# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.  (Broad goal addressing State Priorities 1,2,4,5,7,8) |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CAASPP- 3rd-8th grade (4A) | 2018-19 CAASPP - 3rd-8th grade (IO Assessment)<br><br>Points above/below level 3<br>ELA 8 pts below level 3<br>Math 34 pts below level 3<br><br>% Met or Exceeded ELA 49%<br>Math 39%<br><br>* Disaggregated metrics are also included in Goal 4. | 2020-21 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA 23 pts below level 3<br>Math 44 pts below level 3<br><br>% Met or Exceeded ELA 44%<br>Math 36%<br><br>* Disaggregated metrics are also included in Goal 4. | 2021-22 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA  21 pts below level 3<br>Math 52 pts below level 3<br><br>% Met or Exceeded ELA 45.9%<br>Math 35.32%<br><br>* Disaggregated metrics are included in Goal 4. | 2023 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA  22 pts below level 3<br>Math 45 pts below level 3<br><br>% Met or Exceeded ELA 44%<br>Math 37%<br><br>* Disaggregated metrics are included in Goal 4. | 2023-24 CAASPP - 3rd-8th grade<br><br>Points above/below level 3<br>ELA  11 pts below level 3<br>Math 38 pts below level 3<br><br>All students met or exceeded on CAASPP<br>ELA 49%  Math  43%<br><br>* Disaggregated metrics are included in Goal 4. |
| 11th grade EAP (4H) | 2018-19 11th grade EAP (IO Assessment) | 2020-21 11th grade EAP (Illuminate) | 2021-22 11th grade EAP (Illuminate) | 2023 11th grade EAP (Illuminate) | 2023-24 11th grade EAP |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Points above/below level 3<br>ELA 0 pts above<br>Math 67 pts below<br><br>% Met or Exceeded<br>ELA 54%<br>Math 33% | Points above/below level 3<br>ELA 21 pts above<br>Math 34 pts below<br><br>% Met or Exceeded<br>ELA 59%<br>Math 42% | Points above/below level 3<br>ELA 0 pts above<br>Math 78 pts below<br><br>% Met or Exceeded<br>ELA 53%<br>Math 29% | Points above/below level 3<br>ELA 0 pts above<br>Math 88 pts below<br><br>% Met or Exceeded<br>ELA 53%<br>Math 28% | Points above/below level 3<br>ELA 10 pts above<br>Math 68 pts below<br><br>ELA 58% Math 34% |
| Literacy and Math Metric for 1st, 2nd & 3rd grades in Reading (8A) | 2020-21 iReady #3 Diagnostic for Reading<br><br>At or above grade level<br>1st Grade 39%<br>2nd Grade 39%<br>3rd Grade 35% | 2021-22 iReady #3 Diagnostic for Reading<br><br>At or above grade level<br>1st Grade 34%<br>2nd Grade 38%<br>3rd Grade 43% | 2022-23 iReady #3 Diagnostic for Reading<br><br>At or above grade level<br>1st Grade 37%<br>2nd Grade 41%<br>3rd Grade 37% | 2024 iReady #3 Diagnostic for Reading<br><br>At or above grade level<br>1st Grade 37%<br>2nd Grade 39%<br>3rd Grade 38% | 2023-24 iReady #3 Diagnostic for Reading<br><br>At or above grade level<br>1st Grade 40%<br>2nd Grade 44%<br>3rd Grade  40% |
| Literacy and Math Metric for 1st, 2nd & 3rd grades in Mathematics (8A) | 2020-21 iReady #3 Diagnostic for Mathematics<br><br>At or above grade level<br>1st Grade 32%<br>2nd Grade 20%<br>3rd Grade 14% | 2021-22 iReady #3 Diagnostic for Mathematics<br><br>At or above grade level<br>1st Grade 26%<br>2nd Grade 24%<br>3rd Grade 26% | 2022-23 iReady #3 Diagnostic for Mathematics<br><br>At or above grade level<br>1st Grade 27%<br>2nd Grade 25%<br>3rd Grade 25% | 2024 iReady #3 Diagnostic for Mathematics<br><br>At or above grade level<br>1st Grade 26%<br>2nd Grade 25%<br>3rd Grade 26% | 2023-24 iReady #3 Diagnostic for Mathematics<br><br>At or above grade level<br>1st Grade 30%<br>2nd Grade 28%<br>3rd Grade 28% |
| Reclassification Rate of Ever-ELs (4F) | 2019-20 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>46.2% | 2020-21 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>47.1% | 2021-22 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>41.3% | 2022-23 Reclassification Rate of Ever-ELs (CDE DataQuest)<br><br>40.6% | 2023-24 Reclassification rate of Ever-ELs<br><br>45% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Graduation rate (5E) | 2019-20 Graduation rate (CA Dashboard): 86.2%<br><br>2019-20 Graduation Rate 4 year Cohort (CDE DataQuest): 86.4%<br><br>2019-20 Graduation Rate 5 year Cohort (CDE DataQuest): 88.1%<br><br>*Disaggregated metrics are also included in Goal 4. | 2020-21 Graduation rate (CA Dashboard): 85.1%<br><br>2020-21 Graduation Rate 4 year Cohort (CDE DataQuest): 84.3%<br><br>2020-21 Graduation Rate 5 year Cohort (CDE DataQuest): 88.7%<br><br>* Disaggregated metrics are included in Goal 4. | 2021-22 Graduation Rate (CA Dashboard): 88.7%<br><br>2021-22 Graduation Rate 4 year Cohort (CDE DataQuest): 88.3%<br><br>2021-22 Graduation Rate 5 year Cohort (CDE DataQuest): 87.5%<br><br>*Disaggregated metrics are included in Goal 4. | 2023 Graduation Rate (CA Dashboard): 85.3%<br><br>2023 Graduation Rate 4 year Cohort: 85%<br><br>2023 Graduation Rate 5 year Cohort: 89.5%<br><br>*Disaggregated metrics are included in Goal 4. | 2023-24 Graduation Rate (CA Dashboard): 92%<br><br>2023-24 Graduation Rate 4 year Cohort (CDE DataQuest): 92%<br><br>2023-24 Graduation Rate 5 year Cohort (CDE DataQuest): 93%<br><br>* Disaggregated metrics are included in Goal 4. |
| High school drop out rate (5D) | 2019-20 Dropout rate 4 year Cohort (CDE DataQuest): 11.4%<br><br>• African American 16.5%<br>• Foster Youth 43.3%<br>• Homeless 41.1% | 2020-21 Dropout rate 4 year Cohort (CDE DataQuest): 10.6%<br><br>• African American 19.7%<br>• Foster Youth 51.7%<br>• Homeless 37.1% | 2021-22 Dropout rate 4 year Cohort (CDE DataQuest): 8.3%<br><br>• African American 11.8%<br>• Foster Youth 35.7%<br>• Homeless 29.4% | 2022-23 Dropout rate 4 year Cohort (CDE DataQuest): 13.3%<br><br>• African American 11.4%<br>• Foster Youth 38.5%<br>• Homeless 43.2% | 2023-24 Dropout rate 4 year Cohort (CDE DataQuest): 6%<br><br>• African American 3%<br>• Foster Youth 15%<br>• Homeless 9% |
| Middle school drop out rate (5C) | 2019-20 Middle Grade Dropout rate (CALPADS) | 2020-21 Middle Grade Dropout rate (CALPADS) | 2021-22 Middle Grade Dropout rate (CALPADS) | 2022-23 Middle Grade Dropout rate (CALPADS) 0.03% | 2023-24 Middle Grade Dropout rate<br><br>0.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 0.03% | 0.1% | 0.04% | | |
| Graduates meeting UC/CSU eligibility (4B) | 2019-20 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>44.3% | 2020-21 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>42.8% | 2021-22 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>42.8% | 2022-23 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>43.4% | 2023-24 Graduates meeting UC/CSU eligibility<br><br>47% |
| Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (4G) | 2020 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (CollegeBoard)<br><br>71.1% | 2021 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (CollegeBoard)<br><br>60.0% | 2022 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (CollegeBoard)<br><br>69.8% | 2023 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (CollegeBoard)<br><br>68.1% | 2024 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams<br><br>80% |
| Appropriately assigned and credentialed teachers in the subject areas with authorization from CCTC, the Board, or County Office of Education. (1A) | 2020- All of the teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education. | Per Dataquest 2021-84.7% of the teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education. | Per Dataquest 2022-84.9% of the teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education, based on District Human Resources data. | Per Dataquest 2022-84.9% of the teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education, based on District Human Resources data. 2023 data has not been released. | 2023- 100% of the teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education. |
| Students have access to standards aligned | 2020- All MDUSD students (including | 2021-All MDUSD students (including | 2022- All MDUSD students (including | 2023- All MDUSD students (including | 2023-100% of MDUSD students |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| instructional materials and are enrolled in a broad course of study in all subject areas that allow access for all students. Provide SED, EL, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement, and Career Technical Education courses. (1B, 7A, 7B, 7C) | students with disabilities) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report October 2020) and are enrolled in required core subject areas and a broad courses of study. | students with disabilities) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report October 2021) and are enrolled in required core subject areas and a broad courses of study | students with disabilities) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report October 2022) and are enrolled in required core subject areas and a broad courses of study | students with disabilities) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report October 2022) and are enrolled in required core subject areas and a broad courses of study | (including students with disabilities, FY and students experiencing homelessness) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report October 2023) and are enrolled in required core subject areas and a broad courses of study. |
| Implementation of State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students. (2A, 2B) | MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students | 2021- MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students | 2022- MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students | 2023- MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students | 2023- MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including emerging bilingual students |
| School facilities included in the Williams walk-throughs are rated as "Good" or above. (1C) | 2020- All school facilities included in the Williams walk-throughs are rated as "Good" or above. | 2021- 14 out of 15 Williams site walk-throughs are rated as "Good" or above. | 2022- 1 out of 15 Williams site walk-throughs are rated as "Good" or above.<br>* See Prompt 4 below. | 2023- 10 out of 10 Williams site walk-throughs are rated as "Good" or above.<br>* See Prompt 4 below. | 2023- All school facilities included in the Williams walk-throughs are rated as "Good" or above. |
| Implementation of academic content and performance | 2020- 100% of MDUSD students have access to | 2021- 100% of MDUSD students have access to | 2022- 100% of MDUSD students have access to | 2023- 100% of MDUSD students have access to | 2023- 100% of MDUSD students have access to |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standards adopted by California (1B, 2A) | standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. 100% of teachers participated in three full release professional development days. | standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. 100% of teachers participated in three full release professional development days. | standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. | standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. | standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. |
| Access to California standards, including ELD standards, for purposes of gaining academic content knowledge and English language proficiency (2B) | 2019/2020- 100% of MDUSD schools held at least one English Learner Review Team (ELRT) meeting for each emerging bilingual student to ensure that they have access to California standards, including ELD standards, for purposes of gaining academic content knowledge and English language proficiency.  Due to the pandemic, spring 2020 ELTR meetings did not occur. | 2021- 100% of MDUSD schools held at least one English Learner Review Team (ELRT) meeting for each emerging bilingual student | 2022- 100% of MDUSD schools held at least one English Learner Review Team (ELRT) meeting for each emerging bilingual student | 2023- 100% of MDUSD schools held at least one English Learner Review Team (ELRT) meeting for each emerging bilingual student | 2023- 100% of MDUSD schools held English Learner Review Team (ELRT) meetings to ensure that emerging bilingual students to have access to California standards, including ELD standards, for purposes of gaining academic content knowledge and English language proficiency. |
| CA Science Test (CAST) 5th, 8th and High School (4A) | 2018-19 CAST Grades 5,8, and High School | 2020-21 Grades 5,8, and High School<br><br>% Met or Exceed Standard | 2021-22 Grades 5,8, and High School<br><br>29% Met or Exceed Standard | 2023 Grades 5,8, and High School<br><br>32% Met or Exceed Standard | 2024 Percent Meeting or Exceeding Standard on CAST<br><br>39% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | % Met or Exceed Standard 30% | 32% | | | |
| Number of students successfully completing CTE courses (4C) | 2019- 168 students successfully completing CTE courses. (Four-Year Adjusted Cohort Graduation Rate) | 2021- 189 students successfully completing CTE courses. | 2022- 313 students successfully completing CTE courses. | 2023- 263 students successfully completing CTE courses. | 2023- Over 350 students successfully completing CTE courses. |
| The percentage/number of pupils who have successfully met UC/CSU eligibility and CTE course completion. (4D) | 2020- 40.3% (Four-Year Adjusted Cohort Graduation Rate)<br><br>2019- 168 students successfully completing CTE courses. | 2021<br>* Due to missing data on CA Dashboard, outcome reported will be revised to percentage of pupils who have successfully met UC/CSU eligibility and CTE course completion.<br><br>4.6% met UC/CSU and successfully completed CTE courses. | 2022- 170 (7.9%) students met UC/CSU and successfully completed CTE courses. | 2023- 145 (6.8%) students met UC/CSU and successfully completed CTE courses. | 2023- 180 pupils successfully met UC/CSU eligibility and CTE course completion. |
| English Language Proficiency Assessments for CA (ELPAC) (4E) | 2019 English Language Proficiency (CA Dashboard)<br><br>47.8% making progress toward English language proficiency | 2020/21 English Language Proficiency (CA Dashboard)<br><br>* Due to missing data on CA Dashboard, outcome reported will be revised to percentage level for | 2022 English Language Proficiency (CA Dashboard)<br><br>51.9% making progress towards English language proficiency | 2023 English Language Proficiency (CA Dashboard)<br><br>44.1% making progress towards English language | 2024 CA Dashboard<br><br>61% making progress towards English language proficiency |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | English Language Proficiency for Summative ELPAC. 2019 - 16.4% Proficient 2021 - 13.98% Proficient | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A description of the substantive differences in planned actions for this goal provided by District Department Leads are as follows:

