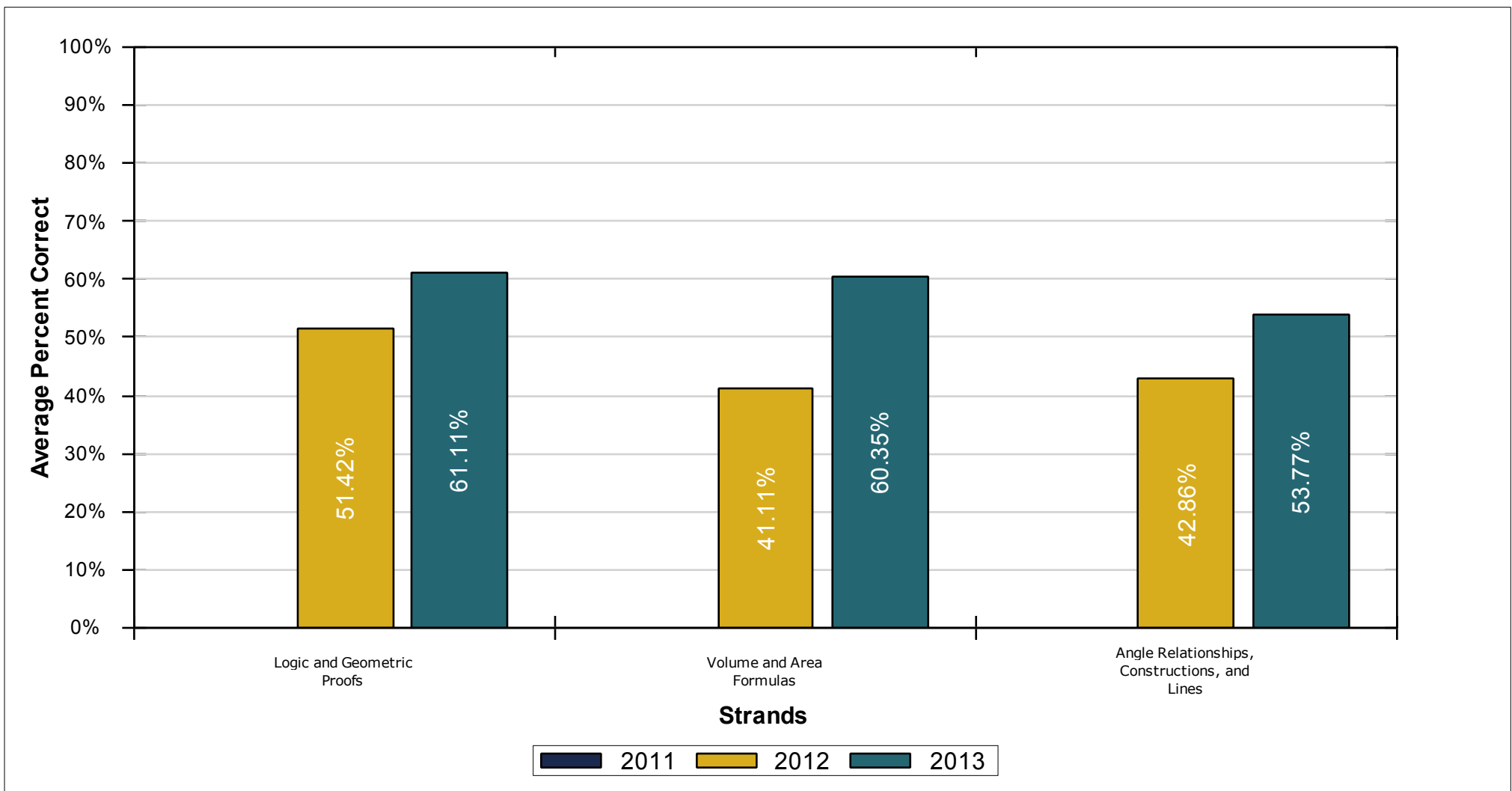
CMA Algebra 1 Component Subscores



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

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

CMA Geometry Component Subscores



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

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

CAPA ELA Performance

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

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

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

CAPA Math Performance

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

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

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

