

REVISED

**MT. DIABLO UNIFIED
LOCAL CONTROL
ACCOUNTABILITY PLAN
2021-2024**



June 18, 2021

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Diablo Unified School District

CDS Code: 07 61754 0000000

School Year: 2021-22

LEA contact information:

Dr. Adam Clark

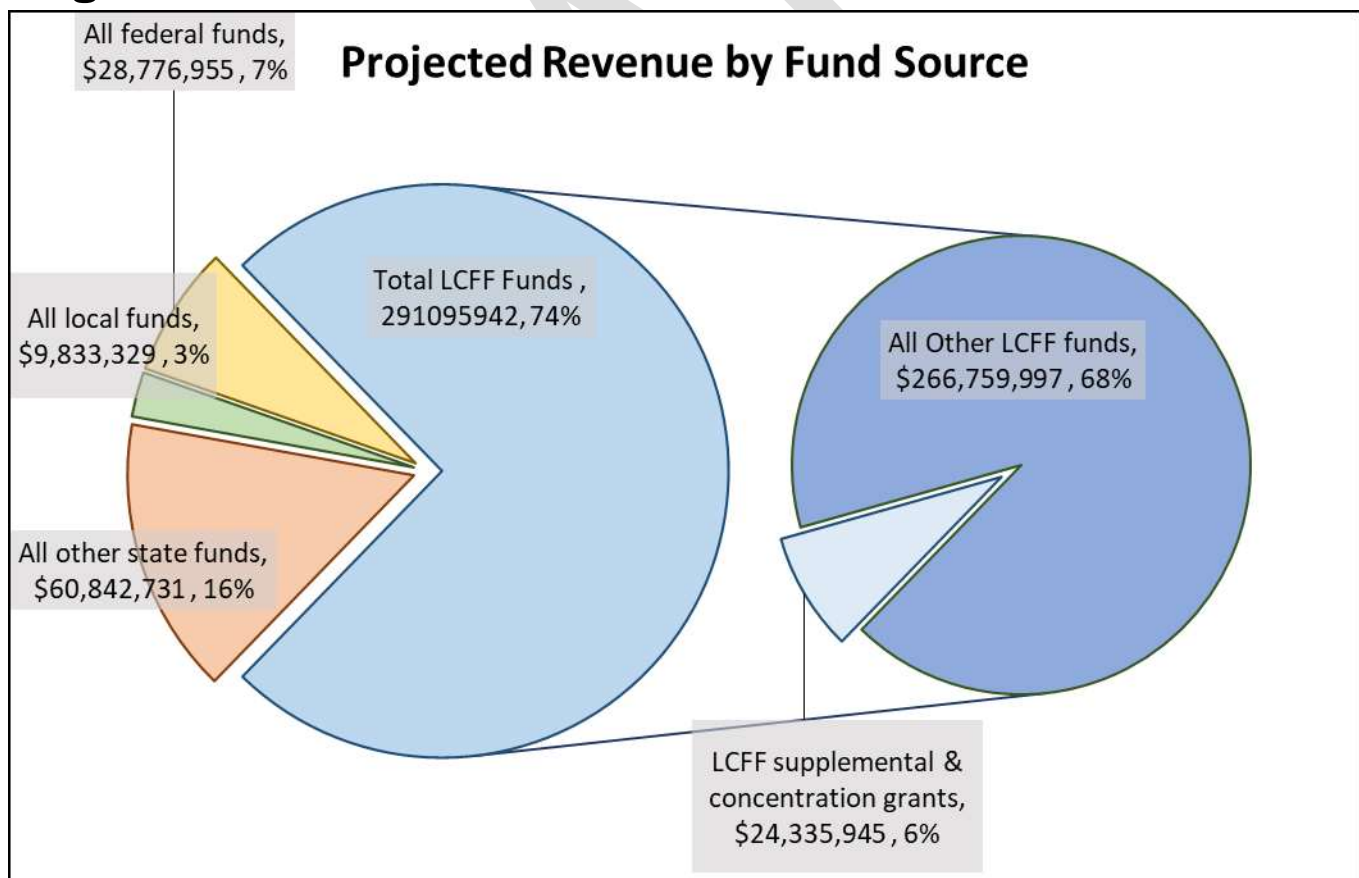
Superintendent

clarka@mdusd.org

925-682-8000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year



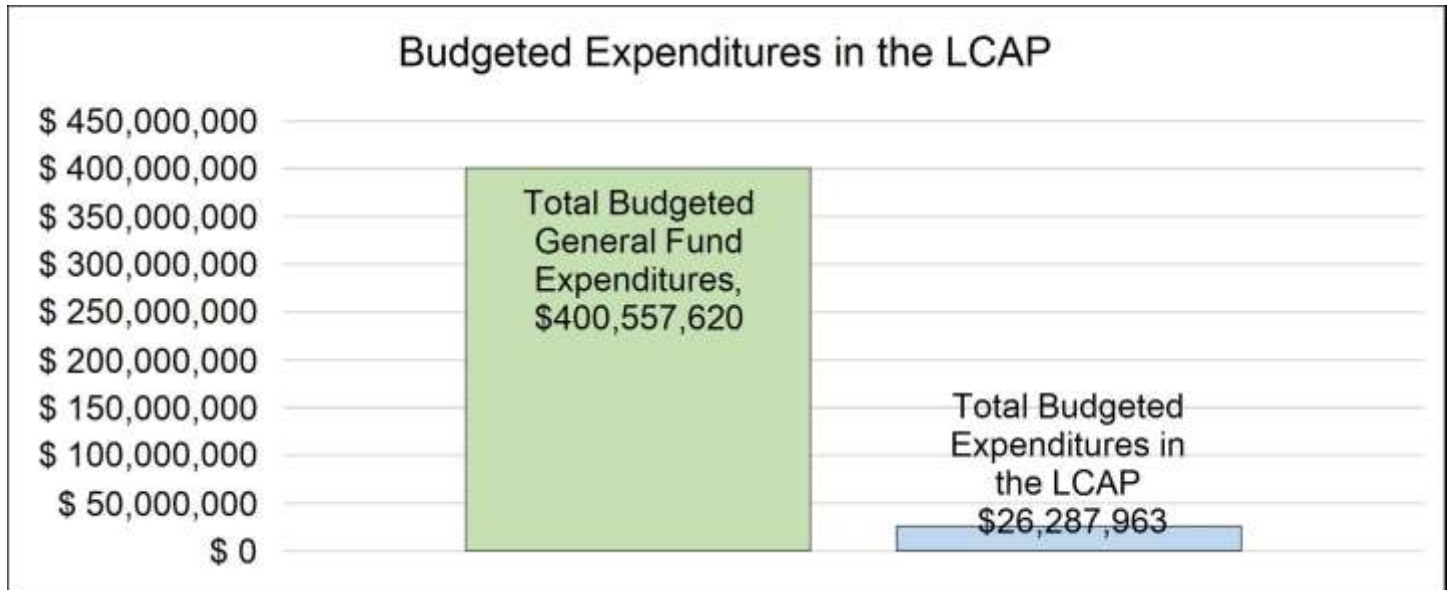
This chart shows the total general purpose revenue Mt. Diablo Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Mt. Diablo Unified School District is \$390,548,957, of which \$291,095,942 is Local Control Funding Formula (LCFF), \$60,842,731 is other state funds, \$9,833,329 is local funds, and

\$28,776,955 is federal funds. Of the \$291,095,942 in LCFF Funds, \$24,335,945 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mt. Diablo Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mt. Diablo Unified School District plans to spend ~~\$399,905,313~~ \$400,557,620 for the 2021-22 school year. Of that amount, \$26,287,963 is tied to actions/services in the LCAP and \$373,617,350 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Included in Mt. Diablo's LCAP are those specific actions and related services recommended in the SIR Report that address the needs of historically underserved student groups and communities. Therefore, the following base program expenditures are not included in the LCAP: ongoing operating costs at the site and district level, including but not limited to transportation, special education services, nutritional services, building maintenance, school and districtwide certificated and classified personnel costs, supplemental staff (including counselors, intervention teachers, coaches, and community service liaisons), extended learning programs, technology and online materials, instructional supports, and parent/family education and engagement opportunities.

