

Mt Diablo Unified School District LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

District Profile

Located at the base of Mt. Diablo in the San Francisco East Bay, Mt. Diablo Unified School District (MDUSD) is one of the 30 largest school districts in the state of California, with over 56 school sites and programs, and over 4,000 employees. The district spans 150 square miles and serves 9 municipalities including the cities of Concord, Pleasant Hill, Clayton; portions of Walnut Creek and Martinez, and the unincorporated areas of Lafayette, Clyde, Pacheco, Pittsburg, and Bay Point. With 34,316 students, the district's ethnic/racial diversity, average class size, test scores, numbers of English Language Learners and the primary languages they represent, in large part mirror those for the State of California as a whole.

However, Mt. Diablo Unified is rapidly shifting from a suburban school district to that of an urban-suburban system with the number of students living in poverty increasing from 28% in 2004-05 to 38% in 2008-09, the last date for which this data is available. It has also transitioned from a majority white student population (54.9% in 2004-05) to a "minority majority" district in 2009-10. The percentage of white students dropped to 45.8% in 2009-10, while the number of Hispanic/Latino students as grown from 26.7% in 2004-05 to 34.2% in 2009-10. Over the same time period, the school district has enjoyed gradual student achievement improvement within the district, increasing the numbers of students who are proficient and above in Language Arts from 49% in 2004-05 to 58.8% in 2009-10 and in Math from 44% in 2004-05 to 58.5% in 2009-10. However, the achievement gap remains for Hispanic and African American students, and it is growing where there are larger pockets of students in communities within the district where poverty levels are increasing.

District Schools:

- High Schools - 6
- Continuation High Schools - 1
- Necessary Small High Schools - 5
- Independent Study School - 1
- Middle Schools - 10
- Elementary Schools - 29
- Special Education Schools - 2
- Adult Education Centers - 2
- Charter School - 1

Enrollment Diversity:

2009-10: Mt. Diablo Unified School District serves **34,316 students**, including 45.8% White, 34.2% Hispanic, 7.6% Asian, 4.9% African American, 4.3% Filipino, 0.9% Pacific Islander, 0.5% Native American, and 1.4% Two or More Races. Approximately **36% are English Learners (ELs)** speaking over 40 languages. Eighty-two percent (82%) of the EL subgroup is Spanish-speaking. **Students with disabilities (SWDs)** total over 3,900 students in grades K-12 (11.5% of district enrollment). Approximately 12,000 students (39%) are classified as **socioeconomically disadvantaged**.

Mt. Diablo Unified School District Vision Statement

Mt. Diablo Unified School District is to be a district in which all students, staff and community:

- treat each other with dignity and respect
- respect cultural, racial and economic diversity
- assume responsibility for the educational and individual needs of students
- support each other in achieving meaningful outcomes to enable individuals to experience success
- use technology to access, manage and communicate information
- collaborate to achieve mutual goals
- encourage students to become responsible citizens in a democratic society

The Mt. Diablo Unified School District is to be a district in which all schools:

- provide effective instruction as the focus of all activity
- provide a safe, secure, nurturing, and stimulating learning environment
- arrange time and space around the needs of the student
- are recognized and supported for their individuality and culture
- support students in achieving meaningful outcomes to prepare them to be successful adults

Mt. Diablo USD District Goals 2010-2011 Educational Goal

All district students will master the California standards for their grade level by the end of each school year.

The purpose of the following performance targets is to provide the Board and the district administration with the information needed to monitor to what degree schools are meeting the most important targets. Students need to: 1) master the California standards for their grade level, 2) learn to read with fluency and comprehension by the end of third grade, 3) become fluent in academic English, 4) demonstrate proficiency in mathematics, 5) pass the California High School Exit Exam, 6) attend school regularly, 7) graduate from high school, and 8) take and pass courses that provide the knowledge and skill necessary for our high school graduates to be successful in their future endeavors. Schools will report progress on the following targets that will provide a big picture view of school performance to monitor system effectiveness.

Supporting these targets, additional layers of assessment help administrators and teachers monitor student performance in order to adjust instruction to improve learning. Periodic district benchmarks and other common assessments measure the effectiveness of initial instruction and provide important information about where instruction needs to be changed to improve results. To accelerate the learning of students for whom exemplary initial instruction is not enough, regular common assessments will help identify needed interventions, monitor student progress, and to determine when students have met exit criteria. The creation of explicit District Goals is our first step in developing a district-wide strategic plan.

Mt. Diablo USD District Goals 2010-2011

Performance Targets

Elementary Schools - these measurements are school-wide and all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: K-3 Reading - Over the next two years, increase the percentage of K-3 students scoring at rubric 3 (at grade level) and 4 on the district Reading Assessment Program (RAP).

- Currently if less than 40% of students are reading at or above grade level increase by 10%
- Currently if between 40-70% are reading at or above grade level, increase by 6%
- If over 70% are reading at or above grade level, increase by 4%

Target 3: K-5 Mathematics - Over the next two years, increase the percentage of students scoring at the proficient level on the district benchmark or approved common assessments.

- If currently below 40% are proficient, increase by 10%
- If currently between 40-70% are proficient, increase by 6%
- If over 70% are proficient, increase by 4%

Target 4: All Elementary Schools under 800 API - Implement district benchmark assessments in language arts and math, and develop intervention plans based on the quarterly common assessment results.

Middle Schools - these measurements are school-wide and all significant subgroups:

Target 1: Academic Performance Index (API) - All schools will meet their annual school and significant subgroup State API targets.

Target 2: Mathematics – Over the next two years:

- a. Increase the percentage of 8th graders ready to move on to Geometry in 9th grade. This will be measured by the percent of 8th graders receiving a B or better in Algebra 1 and passing the district-wide Algebra 1 final with a 70% or better:
 - If currently below 40% are ready, increase by 10%
 - If currently between 40-70% are ready, increase by 6%
 - If over 70% are ready, increase by 4%
- b. Decrease by 10% the number of 8th graders who move onto high school needing to take pre-Algebra in their freshmen year.

Target 3: All Middle Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

High Schools - these measurements are school-wide and all significant subgroups:

Target 1: Academic Performance Index (API)

All schools will meet their annual school and significant subgroup State API targets.

Target 2: California High School Exit Exam (CAHSEE)

Over the next two years, all high schools will improve their school-wide and significant subgroup CAHSEE pass rates for 10th graders in ELA and math by 6%, or they will achieve a 90% pass rate.

Target 3: Graduation Rates

Based on the State graduation rate data, all high schools will increase their graduation rate over the next two years by:

- If currently below 80%, increase by 8%
- If above 80%, increase by 5%
- If above 90, increase by 2%

Target 4: All High Schools under 800 API - Implement district benchmark assessments in each core subject area and develop intervention plans based on the common assessment results.

Target 5: Other Critical Measures - All comprehensive high schools will increase the following measures by 8% over the next two years:

- A. Increase the percentage of graduating seniors who complete the UC a-g requirements, 2x2 articulated course work with local community colleges, or a career pathway program.
- B. Increase the percentage of students who take the PSAT and SAT.
- C. Increase the percentage of graduates who take an AP class and achieved a 3 or better on the AP test; pass a UC-CSU approved Community College (CC) course; or pass a CC course that leads to a specific AA degree.
- D. Increase the number of AP classes or sections, or career pathway classes.

All K-12 Schools:

Target 1: English Proficiency:

- A. All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.
- B. All English learners will be reclassified as fluent English proficient within six years of enrolling in our district.

Target 2: Attendance:

All schools will improve average daily attendance (ADA) by 1% or maintain attendance of at least 97%.

Mt. Diablo USD District Goals 2010-2011

Strategies to meet Educational Performance Targets

Schools will develop action plans to meet the above targets using the strategies below. District staff will support schools in implementing their action plan. The district and schools will use the following strategies to meet the district educational goal and the targets established above:

Strategy 1: Monitor academic performance

- Objective 1A: All schools will use the district-wide targets to develop their Single Plan for Student Achievement.
- Objective 1B: Implement district common benchmark assessments in order to track student progress and inform instruction.
- Objective 1C: Develop, implement, and refine data analysis protocols.
- Objective 1D: Continue to develop and refine the K-12 ELA and K-Algebra 1 mathematics benchmarks to measure student progress.

Strategy 2: Increase professional collaboration

- Objective 2A: Develop a common vocabulary and a set of expectations regarding effective instructional practices.
- Objective 2B: Collaborative teams will use data to identify students' learning needs and respond through targeted instruction and intervention.
- Objective 2C: Feeder patterns will collaborate on a regular basis to ensure system-wide articulation of content standards to support the continuum of student learning.

Strategy 3: Improve Instruction in Reading/Language Arts and Mathematics

- Objective 3A: Ensure that all students receive high quality standards-based initial instruction in ELA and Math.
- Objective 3B: Use assessment data to identify students in need of interventions.
- Objective 3C: Implement ELA and Mathematics interventions.
- Objective 3D: Monitor student progress in ELA and Mathematics interventions.
- Objective 3E: Use assessment data to refine K-5 ELA and K- Algebra 1 pacing guides.

Strategy 4: Develop and implement systematic English Language Development (ELD) instruction for all English learners

- Objective 4A: Develop instructional schedules that designate time for ELD.
- Objective 4B: Monitor the progress of English learners using CELDT, ELA, Math, and ELD assessments.
- Objective 4C: Ensure English learners receive appropriate academic support during content area instruction.