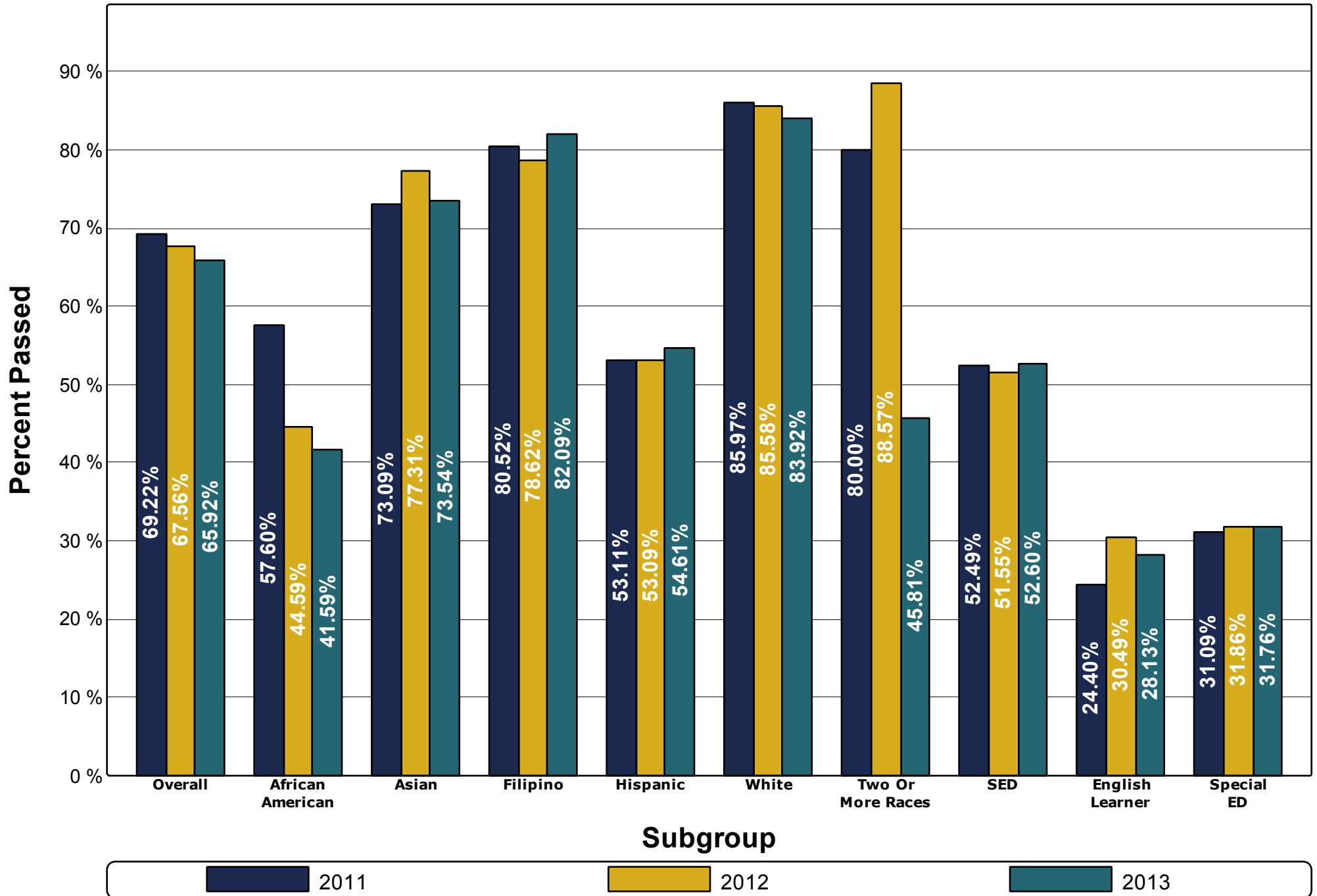
CAPA Grade Science Performance

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

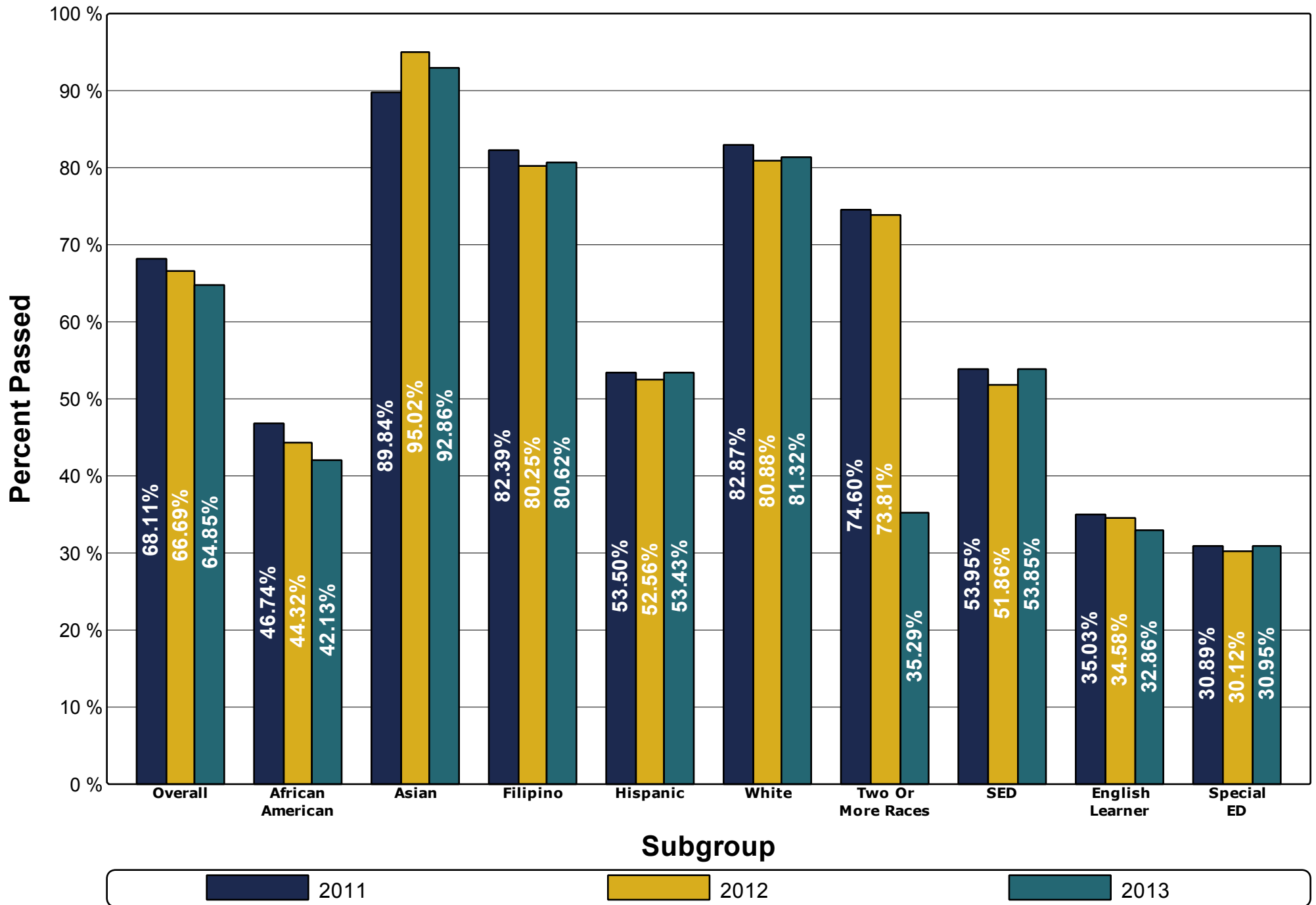
2012												
CAPA Test Level												
	I		II		III		IV		V		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%
Advanced	-	-	-	-	6	25.00 %	6	24.00 %	5	19.23 %	18	21.43 %
Proficient	-	-	-	-	12	50.00 %	8	32.00 %	14	53.85 %	40	47.62 %
Basic	-	-	-	-	4	16.67 %	8	32.00 %	6	23.08 %	20	23.81 %
Below Basic	-	-	-	-	2	8.33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

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

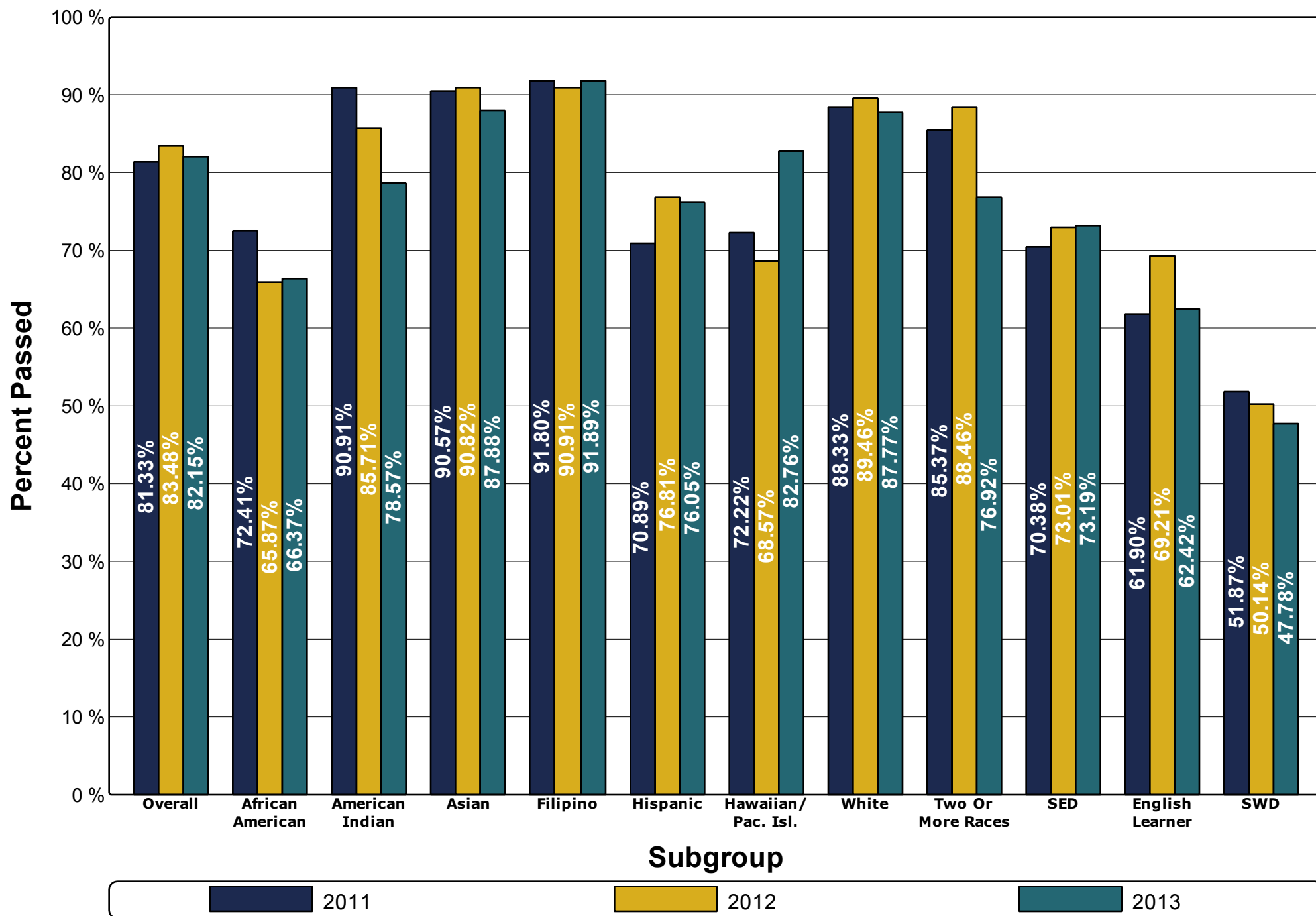
California High School Exit Exam (All Students Pass Rates) English-Language Arts by Subgroup