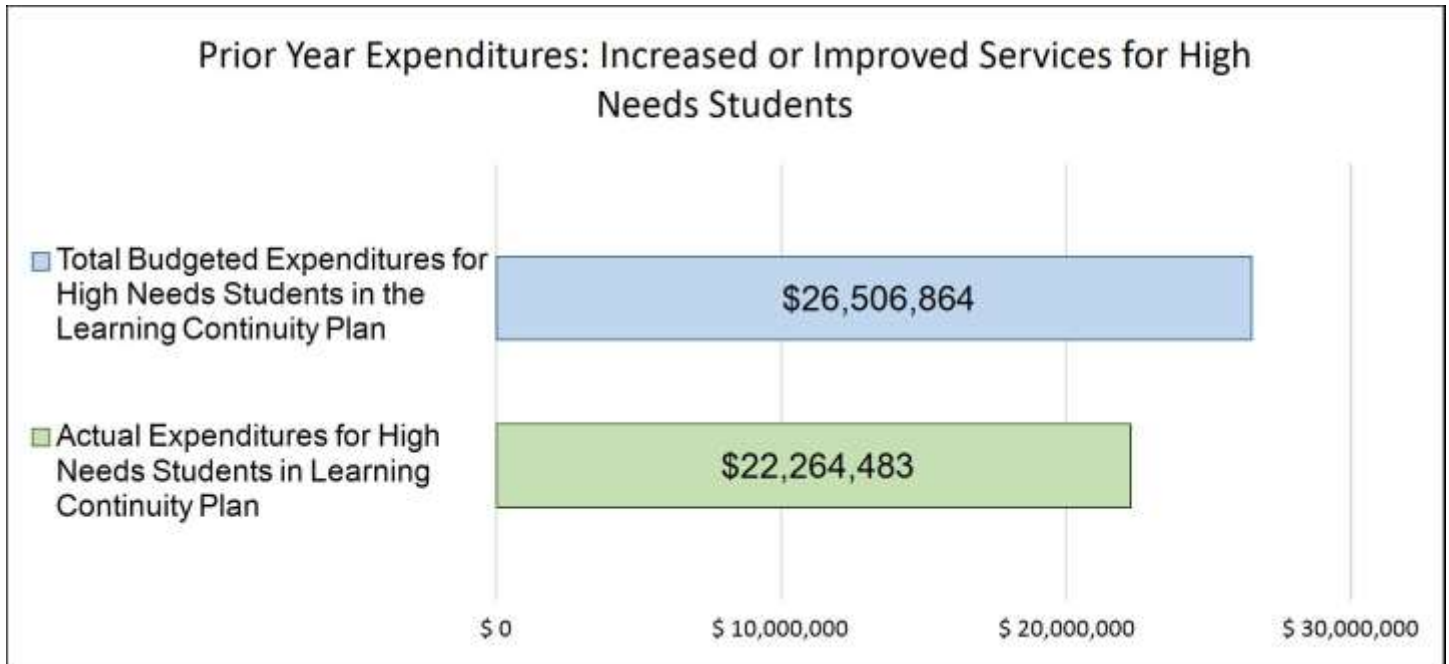
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Mt. Diablo Unified School District is projecting it will receive \$24,335,945 based on the enrollment of foster youth, English learner, and low-income students. Mt. Diablo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Diablo Unified School District plans to spend \$20,496,282 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students in the 2020-2021 LCAP will focus on evidence-based instructional practices, develop clear expectations for common instructional practices across grade levels and courses, including expectations around the regular review of student work, identify supplemental site staff to support enrichment, acceleration, intervention and small group support to close learning gaps, integrate and coordinate the work, communication, and collaboration of district departments to align services, and provide additional materials, supplemental programs, and supplies to support the needs of students who are struggling to meet standards. Extended learning during the school day and after the school day to support improved academics, improved supports for designated and integrated English language development, and the targeting of pre-literacy supports for preschoolers from underserved student groups will be utilized. The District will also add to the curriculum more culturally responsive literature and instructional resources, develop an MTSS model using research based strategies, including instructional supports, increase counseling support TK-12, provide specific training on restorative practices, and how to create culturally responsive classrooms. The District will also analyze the current application, interview and hiring practices to counter any implicit and explicit biases that may exist with the goal of creating a more inclusive and diverse workforce which represents the Mt. Diablo community. Lastly, designated staff will connect families with community resources to support student health, wellness, attendance and education, identify specific resources and offerings that would support students and families who have recently fallen into homelessness by collaborating and coordinating with teachers, counselors, social workers, administrators, and community leaders/partners, improve communication and support of district and site community liaisons, increase outreach to the families of African American youth and families to ensure they have access to an equitable and engaging school experience where they feel valued and supported.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Mt. Diablo Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Mt. Diablo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Mt. Diablo Unified School District's Learning Continuity Plan budgeted \$26,506,864 for planned actions to increase or improve services for high needs students. Mt. Diablo Unified School District actually spent \$22,264,483 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19 Pandemic, Mt. Diablo Unified pivoted to a full distance learning model starting March 16, 2020 which continued into March 2021 of the 2020-2021 school year. The difference between the budgeted and actual LCFF Supplemental expenditures of \$4,242,381 was significantly impacted by not being able to provide in-person supports and resources for students, staff and families. There were an unanticipated number of vacancies that were not filled during the school year which significantly decreased total budgeted expenditures. The services Mt. Diablo was able to provide focused primarily on increased access to technology and online programs, training for classified staff, certificated staff and families, materials and resources aligned with the California State Standards, supplemental staff (counselors, community liaisons, intervention teachers) and services to support the social and emotional health and safety of MDUSD students, increased communication, college and career readiness, and parent/ family education and outreach.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Mt. Diablo Unified School District	Dr. Adam Clark Superintendent	clarka@mdusd.org 925-682-8000