Strategy 5: Increase student career and college readiness

- Objective 5A: Develop master schedules that provide more opportunities for students to meet the "a-g" requirements.
- Objective 5B: Enroll more students in classes meeting "a-g" requirements.
- Objective 5C: Increase enrollment in AP and Honors classes.
- Objective 5D: Provide opportunities for students to participate in career technical classes.
- Objective 5E: Provide intensive support for all students who are at risk of failing or have failed either part of the CAHSEE.

Strategy 6: Improve home school communication

- Objective 6A: Continue to utilize online grade book and HomeLink to report on student progress in grades 6-12. Expectation is that teachers will update their grade books a minimum of once every two weeks.
- Objective 6B: Increase percentage of families using HomeLink in grades 6-12.
- Objective 6C: Parent teacher conferences in grades K-5 will focus on academic and social development of the student.
- Objective 6D: In grades 6-12, schools will schedule parent/student meetings for students who are not meeting grade level standards in two or more classes as measured by district benchmark assessment results and course grades.
- Objective 6E: For students who are not making adequate progress towards mastering English based on CELDT, STAR, and district benchmark assessments, meet with students' parents twice a year to develop and review a language acquisition learning plan.

Strategy 7 Improve attendance

- Objective 7A: Schools will develop and implement plans to improve student attendance.
- Objective 7B: The district will explore an alternative school calendar based on student needs and academic performance.

Mt. Diablo USD District Goals 2010-2011

Communications Plan and Community Relations

Target 1: Internal Communications

- There will be weekly update memos from the School Support and Personnel Divisions and these memos will be copied to Board members.
- There will be weekly update memos to School Board members on upcoming events and issues happening around the district.

Target 2: External Communications

- Twice monthly updates will be written to parents and district staff via e-mail and posted on the web that focus on: Board agenda updates, updates around progress on district goals and objectives, updates around Measure C, and updates around school programs. If requested, parents and community members can pick up a hard copy of the updates at their local school's main office.

Target 3: Investigate the creation and implementation of a district calendar for Board members where all site activities are listed and Board members can indicate which events they will attend.

Target 4: The district will reach out to community organizations to schedule available council members available to provide annual presentations on the status of the district.

Mt. Diablo USD District Goals 2010-2011

Personnel Services

Target 1: Conduct negotiations with all units to reach agreement on contracts which ensure a multi-year balanced district budget with a focus on containment of health costs at the current level.

Target 2: Train all managers, both certificated and classified, to ensure they have the skills and knowledge to follow the contracts with a focus on effective evaluation practices and progressive discipline guidelines.

Fiscal Services

Target 1: Create and maintain a balanced budget for the 2010-11 fiscal year that takes into account changes in the State's budget.

Target 2: Develop a plan for balanced budgets through the 2013-14 fiscal year, establishing expenditures by priority according to research based, educational performance practices contained in the Essential Program Components established by the California Department of Education.

Target 3: Plan for software system changes and/or upgrades as Sungard ends support for version 7.6.3.

Strategy 1: Maintain balanced budget for 2010-11 school year

- Update training for the budget managers on budget administration, control and monitoring.
- Update training for site managers on use of categorical and special project funds to meet goals identified in their single plan for student achievement.

Strategy 2: Develop balanced budget through 2013-14

- Update multi-year projections for all known State budget changes as they occur.
- Communicate effect of State budget changes to Board, district and site administrators, staff, and general public.
- Support negotiations as needed with financial projections of various salary and benefit proposals.
- Complete bond sale to support completion of projects, payoff of Lease Purchase and Certificates of Participation, and Solar initiative

Strategy 3 Plan for software system changes

- Evaluate cost, risk and benefit of converting with the CCCOE to Tyler MUNIS versus upgrading to version 7.9.4 of SunGard IFAS/BusinessPLUS.
- Develop plans to implement time card and employee self service on-line (either within SunGard IFAS/BusinessPLUS, Tyler MUNIS, or third party Share Point type application).

Mt. Diablo USD District Goals 2010-2011

Facilities

Target 1: Ensure on-going maintenance of all current campuses

- Utilizing Measure C funds, ensure that all basic facility maintenance needs are met.

Target 2: Develop and implement multi-year Measure C plan

- Present a plan to the Board that lays out a multi-year plan to sell Measure C bonds and complete appropriate projects.

Target 3: Approve a contract for installation of solar to minimize our \$3.5M annual PG&E bill and maximize our Level 7 CSI credits to help offset State budget cuts.

- Include outside expertise in the evaluation of solar RFPs and development of recommendations to the Board.

Target 4: Technology upgrades

- Upgrade our district and school site technology backbone to ensure that classrooms have a reliable source of internet and data connection.
- Develop a plan to provide the infrastructure, hardware and software necessary for modern digital classroom tools in every classroom and begin implementing \$11M in technology upgrades to bring the plan to fruition.

Mt Diablo Unified School District

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

1. *Address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of high priority students, including a determination of why the prior LEA Plan failed to bring about increased student achievement*

Needs Assessment

In accordance with the regulations set forth on the current E.S.E.A. legislation known as No Child Left Behind, Mt Diablo Unified School District (MDUSD) made **38 of 50 performance targets**. MDUSD failed to meet the English/ Language Arts **Adequate Yearly Progress (AYP)** targets for African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities (SWD). MDUSD failed to meet the Mathematics AYP targets for Hispanic/Latino, Native Hawaiian/Pacific Islander, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities. African American students did not meet AYP goals in mathematics, but did achieve "Safe Harbor."

In addition, the district did not meet all three **Title III AMAO Goals**. English Learners in MDUSD met **AMAO 1** (54.7%). They met **AMAO 2** for students in the 5 or more years cohort (42.3%), but did not meet the target for students in the less than 5 years cohort (17%). English Learners also did not meet all four targets for **AMAO 3**. Participation rate for English/language arts and mathematics was met. The math target for AMAO 3 was not met (38.7%) nor was English language arts (30.2%).

With the support of the Napa/Solano/Contra Costa Educational Support Team, the district completed an extensive needs assessment including:

- District and site analysis of achievement data
- District and site analysis of the Academic Program Survey (APS) for all school sites
- District Assistance Survey (DAS)
- Inventory of Services and Support for Students with Disabilities (ISS)
- English Learner Subgroup Self Assessment (ELSSA)
- Review of Title III plan
- Review of district reports and analysis for special education
- Review of Fiscal Documents

District administrators, principals, and teacher representatives met to discuss the results, determine identified needs, and craft responsive and responsible corrective actions. The process of analysis of each tool was similar. Participants rated the district on each element, discussed the ratings looking for patterns and trends, and noted strengths and challenges highlighted for each. Based on these strengths and challenges, common identified needs were acknowledged and corrective actions were generated.

It is clear that in the past year MDUSD has begun to make progress in implementing the Essential Program Components (EPCs) from the Academic Program Survey as well as implementing elements from the other data collection tools. Where implementation has been most thorough, achievement data demonstrate significant growth. The following are identified strengths:

- A shift in district administrative personnel, with a focus on improving district-wide instructional practices
- Renewed classroom level focus on standards-based instruction
- A shift in district practices focused on the development of coherent, district-wide systems

The needs assessment also included an analysis of **district contextual factors** relative to student population, mobility, socio-economic status, primary language, percent of English Learners (ELs), students with disabilities (SWDs) and dropouts. In addition, the DAIT team and district reviewed longitudinal

redesignation rates for the past ten years, the R-30 report to identify language census, and a thorough analysis of student progress on assessment measures by socio-economic status and subgroup.

The needs assessment analysis revealed that **achievement and opportunity gaps** existed between White, Asian, and Filipino students and students in the Hispanic/Latino, African American, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities subgroups. These gaps were evident in both the Academic Performance Index (API) and Adequate Yearly Progress (AYP) data.

Based on the analysis of the needs assessment tools described above, the findings reveal the previous LEA Plan did not adequately guide the district as described below. Development of policies and practices to ensure the following must be a high priority:

- Addressing the academic needs of ALL students, at all grades, still needs additional attention.
- Developing a cohesive, coherent system of instruction to ensure that all students achieve a high level of academic performance. Specific areas of need involve providing first good instruction to all students, establishing a coherent districtwide approach to ELD instruction, and establishing a coherent districtwide system of intervention support for Strategic and Intensive students, using programs approved by the California Department of Education in ELA and math.
- Aligning curriculum at all levels, to ensure cohesion between pacing, instruction, and assessment in math (up to Algebra 1) and in English/language arts.
- Monitoring of core text and program implementation, at all grades and levels for all students needs to be developed and implemented.
- Developing a district Professional Development plan that must ensure implementation of the LEA Plan addendum.
- Designing Professional Development in the use of the district data analysis system, the value of benchmarking, and use of benchmark data to inform instruction continues to be a need.
- Developing a district wide coaching plan to ensure academic support for implementation of the LEA Plan addendum and to ensure that coaches provide more modeling in classrooms and feedback to teachers. Funding to support this plan needs to be prioritized.
- Ensuring that collaborative planning time needs to be more tightly focused on lesson planning, lesson pacing, data analysis, and student grouping.

Funding decisions to support the full implementation of the LEA Plan Addendum need to be based on the development and implementation of the most high leverage activities in this plan in order to ensure that a coherent and cohesive standards-based system is implemented for all students. It is recommended that fiscal considerations/decisions are prioritized according to the Essential Program Components (EPCs) of the Academic Program Survey (APS), and that district fiscal resources are allocated accordingly.