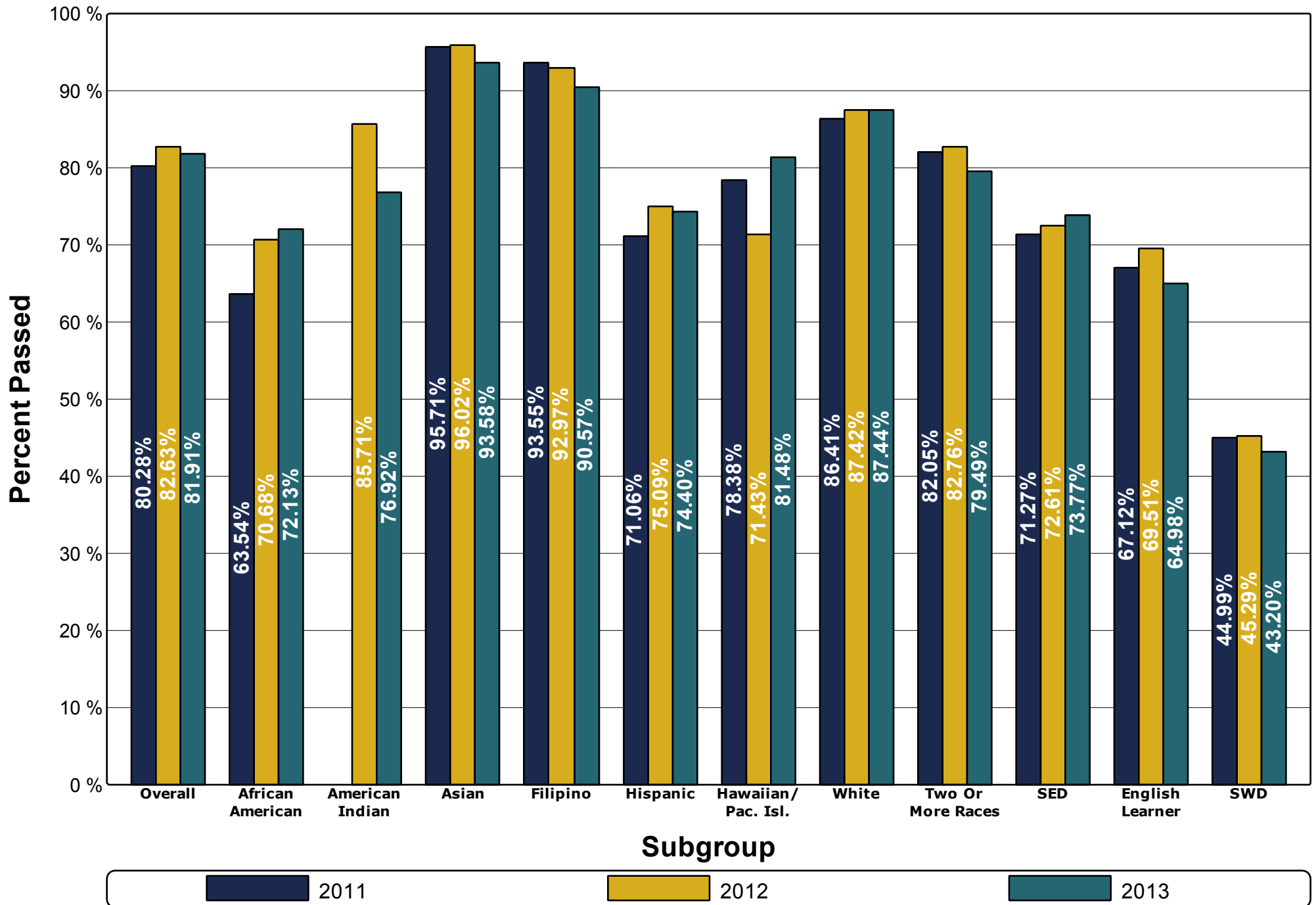
California High School Exit Exam (All Students Pass Rates) Mathematics by Subgroup



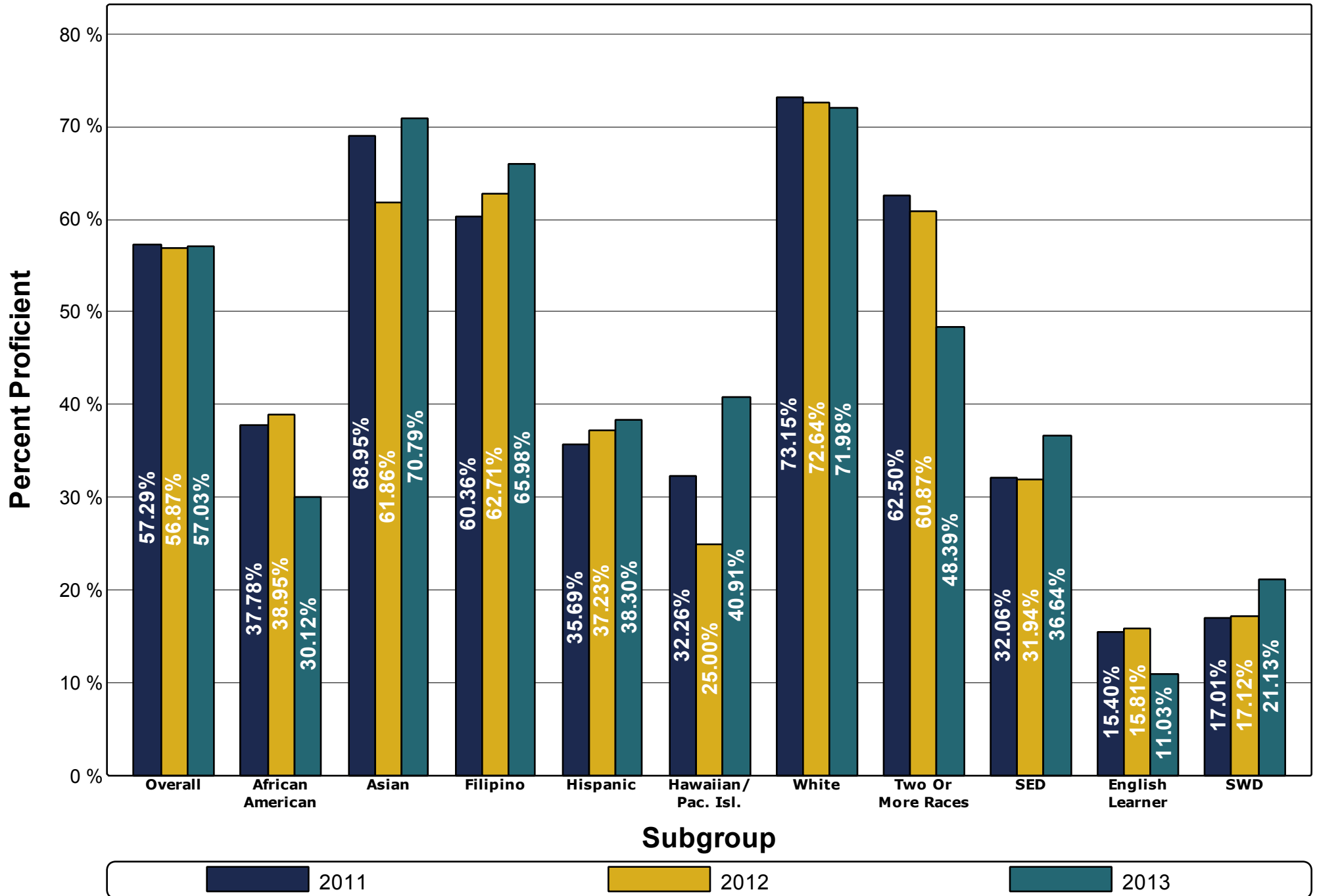
California High School Exit Exam (Growth API Pass Rates) English-Language Arts by Subgroup