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

DRAFT

Goal 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.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP- 3rd-8th grade (4A)</p> <p>19-20 Points below level 3 ELA 6 pts below level 3 Math 30 pts below level 3</p>	<p>CAASPP testing did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, the percentage of 3-8th grade students in Tier II and Tier III on iReady (Fall 2020) is being used as a metric.</p> <ul style="list-style-type: none"> • Reading Tier I 48.7%, Tier II 21.2%, Tier III 30.2% • Math Tier I 39.8%, Tier II 32.3%, Tier III 27.8%
<p>Metric/Indicator 11th grade EAP (4G)</p> <p>19-20 Points below level 3 ELA 5 points above 3 Math 55 pts below level 3</p>	<p>The CAASPP EAP did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, the percentage of students who met the "prepared" target on the College Career Indicator (CCI) is being used as a metric.</p> <ul style="list-style-type: none"> • 39.7% of the high school students met the "prepared" target on the CCI in 2020 (a decrease of 1.4% from 2019) <p>Not Met</p>

Expected	Actual
<p>Metric/Indicator iReady #3 Diagnostic for 1st grade (8A)</p> <p>19-20 At or above grade level ELA 63% Math 53%</p>	<p>iReady Diagnostic #3 for first grade did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, iReady Diagnostic #2 is being used as a metric.</p> <p>At or above grade level (As of 2/1/2020)</p> <ul style="list-style-type: none"> • ELA 43% • Math 32%% <p>Not Met for ELA Not Met for Math</p>
<p>Metric/Indicator iReady #3 Diagnostic for 3rd grade (8A)</p> <p>19-20 At or above grade level ELA 68% Math 58%</p>	<p>iReady Diagnostic #3 for third grade did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, iReady Diagnostic #2 is being used as a metric.</p> <p>At or above grade level (As of 2/1/2020)</p> <ul style="list-style-type: none"> • ELA 64% • Math 39% <p>Not Met for ELA Not Met for Math</p>
<p>Metric/Indicator Reclassification rate (4D, 4E)</p> <p>19-20 13%</p>	<p>2020- Reclassification rate (CDE DataQuest) 10.7% Not Met</p>
<p>Metric/Indicator Graduation rate (5E)</p> <p>19-20 88%</p>	<p>2020- Graduation rate (CDE DataQuest) 86.4% - Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school. Not Met</p>
<p>Metric/Indicator High school drop out rate (5D)</p>	<p>2020- Dropout rate (CDE DataQuest- Four-Year Adjusted Cohort Outcome) 11.4%</p>

Expected	Actual
<p>19-20 8%</p>	<p>Not Met</p>
<p>Metric/Indicator Middle school drop out rate (5C)</p> <p>19-20 0%</p>	<p>2020- Middle Grade Dropout rate (CALPADS- Annual Adjusted Grade 6-8) 0% Met</p>
<p>Metric/Indicator Graduates meeting UC/CSU eligibility (4C)</p> <p>19-20 41%</p> <p>Metric/Indicator Percentage of 9th grade students on track for graduation earning 55 credits or more (8A)</p> <p>19-20 78%</p>	<p>2020- Graduates meeting UC/CSU eligibility (CDE DataQuest-Four-Year Adjusted Cohort Graduation Rate) 44.3% Met</p> <p>2020- Percentage of 9th grade students on track for graduation earning 55 credits or more (AERIES) 74.4% Not Met</p>
<p>Metric/Indicator Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (4F)</p> <p>19-20 72%</p>	<p>2020- Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (College Board) 77% Met</p>
<p>Metric/Indicator Teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education. (1A)</p> <p>19-20 100%</p>	<p>Fall 2020- Teachers in MDUSD are appropriately assigned and credentialed in the subject areas with authorization from CCTC, the Board or County Office of Education. 100% Met</p>
<p>Metric/Indicator All MDUSD students (including students with disabilities) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report) and are enrolled in required core subject areas and a broad courses of study.</p>	<p>Fall 2020- All MDUSD students (including 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. MDUSD is currently implementing State</p>