1.1- Successes include the adoption of new standards-based materials for secondary English, Academic Language Development (ALD), and English Language Development (ELD) and updated supplemental novel lists. Teachers created a course of study for an Ethnic Studies Course, piloted 3 different dyslexia screeners and reduced class sizes in Algebra to help with scaffolding for students with the elimination of Algebra A and B. Successes included an increase in the percentage of classroom providing standards-based instruction in mathematics at the elementary and middle school levels. Challenges included ensuring that teachers plan for scaffolding in the classroom when students need support accessing grade level standards and finding time for teachers to work in collaborative teams.

1.2- Successes include the creation of benchmark assessments (aligned to new Scope & Sequences) for all ELA and math courses which are now being used as district formative assessments in grades 4-12 along with protocols for staff to use for data analysis. These assessments have taken the place of FIAB/IABs. Even though there was a concerted effort to analyze data during staff meetings and PD days, a challenge is the inconsistent use of a standardized Plan-Do-Study-Act (Cycle of Inquiry) across sites.

1.3- Successes include the three days of MTSS training that were provided which included clear alignment of supports with learning acceleration and standards-based instruction. This year, MTSS training included time for staff to choose an area of focus based on their analysis of student data, including Adult SEL, restorative practices, and culturally responsive teaching and pedagogy. The District increased contracts for classroom behavioral support technicians and continued to have challenges filling counselor vacancies throughout the year.

1.4- Successes include an increase in the number of Wellness Centers, expanded partnerships with community based organizations (i.e. Family Purpose, One Day at a Time), and schools engaging in programs such as Social Thinking, Second Step, and Loving Solutions. Challenges include identifying staff members to support students with behavioral issues and the ability to fill nurse vacancies.

1.5- Successes include increased access to after school, intersession, and summer programs to TK-6 students for 9 hours a day at 18 elementary and 3 middle schools.  The District continued to struggle hiring staff at several sites.