The Following Data Statements describe the challenges at each level:

High School Data Statements:

- Sites have adequate materials from the 2002 ELA adoption (Prentice Hall). However, the adopted core text program is not in daily use at all sites; most sites use a teacher-developed novel-based program, therefore ELA core instruction is not standards-based. Sites are not making use of ancillary materials. There is teacher resistance to the use of ELA pacing guides at most sites.
- All high schools are implementing *Edge* for ELD. Some sites do not have an ELD adoption and use the Prentice Hall English Learner Workbooks. The number of English Learner students varies widely from site to site; lack of resources are an issue at sites with small numbers of EL students. Some sites with ELD classes currently have 4 levels; at other sites, multiple CELDT levels are grouped together. Current master schedules do not provide adequate sections to meet the needs of all English Learner students.
- Strategic ELA support class is not offered at all sites. Where support classes are offered, core and support are not always taught by the same teacher. Sites do not have consistent criteria for student placement or exiting strategic interventions.
- Intensive ELA intervention implementation is inconsistent from site to site. Sites with a handful of eligible students are not currently providing an approved Intensive ELA intervention program. Sites with an Intensive intervention program have students placed in a combination of READ 180, AIMS classes (not SBE-approved), and mainstream ELA classes. Some intervention classes have 35+ students. Sites do not have consistent criteria for student placement or exiting intensive interventions. Few students currently exit intervention programs. Site culture is a factor; Intensive intervention classes often are assigned to new, less experienced teachers.
- Sites are using the 2008 Algebra adoption (Prentice Hall). The adopted Algebra program is substantially in daily use at all sites (not 100%). Algebra pacing guide development was begun, but never completed.
- Sites are using AIMS or other alternative materials ("I Can Learn") to supplement core Algebra; these programs are not SBE-approved. Not all sites offer a second period of Algebra support to struggling students. Students are placed in support period through teacher recommendation (no district-wide entry/exit criteria). CAHSEE support occurs after school. Current master schedules do not provide adequate sections to meet all students' intervention needs. Algebra Readiness is not offered.
- Class period times vary from site to site, ranging from 2 hours (block schedule), 60 min., 50 min., and 45 min. Interruptions during instructional time are an issue. Block schedule makes scheduling of appropriate intervention classes difficult.
- District-wide, high school sites are approximately 95% NCLB HQT compliant. Currently districtwide practice places the newest (least experienced) teachers at the lowest performing schools. SPED has a dept of new teachers that are not fully credentialed.
- Teacher training in the core ELA adoption occurred 6+ years ago. Intervention and ELD teachers have had training more recently (2010-2011 (3) day). Algebra teachers have only had a one hour publisher training (during August 2009)
- There is no district-wide ELA coaching in place. There is a BTSA program for new teachers and PAR teachers.
- There is no district-wide math coaching in place. Math coach is specifically assigned to Mt. Diablo HS for a 3 year commitment (2009-2011).
- District has EduSoft data system. There are no common district-wide assessments in ELA. ELA data is often used for grading, but not placement. Math department use of the EduSoft system is inconsistent. The Math departments at all the high schools are concerned that common assessments will lead to cheating. At some sites, technology/computers are inadequate and it is difficult for district staff to use the data system effectively or regularly. Training on use of the data system is needed.
- ELA Department collaboration is in place one hour per week at most sites. Math department meets on their own time (unstructured) to look at lesson plans, work on common assessments, common final, collects data and looks at student results; this practice is inconsistent from site to site.
- Sites disagree as to whether the district prioritizes spending based on EPC priority.

Middle School Data Statements:

- Sites are using the 2002 ELA adoption (Prentice Hall). Not all sites have sufficient textbooks; ancillary materials and consumables are no longer available from the publisher. Due to the age of the adoption, textbooks are not well aligned to state standards. There is no ELA pacing guide.
- All sites are implementing *Inside* for ELD. Not all sites have 100% of materials needed. Not all sites have students properly placed for ELD instruction (i.e. some sites have more students of more than 2 CELDT levels in one class, etc.). We are currently training all ELD Teachers teaching ELD.
- Not all sites are implementing an ELA intensive intervention; 2 sites are using *READ180*, 1 site is using *Language!*, and 7 sites have no adopted program.
- All sites are implementing *Holt* for mathematics and Algebra (including ancillary materials). All sites have sufficient materials and are following the district pacing guide. All teachers have participated in materials-based training in the mathematics/Algebra program. All sites are implementing common quarterly assessments.
- Math/Algebra intervention (both strategic and intensive) is inconsistent from site to site; programs/ materials are not research-based or SBE-approved.
- Most sites do not have an Algebra Readiness program in place.
- No sites have 60 minute periods. Periods range from 40 to 54 minutes, depending on site.
- Not all students needing an additional period of ELA or math/Algebra support are placed in these courses; implementation is uneven from site to site.
- There are no district ELA coaches. A few sites have their own site-funded coaches.
- There is one district math coach contracted from the Alameda County Office of Education. The district math coach provides department level support to all sites on implementation of the new adoption, and Phil Gonsalves provides professional development 5 times per year to all math teachers. A few sites contract for additional time with the math coach.
- District currently uses EduSoft data system; district is in the process of evaluating the adoption of an alternative data system.
- Grade level/course collaboration is in place at all sites. The use of data analysis to inform instruction is uneven from site to site.

Elementary School Data Statements:

Elementary – Across the district:

- All sites have English language arts materials, including ancillary materials (2002 Houghton-Mifflin adoption).
- Implementation of ancillary materials, Universal Access, sound/spelling system, etc., is uneven from site to site and classroom to classroom.
- Monitoring of implementation of core text and ancillary materials by site principals is needed.
- Sites have sufficient core ELA time; core ELA time is not uninterrupted at all sites.
- There is no common districtwide ELD curriculum, no common ELD pacing guide. (One site uses a self-created pacing guide.)
- Not all sites are providing ELD instruction. Sites that do provide ELD instruction use a variety of ELD programs, and implement them from 30 to 60 minutes daily. One site has additional ELD intervention time (above and beyond daily ELD) in the computer lab for a small group of struggling students. (All Title I sites are doing some sort of ELD daily.)
- Sites do not currently hand-score CELDT tests in the Fall; sites are waiting for official scores in January/February. The delay causes challenges for ELD student grouping and placement, therefore most sites are using both ADEPT scores and CELDT for placement.
- There is no coherent, district-wide intensive intervention program, either K-3 or 4-5.
- Sites with small numbers of intensive students have challenges grouping students appropriately.
- All sites have the core math program and use it. Most teachers are not using all of the components/ancillary materials due to a lack of training.
- Most sites have appropriate core math time. Eight of nine Title I schools have at least 60 minutes of core math instruction per day. One school has an additional 30 minutes of math per day, plus time for Board Math.
- Most sites do not implement math intervention in addition to core math (additional 15 minutes). The new math adoption has intervention program materials embedded, but teachers have not been trained in their use, so they are not being implemented.
- A districtwide core ELA pacing guide exists, but it is several years old and not standards-aligned; it is not used with fidelity at all sites.

- There is a district-wide math pacing guide (based on one developed by ACOE), it is usually reviewed and revised annually, although the feedback loop has not been in place so far this year. Revisions are mostly date changes, not content changes.
- The use of end of the year Curriculum & Associates benchmarks for both ELA and math are optional.
- A district student achievement data system is being implemented, but there are “user friendliness” issues at both the teacher (technology access) and student level (bubbling).
- District has a district wide data system (EduSoft). There is need for a more streamlined approach to implementation of a common data system, as well as appropriate, ongoing teacher training.
- Student achievement data is currently gathered and disbursed. There is a need for student achievement data to be used to change instructional practices, as well as appropriate, ongoing teacher training; implement ongoing monitoring by site administrators.
- All veteran principals have completed AB430 training (Title 1 or non-Title I); new principals have not.
- Grade level collaboration is in place at most sites.
- Training on effective collaborative meeting strategies is needed, as is training on the use of student achievement data to inform instructional practice. Ongoing monitoring of grade level collaboration by site administrators is also needed.

Elementary Data Statements – Specific to Title I Schools:

- Some Title I sites are lacking ancillary materials for ELA, for example, Houghton-Mifflin ELD materials and Houghton-Mifflin in Spanish.
- Most Title I sites have technology issues with READ180/System 44 (including insufficient bandwidth, access to servers, and antiquated computers).
- Board Math is being implemented at all Title I sites. Most teachers are Board Math trained; new hires are being trained later in the year.
- Eight of nine Title I sites implement stand alone ELD programs for anywhere from 30 to 60 minutes daily. (One site is a new Title I school, and does not yet have ELD instruction in place.) One site has additional ELD intervention time above and beyond daily ELD in the computer lab for a small group of struggling students.
- Six of nine Title I sites have 30 minutes of ELA intervention daily in addition to the core. Two of the intervention sites have it in place at some grade levels (about 50%), but implementation is not consistent in every classroom/grade level; sites are looking at this issue this year.
- Sites with an intensive intervention (core replacement) program are implementing it for at least 90 minutes daily. These sites are using the program embedded pacing guide and program embedded assessments. Sites had a late start in implementing READ 180 this year (7 weeks late) due to training/customer support issues.
- Two of nine Title I schools have at least 15 minutes of math intervention (strategic or intensive) per day.
- Some Title I schools have self-funded coaches for Board Math, ELD, etc., as determined by site need.
- There is no district-wide plan for Title I coaches. Current Title I coaches have not been adequately trained or may not have the requisite skills. There is currently no uniform training program for Title I coaches; some have attended Learning Focused Conversation training the last several years.

Elementary Data Statements – Specific to Non-Title I Schools:

- Sites with small numbers of English Learner students (usually non-Title I sites) have challenges grouping students according to their CELDT level. These sites are also not sure what to do with English Only students during ELD time.
- Not all non-Title I sites have math intervention time allocated. Some sites are using alternative math intervention grouping, i.e. leveled groups.
- Not all non-Title I sites have completely uninterrupted math and math intervention time; some sites do not implement core math or math intervention five days per week every week.
- Non-Title I teachers did not attend the full SB472 training for ELA or math; many teachers attended only the publisher training.
- Non-Title I elementary schools do not have instructional coaches.