Expected	Actual
<p>MDUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including English learners. (1B, 7A, 7B, 7C)</p> <p>19-20 100%</p>	<p>Board of Education adopted academic content and performance standards of all pupils, including English learners.</p> <p>100% Met</p>
<p>Metric/Indicator School facilities included in the Williams walk-throughs are rated as "Good" or above. (1C)</p> <p>19-20 100%</p>	<p>Fall 2020- School facilities included in the Williams walk-throughs were rated as "Good" or above.</p> <p>100% Met</p>
<p>Metric/Indicator Implementation of academic content and performance standards adopted by California (1B, 2A)</p> <p>19-20 100% of MDUSD students have access to standards aligned instructional materials and are enrolled in required core subject areas and a broad courses of study. 100% of teachers participate in three full release professional development days focused on content standards.</p>	<p>Fall 2020- 100% of MDUSD students have access to 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 focused on content standards and how to facilitate online instruction.</p> <p>Met</p>
<p>Metric/Indicator Programs and services enabling English learners to have access to California standards, including ELD standards, for purposes of gaining academic content knowledge and English language proficiency (2B)</p> <p>19-20 100% of MDUSD schools will have held English Learner Review Team (ELRT) Meetings to ensure that English learners to have access to California standards, including ELD standards, for purposes of gaining academic content knowledge and English language proficiency. Constructing Meaning training will be provided to 100 teachers.</p>	<p>2019/2020- 100% of MDUSD schools held English Learner Review Team (ELRT) Meetings to ensure that English learners to 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.</p> <p>Met</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Align staff, services, and systems to support basic instructional services; including but not limited to classroom teachers, counselors, librarians, school administrators, office staff, and district office administrators, and staff. Additional instructional support will also be provided for new magnet schools across the district.</p>	<p>LCFF Base 159,872,785 LCFF Supplemental 1,180,873</p>	<p>LCFF Base 155,510,100 LCFF Supplemental 1,149,020</p>
<p>1.2 Align district structures to support operations; including but not limited to fiscal services, human resources, counsel's office, risk management, assessment, research and evaluation, printshop, integrated systems, and technology.</p>	<p>LCFF Base 48,348,774 LCFF Supplemental 134,078 Title IV 73,587</p>	<p>LCFF Base 25,155,582 LCFF Supplemental 15,862 Title IV 21,622</p>
<p>1.3 Align district structures to support and maintain facilities, operations and staffing levels, including but not limited to custodians, grounds, maintenance, security, and operational costs to provide a safe, clean and productive environment to support student learning.</p>	<p>LCFF Base 33,615,062 LCFF Supplemental 1,365,864</p>	<p>LCFF Base 21,149,244 LCFF Supplemental 1,010,073</p>
<p>1.4 Students will receive high quality California State Standards (CCSS) based instruction in all content areas utilizing CCSS aligned materials and supplies, and engaging and effective instructional strategies. Activities may include adoption and purchase of base or supplemental materials, online resources, revised course offerings, curricular guides, courses of study, and proficiency scales, and the district adoption of priority standards. Additional programs added to support CCSS instruction include, but is not limited to, NGSS Garden Education, Ocean Ambassadors, Engineering is Elementary (EIE), critical literacy using non-fiction texts, concept lessons, Readers & Writer's Workshop, and book clubs. The District will work to ensure that school libraries have the staff and materials necessary to support standards- based instruction, and information and digital literacy.</p>	<p>LCFF Base 267,230 LCFF Supplemental 185,715 Instructional Materials (Prop. 20) 1,626,171 Title I 76,240</p>	<p>LCFF Base 191,170 LCFF Supplemental 176,980 Instructional Materials (Prop. 20) 1,070,634.47 Title I 156,504</p>
<p>1.5 Increase access to student achievement and demographic information to support staff as they analyze student assessment data to ensure that instruction, assessments, and school programs are aligned to the needs of underserved student groups. The majority of these students fall into the unduplicated student group. The tools to disaggregate and/or analyze this data may include web-based student data management systems, state provided IABs, and CCSS benchmark assessments. The use of additional licenses and programs will be</p>	<p>LCFF Base 521,644 LCFF Supplemental 923,065</p>	<p>LCFF Base 432,986 LCFF Supplemental 1,079,338</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>expanded to multiple levels to encourage differentiation and to support reclassification efforts. (ex. iReady, ALEKS)</p> <p>1.6 MDUSD students who are struggling academically will receive differentiated curriculum and instruction in English language arts and mathematics at all grade levels through scaffolded instruction, universal access, and/or targeted instruction. The majority of these students fall into the unduplicated (targeted) student groups. Services may include supplemental staff or sections and books, materials, scope & sequence documents, and interim formative assessments (including IABs) to provide guidance and/or targeted support. (i.e. Algebra A/B, Academic Success classes, etc) Satellite Bridge program (18-22 yr olds) will be created and alternative CCSS materials in science and math will be purchased for students in need of modified curriculum. Additional licenses may be purchased to support mathematics. The District will continue to work on analyzing their MTSS interventions.</p> <p>1.7 Increase student and staff access to and the utilization of technology tools to increase student achievement and productivity. (e.g. Homelink, Ed1Stop, Google classrooms, K-12 digital literacy & citizenship, online courses, increased number of blended/ flipped classrooms, technology enhanced technology practices, increase in number computer labs or Computers On Wheels (COWs) and take home devices.) Staff will begin to create a technology integration rubric with specific goals and targets to measure technology access and utilization at all grade levels. Elementary librarians will complete a scope and sequence integrating ELA/ELD and digital literacy standards. Staff will work to determine the number of students that have limited access to online/remote learning opportunities and develop a plan to increase access. Increasing access to technology in the classroom benefits most those students who fall into the unduplicated (targeted) student groups.</p>	<p>Refer to 1.1, 1.4</p> <p>LCFF Supplemental 69,000</p>	<p>Refer to 1.1, 1.4</p> <p>LCFF Supplemental 63,964</p>