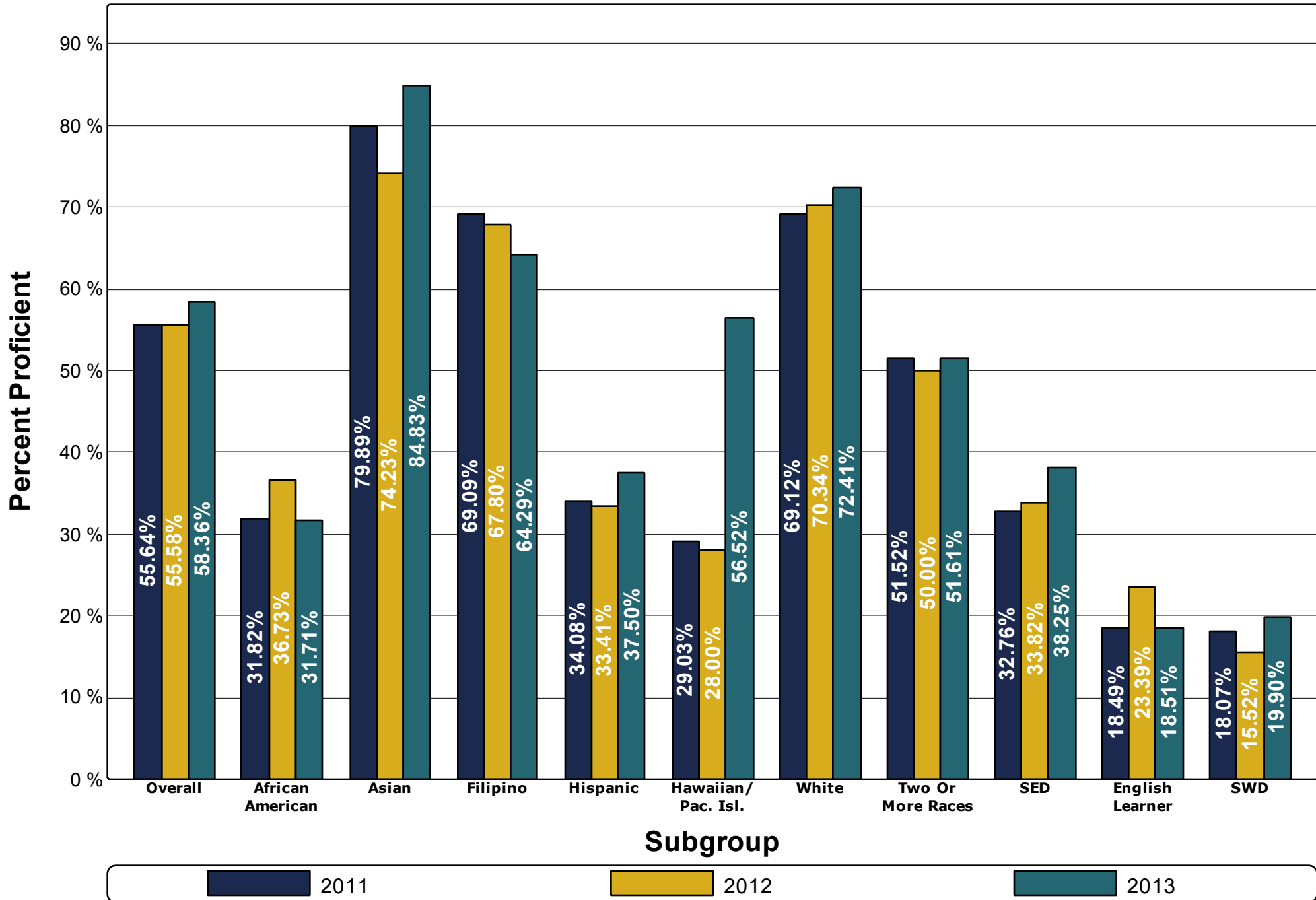
California High School Exit Exam (Growth API Pass Rates) Mathematics by Subgroup



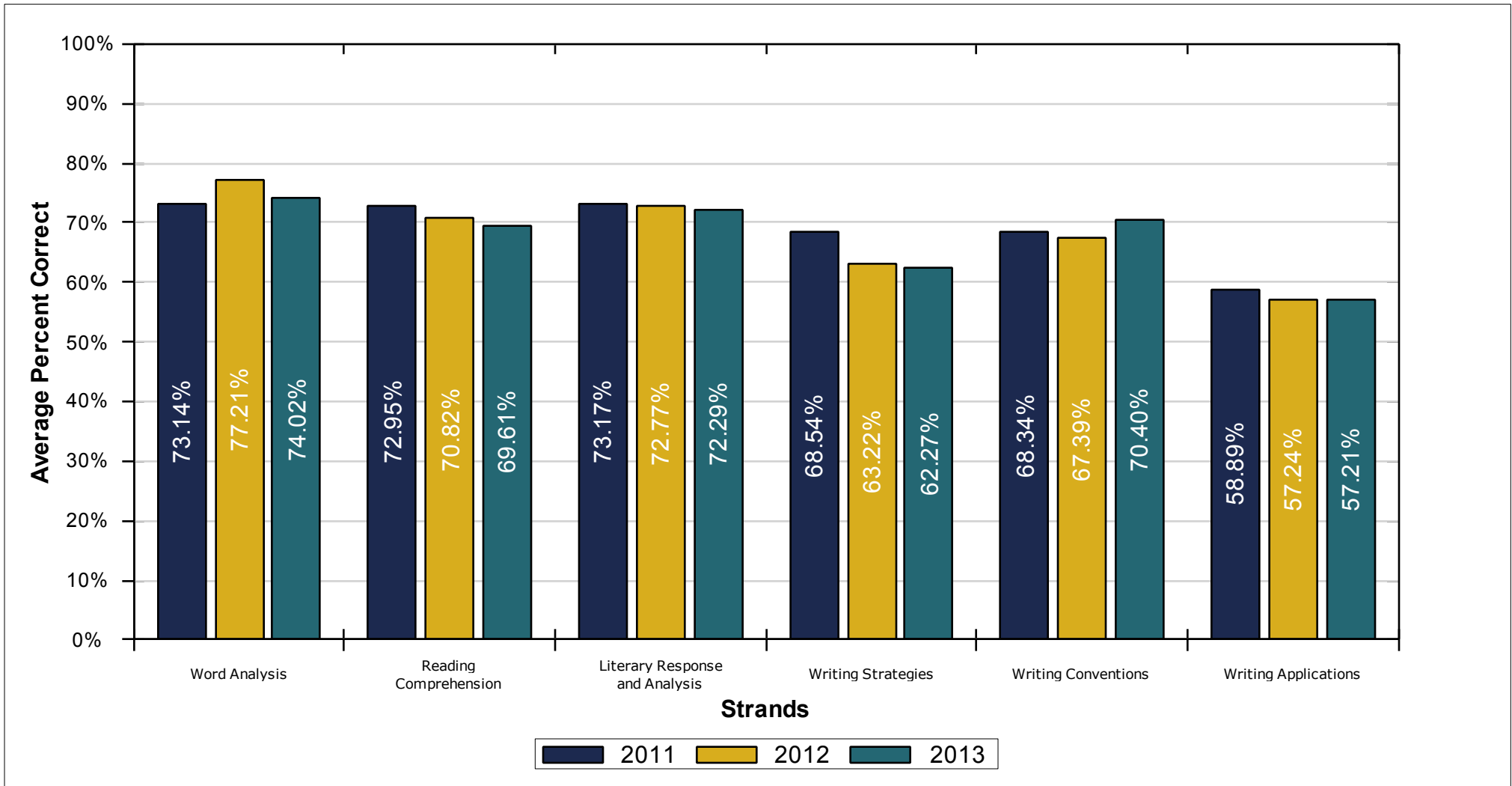
California High School Exit Exam (AYP Proficient Rates) English-Language Arts by Subgroup