Mt Diablo Unified School District LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

High Leverage Actions

Based on the analysis of the needs assessment described above, the district, with assistance from the Napa/Solano/Contra Costa Educational Support Team, has identified four **High Leverage Actions** (i.e. areas of identified need). These four HLA's will be the focus of district DAIT/Program Improvement work for the duration of this LEA Plan addendum.

High Leverage Action #1: **Prioritization of all district funding decisions** based on student achievement and instructional priorities as outlined in the Essential Program Components (EPCs) of the Academic Program Survey (APS).

High Leverage Action #2: **Access to first good instruction** in the form of high quality core instruction in English/language arts and mathematics for *all students* that is equitably and consistently implemented at all sites at all grade levels.

High Leverage Action #3: **Access to high quality, structured, leveled, daily ELD** for *all identified students* that is equitably and consistently implemented at all sites at all appropriate grade levels.

High Leverage Action #4: **Access to high quality, daily, structured, strategic and intensive intervention** for *all identified students* that is equitably and consistently implemented at all sites at all appropriate grade levels.

Note: Refer to Section 4 of the LEA Plan Addendum for specific actions.

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Data Analysis

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress.

Mt. Diablo Unified School District serves **34,316 students**, including 45.8% White, 34.2% Hispanic, 7.6% Asian, 4.9% African American, 4.3% Filipino, 0.9% Pacific Islander, 0.5% Native American, and 1.4% Two or More Races. Approximately **36% are English Learners (ELs)** speaking over 40 languages. Eighty-two percent (82%) of the EL subgroup is Spanish-speaking. **Students with disabilities (SWDs)** total over 3,900 students in grades K-12 (11.5% of district enrollment). Approximately 12,000 students (39%) are classified as **socioeconomically disadvantaged**.

District-wide API Data Analysis:

Table 1: MDUSD – District-wide API (2008 – 2010)

Subgroup API – 3 Years (2008-2010)	2008	2009	2010	Growth +/-	+/- 800
District-wide	754	773	784	+30	-16
African American (<i>not of Hispanic origin</i>)	647	673	694	+47	-106
American Indian or Alaska Native	759	786	799	+40	-1
Asian	853	865	876	+23	+76
Filipino	799	831	843	+44	+43
Hispanic or Latino	653	672	692	+39	-108
Pacific Islander	686	708	718	+30	-82
White (<i>not of Hispanic origin</i>)	809	831	840	+31	+40
Socioeconomically Disadvantaged	639	657	684	+45	-116
English Learners	621	643	662	+41	-138
Students with Disabilities	536	612	617	+81	-183

Over the three-year period from 2008 to 2010, MDUSD's API grew from a baseline of 754 in 2008 to 784 in 2010. API growth district-wide grew 19 points from 2008 (754) to 2009 (773), and 11 points from 2009 (773) to 2010 (784). In 2010, the overall API for the district was 784 points, 16 points below the state-wide API target of 800 (Table 1).

During the same three-year period from 2008 to 2010, the district saw **API growth for all significant subgroups**, with 45 points growth for Socioeconomically Disadvantaged, 41 points growth for ELs, and 81 points growth for SWDs. Despite this noteworthy achievement, all three significant subgroups remain over 100 points below the state-wide goal of 800 API. Only Asian, Filipino, and White students have achieved this target (Table 1).

District API Context: MDUSD API as compared to State Averages (2010)

Subgroup API	2010 California	2010 MDUSD	Difference MDUSD vs. State	+/- 800 State	+/- 800 MDUSD
State/District-wide	767	784	+17	-33	-16
African American (<i>not of Hispanic origin</i>)	685	694	+9	-115	-106
Asian	889	876	-13	+89	+76
Filipino	851	843	-8	+51	+43
Hispanic or Latino	715	692	-23	-85	-108
White (<i>not of Hispanic origin</i>)	838	840	+2	+38	+40
Socioeconomically Disadvantaged	712	684	-28	-88	-116
English Learners	691	662	-29	-109	-138
Students with Disabilities	580	617	+37	-220	-183

Overall, MDUSD exceeds the state average for API by 17 points (784 versus 767). The district is closer to the target of 800 than the state average for all significant subgroups except Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and English Learners, as demonstrated in Table 2 above.

District-wide AYP Data Analysis:

Subgroup AYP (Adv./Prof.) – 3 Years	ELA – District AYP by Subgroup			Math – District AYP by Subgroup				
	2008	2009	2010	Growth +/-	2008	2009	2010	Growth +/-
Target	34.0	45.0	56.0	--	34.6	45.5	56.4	--
District-wide	53.7	58.4	58.8	+5.1	53.3	56.8	58.5	+5.2
African American (<i>not of Hispanic origin</i>)	32.6	39.2	41.4	+8.8	29.8	36.3	41.4	+11.6
Asian	72.0	73.1	75.5	+3.5	75.2	77.1	76.9	+1.7
Filipino	62.2	69.0	69.8	+7.6	62.4	66.8	68.4	+6.0
Hispanic or Latino	30.2	35.4	37.5	+7.3	33.6	37.9	41.4	+7.8
White (<i>not of Hispanic origin</i>)	68.1	72.8	73.1	+5.0	65.0	68.0	69.2	+4.2
Socioeconomically Disadvantaged	27.5	32.7	36.4	+8.9	30.3	34.6	40.1	+9.8
English Learners	21.7	28.2	30.2	+8.5	28.8	34.6	38.7	+9.9
Students with Disabilities	23.7	37.1	36.9	+13.2	25.0	35.8	39.5	+14.5

For the 2009/2010 reporting period, Mt. Diablo Unified School District met **38 of 50 AYP criteria**. Those criteria not met included Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in both English Language Arts and mathematics. African American students did not meet AYP criteria in English Language Arts, but made Safe Harbor in mathematics.

English/language arts: Over the three-year period from 2008 to 2010, the district saw **AYP growth for all significant subgroups**, with 8.9 percentage points growth for Socioeconomically Disadvantaged, 8.5 percentage points growth for English Learners, and 13.2 percentage points growth for Students with Disabilities. Despite this growth, not all subgroups met their 2010 AYP goal of 56.0 percentage points for English/language arts, including African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities (Table 3).

Mathematics: Over the three-year period from 2008 to 2010, the district saw **AYP growth for all significant subgroups**, with 9.8 percentage points growth for Socioeconomically Disadvantaged, 9.9 percentage points growth for English Learners, and 14.5 percentage points growth for Students with Disabilities. Despite this growth, not all subgroups met their 2008 AYP goal of 56.4 percentage points for mathematics, including Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities (Table 3).

District AYP Context: MDUSD AYP as compared to State Averages (2005 & 2010)

Table 4:	MDUSD 2005	State 2005	MDUSD 2010	State 2010	MDUSD Growth '05 to '10
English/Language Arts					
District-wide/state-wide	52.4	41.9	58.8	54.0	+6.4
Socioeconomically disadvantaged	23.5	21.9	36.4	41.2	+12.9
English Learners	19.6	17.0	30.2	35.5	+10.6
Students with Disabilities	22.8	26.5	36.9	32.4	+14.1
Mathematics					
District-wide/state-wide	51.5	45.0	58.5	56.4	+7.0
Socioeconomically disadvantaged	26.2	31.9	40.1	46.4	+13.9
English Learners	25.9	19.8	38.7	45.6	+12.8
Students with Disabilities	25.0	32.8	39.5	35.0	+14.5

In 2005, the MDUSD district English/language arts AYP of 52.4% proficient/advanced exceeded the state at 41.9%. Five years later in 2010, MDUSD's AYP (58.8%) still **exceeded the state average AYP** of 54.0% by 4.4 percentage points. In 2005, the MDUSD district mathematics AYP of 51.5% proficient/advanced exceeded the state AYP of 45.0%. Five years later in 2010, MDUSD's AYP (58.5%) **exceeded the state average AYP** of 56.4%.

While MDUSD increased the percentage scoring proficient/advanced for all significant subgroups from 2005 to 2010, two groups (Socioeconomically Disadvantaged, English Learners) **fell below state averages** for English/language arts and mathematics in 2010. (Table 4).

Significant Subgroup Data Analysis:

English Learners: A further analysis of EL data (2010 STAR/CST data for ELA and mathematics by grade level) uncovered a clear pattern in which ELs have a higher percentage of Basic and above at elementary (46% to 63% Basic and above), but lose ground in middle school and high school (41% to 43% Basic and above in middle school; 19% to 32% in high school grades 9 - 11). The pattern becomes even more striking when looking at Proficient/Advanced students, dropping from 31% in 2nd grade to just 3% in 11th grade. A similar pattern can be seen in mathematics, with 57% to 74% of EL student Basic and above in elementary, and 18% to 31% Basic and above in 6th through 8th grade Algebra 1. In 8th grade Algebra, the number of Proficient/Advanced English Learner students drops to just 4%. 2nd through 4th grades all performed well in mathematics, at 74% Basic and above. In 2nd grade, 50% of English Learner students were Proficient or Advanced in mathematics. (Table 5)

2010 ELA STAR Data			2010 Math STAR Data				
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2 nd	63%	2 nd	31%	2 nd	74%	2 nd	50%
3 rd	46%	3 rd	15%	3 rd	74%	3 rd	47%
4 th	62%	4 th	26%	4 th	74%	4 th	43%
5 th	58%	5 th	14%	5 th	57%	5 th	35%
6 th	42%	6 th	6%	6 th	31%	6 th	6%
7 th	43%	7 th	4%	7 th	39%	7 th	9%
8 th	41%	8 th	3%	Algebra 8	18%	Algebra 8	4%
9 th	32%	9 th	4%				
10 th	27%	10 th	2%				
11 th	19%	11 th	3%				

Students With Disabilities (SWDs): A further analysis of SWD subgroup data (2010 STAR/CST data for ELA and mathematics by grade level) reveals a pattern in which SWDs performance in ELA improves steadily from 2nd through 4th at the elementary grades (35% to 78% Basic and above), holds steady in 5th through 8th grades (67% to 65% Basic and above), and then drops in high school (45% to 37% Basic and above). A similar pattern can be seen in mathematics, with growth from 58% to 79% (Basic and above) in 2nd through 4th grades, and 62% to 58% (Basic and above) in 5th through 7th grade. Student performance in Algebra 1 then drops to 38% Basic and Above, with 21% of students Proficient/Advanced. In both ELA and mathematics, 4th grade had the highest percentage of SWDs scoring Basic and Above or Proficient/Advanced, more than 10 percentage points higher than either 3rd or 5th grade. (See Table 6 on the next page.)

