Local Control Accountability Plan

Public Hearing

Mt. Diablo Unified School District

June 13, 2016

Stakeholder & Community Meetings

- Community meetings   October-April 2016

- Cabinet Retreat   January & March 2016

- Student Voices   January-April 2016

- Administrator meetings   January 2016- ongoing

- LCAP Stakeholder Group   February- April 2016

- PAC, CAC, DELAC, Equity Advisory, Joint City Mtgs.
         September- May 2016

LCAP Indicators

- Increase the percentage of 1st grade students performing at or above grade level on the IReady #3 Diagnostic
  - ➢ ELA 61% (2016) to 66% (2017)
  - ➢ Math 52% (2016) to 57% (2017)

- Increase in the percentage of students performing "Meets" or "Exceeds" on the CAASPP in English Language Arts from 46% (2015) to 49% (2016)
  - ➢ African American 26% to 31%
  - ➢ Hispanic 27% to 32%
  - ➢ English learners 6% to 11%
  - ➢ Low income 25% to 30%
  - ➢ Students with disabilities 12% to 17%
  - ➢ Foster youth 18% to 23%

- Increase of 5% in the percentage of sites represented at PAC meetings during the 2014-15 school year from 28% to 33% and at DELAC meetings from 38% to 53%.

ANNUAL UPDATE

2015-16

Goal 1: College & Career

- Expanded support for career technical education classes
- Created middle college program at DVC to begin fall 2016
- Expanded support for Family Literacy and Co-op Preschool programs in coordination with Adult Education Department
- 4th and 5th grade music reinstated
- Middle school athletic program at all 9 sites
- Added afterschool robotics program at all 9 middle schools

Goal 1:College & Career

- Tutorial time integrated into secondary schedules
- Purchased Imagine Learning licenses for newcomer students
- Expanded summer school for credit recovery, grade improvement, and for bilingual and Two Way Dual Immersion students
- Embedded credit recovery opportunities into the school day
- Added FTE to support English learners at alternative sites
- Expanded "Second Chance Breakfast"

Getting ready for the
COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Goal 2: Professional Learning

- Continued support of elementary, middle and high school, math, science, English learner, education technology, & BTSA coaches

- Constructing Meaning training for a cohort of 50 secondary teachers to support English language development

- Next Generation Science Standards training for all elementary teachers

- "Art & Science" training with Marzano Labs for all school sites

Goal 3: Community Engagement

- Hired a district community liaison and an additional translator at the Welcome Center
- University night held in collaboration with local colleges in Spanish
- Added Project INSPIRE class for parents & community members

Goal 3: Community Engagement

- Increased opportunity for parent/ community education classes and workshops (i.e. August Parent Conference, cybersafety, CABE)

- Translation and childcare available at advisory meetings

- Increased use of electronic forms of communication through social media

- Multiple opportunities for community advocacy

UPDATED LCAP

2016-2019

Mt. Diablo Unified School District's
Local Control Accountability Plan (LCAP) Goals 2016-2019

College and Career

- All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Professional Learning

- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

Parent/Family & Community Engagement

- Parents, family and community will be informed, engaged and empowered as partners with MDUSD to support student learning.

A focus on Equity and Special Populations- including English learners, foster youth and low socio-economic students

Indicators:	3rd grade Literacy	6th grade Math	Success in Algebra	9th grade credits	10th/11th A-G	Graduation rate
Other:	Attendance	Discipline	Climate surveys	Attendance at advisory meetings		

Mt. Diablo Unified's Local Control Accountability Plan
Revised   *LCAP At-A-Glance*   2016-2019

College and Career

California State Standards (CCSS)	Interventions	Access to College and Career	Access and Integration of Technology	Extra curricular activities, arts and athletics	Positive and supportive learning environment
Goal 1.1-1.5, 1.22-1.24	*Goal 1.6, 1.13-1.17*	*Goal 1.12, 1.18, 1.19*	*Goal 1.7*	*Goal 1.20,1.21*	*Goal 1.8-1.11*

Professional Learning

Professional development, coaching and support	Teacher and staff collaboration	Leadership coaching and support	Professional development focused on special populations
Goal 2.1, 2.3-2.5, 2.11	*Goal 2.2, 2.10*	*Goal 2.6*	*Goal 2.7-2.9*

Parent/Family & Community Engagement

Expand outreach to parents/guardians	Increase parent/ family education opportunities	Outreach to special populations	Increase engagement in advisory groups	Expand translation services
Goal 3.1, 3.3	*Goal 3.4*	*Goal 3.6-3.8*	*Goal 3.2*	*Goal 3.5*

A focus on Equity and Special Populations- including English learners, foster youth and low socio-economic students

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College & Career Program

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples .

California State Standards (CCSS)

- High quality staff to provide basic instructional services, support, operations and facilities
- Standards-based instruction and materials
- Tools to disaggregate/analyze student data to align instruction, assessments and school programs
- Differentiated curriculum and instruction in English language arts and mathematics at all grade levels through scaffold instruction, universal access and/or targeted instruction (i.e. supplemental staff , sections, books/materials.)
- Bilingual Programs (Newcomers, Dual Immersion, bilingual)
- EL access to electives, A-G and AP courses and support classes
- Coaching/Mentoring in ELA, Math and Science
- Site allocations to support LCAP and SPSA student achievement targets and goals

Access to College and Career

- Teacher teams create district-wide standards-based units of study
- Academic support/remediation (summer school, smaller class size)
- College and career opportunities (i.e. Career/CTE pathways, Academies/Linked Learning, dual-enrollment, AVID, IB, AP classes, Middle College program
- Work-based learning opportunities
- Project based learning
- Career Technical Education (CTE) , Project based learning and bridge programs (i.e. equipment, professional development)
- Opportunities for preschool programs for low income, English learners and foster youth

Increase access to and utilization of technology

- Use of Homelink
- Online courses and remote learning opportunities
- K-12 digital literacy and citizenship
- Increased blended/flipped classrooms and computer labs, Computers on Wheels (COWS) and take home devices

Extra curricular activities, arts and athletics

- Athletics (middle and high school)
- STEM and performing arts activities (field trips, clubs, visual arts showcases, concerts, plays)
- After school programs & school clubs

Positive school climate & socio-emotional support

- Social/emotional programs- (i.e. Soul Shoppe-conflict resolution and Restorative Justice)
- School Counselors K-12 (socio-emotional, academic advisement and college and career support)
- Collaborate with community resources and colleges (i.e. counseling Interns)
- Positive Behavior Intervention Support (PBIS)

Intervention Support

- Response to Intervention (RtI)
- Adult education classes, online courses (credit reclamation)
- Summer school
- Recognize and celebrate students who demonstrate improvement, biliteracy, and reclassification.

Student leadership and learning

- Service learning, community service and service hours for graduation
- Leadership classes
- Student voice focus groups
- Link Crew (Freshman orientation) & Mentors
- Youth development activities

Professional Learning

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples.

Professional development, coaching and support to support high quality instruction

- Support and coaching for teachers and administrators on CA Standards (classroom visits, teacher symposium, peer training, individual/grade level mentoring/collaboration)
- Teachers on Special Assignment (TOSA)
- Beginning Teacher Support and Assessment (BTSA)
- Administrative coaching on personnel practices, instructional leadership, technology
- Targeted professional development to develop an awareness of and provide targeted academic and behavioral support for special population students (low -income, English learners , Foster youth, and students with disabilities).

Teacher and staff continue collaboration and planning time

- Professional Learning Communities (PLC)
- Lesson planning and instructional delivery
- Formative and summative data analysis
- Data Driven Dialogue (protocol process)
- Classified training and support

Implement CA State Standards in all content areas

- Formative and summative assessments to target instruction
- Marzano's strategies (Art & Science)
- Core and supplementary materials
- Project based learning and units of study
- Use of technology to teach CA Standards
- Use of performance tasks and differentiating instruction to meet the needs of all learners

Professional development, coaching and support for social-emotional learning

- Positive behavior
- School climate
- Cultural responsiveness and sensitivity
- Positive Behavior Intervention and Support (teachers and counselors)
- Restorative practices (i.e., Soul Shoppe, Second Step, Restorative Justice)

Targeted professional development and training on how to effectively support English learners

- Ensure full inclusion of ELD standards and practices in all content areas
- Systematic English Learner Development (ELD)
- Constructing meaning
- Integrated ELD
- Designated ELD

Provide and monitor professional development opportunities, coaching and support

- Response to intervention (RtI)
- Assess needs, resources , and impact of academic/behavior interventions
- Provide non-certificated staff (including, but not limited to, office staff and instructional assistants) training to access and support grade level content, behavior goals, and parent/community engagement
- To support recruitment and retention of highly qualified staff, new employees will receive mentoring to ensure there is a "system-ness" of effective practices across the district.

Parent/Family & Community Engagement

The programs and services listed in the boxes below are NOT available at every school in the district and should only be used as examples.