<p>1.8 Expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges and industry. Counselor support (including bilingual counselors) will continue to be provided at all levels TK-12. Improved and better coordinated health services will be provided by school nurses and licensed vocational nurse team. In addition, staff will explore creating a re-entry center located in the</p>	<p>LCFF Supplemental 3,083,166 Title I 111,220</p>	<p>LCFF Supplemental 3,032,215 Title I 107,335</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monument Corridor for out of school youth ages 16-24. This action primarily supports students in the unduplicated (targeted) student groups. Counselors at each high school will monitor and regularly meet with 9th/10th grade students who are not on track for graduation, offering support and credit recovery opportunities to help students get back on track. Equity counselors will be available to develop and provide professional development on PBIS, cultural competency, and equity support as well as addition counseling support to schools.</p>		
<p>1.9 Continue to implement, strengthen, and monitor a tiered system of support for students in need of academic and behavioral interventions. (e.g. Positive Behavior Intervention and Support, Behavior Expectation Matrix, Response to Intervention (RtI2), Coordinated Comprehensive Early Intervention & Support (CCEIS), etc.) This action primarily supports students in the unduplicated (targeted) student groups. Additional coaching support will be provided to sites focused on creating positive classroom and school environments focused on instructional equity, and utilizing pre-referral and intervention strategies. These supports will help to increase the engagement and attendance of at-risk student groups.</p>	<p>LCFF Base 952,599 LCFF Supplemental 1,308,032</p>	<p>LCFF Base 1,025,131 LCFF Supplemental 1,064,527</p>
<p>1.10 Access and develop a plan to increase access to services to ensure students at all levels are on track for graduation. Supplemental supports including, but not limited to, embedded credit recovery programs, after school tutoring, after school programs, summer school, extended learning, and, for students earning a Certificate of Completion, vocational/workability programs. Regular standards based formative assessments will be administered and regular monitoring of data to determine students learning needs. Summer programs will include credit recovery, original credit for some courses, and grade improvement for students who received a "D" during the school year. Opportunities for acceleration will also be available in the area of Algebra.</p>	<p>LCFF Supplemental 519,094 Title I 1,219,955 State Categorical Funds 3,612,245</p>	<p>LCFF Supplemental 688,812 Title I 1,035,143 State Categorical Funds 3,312,245</p>
<p>1.11 Staff will implement, monitor and adjust supports and services for English learners, including but not limited to, the addition of specific sections and courses to support the needs of newcomers and long term English learners, providing rigorous designated and integrated ELD instruction, and the monitoring of EL achievement and progress towards reclassification. Staff will develop a plan to increase English learner</p>	<p>LCFF Supplemental 2,835,156 Title III 245,978</p>	<p>LCFF Supplemental 2,636,254 Title III 264,466</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>access to electives, A-G, and AP courses and continue to facilitate English Learner Review Team (ELRT) meetings to closely monitor student progress. Awards for biliteracy will continue for 5th, 8th, and 12th graders. Additional assessments will be identified aligned to CA State Standards to ensure English learner's ability to accelerate their academic achievement. Staff will work with high schools to explore offering after school interventions for English learners.</p>		
<p>1.12 Increase access to school readiness programs for low-income, English learner and students in foster care. Increase access to include the co-op school readiness program at the MDUSD Loma Vista Adult Education site. Plan will include outreach to Child Welfare, Foster Family Agencies (FFA's), and foster families to encourage enrollment in preschool programs. Enrollment assistance is provided when needed. Dedicated supports and services will be provided to children who are homeless under McKinney Vento, by the MDUSD Homeless Outreach Program for Education (MDUSD HOPE). There will be an expansion of outreach to students with disabilities to correct the over identification and/or under identification for support services.</p>	<p>LCFF Supplemental 153,276 Title I 197,405</p>	<p>LCFF Supplemental 149,860 Title I 80,000</p>
<p>1.13 Continue to operate a comprehensive program to support the social, emotional, behavioral, and educational needs of foster youth including Tier 1-3 level interventions into a comprehensive MTSS framework currently being developed at the district level. The MDUSD Foster Youth Services program includes assessment of learning needs, providing access to counselors and mental health clinicians trained to serve youth impacted by trauma, and support for foster youth to adjust to new school settings. MDUSD Social Work Specialists supervise MSW Social Work Interns who will provided social, emotional, and behavioral support to children in foster care. Social Work Specialists are trained in PBIS, restorative practices, and trauma informed practices to better serve youth in foster care. Training will be provided annually to all site administrators regarding meeting the unique educational needs of youth in foster care, and legislation updates.</p>	<p>LCFF Supplemental 266,762 Title I 184,000</p>	<p>LCFF Supplemental 237,798 Title I 165,613</p>
<p>1.14 Students with disabilities or those who are struggling academically will receive access to high quality, structured, strategic and intensive intervention that is equitably and consistently implemented by intervention teachers. Support includes high quality materials and supplies and targeted professional development. Writing and</p>	<p>LCFF Base 2,494 LCFF Supplemental 2,698,606</p>	<p>LCFF Base 6,491 LCFF Supplemental 3,142,061</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>multisensory math programs for students with moderate to severe disabilities will be explored in addition to CCSS aligned materials in science. A Dyslexia Task Force will be established to ensure assessments, interventions and services are aligned to best practices and current research.</p>		
<p>1.15 Dual immersion and bilingual programs and teachers will be provided equitable training, collaboration days, and appropriate core and ancillary resources in Spanish. An additional assessment called the California Spanish Assessment (CSA) will be utilized to measure the academic proficiency of students enrolled in the DL programs. Running records and other resources included in the newly adopted Maravillas program will be used to specifically measure reading progress in Spanish and to provided additional supports to the Spanish Language Development classrooms. Accelerated Spanish language arts courses will be added to 6th grade for students matriculating from dual immersion elementary schools.</p>	<p>Title III 429,050</p>	<p>Title III 215,490</p>