It should be noted that, overall, Students with Disabilities scored higher than English Learners in English/language arts in all grades, except for 2nd grade, with the greatest discrepancy appearing in middle school and high school. In mathematics, the performance of English learners starts out strong in elementary school (50% Proficient/Advanced), but by 8th grade Algebra only 4% of English Learners scored Proficient/Advanced, while 21% of Students with Disabilities scored Proficient/Advanced.

Table 6: MDUSD -- Students with Disabilities Subgroup (by grade level)

2010 ELA STAR Data				2010 Math STAR Data			
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2 nd	45%	2 nd	26%	2 nd	58%	2 nd	42%
3 rd	54%	3 rd	25%	3 rd	69%	3 rd	43%
4 th	78%	4 th	57%	4 th	79%	4 th	63%
5 th	67%	5 th	40%	5 th	62%	5 th	39%
6 th	59%	6 th	31%	6 th	61%	6 th	25%
7 th	64%	7 th	32%	7 th	58%	7 th	29%
8 th	65%	8 th	28%	Algebra	38%	Algebra	21%
9 th	45%	9 th	16%				
10 th	40%	10 th	13%				
11 th	37%	11 th	14%				

Based on district-wide overall and significant subgroup data analysis, the district will achieve the following goals for student achievement, participation, growth on the API, and graduation rate:

Overall Subgroup Goals & Targets:	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
A. The district will continue to meet all participation rate criteria, overall and in all significant subgroups, for API and AYP (including CST, CAPA, CMA, CAHSEE, etc.).	Educational Services Principals	Ongoing through June 2014	N/A	N/A	N/A
B. As a result of consistent, grade level instruction in language arts and mathematics/Algebra, all students and students in numerically significant subgroups will meet or exceed state API growth targets each year.	Educational Services Principals	Ongoing through June 2014	See Section 4	See Section 4	See Section 4
C. As a result of consistent, grade level instruction in language arts and mathematics/Algebra, the percent of all students and students in numerically significant subgroups performing at proficient and advanced will increase each year by 10% in AYP.	Educational Services Principals	Ongoing through June 2014	See Section 4	See Section 4	See Section 4
D. All district high schools will meet the state target for the High School Graduation Rate each year.	Educational Services Principals	Ongoing through June 2014	See Section 4	See Section 4	See Section 4

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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

The following tools were used to assess the district's capacity, areas of strength and need relative to their instructional program and resulting student outcomes: Academic Program Survey (APS) including the nine research-based Essential Program Components (EPCs), District Assessment Survey (DAS), Inventory of Services and Support for Students with Disabilities (ISS), and the English Learner Subgroup Self Assessment (ELSSA).

Note: See Section 1 for the findings associated with the APS and other needs assessment tools.

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Based on the identified strengths and needs of the district, the following corrective actions are specified and are to be implemented on/by the dates shown in the "Timeline" below. These corrective actions are based on the four identified district High Leverage Actions:

HLA #1: Prioritization of all district funding decisions based on student achievement and instructional priorities as outlined in the Essential Program Components (EPCs) of the Academic Program Survey (APS).

For example, the highest funding priority would be the adoption, purchase, and implementation of common, districtwide, SBE adopted/approved standards-based materials at all levels. This would include core English/language arts and mathematics text programs, including ancillary materials, ELD materials, and materials to support Strategic and Intensive intervention classes/programs, as well as processes and procedures to ensure district monitoring of instructional materials implementation in all classrooms districtwide. The second level of funding support would be targeted to ensure that all site master schedules include the recommended number of uninterrupted instructional minutes daily for core ELA and mathematics, ELD, and intervention support, and ensure that there are sufficient classes/sections to meet the needs of all properly identified high priority students. The third level of funding support would be targeted to ensure alignment of curriculum, pacing (including essential/key standards), and assessment. The next level of funding would support ongoing, targeted professional development to ensure that teachers are able to implement the core and intervention curriculum for ELA, ELD, and mathematics, and to improve teachers' instructional capacity to use district adopted engagement and checking for understanding strategies to support increased student achievement by all students. The next level of funding would provide instructional coaches for ELA, ELD, and mathematics, and ensure that teachers at all grade levels and in all departments districtwide are able to effectively collaborate around the analysis of student achievement data, and are able to change their instructional practices in response to the data. All other funding priorities would occur after these key components have been addressed.

HLA #2: Access to **first good instruction** in the form of high quality core instruction in English/language arts and mathematics for *all students* that is equitably and consistently implemented at all sites at all grade levels.

HLA #3: Access to high quality, structured, leveled, **daily ELD** for *all identified students* that is equitably and consistently implemented at all sites at all appropriate grade levels.

HLA #4: Access to high quality, daily, structured, **strategic and intensive intervention** for *all identified students* that is equitably and consistently implemented at all sites at all appropriate grade levels.

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District Action Plan – 2011/2014**

Mt. Diablo USD – District Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
D.1.1.1 District will develop and implement a plan for the prioritization of all district funding decisions based on student achievement and instructional priorities as outlined in the Essential Program Components (EPCs) of the Academic Program Survey (APS).	*Council	January 2011 – June 2014		*All estimated costs pending approved funding	
D.1.1.2 Local Board will review, approve, and monitor implementation of district plan for the prioritization of all district funding decisions based on student achievement and instructional priorities as outlined in the Essential Program Components (EPCs) of the Academic Program Survey (APS).	*Council Board	January 2011 – June 2014	N/A	N/A	N/A
D.2.1.1 District will develop a coherent K-12 Instructional Plan to deliver high quality first good instruction in English/language arts and mathematics for all students that is equitably and consistently implemented at all sites and at all grade levels. The plan will identify districtwide ELA and mathematics core texts, ancillary materials, and instructional practices, by grade span, to be used at all sites. The plan will be clearly communicated to sites so that all teachers understand district expectations. (See elementary and secondary plans for specific actions.)	*Directors SASS Dept.	January 2011 – June 2014	Release time Materials Training	\$10,000	Title I, II, III, EIA
D.2.2.1 As part of the K-12 Instructional Plan, Special Education administrators will continue to work collaboratively to make decisions with General Education administrators to ensure Students with Disabilities receive grade level standards-based instruction within the grade level SBE- adopted (K-8) and standards-aligned (9-12) core curriculum in the General Ed classroom setting to the maximum extent appropriate	*Asst. Supt. SASS Asst. Supt. Spec. Ed. Adm. Spec. Ed.	January 2011 – June 2014	Release time Stipends	\$5,000	General Fund Spec. Ed. budget Title II
D.3.1.1 District will develop and implement a districtwide Title III Year IV Action Plan to ensure high quality, structured, leveled, daily ELD for all identified students in grades K-12 that is equitably and consistently implemented at all sites at all appropriate grade levels. The plan will identify districtwide ELD materials (by grade span and CELDT Level) and instructional practices to be used at all sites. The plan will be clearly communicated to sites so that all teachers understand district expectations.	*Asst. Supt. SASS SASS Dept. Principals	January 2011 – June 2014	Release time Materials Training	\$50,000	Title III EIA
D.3.1.2 As part of the districtwide Title III Year IV Action Plan, the district will develop specific plans to treat CELDT testing with the same level of importance as STAR/CST testing. Plans will include training of both teachers and students in the purpose and importance of the CELDT test.	ELIMINATE- Covered in PD (H)	January 2011 – June 2014	Training Materials	\$10,000	Title III EIA
D.3.1.3 As part of the districtwide Title III Year IV Action Plan, district will monitor and ensure that Students with Disabilities who are also English Learners have linguistically appropriate goals and objectives in their IEP as determined by the IEP team.	*Admin. Spec. Ed. SASS Dept.	January 2011 – June 2014	Release time Training	\$5,000	Title III EIA Special Ed. Budget
D.4.1.1 District will develop and implement a districtwide K-12 Intervention Plan to ensure high quality, daily, structured, strategic and intensive intervention for	*Directors SASS SASS Dept.	Develop 2011-2012	Collaboration time in	\$300,000	Title I, II QEIA (6 sites)