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

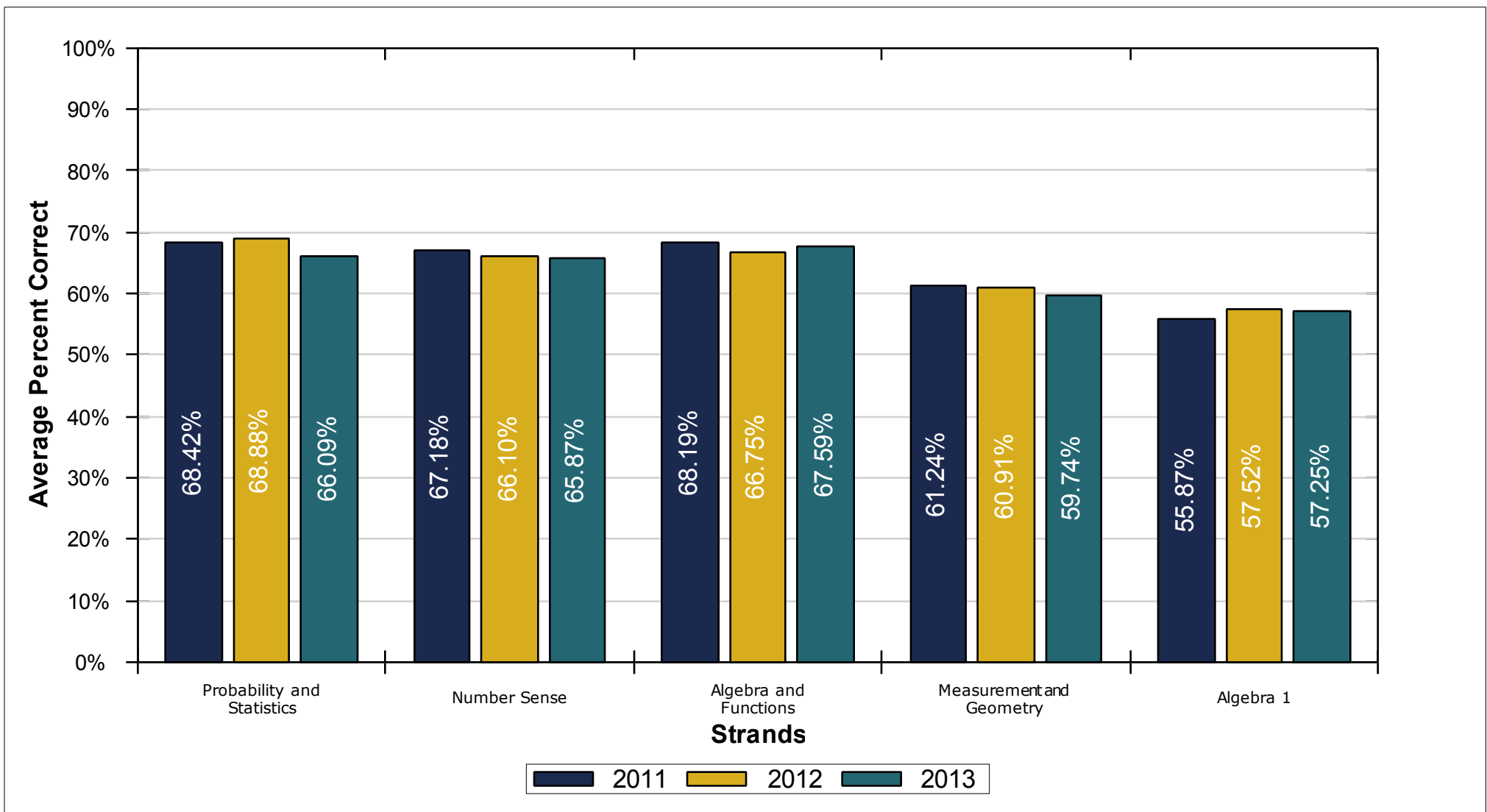


All Grades CAHSEE English-Language Arts Component Subscores



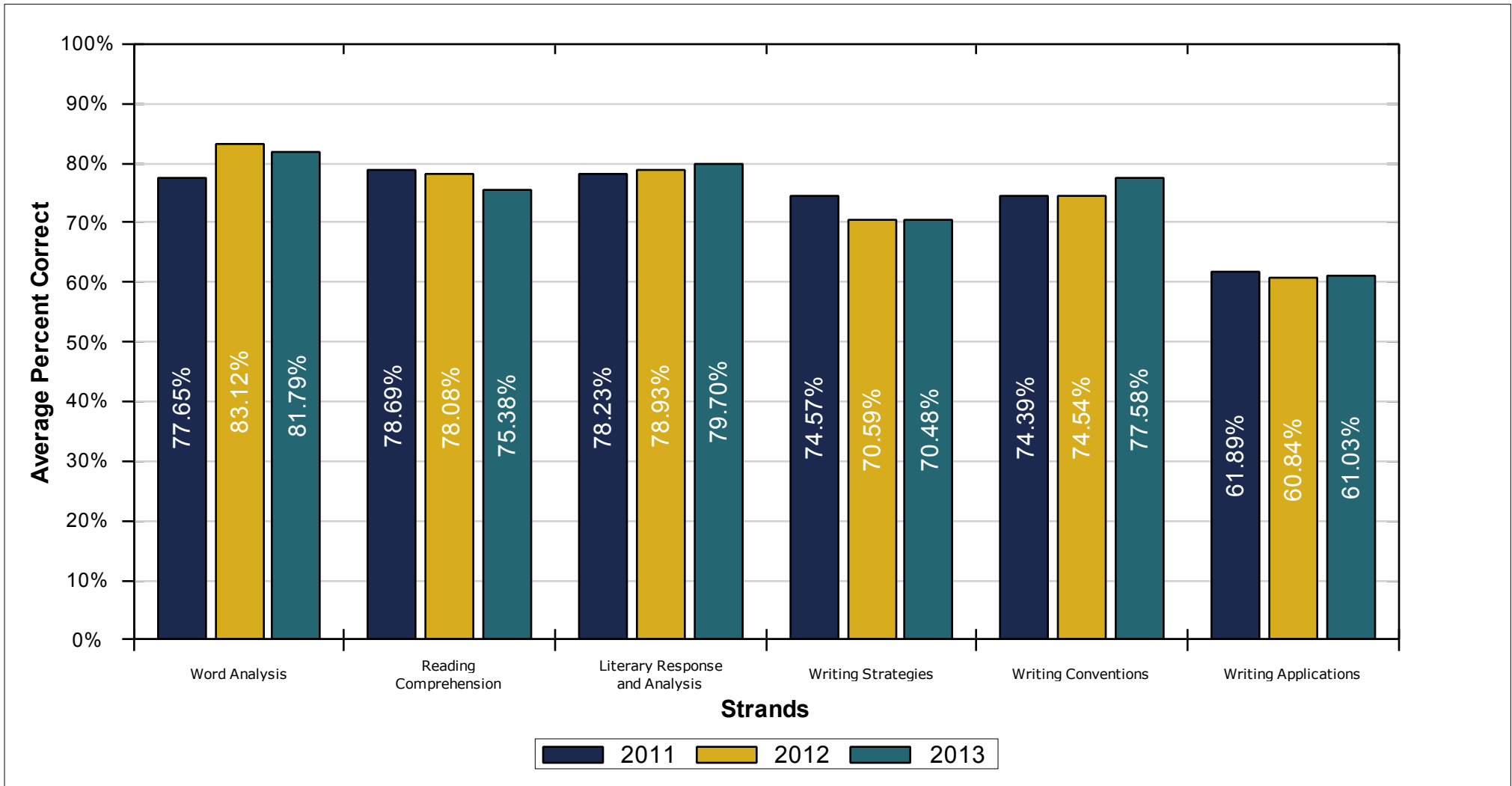
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	3882	76	70.68	3823	76	69.33	3225	76	69.07	-1.61
ELA Reading		45	73.08		45	72.68		45	71.49	-1.59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