1.6- There was continued support of AP courses, an increase in the number of AVID sites, IB certification was awarded at Oak Grove Middle School, Career Technical Education and Pathways were restructured from 3 to 2 courses, the number of schools participating in NGSS in Garden increased, and the College Now program grew by one full class. Challenges included filling vacancies for BCLAD educators in dual language programs and needing to hire additional staff for smaller than expected AP and IB courses.

1.7-  Successes included scheduling AM/PM classes at Family Literacy centers for school readiness for children and ESL for parents.  Additional translation support during conferences, including Pashto & Dari, during Parent Education classes were provided.  Co-op school readiness classes for children between 16 months to 5 years old was held at four school sites, including Loma Vista, and CPR classes for parents attending the school readiness program was provided.  Challenges included staff turn over in the program.

1.8-  Successes included identifying additional grant funds to purchase Promethean Boards for each classroom and for synchronous and asynchronous training. Teacher Integration Leaders (TIL) were identified at each site to provide mentorship in integrating educational technology in the classroom. Challenges included repurposing personnel resources and space at the warehouse to create a 1:1 replenishment process and set of procedures.

1.9- There were no substantive differences in planned actions.  Sites were allocated LCFF supplemental funds based on an "unduplicated student formula" to support Single Plans for Student Achievement targets and goals to accelerate the rate of achievement of multilingual students, foster youth, students experiencing homelessness, and low income students and those not meeting standards.  Expenses were approved by Site Council and included, but were not limited to, intervention teachers, bilingual instructional assistants, community liaisons, supplemental materials and supplies, intervention software programs and tutoring programs.  There continued to be challenges this year filling classified vacancies.

Any changes made to the planned goals and actions are described more in detail following the last prompt of this Goal Analysis section.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures as follows:
1.1- Material differences were due to changing of the funding source to one-time funding sources.
1.2- Material differences were due to funding of personnel to support the Assessment, Research, and Evaluation Department.
1.3- Material differences were due to higher than expected program costs including additional staff being hired to support students and support Wellness Centers.

1.5- Material differences were due to lower than expected program costs and moving expenses into Extended Learning Opportunity Program budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our district did not meet desired outcomes in numerous metrics, however the desired outcomes were created prior to the occurrence of COVID-19 which negatively affected the performance in many of our metrics. Nevertheless, there was progress in particular metrics since the year following COVID-19. These were noted as effectiveness in specific actions and conversely any lack of progress in metrics denoted as ineffectiveness in specific actions.

Actions 1.1, 1.2, 1.7, 1.8, and 1.9- These actions together focus on providing an integrated and rigorous instruction utilizing high quality instructional materials, standards-based lesson, educational technology and foundational literacy programs have shown effectiveness. The actions have all focused on learning acceleration and providing scaffolds for students.

Metrics indicating action effectiveness include:
- There was a 2% increase in 3rd-8th grade students meeting/exceeding standard on the CAASPP in Math from 2022 to 2023
- There was a 7 point increase in the points above/below level 3 for 3rd-8th grade students on the CAASPP in Math from 2022 to 2023
- There was a 3.6% increase in the graduation rate from 2021 to 2022
- There was a 4% increase in the graduation rate for the 4 year Cohort from 2021 to 2022
- There was a 2% increase in the Graduation Rate for the 5 year Cohort from 2022 to 2023
- There was a 3% increase in the CAST Science from 2022 to 2023
- There was a 9.8% increase in the students earning a 3 or above on AP exams from 2021 to 2022

Metrics indicating action ineffectiveness include:
- There was no improvement in 3rd-8th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 3rd-8th grade students on the CAASPP in ELA from 2021 to 2023
- There was no improvement in 11th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 11th grade students on the CAASPP in ELA from 2021 to 2023
- There was no improvement in graduates meeting UC/CSU eligibility from 2020 to 2023
- There was no overall consistent improvement in the percent of 1st-3rd grade students performing at or above grade level in Reading or Mathematics in our district's local indicator from 2022-2024.
- There was a 3.4% decrease in the graduation rate from 2022 to 2023
- There was a 3.3% decrease in the graduation rate for the 4 year Cohort from 2022 to 2023
- There was a 1.7% decrease in the students earning a 3 or above on AP exams from 2022 to 2023

Actions 1.3 and 1.4- These actions work in tandem supporting the social emotional learning needs of students through a well-defined Multi-Tiered System of Support (MTSS). Each site has developed their own MTSS framework including specific site based supports (such as

Wellness Centers, social workers, and restorative practices) and have access to school counselors that are assigned based on the student population at the school site.

Metrics indicating action effectiveness include:
- There was a 2% decrease overall in chronic absenteeism from 2022 to 2023
- There was a reduction in the number of student groups falling into the very low range in chronic absenteeism from 9 in 2022 to only 2 in 2023
- There was a reduction in the number of student groups falling into the very low range in suspension rates from 3 in 2022 to only 2 in 2023

Metrics indicating action ineffectiveness include:
- There was 1% increase in suspension rate from 2022 to 2023


Action 1.5- This action focuses on increasing access to high quality supplemental enrichment, academic, and tutoring programs. Successes included increased access to after school, intersession, and summer programs to TK-6 students for 9 hours a day at 18 elementary and 3 middle schools.

Metrics indicating action effectiveness include:
- There was a 2% increase in 3rd-8th grade students meeting/exceeding standard on the CAASPP in Math from 2022 to 2023
- There was a 7 point increase in the points above/below level 3 for 3rd-8th grade students on the CAASPP in Math from 2022 to 2023
- There was a 3% increase in the CAST Science from 2022 to 2023

Metrics indicating action ineffectiveness include:
- There was no improvement in 3rd-8th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 3rd-8th grade students on the CAASPP in ELA from 2021 to 2023
- There was no improvement in 11th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 11th grade students on the CAASPP in ELA from 2021 to 2023
- There was no overall consistent improvement in the percent of 1st-3rd grade students performing at or above grade level in Reading or Mathematics in our district's local indicator from 2022-2024.

Action 1.6- Over the past year, there have been continued support of AP courses, an increase in the number of AVID sites, IB certification was awarded at Oak Grove Middle School, Career Technical Education and Pathways were restructured from 3 to 2 courses, the number of schools participating in NGSS in Garden increased, and the College Now program grew by one full class.

Metrics indicating action effectiveness include:
- There was a 8.1% increase in students earning a 3 or above on the AP test from 2021 to 2023
- Over the past several years, there was a 27% increase between those who completed pathways meeting A-G requirements and their counterparts.

- During the summer of 2023, 62 interns completed 120 internship hours at various industry sites focused on their pathway, gathering valuable career preparation experience.
- Each student who took the Work Experience class through our local community college allowing them to earn over 98 college credits. This early exposure to college-level work contributed to an increase of 8% in graduation rate for program completers and a smoother transition into higher education for these students.