Mt. Diablo USD – District Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>all identified students</i> that is equitably and consistently implemented at all sites at all appropriate grade levels. The plan will identify districtwide intervention programs, texts, and ancillary materials; entry/exit criteria; and instructional practices, by grade span, to be used at all sites. The plan will be clearly communicated to sites so that all teachers understand district expectations.	Principals	Implement 2012-2014	schedule Release time Training Materials		
D.4.1.2 District will develop and implement policies and practices to monitor access to high quality, daily, structured, strategic and intensive intervention for <i>all identified students</i> that is equitably and consistently implemented at all sites at all appropriate grade levels.	*Directors SASS SASS Dept. Principals	Develop 2011-2012 Implement 2012-2014	Training	\$10,000	Title I, II EIA
D.5.1.1 District will develop and implement a district-wide Professional Development Plan for Administrators that provides training and support for district and site level administrators to ensure that they have the requisite content knowledge and management skills to act as instructional leaders and to effectively monitor instructional program implementation at the site and district level. The plan will include funding priorities and a timeline for implementation.	*Directors SASS SASS Dept.	Develop 2011-2012 Implement 2012-2014	Training	\$10,000	Title II
D.5.2.1 District will develop and implement district-wide policies and practices to ensure that 100% of English/language arts and mathematics/Algebra teachers are NCLB HQT compliant, including SPED department.	Personnel Dept.	January 2011- June 2014	Exams Course work	\$15,000	Title II
D.5.3.1 District will develop and implement a district-wide Professional Development Plan for Teachers (General Ed and SPED) that includes policies and practices to ensure that training is targeted, sequential (builds upon earlier training), includes coaching follow up, and provides for implementation monitoring at all sites by district and site level administrators. The plan will provide for training and support to ensure that all teachers are able to deliver high quality first good teaching in English/language arts and mathematics for all students, including high priority students (ELs, SWD, etc.). The plan will include funding priorities and timeline for implementation.	*SASS Dept. Spec. Ed. Dept. Principals Personnel	Develop 2011-2012 Implement 2012-2013	Consultants Release time Training Materials	\$75,000	Title I, II, III EIA
D.5.3.2 When fiscally practicable, and as part of the district-wide Professional Development Plan for Special Education and General Education Teachers, the district will develop and implement a district-wide to ensure the yearly training of new teachers, teachers new to their grade level or assignment, and teachers going from sites with few English Learners to sites with large EL populations.	*SASS Dept. BTSA Coaches Principals Personnel	January 2012 – 2014	Training	\$5,000	Title II, III BTSA
D.6.1.1 District will develop and implement a district-wide K-12 Coaching Plan for ELA, ELD, and mathematics/Algebra that clearly outlines the coaching model, defines the roles and responsibilities of district coaches, and provides for training/support for the coaches themselves. The plan will include funding priorities (by grade span or content area) and a timeline for implementation.	*Asst. Supt. SASS Directors SASS SASS Dept. Personnel	Develop 2011-2012 Implement 2012-2013	Release time Coaches	\$10,000	Title I, II, III EIA
D.7.1.1 When fiscally practicable, implement change over to a single, districtwide student achievement data system in use at all sites as recommended by district committee (Student Data Systems Committee). Provide ongoing training and support to site administrators and teachers on use of data system as outlined in the district-wide Professional Development Plan for Teachers/Administrators.	*TIS SASS Dept.	January 2011 – June 2014	Data system Release time Training	TBD	Technology funding

Mt. Diablo USD – District Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
D.7.1.2 As part of the district benchmark assessment process, the district ELA and math committees will review all course level assessments for effectiveness, assess for redundancy, and retain only those assessments providing key formative and summative data that will inform instruction and provide information for student placement.	Directors SASS	January 2012 – June 2014	Release time Common assessments	\$10,000	Title II
D.8.1.1 District, with the assistance of site administrators, will ensure that grade level/department collaboration occurs at all sites (minimum two hours per month for ELA and two hours per month for math/Algebra) at all grade levels.	*Directors SASS Principals	January 2011 – June 2014	Collaboration time built into schedule		
D.8.1.2 When fiscally practicable, and as part of the districtwide Professional Development Plan for Special Education and General Education Teachers, the district will provide an opportunity for districtwide teacher collaboration (across sites) by grade level/department, preferably twice per year.	SASS Dept. Principals	January 2011 – June 2014	Stipends	\$5,000	Title II
D.9.1.1 District will develop and implement a process whereby the Superintendent will report regularly to the Board (at least twice yearly) on the progress of implementation of the LEA Addendum activities, including implementation monitoring trend data, student achievement data, and data on progress to close the achievement and opportunity gaps within the district.	*Superintendent Asst. Supt. SASS	January 2011 – June 2014	N/A	N/A	N/A

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Professional Development

5. Address the professional development needs of the teachers and administrators that will support the strategies and recommendations described above.

A variety of professional development has been offered, including training in *Language!*, *Read 180*, district student engagement strategies, Board Math, Board Language, and Explicit Direct Instruction (EDI). Additional materials based training (AB430 and SB472) will be provided pending funding.

Professional Development Actions:	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
A. District will develop and implement a district-wide Professional Development Plan for Administrators that provides training and support for district and site level administrators to ensure that they have the requisite content knowledge and management skills to act as instructional leaders to support grade level department collaboration and to effectively monitor instructional program implementation at the site and district level. The plan will include funding priorities and a timeline for implementation.	*SASS Dept. Principals	January 2011 – June 2014		Refer to D.5.1.1	
B. When fiscally practicable, and as part of the district-wide Professional Development Plan, AB 430 training will be provided for administrators on the most recent curricula (ELA, math/Algebra, and ELD).	Director Sec.	January 2011 – June 2014	Training	\$20,000	AB430
C. Materials-based effective math training will be provided for teachers on the new math adoption as funding permits. Training will include use of embedded math intervention materials. First priority for training will be for teachers of high priority students.	SASS Dept.	January 2011 – June 2014	Release time Training	\$10,000	Title II
D. ELA adoption or equivalent materials-based training will be provided as funding permits. First priority for training will be for teachers of high priority students.	SASS Dept.	January 2012 – June 2013	Release time Training	\$10,000	Title I, II
E. All teachers of the intensive math and reading intervention programs (grades 4-12) will receive training in the program they teach, including teachers of students with disabilities. K-3 teachers will receive training in the district adopted/approved intervention materials appropriate to their grade level.	*Directors SASS SASS Dept. Spec. Ed. Admn.	January 2012 - June 2014		See D.4.1.1	
F. When fiscally practicable, and as part of the district-wide Professional Development Plan, professional development focused on analyzing grade-level standards and developing student learning objectives, direct instruction and student engagement strategies will be provided to all teachers, principals/ assistant principals, and coaches.	*Directors SASS SASS Dept.	January 2011 - June 2014	Consultants Release time Training	\$15,000	Title I, II, III EIA
G. When fiscally practicable, and as part of the district-wide Professional Development Plan, the district will develop and implement a district-wide practice to ensure the yearly training of new teachers, teachers new to their grade level or assignment, and teachers going from sites with few English Learners to sites with large EL populations.	*SASS Dept. BTSA Coaches Personnel Dept.	January 2011 - June 2014		Refer to D.5.3.3	
H. As part of the district-wide Professional Development Plan, ongoing support for teachers will be provided after the initial training (e.g. coaching support, teacher	Principals	January 2011 - June 2014	Release time	\$5,000	Title I, II

Professional Development Actions:	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>modeling, grade-level/department collaboration, and/or follow-up site-level training) to ensure implementation with fidelity at the classroom level.</p> <p>I. As part of the district-wide Professional Development Plan, administrators, Special and General Education teachers, and para-professionals will be trained on the implementation of programs for SWDs including roles and responsibilities in the instructional delivery model, RtI, student placement in the least restrictive environment, helping SWDs access core curriculum, differentiated instructional strategies to support core instruction, and writing standards-based IEP goals and objectives. District and site administrators will monitor implementation of the district's SPED model.</p>	<p>*Special Ed. Dept. SASS Dept. Personnel</p>	<p>January 2012 - June 2014</p>	<p>Training Materials</p>	<p>\$5,000</p>	<p>Title II Spec. Ed. budget</p>

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6. English Learners:

a. REFER TO ONLINE MDUSD TITLE III YEAR IV IMPROVEMENT PLAN

English Learner Subgroup Self Assessment (ELSSA) has been administered and data statements/questions have been developed. The **Title III online Action Plan** has been completed. Action Plan items addressing English Learner achievement are noted in **High Leverage Action #3**: “Access to high quality, structured, leveled, **daily ELD** for *all identified students* that is equitably and consistently implemented at all sites at all appropriate grade levels,” and in the following items from the District Action Plan:

Mt. Diablo USD – District Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
D.3.1.1 District will develop and implement a districtwide Title III Year IV Action Plan to ensure high quality, structured, leveled, daily ELD for <i>all identified students</i> in grades K-12 that is equitably and consistently implemented at all sites at all appropriate grade levels. The plan will identify districtwide ELD materials (by grade span and CELDT Level) and instructional practices to be used at all sites. The plan will be clearly communicated to sites so that all teachers understand district expectations.					
D.3.1.2 As part of the districtwide Title III Year IV Action Plan, the district will develop specific plans to administer and hand-score CELDT tests at all grade spans in order to provide timely placement information for EL students.					
D.3.1.3 As part of the districtwide Title III Year IV Action Plan, the district will develop specific plans to treat CELDT testing with the same level of importance as STAR/CST testing. Plans will include training of both teachers and students in the purpose and importance of the CELDT test.					
D.3.1.4 As part of the districtwide Title III Year IV Action Plan, district will monitor and ensure that Students with Disabilities who are also English Learners have linguistically appropriate goals and objectives in their IEP as determined by the IEP team.					
D.3.1.5 District will develop and implement policies and practices to monitor access to high quality, structured, leveled, daily ELD for <i>all identified students</i> that is equitably and consistently implemented at all sites at all grade levels.					

Refer to online Title III Year IV Action Plan found on the MDUSD website:
www.mdusd.org/SASS

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7. Incorporate, as appropriate, activities before school, after school, during summer, and during an extension of the school year.