All Grades CAHSEE Mathematics Component Subscores



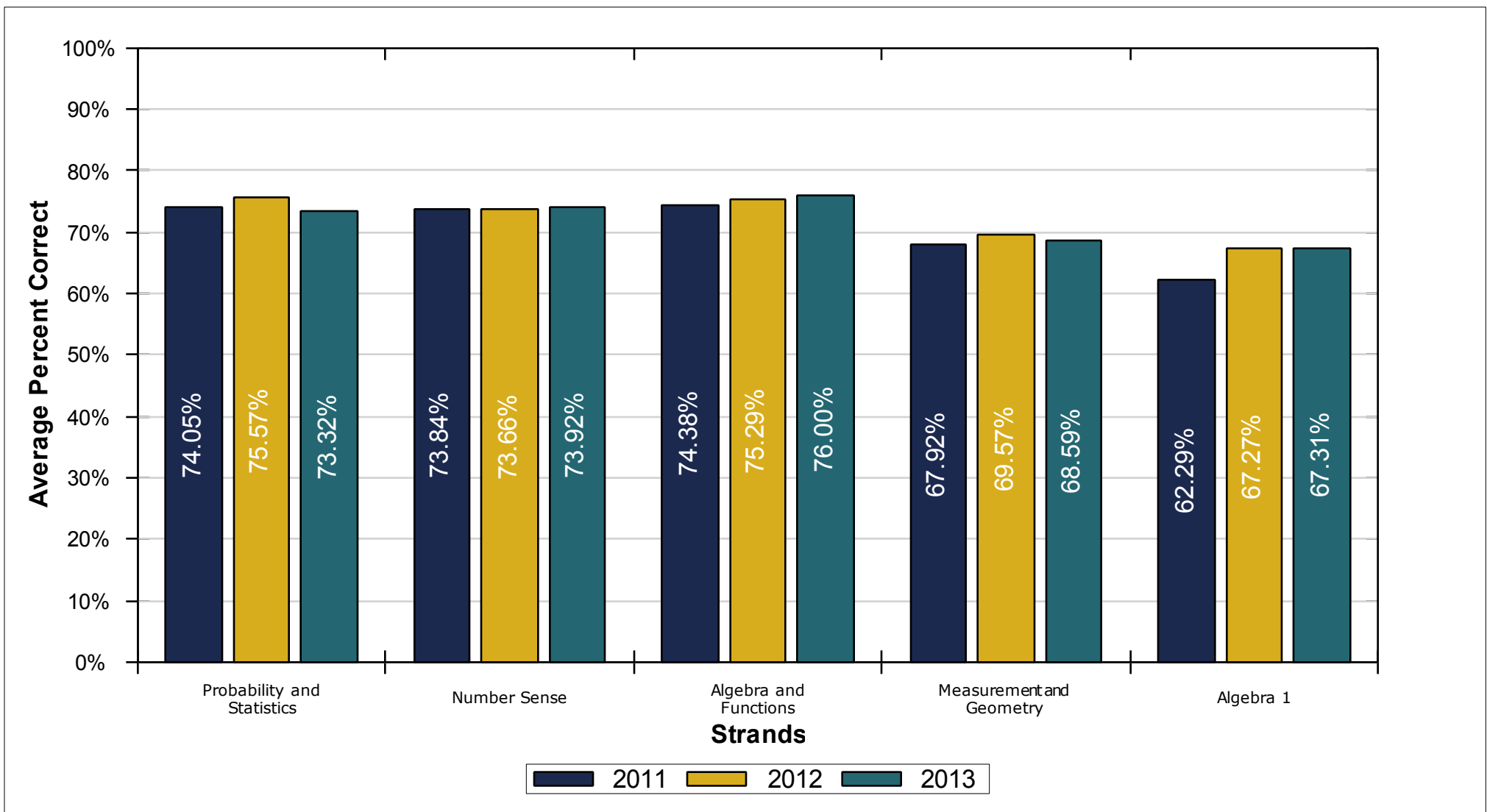
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	3995	80	64.60	3882	80	64.26	3292	80	63.66	-0.94
Grade 6 and 7 Mathematics		68	66.14		68	65.45		68	64.79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

Grade 10 CAHSEE English-Language Arts Component Subscores



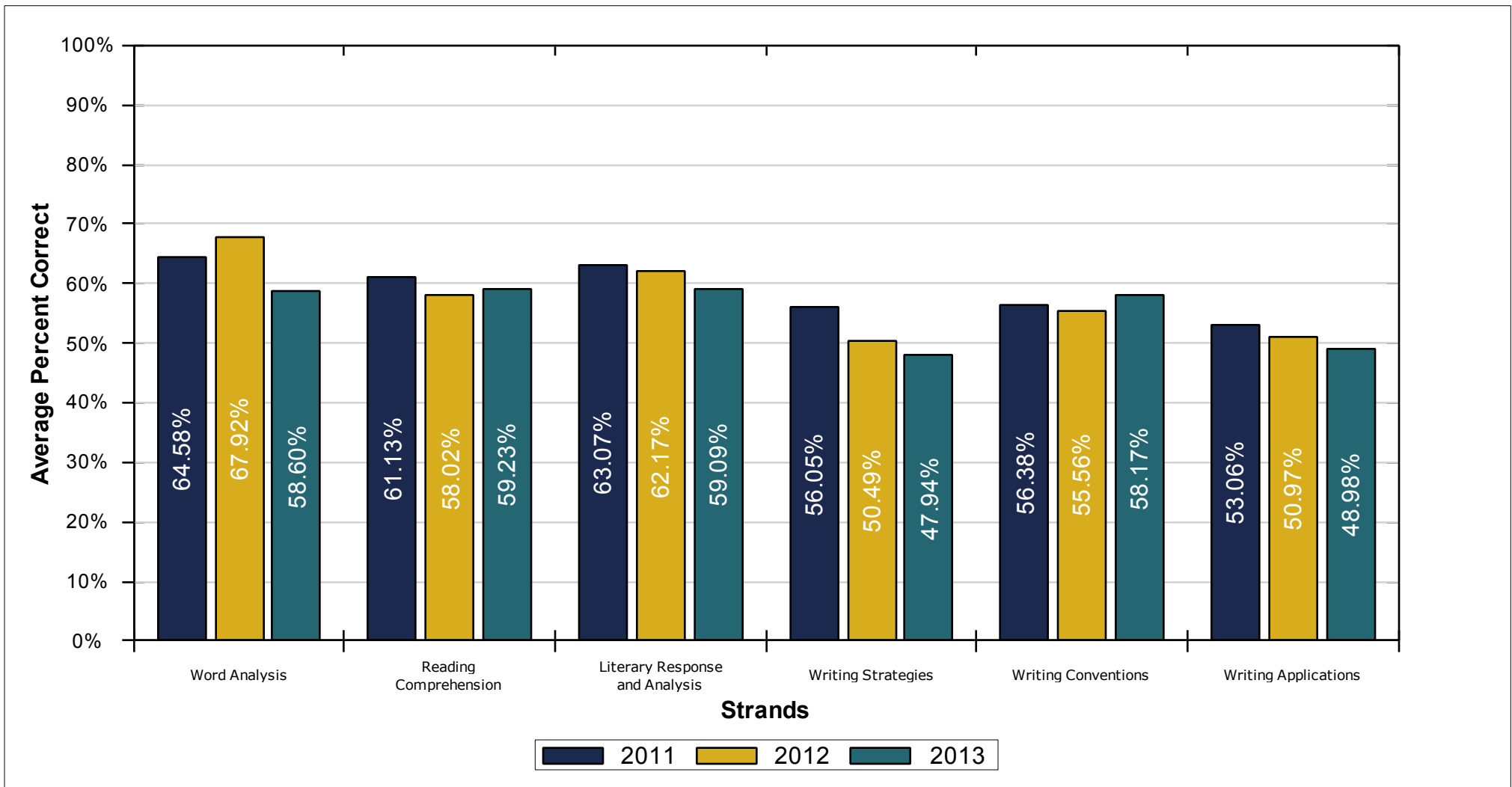
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	2679	76	76.09	2482	76	75.98	2074	76	76.01	-0.08
ELA Reading		45	78.32		45	79.24		45	78.30	-0.02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