Metrics indicating action ineffectiveness include:
- There was 2% decrease in students earning a 3 or above on the AP test from 2022 to 2023

Based on these metrics, we will refine our actions as noted in the prompt below.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our data analysis, we see some areas of improvement for some student groups. However, due to the effects of the pandemic, we did not see the improvements that we planned for. Therefore, we will continue this broad goal with these many of these actions but will refine the goal in the following ways:
Upon Mt. Diablo's comprehensive review of the implementation of the LCAP, we have made the following changes to the goal, metrics, desired outcome, and/or actions for the reasons provided:
- The goal will continue as a broad goal, however, the language will be revised slightly and the actions will be more focused around improving performance across a wide range of metrics.
- A literacy screening metric will be added as a local metric
- Benchmark data in ELA and math will be added as a local metric
- Consistent assessment data analysis protocols to reinforce the cycle of inquiry process
- There will be an added focus on foundational literacy as well as mathematics
- Support for learning acceleration will be expanded into high school math classrooms
- Actions will be rewritten to be more targeted and explicit to better determine the impact on student achievement and success
- Actions targeting support for positive school climate and safety will be added based on community survey input.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 2 | High quality, culturally proficient, and responsive staff will create a safe, supportive, and engaging learning environment respectful of all students' backgrounds to ensure they are college and career ready. (Broad goal addressing State Priorities 1,2,4,5) |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CAASPP- 3rd-8th grade (4A) | 2018-19 CAASPP - 3rd-8th grade (IO Assessment)<br><br>Points above/below level 3<br>ELA 8 pts below level 3<br>Math 34 pts below level 3<br><br>% Met or Exceeded ELA 49%<br>Math 39%<br><br>* Disaggregated metrics are also included in Goal 4. | 2020-21 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA 23 pts below level 3<br>Math 44 pts below level 3<br><br>% Met or Exceeded ELA 44%<br>Math 36%<br><br>* Disaggregated metrics are also included in Goal 4. | 2021-22 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA 21 pts below level 3<br>Math 52 pts below level 3<br><br>% Met or Exceeded ELA 45.9%<br>Math 35.32%<br><br>* Disaggregated metrics are included in Goal 4. | 2022-23 CAASPP - 3rd-8th grade (Illuminate)<br><br>Points above/below level 3<br>ELA 22 pts below level 3<br>Math 45 pts below level 3<br><br>% Met or Exceeded ELA 44%<br>Math 37%<br><br>* Disaggregated metrics are included in Goal 4. | 2023-24 CAASPP - 3rd-8th grade<br><br>Points above/below level 3<br>ELA 11 pts below level 3<br>Math 38 pts below level 3<br><br>All students met or exceeded on CAASPP<br>ELA 49%  Math  43%<br><br>* Disaggregated metrics are included in Goal 4. |
| 11th grade EAP (4H) | 2018-19 11th grade EAP (IO Assessment) | 2020-21 11th grade EAP (Illuminate) | 2021-22 11th grade EAP (Illuminate) | 2023 11th grade EAP (Illuminate) | 2023-24 11th grade EAP |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Points above/below level 3<br>ELA 0 pts above<br>Math 67 pts below<br><br>% Met or Exceeded<br>ELA 54%<br>Math 33% | Points above/below level 3<br>ELA 21 pts above<br>Math 34 pts below<br><br>% Met or Exceeded<br>ELA 59%<br>Math 42% | Points above/below level 3<br>ELA 0 pts above<br>Math 78 pts below<br><br>% Met or Exceeded<br>ELA 53%<br>Math 29% | Points above/below level 3<br>ELA 0 pts above<br>Math 88 pts below<br><br>% Met or Exceeded<br>ELA 53%<br>Math 28% | Points above/below level 3<br>ELA 10 pts above<br>Math 68 pts below<br><br>ELA 58% Math 34% |
| Reclassification Rate of Ever-ELs (4F) | 2019-20 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>46.2% | 2020-21 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>47.1% | 2021-22 Reclassification rate of Ever-ELs (CDE DataQuest)<br><br>41.3% | 2022-23 Reclassification Rate of Ever-ELs (CDE DataQuest)<br><br>40.6% | 2023-24 Reclassification rate of Ever-ELs<br><br>45% |
| Graduates meeting UC/CSU eligibility (4B) | 2019-20 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>44.3% | 2020-21 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>42.8% | 2021-22 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>42.8% | 2022-23 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>43.4% | 2023-24 Graduates meeting UC/CSU eligibility<br><br>47% |
| Percentage of teachers retained after 3rd year of teaching (1A) | 2020-Percentage of teachers retained after 3rd year of teaching is 63%. | 2021- Percentage of teachers retained after 3rd year of teaching<br><br>60% | 2022- Percentage of teachers retained after 3rd year of teaching<br><br>47% | 2023- Percentage of teachers retained after 3rd year of teaching<br><br>50% | 2023 Percentage of teachers retained after 3rd year of teaching<br><br>66% |
| Assessment plan with specific data or benchmarks will be implemented, analyzed, and monitored (8A) | In development- Principal meeting agendas will include time for data analysis. | Spring 2022- More than 35% of the time at principal's meetings has been focused on data analysis and | Spring 2023- More than 50% of the time at principal's meetings has been focused on data analysis and | Spring 2024- More than 50% of the time at principal's meetings has been focused on data analysis and | More than 50% of the time at principal's meetings will be focused on data analysis and instructional |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | instructional leadership | instructional leadership. | instructional leadership. | leadership (specifically focused on the needs of African American students, foster youth, students experiencing homelessness, emerging bilingual students.) |
| Professional development on disruption of institutionalized racism | 100% of site administrators were provided tools to implement professional development on how to disrupt racist and bias practices on their campus. | Winter 2022- 90% of site administrators have led professional development on how to disrupt racist and bias practices on their campus. | Spring 2023- 100% of site administrators have led professional development on how to disrupt racist and bias practices on their campus. | Spring 2024- 100% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus. | 100% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus. |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

A description of the substantive differences in planned actions for this goal provided by District Department Leads are as follows:

2.1- Successes include the ongoing training and support of new curriculum adoptions, the creation of ILTs (Instructional Leadership Teams) and PLC Work around learning acceleration and Building Thinking Classrooms strategies, IXL workshops for middle school and high school math teachers, Science of Reading training for K-2nd grade teachers, learning walks/instructional rounds for principals and teacher leaders, and the ethnic studies professional development for course development.  Challenges include the lack of time in the work day for teachers to plan lessons with their peers and contractual language which limits to the degree that administrators can direct collaboration topics for grade level and department meetings.

2.2- Successes include professional development around utilizing data reports within assessment systems (i.e., Illuminate, iReady, MDTP, CAASPP), using the data to inform instructional practices in the classroom, and improving district created assessments targeting MDUSD

priority standards.  Challenges include the lack of time in the work day for teachers to analyze classroom data with their peers and contractual language which limits to the degree that administrators can direct collaboration topics for grade level and department meetings.

2.3- Successes include the redesign of the equity department's role spending more time at sites disrupting systems that marginalize students and families and supporting sites with their MTSS Framework, goals, action steps, implementation. Challenges include filling counselor vacancies throughout the year who help with the MTSS actions and providing 1:1 and small group support for students.

2.4- Successes include training in learning acceleration, the creation of robust classroom walk-throughs with teacher leads, site administrators and TNTP partners, building teacher leadership capacity, foundational literacy training, the creation of structured time specifically for teacher leaders and principals to engage in professional learning, and intensive training on how to be an equity-minded leader through workshops and book studies facilitated by Dr. Holt.  Challenges include finding common time to schedule walk-throughs with teacher leaders, site leaders, and district staff.

2.5- Successes include the ability to use grant funds to compensate 39 TK teachers and assistants helping them earn up to 12 Early Childhood Education (ECE) Units and the monthly TK PD meetings where classified staff learned alongside their teacher partners.  For the first time, the District hosted a Substitute Training Day where all substitute teachers in the district were invited, paid, and were able to attend workshops. There was also an increase in the monitoring of required training completion  to ensure that all employees participated. Challenges included the coordination of workshops and topics with the limited time available during the professional development days.

2.6-  Successes include the increase of full time induction coaches to support new and struggling teachers, updated hiring and recruitment materials and improved hiring and testing practices reducing explicit or implicit biases. Remote testing procedures were created, there was an expansion of more inclusive advertisement methods to recruit a more diverse workforce, a streamlining of hiring and onboarding practices, and the strategic placement of social media advertisements to improve recruitment results.  Staff worked with consulates to hire internationally, maintained relationships with CDE to get additional support with teachers from Spain and Mexico, and met with various community groups to collaborate on recruitment practices.  Challenges include the filling positions that require bilingual, math, science, or special education credentials and hiring employees that reflect our diverse student population.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures as follows:
2.1- Material differences were due to lower than expected costs and changing of the funding source for some costs to one-time funding such as Educator Effectiveness.