<p>1.16 Increase the number of students participating in programs that support student access to college, career, and work experience opportunities. (e.g. Linked Learning, Advanced Via Individual Determination (AVID), PSAT, college readiness programs, dual-enrollment, concurrent enrollment, Advanced Placement (AP) courses, project-based learning, College Now, and International Baccalaureate (IB).) AVID will be integrated into 10 elementary schools along with 6 middle schools, 3 high schools and continue in the College Now program. IB will continue to be offered at 1 high school, 1 middle school and will be adopted by two elementary schools. Early college credit, articulated classes, WIOA opportunities and dual enrollment opportunities will be expanded. CTE teachers will finish aligning their course expectations to the CTE Standards and to Mt. Diablo's Graduate Profile. Work Based Learning Coordinators will continue to support meaningful work based learning activities and look to expand their work with the middle schools. Credit recovery classes will be available to high school students on the Loma Vista Adult School campus, along with CTE classes including but not limited to, medical assistant, dental assistant and administrative assistant. These strategies and extended learning opportunities primarily support unduplicated (targeted) student groups.</p>	<p>LCFF Base 158,739 LCFF Supplemental 510,642 Title IV 149,844 Grants/Income 362,144</p>	<p>LCFF Base 140,142 LCFF Supplemental 404,504 Title IV 33,388 Grants/Income 185,200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.17 Staff will strengthen Career Technical Education (CTE) pathway programs, including Project Lead the Way (PLTW), by upgrading lab and classroom facilities to serve project-based learning needs, partnering with industry partners, utilizing up-to-date industry specific equipment/materials that are aligned with subject area, content, and CTE model standards, and the implementation of academic content and performance standards. Opportunities will be expanded for alternative education students enrolled in the Health Careers Program to visit and learn about CTE programs located on the Loma Vista campus. School counselors will collaborate and co-plan with CTE pathway programs to align and connect students. A new .4 Counselor FTE funded by CTEIG, will provide coaching, support and accountability to counselors and schools to enhance communication, recommendation, course schedules and support aligned to district pathway, and CTE opportunities for students. Staff will develop and utilize transitional supports, including "summer bridge", peer-to-peer mentoring, adult mentoring, student advisories/advocates, work-based learning opportunities, and peer tutoring programs so that all students succeed in pathways.</p>	<p>Refer to 1.1, 1.17, 1.20, 1.21</p>	<p>Refer to 1.1, 1.17, 1.20, 1.21</p>
<p>1.18 Continue to offer athletics programs at all middle and high schools. Programs that include students with special needs (United Sports) will be expanded to 2 additional high schools. Staff will explore the expansion of sports at the middle schools to include other sports, such as track, golf, bowling, Ultimate Frisbee, volleyball, etc.</p>	<p>LCFF Base 739,998 LCFF Supplemental 127,825</p>	<p>LCFF Base 1,075,616 LCFF Supplemental 121,694</p>
<p>1.19 Staff will increase student access to visual and performing arts programs and courses with the goal of strengthening 21st century collaboration, communication, innovation and critical thinking skills. VAPA teacher leads acting as "Team Captains" will help coordinate inventories, art fairs, area festivals, art showcases, and to provide professional development and training. The District and school sites will provided support for art fairs, area festivals, drama performances, art showcases, field trips, classroom materials, etc. This coordinated support will help to increase access and opportunity for unduplicated (targeted) students.</p>	<p>LCFF Base 1,905,871</p>	<p>LCFF Base 1,855,217</p>
<p>1.20 Site allocation and expenditures out of base funds will support LCAP and Single Plans for Student Achievement targets and goals.</p>	<p>LCFF Base 2,659,668</p>	<p>LCFF Base 2,308,681</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.21 Site allocations and expenditures out of LCFF supplemental funds will support LCAP and Single Plans for Student Achievement targets and goals to accelerate the rate of achievement for unduplicated student groups. Expenditures are approved by Site Council and include but are not limited to intervention teachers, bilingual instructional assistants, community liaisons, supplemental materials and supplies, intervention software programs and tutoring programs. Refer to Single Plans for Student Achievement at www.mdusd.org for more information.</p>	<p>LCFF Supplemental 3,989,082 Title I 2,353,566</p>	<p>LCFF Supplemental 2,646,959 Title I 2,530,423</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference in budgeted and expended amounts were due to a higher number of vacancies that were not filled due to students not being on campus (i.e classroom assistants) that occurred during the end of the 2019-20 school year. The pandemic resulted in increased spending on technology as the District shifted to a "one-on-one" device model over night, on personal protective equipment (PPE), and on maintaining staff whose positions were protected by order of the Governor. Funds were repurposed to support activities that expanded virtual learning, online materials, and communication mechanisms to ensure that staff, students and the community were informed. As changes in educational expectations shifted due to the pandemic, examples of repurposing funds included utilizing the funds budgeted for substitutes for after school, weekend and summer work and using allocated funds to provide different supports for students and families (i.e. supplemental materials and supplies, home visit support, summer intervention programs for students with unique needs, foster youth, students experiencing homelessness, English learners.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Starting fall 2019 and through the shelter-in-place, the District continued to align resources to support staff, services, and systems to enhance basic instructional services for sites and District departments. The immediate shift to a full distance learning when the District went into shelter-in-place caused significant challenges whereas all site based employee groups became "tech support" for students, families and each other. Articulation between departments has continued to improve, courtesy of systems and structures that have been put in place to enhance communication, including the bi-weekly Office Manager Meetings, Brown Bag with the Chief Business Officer, TK-12 Meetings, Business Service Department meetings, and different principal group meetings. While Zoom meetings have become common place in the last year due to the pandemic, department leads have worked to ensure that high quality planning and collaboration continued to take place in a virtual space. This past year, a PARS retirement package resulted in many retirements, especially in the Fiscal and Human Resource departments, which has lead to restructuring efforts to improve efficiency and performance.