Expand outreach to all parents/guardians

- Expand community liaison staff (district and school-based) and coordination across the district
- Increase outreach and support to parents
- Utilize newsletters and electronic forms of communication methods (i.e. School Loop).
- Continue support of the Welcome Center at the District Central Office

Actively recruit parents/families to participate in advisory groups

- School Site Council
- Parent Advisory Committee (PAC)
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)
- Equity Advisory Committee
- Hold meetings at multiple times and increase online/remote access
- Childcare provided to increase participation and involvement

Increase outreach to families of students representing special populations

- Continue to implement and monitor plan to increase and improve communication between schools and foster youth services/program
- Ensure students and parents of English learners are informed and understand the reclassification process and requirements as described MDUSD English Learner Master Plan
- Increase access to an equitable and engaging school experience where African American students/families feel valued and supported.
- Increase access to an equitable and engaging school experience where students with disabilities and their families feel valued and supported.
- Increase access to an equitable and engaging school experience where low income students and their families feel valued and supported.

Increase parent education and community events

- Continue to offer and expand parent education opportunities
- Parent education topics may include a focus on college & career and civic readiness, PIQE (Parent/guardian Institute for Quality Education), how to access community resources, college workshops, and the reclassification process for English Learners. Family Nights and parent education topics may include a focus on college entrance, student showcases, early literacy support, CA Standards, math support, Cyber Safety, etc.
- The percentage of classes offered in English & Spanish will increase.
- Develop concise documents accessible about key district initiatives and efforts

Expand access to translation services

- Identify additional languages needed for translation of documents, conferences and meetings

Budget Summary

Funding Sources Supporting Activities in 2016-19 LCAP

Funding Source	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Total Year 1-3
IDEA	580,270	0	0	580,270
Instructional Materials (Prop. 20)	1,258,816	1,296,580	1,335,477	3,890,873
LCFF Base- LCAP activities only	178,714,060	181,605,614	185,573,202	545,892,876
LCFF District Operations- *not* included in LCAP (Maintenance and operations, special education, special education transportation, utilities, furniture, insurance, liability, etc.)	55,818,372	TBD	TBD	TBD
LCFF Supplemental	17,756,167	18,195,723	19,171,792	55,123,682
Title I	328,412	334,754	339,873	1,003,039
Title II	726,447	742,594	758,756	2,227,797
Title III	636,000	651,448	667,306	1,954,754

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COMMENTS & QUESTIONS

<u>Local Control Accountability Plan (LCAP)</u>

As required by Local Control Funding Formula (LCFF) Education Codes 42103, 42127, and 52062, all school districts must develop a three year Local Control Accountability Plan (LCAP.) The LCAP must be updated every year, be aligned to eight areas identified as state priorities, and describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and achievement targets.   In addition, the LCAP describes how the district's budget will help achieve the goals, and how the district will assess each year how well the strategies in the plan were able to improve outcomes. Mt. Diablo's LCAP addresses college and career readiness, professional learning, engaging parents and community members, and the targeting of support for special populations. These students include foster youth, English learners, low income, and students with disabilities. Over the past 5 months, Council members, advisory groups, and school sites have facilitated meetings with key stakeholder groups providing opportunities for staff, students and community members to provide input on the district's instructional program.

A public hearing will be held on June 13, 2016 to solicit public comment on the 2016-2019 LCAP draft prior to final adoption.   Community members also have the opportunity to submit LCAP and LCFF questions through a survey link below. Responses to questions from the community will be posted on a regular basis.

Submit LCAP Questions

Copies of the document can be found on the district website and are available for review at the district office during the hours of 8-4pm at 1936 Carlotta Drive, Concord, CA. The LCAP will return for Board approval on June 27, 2016.

<u>2016–2019 MDUSD LCAP</u>

LCAP Draft 2016-2019 - English
LCAP Draft 2016-2019 - Spanish

Input From Advisory Group

<u>**LCAP At A Glance:**</u> A color coded visual representation of the goals and action/strategies in the MDUSD LCAP
LCAP At A Glance - English
LCAP At A Glance - Spanish

Timeline for LCAP Adoption

Consultation begins

Fall-Spring

Complete LCAP draft

Beginning of May 2016

Board Meetings:
June 13, 2016
June 27, 2016
Commence public comment period and hold public hearing

1 **2** **3** **4** **5** **6**

Involve parents, school personnel, pupils and bargaining groups in plan development

Inform parent advisory groups and other stakeholders and respond in writing to comments

By June 30

Adopt LCAP and LEA budget