Our district did not meet desired outcomes in numerous metrics, however the desired outcomes were created prior to the occurrence of COVID-19 which negatively affected the performance in many of our metrics. Nevertheless, there was progress in particular metrics since the year following COVID-19. These were noted as effectiveness in specific actions and conversely any lack of progress in metrics denoted ineffectiveness in specific actions.

Actions 2.1, 2.2 and 2.3- These actions together built the teachers' ability to use data to inform instruction and provide appropriate academic and social emotional learning scaffolds utilizing a MTSS framework. Significant success included the ongoing training and support of new curriculum adoptions, the creation of ILTs (Instructional Leadership Teams) and PLC Work around learning acceleration and Building Thinking Classrooms strategies.

Metrics indicating action effectiveness include:
- There was a 2% increase in 3rd-8th grade students meeting/exceeding standard on the CAASPP in Math from 2022 to 2023
- There was a 7 point increase in the points above/below level 3 for 3rd-8th grade students on the CAASPP in Math from 2022 to 2023

Metrics indicating action ineffectiveness include:
- There was no improvement in 3rd-8th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 3rd-8th grade students on the CAASPP in ELA from 2021 to 2023
- There was no improvement in 11th grade students meeting/exceeding standard on the CAASPP in ELA from 2021 to 2023
- There was no improvement in points above/below level 3 for 11th grade students on the CAASPP in ELA from 2021 to 2023
- There was no overall consistent improvement in the percent of 1st-3rd grade students performing at or above grade level in Reading or Mathematics in our district's local indicator from 2022-2024
- There was no improvement in graduates meeting UC/CSU eligibility from 2020 to 2023

Action 2.4- This action focused on developing teachers, site instructional leaders and Professional Learning Committees. Significant successes included training in learning acceleration, created robust classroom walk-throughs with teacher leads and site administrators and TNTP partners, building teacher leadership capacity, foundational literacy, the allotted structured time specifically for teacher leaders and principals to engage in professional learning, and intensive training on how to be an equity-minded leader through workshops and book studies facilitated by Dr. Holt.

Metrics indicating action effectiveness include:
- Creation of an ILT at each elementary and middle school focused on improving mathematics instruction
- More than 50% time at principals meetings was spent on topics around instructional leadership
- 100% of the site principal led professional development at their campus on explicit and implicit bias

Action 2.5- This action focused on providing training for classified staff and developing staff members as site leaders. Significant successes

included monthly TK PD meetings where classified staff learned alongside their teacher partners. For the first time, the District hosted a Substitute Training Day where all substitute teachers in the district were invited, paid, and were able to attend workshops targeting unique topics.

Metrics indicating action effectiveness include:
- Successes include the ability to use grant funds to compensate 39 TK teachers and assistants helping them earn up to 12 Early Childhood Education (ECE) Units
- Hosting multiple days of training for classified employees

Action 2.6- This action focused on developing systems to recruit and retain a diverse and highly qualified staff. Significant successes include convening a HR committee to intentionally review internal applicant tests to remove implicit and cultural biases, and revise proficiency tests to include only relevant job-related questions. The District also transitioned to a new online and streamlined platform in order to better monitor and communicate the progress of each job application.

Metrics indicating action effectiveness include:
- An additional Teacher Induction and Support (TISP) Coach was hired to support the recruitment and retention of highly qualified staff
- A residency program targeting native Spanish speakers in partnership with St. Mary's College was created
- The percentage of classified staff representing our students was maintained at 18% as Latinx, 5% of staff were Two or More Races and 6% of classified staff were African American.
- As part of the onboarding, the Human Resources Department provided contact information for the Black Educators Association (BEA) and the newly established Association of Raza Educators (ARE).
- The percentage of teachers retained after 3rd year of teaching increased 3% from 2022 to 2023

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our data analysis, we see some areas of improvement for some student groups. However, due to the effects of the pandemic, we did not see the improvements that we planned for. Therefore, we will continue this broad goal with these actions but will refine the goal in the following ways:
Upon Mt. Diablo's comprehensive review of the implementation of the LCAP, we have made the following changes to the goal, metrics, desired outcome, and/or actions for the reasons provided:
- The goal will continue as a broad goal, however, the language will be revised slightly and the actions will be more focused around improving performance across a wide range of metrics.
- A literacy screening will be added, along with Benchmark data in ELA and math, as a local metrics
- Classroom observation data, including the percentage of classrooms providing standards based instruction, will be added
- Coaching for teachers will be listed as a discrete action

- Support in learning acceleration for high school teachers in math will be provided
- Actions will be rewritten to be more targeted and explicit to better determine the impact on student achievement and success

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Parents, family and community members will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes.  (Broad goal addressing State Priorities 3,5,6) |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Attendance rate (5A) | 2019-20 Attendance rate (CALPADS)<br><br>94.7% | 2020-21 Attendance rate (CALPADS)<br><br>95.6% | 2021-22 Attendance rate (CALPADS)<br><br>91.1%<br><br>*Significantly affected by COVID and health protocols | 2023 Attendance rate (CALPADS)<br><br>91.3% | 2023-24 Attendance rate<br><br>97.5% |
| Chronic absenteeism rate (5B) | 2018-19 Chronic absenteeism rate<br><br>Overall: 12.5 % (CDE DataQuest)<br>K-8th: 9.4% (CA Dashboard)<br>9-12th: 20.7% (CDE DataQuest) | 2020-21 Chronic absenteeism rate<br><br>Overall: 10.9% (CDE DataQuest)<br>K-8th: 8.2% (CDE DataQuest)<br>9-12th: 17.9% (CDE DataQuest) | 2021-22 Chronic absenteeism rate<br><br>Overall: 27.4% (CDE DataQuest)<br>K-8th: 25.9% (CA Dashboard)<br>9-12th: 31.3% (CDE DataQuest)<br><br>*Significantly effected by COVID and health protocols | 2022-23 Chronic absenteeism rate<br><br>Overall: 25.6% (CDE DataQuest)<br>K-8th: 24.3%(CA Dashboard)<br>9-12th: 29.1%(CDE DataQuest) | 2023-24 Chronic absenteeism rate<br><br>Overall: 7%<br>K-8th: 6%<br>9-12th: 11% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Suspension rate (6A) | 2019-20 Suspension rate (CDE DataQuest)<br><br>3.4%<br>3.4% | 2020-21 Suspension rate (CDE DataQuest)<br><br>0.0% (Rate impacted by school closure) | 2021-22 Suspension rate (CDE DataQuest)<br><br>3.2% | 2023 Suspension rate (CDE DataQuest)<br><br>4.1% | 2023-24 Suspension rate<br><br>2.2% |
| Expulsion rate (6B) | 2019-20 Expulsion rate (CDE DataQuest)<br><br>0.03% | 2020-21 Expulsion rate (CDE DataQuest)<br><br>0.00% (Impacted by school closure) | 2021-22 Expulsion rate (CDE DataQuest)<br><br>0.00% | 2023 Expulsion rate (CDE DataQuest)<br><br>0.00% | 2023-24 Expulsion rate<br><br>0.00% |
| Sites having a representative attend a CAC, PAC or DELAC meeting (3A, 3B, 3C) | 2020- 33% of the sites had a representative attend a PAC meeting and 47% of the sites had a representative attend a DELAC meeting. | 2021- 26% of the sites had a representative attend a PAC meeting and 51% of the sites had a representative attend a DELAC meeting. | 2022- 26% of the sites had a representative attend a PAC meeting and 42% of the sites had a representative attend a DELAC meeting. | 2023-24  24% of the sites had a representative attend a PAC meeting and 32% of the sites had a representative attend a DELAC meeting. | 39% of the sites had a representative attend a PAC meeting and 53% of the sites had a representative attend a DELAC meeting. |
| California Healthy Kids Survey (6C) | 2018-19: 76% of the elementary and 54% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." | 2019-20: 70% of the elementary and 55% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." | 2021-22: 77% of the elementary and 49% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." | 2023-24 78% of the elementary and 47% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." | 2023-24: 82% of the elementary and 60% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." |
| California Healthy Kids Survey (3A, 3B, 6C) | 2018-19: 88% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be | 2019-20: 89% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be | 2021-22: 86% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be | 2023-24 89% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be | 2023-24; 91% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | an active partner with the school in educating my child." | an active partner with the school in educating my child." | an active partner with the school in educating my child." | an active partner with the school in educating my child." | an active partner with the school in educating my child." |
| Increasing communication (3B) | 2020- 60-70% of families have current email address on file in the AERIES information system. | 2021- 74% of families have current email address on file in the AERIES (Homelink) information system. | 2022- 77% of families have current email address on file in the AERIES (Homelink) information system. | 2023-24 82% of families have current email address on file in the AERIES (Homelink) information system. | 100% of households have an email address on file in AERIES (Homelink) information system and receive mass communications from the District. 100% of families will register their students online. |
| Board calendar (6C) | There is no current Board calendar identifying when progress on SIR actions will be shared with the community. | 2021- A draft calendar has been developed but not approved by the Board of Education. | 2022- A draft calendar has been developed but not approved by the Board of Education. | 2023- A draft calendar has been developed but not approved by the Board of Education. The superintendent and Ed Services department have presented at least quarterly reviews on the progress of SIR actions at public Board Meetings. The Board did not choose to schedule Board Study Sessions this year. | By December 30, 2023, a quarterly review on the progress of SIR actions, which will be included on the Board calendar. |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A description of the substantive differences in planned actions for this goal provided by District Department Leads are as follows:

3.1- Successes include Board Policies and administrative regulations being updated aligned to the District's vision and priorities, and the priorities integrated into each site's School Site Plan. This activity was implemented fully, however, the Board did not choose to schedule Board Study Sessions this year.

3.2- Successes include restructuring the way the District communicates with the community including increased use of Parent Square, translation support at Board meetings and regular social media posts highlighting District and school activities, events and meetings. A new website has been created with improved translation and accessibility features and regular news and announcements related to District and schools is highlighted weekly. New brand standards were implemented to maintain consistency and strengthen District identity. Improved flyers and graphics to promote meetings, enrollment and special monthly recognitions are used regularly along with targeted surveys to the community for program planning. Challenges include the District's ability to translate all of their communications in the more than 14 home languages of our students.

3.3- Successes include the active recruitment of families who represent all aspects of the District, students for the Student Advisory Committee, and an increase in student voice by conducting empathy interviews by Educational Services Staff multiple times a year. Student voice is also collected during advisory meetings, including at AAPAC and secondary SSC meetings. Challenges include consistently using student feedback to inform practices at the school sites to improve school climate and classroom instruction.

3.4- Successes include parent conferences, parenting classes, and workshops which are free of charge. Various workshop topics included supporting students with special needs, and school resources for parents with preschool children to adolescents. Workshops for the Family Literacy Program's parents that address challenging behaviors, school readiness preparation, and other topics is also provided. Challenges include offering workshops at times that work for families and ensuring there is childcare as well as appropriate translation for participants.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified the material differences between Budgeted Expenditures and Estimated Actual Expenditures as follows:
3.2- Material differences were due to increased staffing costs for this action.

Our district did not meet desired outcomes in numerous metrics, however the desired outcomes were created prior to the occurrence of COVID-19 which negatively affected the performance in many of our metrics. Nevertheless, there was progress in particular metrics since the year following COVID-19. These were noted as effectiveness in specific actions and conversely any lack of progress in metrics was denoted as ineffectiveness in specific actions.

Actions 3.1 and 3.2 - These actions together have led to 100% of our Board Policies and administrative regulations being updated aligned to the District's vision, priorities, and CSBA standards which has lead to an increase in transparency with the public.
- The District increased its use of Parent Square to communicate with families by increasing the percentage of families with a current email on file in AERIES by 5% from 2022 to 2023 and up to 20% from 2019 to 2023
- Translation support was provided at every Board meeting
- A new website has been created with improved translation and accessibility features, as well as regular news and announcements related to District and schools
- Study sessions and board study sessions were not calendared this year

Action 3.3- This action included the active recruitment of families who represent all aspects of the District, students for the Student Advisory Committee, and an increase in student voice by conducting empathy interviews by Educational Services Staff multiple times during the year. Student voice is also collected during advisory meetings, including AAPAC, SSC, etc.
- There was an 8% increase of students agreeing with the statement: "I feel like I am part of this school" on the California Healthy Kids Survey from 2020 to 2024
- There was a 3% increase of parents/guardians agreeing with the statement: "My child's school encourages me to be an active partner with the school in educating my child" on the California Healthy Kids Survey from 2022 to 2024

Action 3.4- This action included successes such as parent conferences, parenting classes, and workshops which were free of charge. Various workshops were provided on topics supporting families with students with special needs and providing resources for parents with preschool to adolescent children. Workshops on family literacy, addressing challenging behaviors, school readiness preparation, and other topics were also provided. Challenges include offering workshops at times that the work for families and ensuring there is childcare as well as appropriate translation for participants.
- There was a 3% increase of parents/guardians agreeing with the statement: "My child's school encourages me to be an active partner with the school in educating my child" on the California Healthy Kids Survey from 2022 to 2024
- There was a 2% decrease in overall chronic absenteeism from 2022 to 2023

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our data analysis, we see some areas of improvement for some student groups. However, due to the effects of the pandemic, we did not see the improvements that we planned for. Therefore, we will continue this broad goal with these actions but will refine the goal in the following ways:

Upon Mt. Diablo's comprehensive review of the implementation of the LCAP, we have made the following changes to the goal, metrics, desired outcome, and/or actions for the reasons provided:

- The goal will continue as a broad goal, however, the language will be revised slightly and the actions will be more focused around improving performance across a wide range of metrics.
- Metrics will be revised identifying the explicit ways the District will improve "school connectedness" with students and families. The metrics may include local data from the District's SEL Survey, family participation in community surveys, and attendance at advisory committee meetings.
- Fingerprinting and increased translation support will be added as specific actions based on input survey results from families, students and staff.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 4 | Focal scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, parents/guardians, and staff. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CAASPP (4A) | 2018-19 CAASPP (IO Assessment)<br><br>Points above/below level 3<br>African American<br>ELA: 56 pts below;<br>Math 95 pts below<br><br>Students experiencing Homelessness<br>ELA: 101 pts below;<br>Math: 153 pts below<br><br>Foster Youth<br>ELA: 84 pts below;<br>Math: 120 pts below<br><br>% Met or Exceeded<br>African American<br>ELA: 31%; Math: 17% | 2020-21 CAASPP (Illuminate)<br><br>Points above/below level 3<br>African American<br>ELA: 58 pts below;<br>Math: 91 pts below<br><br>Students experiencing Homelessness<br>ELA: 118 pts below;<br>Math: 137 pts below<br><br>Foster Youth<br>ELA: 107 pts below;<br>Math: 135 pts below<br><br>% Met or Exceeded<br>African American<br>ELA: 31%; Math: 21% | 2021-22 CAASPP (Illuminate)<br><br>Points above/below level 3<br>African American<br>ELA: 66 pts below;<br>Math: 110 pts below<br><br>Emerging Bilinguals<br>ELA: 140 pts below;<br>Math: 162 pts below<br><br>Students experiencing Homelessness<br>ELA: 128 pts below;<br>Math: 149 pts below<br><br>Foster Youth<br>ELA: 72 pts below;<br>Math: 115 pts below | 2022-23 CAASPP (Illuminate)<br><br>Points above/below level 3<br>African American<br>ELA:  65 pts below;<br>Math:  111 pts below<br><br>Emerging Bilinguals<br>ELA: 144 pts below;<br>Math: 159 pts below<br><br>Students experiencing Homelessness<br>ELA: 132 pts below;<br>Math: 151 pts below<br><br>Foster Youth<br>ELA:  82 pts below;<br>Math: 129 pts below | 2023-24 CAASPP<br><br>Points above/below level 3<br>African American<br>ELA: 46 pts below;<br>Math: 90 pts below<br><br>Emerging Bilinguals<br>ELA: 130 pts below;<br>Math: 152 pts below<br><br>Students experiencing Homelessness<br>ELA: 118 pts below;<br>Math: 139 pts below<br><br>Foster Youth<br>ELA:  62 pts below;<br>Math: 105 pts below<br><br>Students with Disabilities |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | Students experiencing Homelessness<br>ELA: 16%; Math: 6%<br><br>Foster Youth<br>ELA: 26%; Math: 14% | Students experiencing homelessness<br>ELA: 16%; Math: 5%<br><br>Foster Youth<br>ELA: 20%; Math: 10% | Students with Disabilities<br>ELA: 105 pts below; Math: 134 pts below<br><br>% Met or Exceeded African American<br>ELA: 28%; Math: 18%<br><br>Emerging Bilinguals<br>ELA: 2%;  Math: 3%<br><br>Students experiencing homelessness<br>ELA: 9%; Math: 5%<br><br>Foster Youth<br>ELA: 19%; Math: 12%<br><br>Students with Disabilities<br>ELA 15%;  Math: 13% | Students with Disabilities<br>ELA:  106 pts below; Math: 133 pts below<br><br>% Met or Exceeded African American<br>ELA: 27%; Math: 18%<br><br>Emerging Bilinguals<br>ELA: 2%; Math: 4%<br><br>Students experiencing homelessness<br>ELA: 10%; Math: 7%<br><br>Foster Youth<br>ELA: 27%; Math: 11%<br><br>Students with Disabilities<br>ELA: 17%; Math: 14% | ELA: 95 pts below; Math: 124 pts below<br><br>% Met or Exceeded African American<br>ELA: 33%; Math: 23%<br><br>Emerging Bilinguals<br>ELA: 7%;  Math: 8%<br><br>Students experiencing homelessness<br>ELA: 14%; Math: 10%<br><br>Foster Youth<br>ELA: 24%; Math: 17%<br><br>Students with Disabilities<br>ELA 20%;  Math: 18% |
| Graduation rate (5E) | 2019-20 Graduation Rate 4 year Cohort (CDE DataQuest):<br><br>African American: 81.3%<br><br>Students experiencing homelessness: 54.3%<br><br>Foster Youth: 46.7% | 2020-21 Graduation Rate 4 year Cohort (CDE DataQuest):<br><br>African American: 65.6%<br><br>Students experiencing homelessness: 54.5%<br><br>Foster Youth: 24.1% | 2021-22 Graduation Rate 4 year Cohort (CDE DataQuest):<br><br>African American: 82.4%<br><br>Emerging Bilinguals: 70%<br><br>Students experiencing homelessness: 58.8% | 2022-23 Graduation Rate 4 year Cohort (CDE DataQuest):<br><br>African American: 86.1%<br><br>Emerging Bilinguals: 66.7%<br><br>Students experiencing homelessness: 55.4% | 2023-24 Graduation rate 4 year Cohort<br><br>African American: 85%<br><br>Emerging Bilingual: 75%<br><br>Students experiencing homelessness: 61%<br><br>Foster Youth: 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Foster Youth: 57.1%<br><br>Students with Disabilities: 74.7% | Foster Youth: 61.5%<br><br>Students with Disabilities: 67.6% | Students with Disabilities: 79% |
| Chronic absenteeism rate (5B) | 2018-19 Chronic absenteeism rate (CDE DataQuest)<br><br>African American: 27.8%<br><br>Students experiencing homelessness: 48%<br><br>Foster Youth: 36.4% | 2020-21 Chronic absenteeism rate (CDE DataQuest)<br><br>African American: 25.1%<br><br>Students experiencing homelessness: 44.3%<br><br>Foster Youth: 50.4% | 2021-22 Chronic absenteeism rate (CDE DataQuest)<br><br>African American: 44.2%<br><br>Emerging Bilinguals: 34.9%<br><br>Students experiencing homelessness: 56.2%<br><br>Foster Youth: 54.5%<br><br>Students with Disabilities: 38.6%<br><br>*Significantly affected by COVID and health protocols | 2022-23 Chronic absenteeism rate (CDE DataQuest)<br><br>African American: 41.2%<br><br>Emerging Bilingual: 32.2%<br><br>Students experiencing homelessness: 53.2%<br><br>Foster Youth: 56.7%<br><br>Students with Disabilities: 35.8% | 2023-24 Chronic absenteeism rate<br><br>African American: 15%<br><br>Emerging Bilinguals: 14%<br><br>Students experiencing homelessness 34%<br><br>Foster Youth: 40%<br><br>Students with Disabilities 13% |
| Graduates meeting UC/CSU eligibility (4B) | 2019-20 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>African American: 33.8% | 2020-21 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>African American: 22.5% | 2021-22 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>African American: 26.8% | 2022-23 Graduates meeting UC/CSU eligibility (CDE DataQuest)<br><br>African American: 29.4% | 2023-24 Graduates meeting UC/CSU eligibility<br><br>African American: 33% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Students experiencing homelessness: 7.1%<br><br>Foster Youth: 7.1% | Students experiencing homelessness: 6.9%<br><br>Foster Youth: 0.0% | Emerging Bilinguals: 9.0%<br><br>Students experiencing homelessness: 11.4%<br><br>Foster Youth: 12.5%<br><br>Students with Disabilities: 8.9% | Emerging Bilinguals: 12.5%<br><br>Students experiencing homelessness: 13.4%<br><br>Foster Youth: 0%<br><br>Students with Disabilities: 10.7% | Emerging Bilinguals: 15%<br><br>Students experiencing homelessness: 17%<br><br>Foster Youth: 18%<br><br>Students with Disabilities: 16% |
| Social Emotional Learning (SEL) District Survey | Percentage of African American students rating themselves "Mid/High" on SEL survey (Winter 2022)<br><br>Elementary: 82.9%<br>Secondary: 75.6% | Percentage of African American students rating themselves "Mid/High" on SEL survey (Winter 2022)<br><br>Elementary: 82.9%<br>Second 75.6% | Percentage of African American students rating themselves "Mid/High" on SEL survey (Winter 2023)<br><br>Elementary: 85.8%<br>Secondary 77.7% | Percentage of African American students rating themselves "Mid/High" on SEL survey (Winter 2024)<br><br>Elementary: 88%<br>Secondary: 82% | Percentage of African American students rating themselves "Mid/High" on SEL survey (Winter 2024)<br><br>Elementary: 89%<br>Secondary: 80% |
| High school drop out rate (5D) | 2019-20 Dropout rate 4 year Cohort (CDE DataQuest):<br><br>African American: 16.5%<br><br>Students experiencing homelessness: 41.1%<br><br>Foster Youth: 43.3% | 2020-21 Dropout rate 4 year Cohort (CDE DataQuest):<br><br>African American: 19.7%<br><br>Students experiencing homelessness: 37.1%<br><br>Foster Youth: 51.7% | 2021-22 Dropout rate 4 year Cohort (CDE DataQuest):<br><br>African American: 11.8%<br><br>Emerging Bilinguals: 19.7%<br><br>Students experiencing homelessness: 29.4% | 2022-23 Dropout rate 4 year Cohort (CDE DataQuest):<br><br>African American: 11.4%<br><br>Emerging Bilinguals: 30%<br><br>Students experiencing homelessness: 43.2% | 2023-24 Dropout rate 4 year Cohort<br><br>African American: 6%<br><br>Emerging Bilinguals: 15%<br><br>Students experiencing homelessness: 19%<br><br>Foster Youth: 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Foster Youth: 35.7%<br><br>Students with Disabilities: 14.2% | Foster Youth: 38.5%<br><br>Students with Disabilities: 23.1% | Students with Disabilities: 9% |
| Professional development on disruption of institutionalized racism. | 100% of site administrators were provided tools to implement professional development on how to disrupt racist and bias practices on their campus. | Winter 2022- 90% of site administrators have led professional development on how to disrupt racist and bias practices on their campus. | Winter 2023- 100% of site administrators have led professional development on how to disrupt racist and bias practices on their campus. | 100% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus. | 100% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus. |
| Attendance rate (5A) | 2019-20 Attendance rate (CALPADS)<br><br>African American: 91.8%<br><br>Students experiencing homelessness: 86.4%<br><br>Foster Youth: 82.5% | 2020-21 Attendance rate (CALPADS)<br><br>African American: 90.4%<br><br>Students experiencing homelessness: 81.8%<br><br>Foster Youth: 75.7% | 2021-22 Attendance rate (CALPADS)<br><br>African American: 86.7%<br><br>Emerging Bilinguals: 89.2%<br><br>Students experiencing homelessness: 81.5%<br><br>Foster Youth: 78.9%<br><br>Students with Disabilities: 88.1%<br><br>*Significantly affected by COVID and health protocols | 2022-23 Attendance rate (CALPADS)<br><br>African American: 87.6%<br><br>Emerging Bilinguals: 89.4%<br><br>Students experiencing homelessness: 81.1%<br><br>Foster Youth: 78.9%<br><br>Students with Disabilities: 88.6% | 2023-24 Attendance rate<br><br>African American: 95%<br><br>Emerging Bilinguals: 95%<br><br>Students experiencing homelessness: 91%<br><br>Foster Youth: 88%<br><br>Students with Disabilities: 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Suspension rate (6A) | 2019-20 Suspension rate (CDE DataQuest)<br><br>African American: 10.5%<br><br>Students experiencing homelessness: 10.1%<br><br>Foster Youth: 13.6% | 2020-21 Suspension rate (CDE DataQuest)<br><br>African American: 0.1%<br><br>Students experiencing homelessness: 0.0%<br><br>Foster Youth: 0.0%<br><br>*Rates impacted by school closure | 2021-22 Suspension rate (CDE DataQuest)<br><br>African American: 11.3%<br><br>Emerging Bilinguals: 3.8%<br><br>Students experiencing homelessness: 5.0%<br><br>Foster Youth: 12.1%<br><br>Students with Disabilities 6.3% | 2022-23 Suspension rate (CDE DataQuest)<br><br>African American: 11.4%<br><br>Emerging Bilingual: 5.3%<br><br>Students experiencing homelessness: 9.8%<br><br>Foster Youth: 9.9%<br><br>Students with Disabilities: 7.1% | 2023-24 Suspension rate<br><br>African American: 7%<br><br>Emerging Bilinguals: 2%<br><br>Students experiencing homelessness: 2%<br><br>Foster Youth: 8%<br><br>Students with Disabilities 3% |