District report and enrollment data demonstrate a variety of "beyond the bells" services delivered to students at each grade span. Data have not previously been collected to demonstrate the success of these models. Funding permitting, these services will be maintained. Attendance and achievement data will be collected so the efficacy of the programs can be assessed and subsequent resources allocation decisions made.

Activities:	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
A. <u>High School</u> : District will provide summer school for recovery credit and for CELDT Prep. (See item D below)	*SASS Dept. After School Prog. Principals	January 2012 – June 2014	Staffing Materials	\$40,000	CAHSEE Intervention funds EIA
B. <u>Middle School</u> : Summer School will focus on ELA reading interventions, ELD, grade level math standards, and/or CELDT prep. Middle schools in Program Improvement Year 2 and beyond will provide supplementary educational services (SES) using state-approved providers and/or tutoring on school site.	*SASS Dept. After School Prog.	January 2012 – June 2014	Staffing Materials	\$40,000	Title I EIA SIG (3 sites)
C. <u>Elementary</u> : District will continue to provide after school and/or summer school programs with a targeted instructional support component focused on literacy and accelerated language development. Elementary schools in Program Improvement Year 2 and beyond will provide supplementary educational services (SES) using state-approved providers.	*Director of Dev. Admin. Title I	January 2012 – June 2014	Staffing Materials	\$50,000	Title I EIA
D. <u>CELDT Prep</u> : District will provide intensive writing support to Level 3 or above English Learners to prepare them for CELDT testing and to ensure increased success on AMAO targets and reach higher redesignation levels.	*SASS Dept. After School Prog.	January 2012 – June 2014	Staffing Materials	\$50,000	Title III EIA

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8. Include strategies to promote effective parental involvement in the school.

In areas of governance and leadership, district policies and practices provide evidence of commitment to engaging families in school governance and site decision-making. In actions specifically related to Students with Disabilities, district policies and practices address the needs of these students and their families. The district actively supports Students with Disabilities and their families in gaining access and receiving necessary services within or outside the district. District level commitment includes an Assistant Superintendent of Pupil Services and Special Education.

Strategies:	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
A. District will ensure communication of the MDUSD vision, mission, values, and goals to community stakeholders through the district website, printed materials, parent handbook, parent survey instruments, etc.	*Superintendent Council	January 2011 – June 2014	Printing	\$5,000	SLIBG
B. Families will receive student achievement information based on multiple measures each fall at parent/teacher/student conferences and through progress reports and report cards.	*Research & Evaluation Principals	January 2011 – June 2014	Materials	\$20,000	SLIBG
C. Sites will provide students and parents with clear, concise information about grade level standards in language arts and math each fall at Back-to-School Night and at fall parent/student/teacher conferences.	Principals	January 2011 – June 2014	Materials	\$5,000	SLIBG
D. District/sites will provide information to parents in their home language for any language group with 15% or more of district/site population.	*EL Admin. Principal	January 2011 – June 2014	Translation Materials	\$10,000	EIA
E. Time will be allocated at DELAC, ELAC, SSC and PTA meetings to identify parent training needs. SPSAs will include parent education goals describing how the site will address parent training needs.	*Principals EL Admin. Admin. Title I/SLIBG	January 2011 – June 2014	Training	\$5,000	Title I EIA SLIBG
F. Title I sites will hold an annual Title I and ELAC meeting in September to establish annual meeting calendar, identify interests for parent trainings, and identify budget resources to support and schedule trainings.	*Admin title I Principals	January 2011 – June 2014	Materials	\$5,000	Title I

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Elementary School Action Plan – 2011/2014

Mt. Diablo USD – Elementary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>E.1.1.1 All district elementary schools will consistently implement the K-12 instructional plan to deliver high quality and effective first instruction in ELA and mathematics for all students. This includes the implementation of the district identified ELA and mathematics core text/programs, standards based ancillary materials and instructional practice (to include checking for understanding, oral language practice and explicitly teaching academic vocabulary) with a focus on the district identified essential standards. Site administrators will ensure that the plan has been clearly communicated so that all teachers understand district expectations.</p>	<p>Director, Elementary Support SASS Administrators Principals Teachers</p>	<p>September 2011 – June 2012</p>		<p>Refer to D. 2.1.1</p>	
<p>E.1.1.2 Sites will continue to implement district-wide ELA & mathematics adoption including use of the pacing guides and common benchmark assessments. Site administrator will ensure implementation of district policies and practices to monitor access to high quality and effective first instruction that is equitably and consistently implemented at all sites at all grade levels.</p>	<p>Director, Elementary Support SASS Admin Principals Teachers</p>	<p>September 2011 – June 2012</p>			
<p>E.1.1.3 District/site administrator will ensure that any supplementation of district adopted core ELA and mathematics text programs will be standards-aligned, research-based and responsive to identified student needs.</p>	<p>Director, Elementary Support SASS Admin Principals Teachers</p>	<p>September 2011 – June 2012</p>			
<p>E.1.1.4 As soon as fiscally possible, district/sites will adopt a new, district-wide, SBE-approved ELA text program for grades K-5, including ancillary materials (EL and Support Handbooks, placement assessments, etc.) and provide materials-based training.</p>	<p>Assistant Superintendent, SASS Director, Elementary Support Administrator, EL Programs</p>	<p>September 2013 – June 2014</p>			
<p>E.1.1.5 District will collaborate with sites to determine effective implementation of instruction in science and social studies, which can be embedded within ELA instruction.</p>	<p>Director, Elementary Support SASS Admin. Principals Teachers</p>	<p>September 2011 – June 2012</p>			
<p>E.1.2.1 All district elementary schools will ensure high quality, structured, leveled, daily ELA for all identified students (CELD Levels 1-5) in grades K-12 that is consistently implemented at all sites at all appropriate grade levels, and instructional practices to be used at all sites. Site administrators will ensure that the district English learner plan has been clearly communicated so that all teachers understand district expectations.</p>	<p>Director, Elementary Support SASS Admin Principals Teachers</p>	<p>September 2011 – June 2012</p>		<p>Refer to D.3.1.1</p>	

Mt. Diablo USD – Elementary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
E.1.2.2 District will ensure that sites have 100% of common district adopted ELD materials needed for their students and will provide ongoing training for all staff members providing ELD instruction.	Director, Elementary Support Administrator, EL Programs	September 2011 – June 2012	↓		
E.1.3.1 All district elementary schools will equitably and consistently implement the districtwide K-12 Intervention Plan to ensure high quality, daily, structured, strategic and intensive intervention for <i>all identified students</i> . Sites will utilize district identified, strategic and intensive intervention programs, texts, and ancillary materials; entry/exit criteria; and instructional practices. Site administrators will ensure that the district K-12 Intervention Plan has been clearly communicated so that all teachers understand district expectations.	Director, Elementary Support SASS Admin Principals Teachers	September 2012 – June 2013		Refer to D.4.1.1	
E.1.3.2 All elementary sites will use district approved reading intervention instructional materials for grades K-3, as outlined in the districtwide K-12 Intervention Plan, and will be provided ongoing training. Site administrator will ensure that any additional materials, practices, or programs used are standards-aligned, research-based, and responsive to identified student needs.	Director, Elementary Support SASS Admin Principals Teachers	September 2012 – June 2013			
E.1.3.3 As soon as fiscally possible, district/sites will adopt district-wide, SBE-approved ELA intensive intervention program and provide ongoing training for grades 4-5, that is approved for use with English Learners, including ancillary materials, program embedded pacing guide, and assessment system.	Asst. Supt, SASS Director, Elementary Support SASS Admin	September 2012 – June 2013	↓		
E.1.4.1 As soon as fiscally possible, district will provide comprehensive training and support in the core mathematics text program.	Director, Elementary Support SASS Admin	September 2012 – June 2013		Refer to D.2.1.1	
E.1.4.2 Upon completion of comprehensive training in the core mathematics program, site administrator will ensure that all grade levels implement the embedded mathematic intervention program daily.	Director, Elementary Support SASS Admin Principals Teachers	September 2012 – June 2013		Refer to D.4.1.1	
E.1.4.3 Site administrators will ensure that standards aligned strategies (such as Board Language and BoardMath) are used as a supplement to the core ELA and math program, and not used in place of core instruction.	Director, Elementary Support SASS Admin Principals Teachers	September 2012 – June 2013		Refer to D.2.1.1	
E.2.1.1 District will provide ongoing direction and assistance for principals in the development of site/grade level schedules that meet the needs of <i>all</i> students. This includes an appropriate number of uninterrupted instructional minutes for ELA and mathematics daily, placement of all students requiring intervention or ELD at the appropriate level, and creating schedules that minimize interruptions (pull outs, etc.)	Director, Elementary Support SASS Admin	September 2013 – June 2014		Refer to D.4.1.1	
E.3.1.1 District will provide training and support for administrators to ensure that they have the requisite content knowledge and skills to act	Director, Elementary	September 2011 – June		Refer to D.5.1.1	

