

District Name: Mt. Diablo Unified School District      CDS Code: 0761754

Identify (If Applicable) District Assistance and Intervention Team (DAIT):

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**ARRA LOCAL EDUCATIONAL AGENCY WAIVER PLAN TEMPLATE**

For 2009–10, states were invited to participate in the submission of specific waivers pertaining to Title I, Part A of the Elementary and Secondary Education Act (ESEA) given the significant funding for programs provided by the American Recovery and Reinvestment Act (ARRA) allocations for 2009-2010. In order for local educational agencies (LEAs) to apply to the California Department of Education (CDE) for the LEA set-aside obligation waivers in Section II(a) and II(b) of the waiver application, an ARRA LEA Waiver Plan Template must be developed. Rather than rewriting your existing LEA Plan at this time, the CDE recommends using this ARRA LEA Waiver Plan Template to address the identified needs. Type your responses in the expandable text boxes and submit as an e-mail attachment with your waiver application to [TitleIWaivers@cde.ca.gov](mailto:TitleIWaivers@cde.ca.gov). State Board of Education (SBE) approved waivers may require a revision to your LEA Plan. Any revised LEA Plan should be posted to your LEA website.

The ARRA LEA Waiver Plan must be submitted to the CDE **with your waiver application**.

**Please identify and prioritize the fundamental need:**

**Box 1.**  
**Title I, Part A, Assurance Statement, Item 5: Justification for not resolving Categorical Program Monitoring (CPM) findings and action plan to resolve outstanding findings.**

Compliance findings have been resolved.

**Box 2****Title I, Part A, Assurance Statement, Item 6: Justification for not resolving Uniform Complaint Procedure (UCP) actions and action plan to resolve unresolved actions.**

No unresolved Uniform Complaint Procedure issues.



**Box 3.****Please describe the data sources used to identify the fundamental need.**

Examples of data include, but are not limited, to California Standards Test (CST), Adequate Yearly Progress (AYP) for the LEA and student subgroups, Academic Performance Index (API), California English Language Development Test (CELDT), district benchmark assessments, California High School Exit Examination (CAHSEE) and/or state board adopted curriculum embedded assessments.

Based on federal Adequate Yearly Progress (AYP) information, Mt. Diablo Unified did not meet its AYP targets for African American, Hispanic, socioeconomically disadvantaged, or for its English learner subgroups for the 2009/10 school year. In addition, the federal graduation AYP target was not met.

During the last 2 years, Mt. Diablo's English learner student population has met the Annual Measureable Achievable Objective (AMAO) targets #1 and #2 but has not reached the California Standards Test (CST) proficiency targets for AMAO #3. Based on this data, Mt. Diablo Unified developed a Title III Improvement Plan during the fall of 2008. According to the most recent English Learner Subgroup Self Assessment (ELSSA,) 31% of English learners have passed the language arts section of the California High School Exit Exam and 40% have passed the mathematics section.

Throughout the school year, sites are regularly reviewing California English Language Development Test (CELDT) data, district benchmark assessments, California High School Exit Examination (CAHSEE,) and/or state board adopted curriculum embedded assessments to identify areas of fundamental need for their students. Student achievement targets and action plans are developed each fall using information provided to sites from *Key Data Systems* (an online data management company) which are then included in the site's Single Plan for Student Achievement. Site and district student achievement data is monitored during the course of the year at regular meetings, including but not limited to Educational Services, District Site Liaison Team, Alternative Government Team, Feeder Pattern, and at K-12 Articulation meetings, and at the annual Leadership Institute Mt. Diablo Unified holds each August.

<b>Box 4.</b> <b>Please describe the specific strategies and actions that the LEA will use and how those strategies will be used to address the fundamental need.</b>	<b>Persons Involved/Timeline</b>	<b>Estimated Cost</b>	<b>Funding Source: ARRA funds freed as a result of the waiver.</b>
<p>Title I eligible sites will receive support in developing the three common elements of a professional learning community- a focus on learning, embedded collaboration, and a focus on results. Specific strategies and actions include: allowing release time for teachers to meet to identify essential standards, to develop common assessments, to analyze student work, and to plan rigorous standards-based instruction to support students not meeting proficiency targets.</p> <p>Consultants will be retained to provide Title I eligible sites and district administrators instruction in how to support professional learning communities system wide and to support the instruction of English learners.</p> <p>Explicit Direct Instruction training will be provided for all staff at Title I eligible sites to ensure that the instruction provided to English learners, students with disabilities, Hispanic, and socioeconomic disadvantaged students is aligned with state standards, rigorous, and engaging.</p>	<p>Council Members            Educational Services            Site administrators            Teacher leaders            Jan. 2010-Sept. 2011</p> 	<p>642,029</p> <p>80,000</p> <p>20,000</p>	<p>SES/ Choice</p> 

**Box 5.**  
**Please describe the scientifically-based evidence that supports the specific strategies and actions.**

Improved student achievement resulting from working and collaborating as a professional learning community is supported by the research completed by the Annenberg Institute for School Reform, the Center on Organization and Restructuring of Schools, Douglas Reeves, Linda Darling-Hammond, and Michael Schmoker. The implementation of an effective professional learning community model is incontrovertibly linked to the effective integration of standards, assessment, and accountability across the site and school system.

Explicit Direct Instruction® (EDI), an approach based on the premise that all children can learn, helps teachers deliver effective lessons that can significantly improve achievement for all learners, including English language learners and students with special needs. John Hallingsworth, Silvia Ybarra, and Dataworks researchers have disaggregated four million state-level student test results, collected and analyzed 2.3 million student assignments to measure alignment to specific state content standards, and observed twenty-five thousand teachers. Based on this research, Explicit Direct Instruction training has been developed to ensure that teachers provide the most explicit and direct “first and best” teaching for students.

**Box 6.**  
**Section II. (a) Item 2 (b): Justification for not meeting all demand and action plan to meet SES demand and requests.**

District has met demand for SES and public school choice transportation.

**Box 7.**  
**Section II. (b) Item 5 (b): Justification for not providing training and action plan to provide standards-based instructional materials training.**

Not applicable.

ARRA LOCAL EDUCATIONAL AGENCY (LEA) WAIVER PLAN  
ASSURANCE PAGE

**LEA Plan Information:**

**Name of Local Educational Agency: Mt. Diablo Unified School District**

**County District School Code: 0761754**

**District Superintendent: Dr. Steven Lawrence**

**Address: 1936 Carlotta Drive                      Concord                      94519**  
**Phone: 925-682-8000 X4010                      FAX: 925-689-1649                      E-mail:**  
**[lawrences@mdusd.k12.ca.us](mailto:lawrences@mdusd.k12.ca.us)**

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Plan are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

**Signatures:**

**On behalf of the LEA and participants included in the preparation of this ARRA LEA Waiver Plan:**

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Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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