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

A description of the substantive differences in planned actions for this goal provided by District Department Leads are as follows:

4.1- Successes include the implementation of Focal Scholar Learning Plans and family meetings facilitated by classroom teachers or CEIS Staff three times a year. Academic and social emotional support resources were available at the six Focal Scholar Schools along with field trips to colleges and events, including the African American Student Summit.
There has been increased outreach to families at two locations in the District by hosting monthly AAPAC meetings in Concord and Bay Point. Challenges include continued incidents of racial acts at schools sites being reported by students and families.

4.2- Successes include quarterly counselor check-ins with all foster and unhoused youth to screen for academic, behavioral, SEL, and resource needs. Staff assisted with coordinating transportation, tutoring, and access to after school programs. There was an effort to increase college awareness through college advising, visits with local colleges, college field trips, and the CCCOE FAFSA Challenge. Staff

provided staff trainings on Foster Youth and McKinney-Vento protections for students.  Challenges occurred due to the transiency of the populations which makes long term supports and services difficult to provide.

4.3- Successes include an increase in the number of options for students with disabilities, including more support through the use of Tier 2 interventions prior to referrals for special education.  There was an increase in parent training opportunities and social events for students with disabilities and their families.  Challenges include hiring enough staff for support positions such as special education assistants, psychologists, speech pathologists and special education teachers.

4.4- Successes include adding a progress monitoring and tracking interventions using Ellevation, the creation of a pilot program at Olympic for immigrant students with interrupted schooling, an additional Social Worker and Student Attendance worker to support newcomer students and families, and the continued integration of learning acceleration strategies at dual language sites.  Challenges include maximizing instruction during ELD and ALD time and the integration of Constructing Meaning techniques in all secondary classrooms.

4.5- Successes included a 12 week webinar for multilingual parents called Project 2 Inspire providing them with opportunities to learn about the school system. Staff hosted a HOPE Holiday fair building on the existing and expanded partnerships with community organizations to support families.  CAC and DELAC meetings are held monthly to provide input and feedback to staff and the AAPAC Committee hosted the second Black Excellence Awards Night.  Challenges included the continued participation of families from marginalized groups on our advisory committee to ensure that their voices and feedback is used to improve school and district programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Upon Mt. Diablo's comprehensive review process of the LCAP implementation, we have identified no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for this Goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our district did not meet desired outcomes in numerous metrics, however the desired outcomes were created prior to the occurrence of COVID-19 which negatively affected the performance in many of our metrics. Nevertheless, there was progress in particular metrics since the year following COVID-19. These were noted as effectiveness in specific actions and conversely any lack of progress in metrics denoted as ineffectiveness in specific actions.

Actions 4.1- 4.4- The actions together have led to improved outcomes for most student groups and increased engagement with the families of African American students and Focal Scholars. Successes include the implementation of Focal Scholar Learning Plans, family meetings facilitated by classroom teachers or CEIS staff three times a year, academic and social emotional support resources available at the six Focal Scholar Schools along with field trips to colleges and events, including the African American Student Summit. There continues to be an opportunity gap for students learning English due to inconsistent use of integrated and dedicated English language development strategies during ELD and ALD time and integration of Constructing Meaning techniques in all secondary classrooms.

Metrics indicating action effectiveness include:
- There was an increase the percent of students meeting or exceeding standard in ELA on the CAASPP for Foster Youth and Students with IEPs
- There was a decrease of anywhere from 3%-9% in chronic absenteeism for all student groups
- There was about a 4% increase in the graduation rate of Black / African American and Foster Youth students from 2022 to 2023 and a 20% and 35% increase from 2021 to 2023, respectively.
- 100% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus.
- There was an increase in graduates meeting UC/CSU eligibility for Black / African American, Emerging Bilinguals, students experiencing homelessness and students with IEPs.

Metrics indicating action ineffectiveness include:
- There was no improvement in ELA for Black / African American, Emerging Bilinguals, students experiencing homelessness on the CAASPP
- There was no improvement in Math for any focal scholar student groups on the CAASPP from 2022 to 2023
- There was decrease in the graduation rate of Emerging Bilinguals, Students experiencing homelessness, and students with IEPs
- There was no improvement in attendance rates for any focal scholar students group from 2022 to 2023
- There was an increase in suspension rate for Emerging Bilinguals, students experiencing homelessness and students and students with IEPs

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our data analysis, we see some areas of improvement for some student groups. However, due to the effects of the pandemic, we did not see the improvements that we planned for. Therefore, we will continue this broad goal with these actions but will refine the goal in the following ways:
Upon Mt. Diablo's comprehensive review of the implementation of the LCAP, we have made the following changes to the goal, metrics, desired outcome, and/or actions for the reasons provided:

- Even though this goal is no longer being required by the California Department of Education, the District will continue to have a target goal for African American youth, foster youth, students experiencing homelessness and students with IEPs.
- Metrics will include SEL data, disaggregated academic, graduation rates, as well as climate data such as suspension, expulsion, and chronic absenteeism data.
- Separate actions supporting the needs of English learners as well as long term English learners will be included.
- Targeted activities to ensure that students learning English are able to meet reclassification metrics by end of elementary school will be added to the new goal.
- The previous action titled "Site-based supplemental support" supporting emerging bilingual students, students experiencing homelessness, Foster Youth, and low income students has been moved to Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023