Mt. Diablo USD – Elementary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
as instructional leaders and to effectively monitor instructional program implementation at the site and district level. (See D.5.1.1)	Support SASS Admin	2012			
E.4.1.1 Site administrator will oversee/monitor ongoing teacher participation in district professional development and support for general ed and SPED teachers. Training will ensure that teachers are able to deliver high quality first good teaching in English/language arts and mathematics for all students. Site administrator will ensure that teacher feedback on district professional development is provided to the district.	Director, Elementary Support SASS Admin Principals Teachers	September 2011 – June 2012	↓		
E.5.1.1 As soon as fiscally possible, the district will provide equitably implemented districtwide ELA and math coaching according to the timeline of the K-12 Coaching Plan.	Asst. Supt. SASS Director Elementary Support	September 2012 – June 2013	↓		
E.5.1.2 Site administrator will oversee/monitor site implementation of the district-wide K-12 Coaching Plan, ensuring that all teachers participate in the process.	Director, Elementary Support SASS Admin Principals Coaches Teachers	September 2012 – June 2013		Refer to D.6.1.1	
E.6.1.1 Site administrator will oversee/monitor site implementation of the district student achievement monitoring system, ensuring that all teachers participate in the process.	Director, Elementary Support SASS Admin Principals Teachers	September 2012 – June 2013		Refer to D.7.1.1	
E.7.1.1 District and site administrators will ensure that grade level/department collaboration occurs on data analysis and standards based lesson design and delivery (minimum three hours per month for ELA and math).	Director, Elementary Support Principals Teachers	September 2011 – June 2012		Refer to D.8.1.1 and D.8.1.2	
E.7.1.2 Site administrators will regularly monitor grade level/department meetings to ensure that data analysis is occurring at all levels and that data is used to inform lesson planning and to change instructional practices in the classroom.	Director, Elementary Support SASS Admin Principals Teachers	September 2011 – June 2012	↓		
E.8.1.1 Site administrator and School Site Council (SSC) will ensure that site funding allocations adhere to district priorities and practices.	Director Elementary Support Asst. Director, SASS Principals SSC Members	September 2011 – June 2012		Refer to D.1.1.1	

**Mt Diablo Unified School District
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Secondary School Action Plan – 2011/2014**

Mt. Diablo USD – Secondary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
S.1.1.1 All district secondary schools will consistently implement the K-12 instructional plan to deliver high quality and effective first instruction in ELA & mathematics for all students. This includes the implementation of the district identified ELA & mathematics core text/programs, ancillary materials & instructional practice (to include checking for understanding, oral language practice and explicitly teaching academic vocabulary) with a focus on the district identified essential standards. Site administrators will ensure that the plan has been clearly communicated so that all teachers understand district expectations.	Director of Secondary Support	September 2011 – June 2012		Refer to D.2.1.1	
S.1.1.2 As soon as fiscally possible, district/sites will adopt a new, district-wide, SBE-approved ELA text program for grades 6-12, including ancillary materials (EL and Support Handbooks, placement assessments, etc.).	SASS Administrator English	September 2012 – June 2013			
S.1.1.3 Upon adoption, district/sites will provide materials-based training in the new ELA text program (including ancillary materials) to all grades 6-12. ELA teachers, including SPED teachers.	SASS Administrator English	September 2013 – June 2014			
S.1.1.4 Upon adoption, district/sites will develop and implement a district-wide ELA pacing guide and common quarterly assessments by grade level/program in grades 6-12.	SASS Administrator English	September 2011 – June 2012			
S.1.1.5 District/site administrator will ensure that all supplementing of adopted core ELA and mathematics text programs will be aligned, research based and responsive to individual student needs.	SASS Administrator English/Math	September 2011 – June 2012			
S.1.1.6 Sites will continue to implement district-wide ELA & mathematics adoption including use of the pacing guides and common benchmark assessments. Site administrator will ensure implementation of district policies and practices to monitor access to high quality and	SASS Administrator English/Math	September 2011 – June 2012			
S.1.1.7 District/site will provide professional development for all high school core content teachers (including ELA and SPED) on UC/CSU research and recommendations for a high school curriculum that sufficiently prepares students for college (i.e. focus on expository reading and writing).	Director of Secondary Support	Ongoing - June 2014	Training Materials	\$10,000	Title II
S.1.2.1 All district middle/high schools will fully implement the Title III Year 4 Action Plan to ensure high quality, structured, leveled, daily ELD for all identified students in grades K-12 that is equitably and consistently implemented at all sites at all appropriate grade levels, including implementation, with fidelity, of districtwide ELD materials (by grade span and CELDT Level) and instructional practices to be used at all sites. Site administrators will ensure that the district ELD plan has been clearly communicated so that all teachers understand district expectations.	Director of Secondary Support; SASS Administrators	September 2011 – June 2012		Refer to Title III Year IV Action Plan	
S.1.2.2 District will ensure that sites have 100% of district adopted ELD materials needed for their students.	SASS Administrator - EL	September 2011 – June 2012			

Mt. Diablo USD – Secondary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
S.1.2.3 District/sites will ensure that all identified ELD students in CELDT Levels 1-3 are appropriately placed in an ELD class at the correct level, and that all identified ELD students in CELDT Levels 4-5 are in a core class with appropriate ELD support (use of EL Handbook, SDAIE strategies, alignment of ELA/ELD strategies, etc.).	Dir. Secondary Support/Assistant Director SASS Administrator - ELD	September 2011 – June 2012		↓	
S.1.3.1 All district secondary schools will equitably and consistently implement the districtwide K-12 Intervention Plan to ensure high quality, structured, strategic and intensive intervention for <i>all identified students</i> . Sites will utilize district identified strategic and intensive intervention programs, texts, and ancillary materials; entry/exit criteria; and instructional practices. Site administrators will ensure that the district K-12 Intervention Plan has been clearly communicated so that all teachers understand district expectations.	Director of Secondary Support	September 2012 – June 2013		Refer to D.4.1.1	
S.1.3.2 As soon as fiscally possible, district/sites will adopt district-wide, SBE-approved ELA intensive intervention program for grades 6-12 that is approved for use with English Learners (i.e. satisfies daily ELD requirements within the program), including ancillary materials, program embedded pacing guide, and assessment system.	SASS Administrators – English/EL	September 2012 – June 2013		↓	
S.1.3.3 Site administrators will use district approved ELA/reading intervention/support instructional materials as outlined in the K-12 Intervention Plan. Site administrators will ensure that any additional materials, practices or programs used are standards-aligned, research-based and responsive to identified student needs.	SASS Administrators	September 2012 – June 2013		↓	
S.1.4.1 Sites will continue to implement district-wide mathematics/Algebra adoption (<i>Holt, 2008</i>)-MS; (<i>Prentice Hall, 2008</i>) – HS with fidelity, including use of the pacing guide and common quarterly assessments.	SASS Administrator - Math	Ongoing – June 2014		Refer to D.2.1.1	
S.1.4.2 District/site will provide professional development for all high school core content teachers (including mathematics/Algebra) on UC/CSU research and recommendations for a high school curriculum that sufficiently prepares students for college.	Director of Secondary Support / SASS Admin - Math	Ongoing - June 2014		↓	
S.1.4.3 As part of the adoption process, the district will explore whether Algebra Readiness is needed/appropriate for MDUSD students at the secondary level. The district will adopt and implement the program(s) that will best serve the needs of students.	SASS Administrator – Math	September 2011 – June 2012		↓	
S.2.1.1 District will provide ongoing direction and assistance for principals in the development of master schedules that meet the needs of <i>all</i> students. This includes an appropriate number of minutes per period, placement of all students requiring intervention or ELD in a class at the appropriate level, whenever possible placing strategic students in core and support with the same teacher, creating schedules that minimize interruptions (pull outs, etc.), and ensure adequate ELA and Algebra CAHSEE support classes <i>within the school day</i> .	Director of Secondary Support / Assistant Director	September 2011 – June 2012		Refer to D.4.1.1	
S.3.1.1 District will provide training and support for administrators to ensure that they have the requisite content knowledge and skills to act as instructional leaders and to effectively monitor instructional program implementation at the site and district level. (See <i>District Action Plan D.5.1.1</i>)	Director of Secondary	September 2011 – June 2012		Refer to D.5.1.1	

Mt. Diablo USD – Secondary School Action Plan	Persons Involved	Timeline	Related Expenditures	Estimated Cost	Funding Source
S.4.1.1 Site administrator will oversee/monitor ongoing teacher participation in district professional development and support for general ed and SPED teachers. Training will ensure that teachers are able to deliver high quality first good teaching in English/language arts and mathematics for all students. Site administrator will ensure that teacher feedback on district professional development is provided to the district. (See D.5.2.1)	SASS Administrators	September 2011 – June 2012		↓	
S.5.1.1 As soon as fiscally possible, the district will provide equitably implemented districtwide ELA and math/Algebra coaching according to the timeline of the K-12 Coaching Plan. (See District plan D.6.1.1)	Director of Secondary Support	September 2012 – June 2013		Refer to D.6.1.1	
S.5.1.2 Site administrator will oversee/monitor site implementation of the district-wide K-12 Coaching Plan, ensuring that all teachers participate in the process.	Director of Secondary Support	September 2012 – June 2013		Refer to D.5.3.1	
S.6.1.1 Site administrator will oversee/monitor site implementation of the district student achievement monitoring system, ensuring that all teachers utilize this data to inform instruction.	SASS Administrators	September 2012 – June 2013		Refer to D.7.1.1	
S.7.1.1 District and site administrators will ensure that grade level/department collaboration occurs at all sites focusing on data analysis, standards based lesson design and delivery. (Minimum 4 hours per month for core content areas.)	Directory of Secondary Support / SASS Administrators	September 2011 – June 2012		Refer to D.8.1.1 – D.8.1.2	
S.7.1.2 Site administrators will regularly monitor grade level/department meetings to ensure that data analysis is occurring at all levels, and that data is used to inform lesson planning and to change instructional practices in the classroom.	SASS Administrators	September 2011 – June 2012		↓	
S.8.1.1 Site administrator and School Site Council (SSC) will ensure that site funding allocations adhere to district priorities and practices.	SASS Administrator – Single Plans	September 2011 – June 2012		Refer to D.1.1.1	