Grade 10 CAHSEE Mathematics Component Subscores



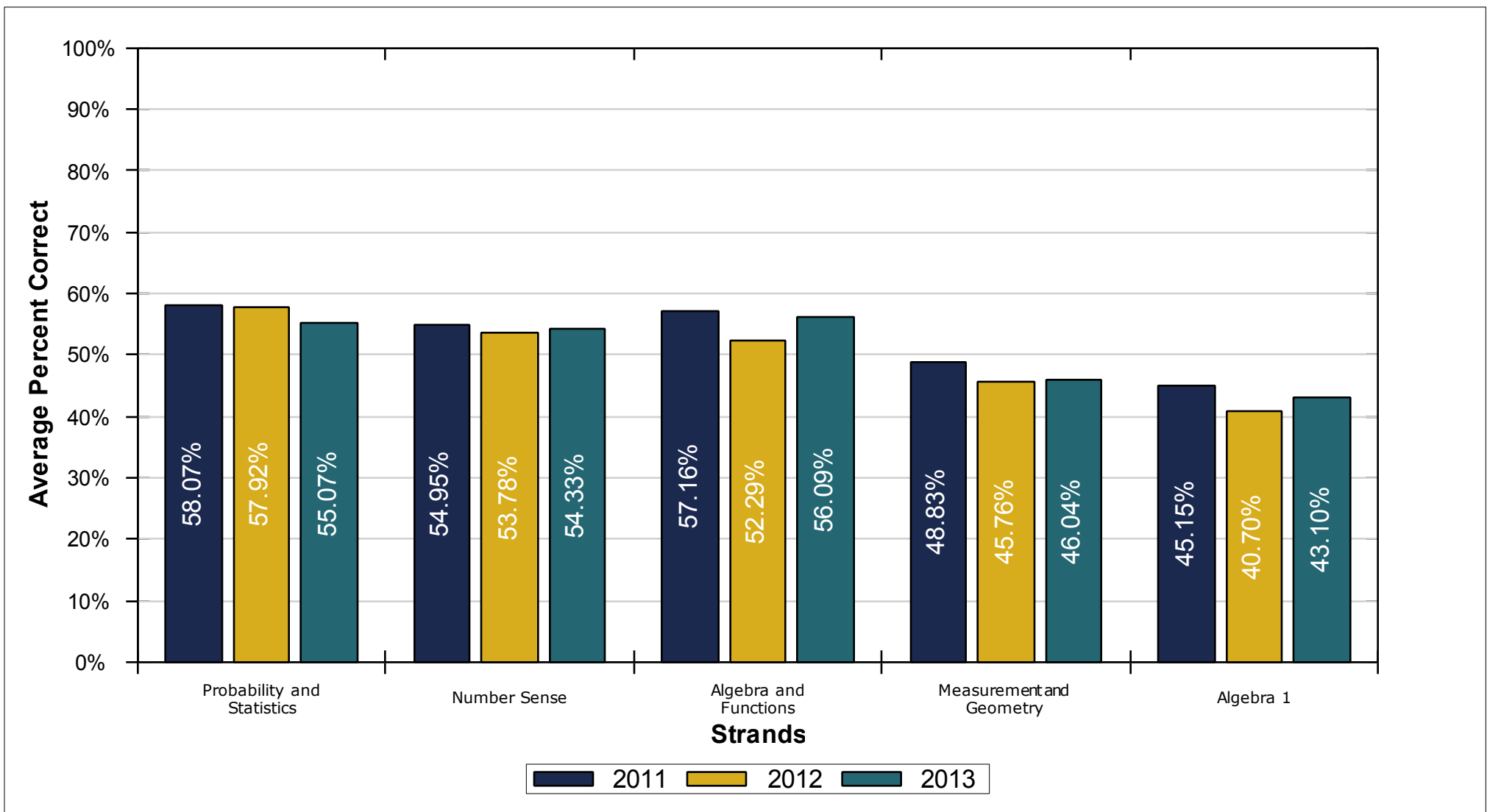
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	2682	80	70.95	2486	80	72.50	2074	80	72.15	1.20
Grade 6 and 7 Mathematics		68	72.47		68	73.42		68	73.00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

Grade 11 CAHSEE English-Language Arts Component Subscores



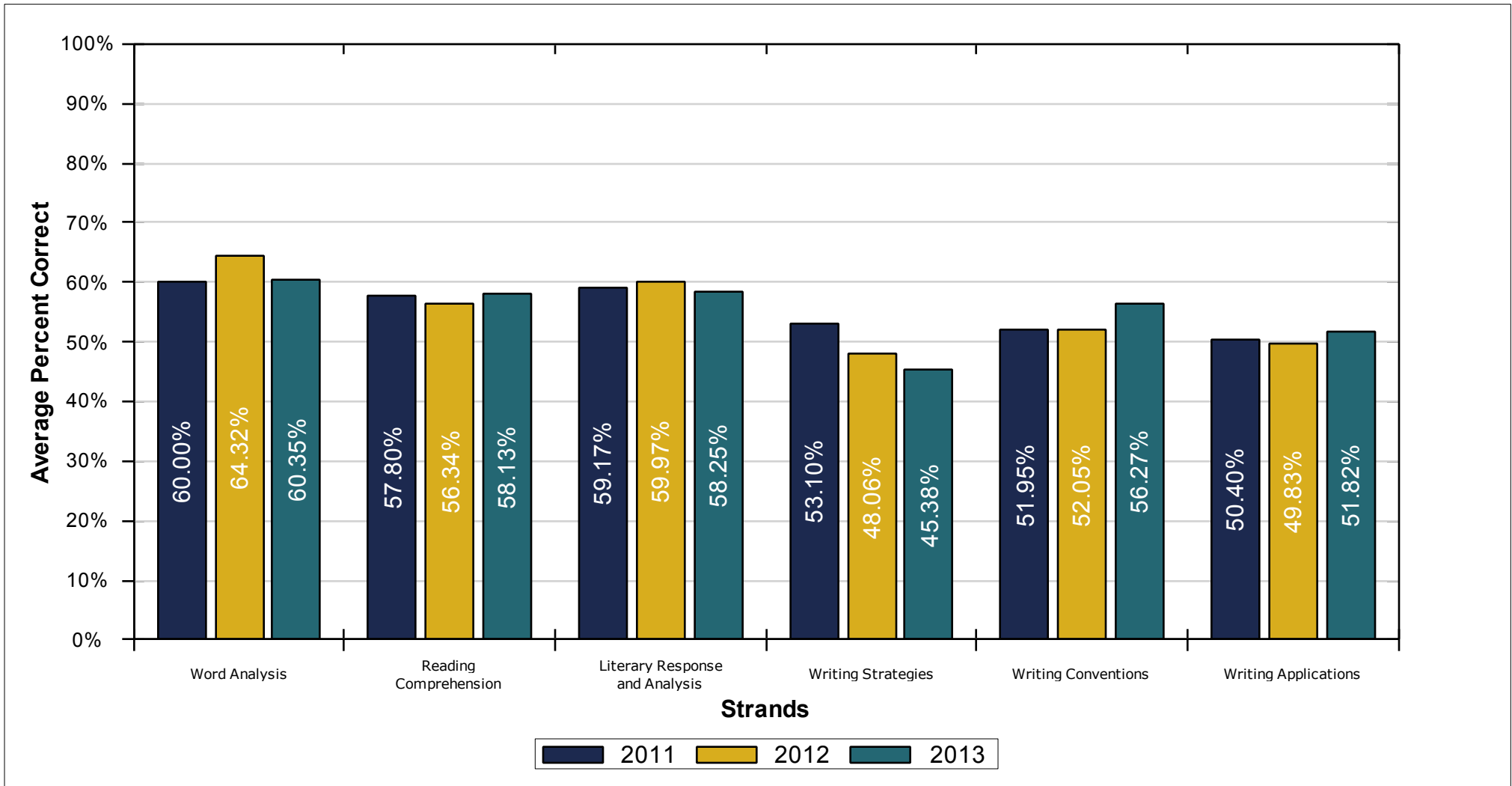
English-Language Arts	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
ELA Total	732	76	59.79	725	76	57.98	600	76	56.60	-3.19
ELA Reading		45	62.53		45	61.40		45	59.07	-3.46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

Grade 11 CAHSEE Mathematics Component Subscores



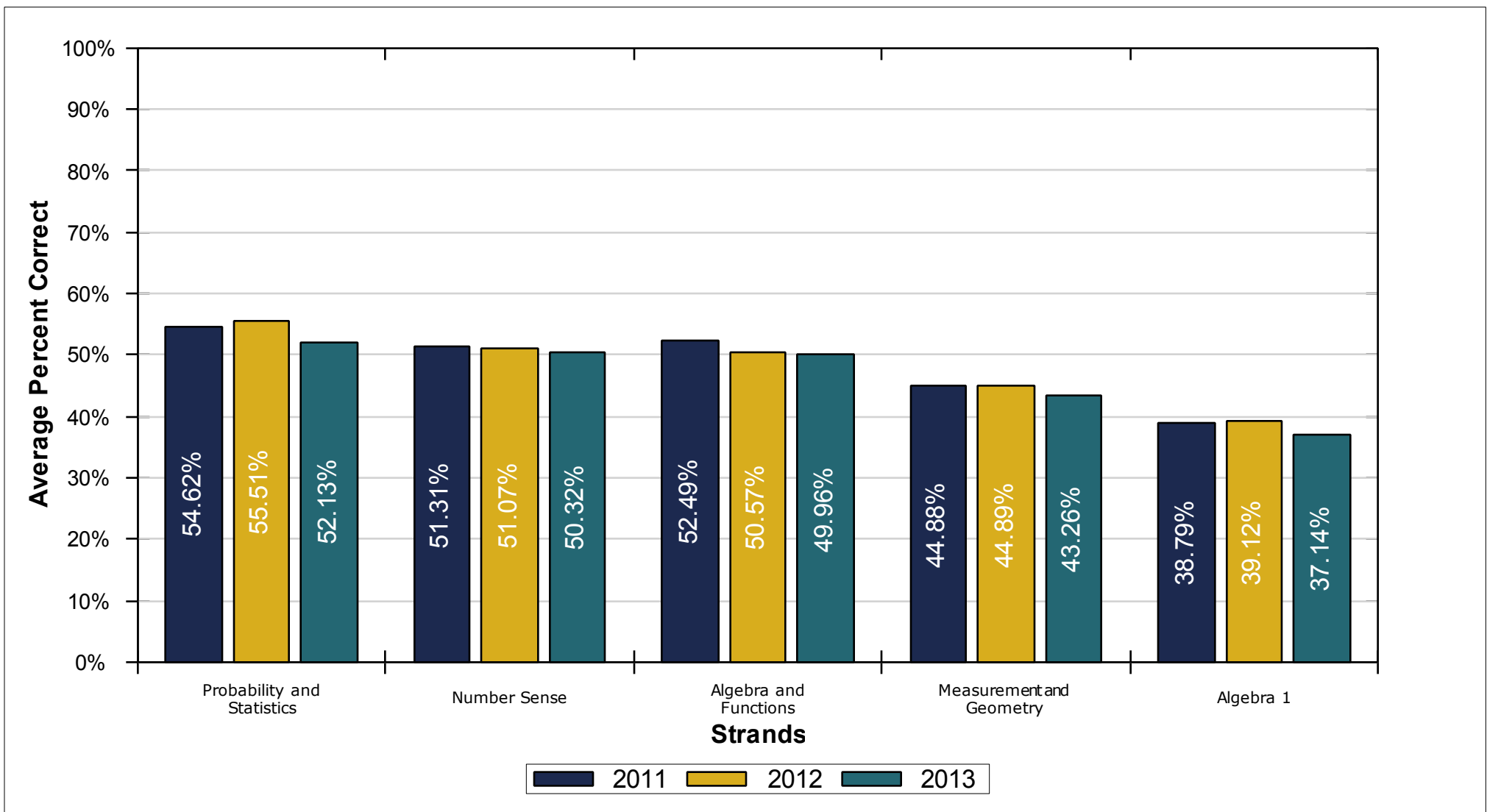
Mathematics	2011			2012			2013			% Change Correct
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	
Math Total	806	80	53.16	753	80	50.32	618	80	51.34	-1.82
Grade 6 and 7 Mathematics		68	54.58		68	52.01		68	52.79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

Grade 12 CAHSEE English-Language Arts Component Subscores



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

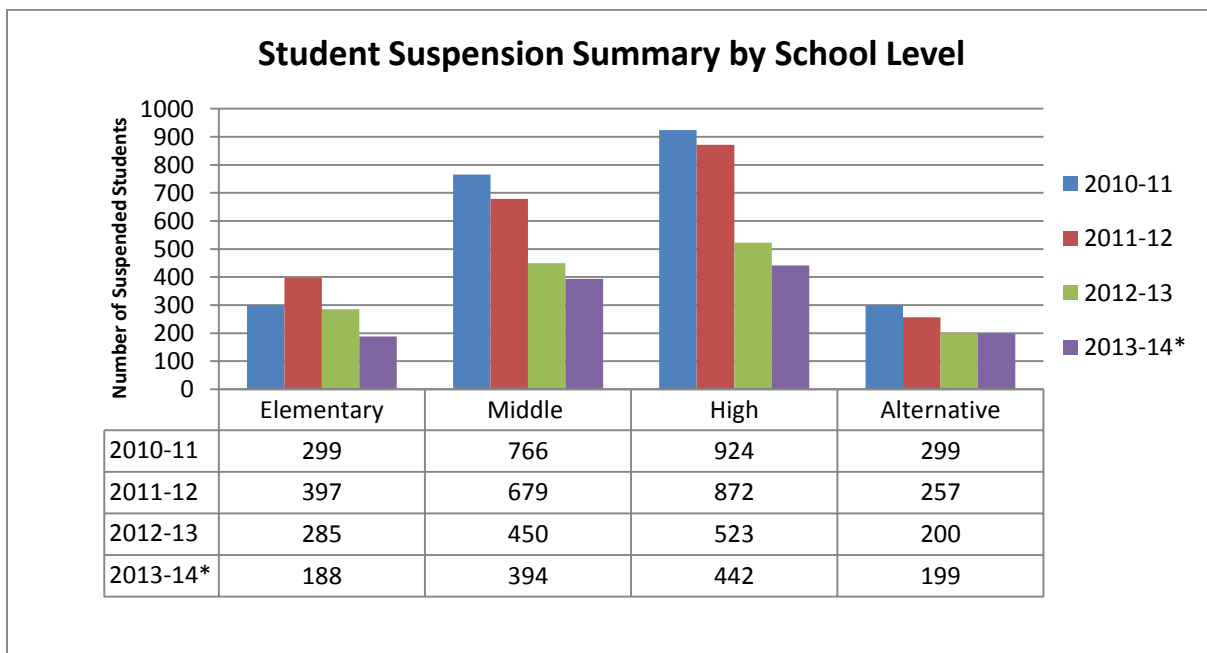
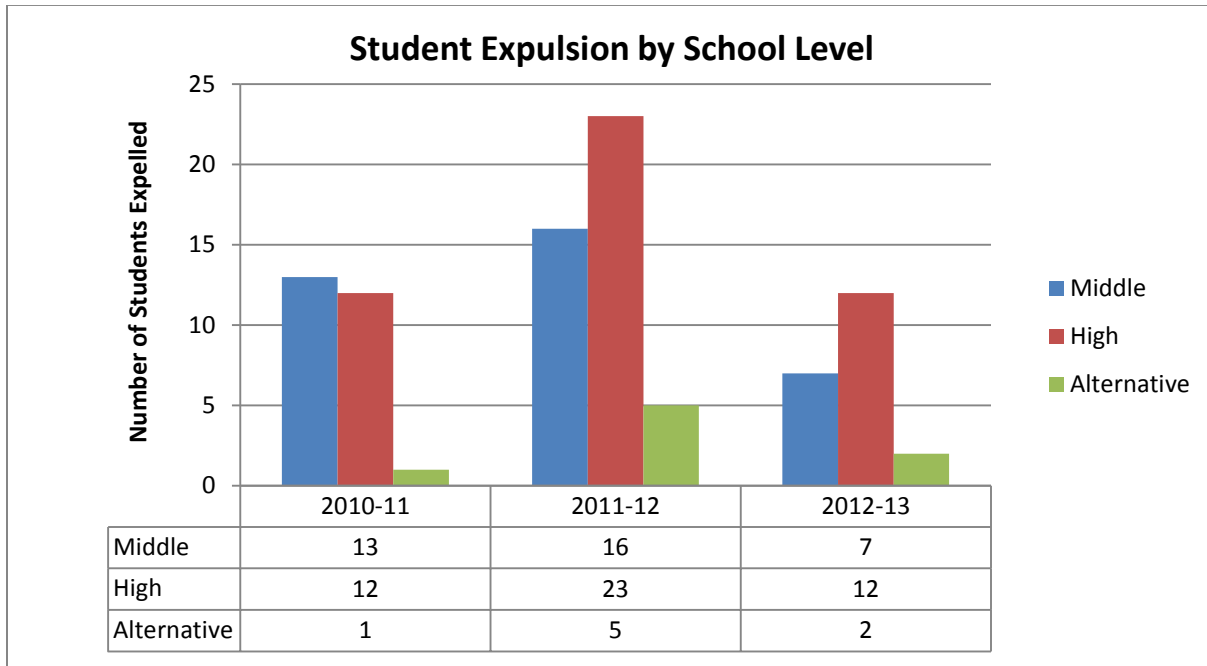
Grade 12 CAHSEE Mathematics Component Subscores



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

MDUSD Expulsion/Suspension Summary Data – 3 Years

2010 - 2013



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: Structure, 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 Educational Research and Evaluation 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 Barbara, 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 Graduation	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 Educaional Facilities, 2002