Prior to the pandemic, the Food & Nutrition Services Department was working on an Eat Real Certification which identified Mt. Diablo to be the first school district in California and the United States to receive "Green Certification." From the onset of the pandemic, the Food & Nutrition Services served nutritious meals to students, families, and community. Presently, the Food & Nutrition Services Department is serving breakfast, lunch, and supper and snack at fourteen (14) locations throughout the district seven (7) days per week. As of January 2021, the department is serving 75,000 meals per week.

Before and after the state directed shelter-in-place, District staff continued to work with certificated and classified staff to provide high quality California State Standards (CCSS) based instruction in all content areas utilizing CCSS aligned materials and supplies, and engaging and effective instructional strategies. Activities included the adoption and purchase of base or supplemental materials, additional online resources and licenses, curricular guides, courses of study, and proficiency scales, and the district adoption of priority standards. The TOSA and Ed Services team targeted their time, energy, and resources on developing digital learning plans for daily live instruction via digital platforms (Zoom or Google Hangouts). Weekly resources were pushed out to site administrative staff to share with teachers and support staff which included a variety of digital resources ranging from academic lessons to social emotional learning resources. It is important to note that due to many of our core adopted materials being out of date, the District did not have access to online supports for the adopted materials which was a significant challenge for teachers, students and families, as they pivoted to a full distance learning model. MDUSD staff and resources were devoted to the effective implementation of differentiated instruction for struggling student groups prior to the shelter-in-place. Immediately identifying tools and methods to support students in need of modified instruction and accommodations and identifying who would be responsible for providing the necessary support caused a number of challenges when shifting to full distance learning. Trimester assessments aligned to the priority standards were administered in an on-line format via Illuminate and 3rd thru 5th grades took the FIABs and IABs through the CAASPP online platform. Challenges were identified at all levels questioning the validity and reliability of the data due to the assessments being given in a "non-secure" environment.

Technology was successfully purchased for student use both before and after the implementation of Distance Learning in March of 2020. After the shelter-in-place, it was imperative to distribute chromebooks to our students. Each site principal worked with a team on their site to successfully distribute chromebooks to each of our families. Teachers in grades TK-2nd and K-5th grade special education teachers started using Seesaw as the main platform for engaging students and providing feedback. This platform was suitable for these students as it provided easy access to teachers' assigned activities and provided an opportunity for students to show what they've learned through photo, video, audio, and annotation. Teachers and students in grades 3-12 began using Google Classroom as their main platform for assignments and feedback. This immediate shift to a full distance learning, online classroom caused significant challenges whereas all site based employee groups became "tech support" for students, families and each other. Librarians provided digital resources to their assigned site's staff that were shared as part of the weekly communication to administrators and teachers. Online resources and tools provided by School Counselors (update website, monthly newsletter, Open Conversations About Mental Health panel series, and Asynchronous video library) increased remote access and the ability to virtually engage and connect with students and families. The CARES Expanded Learning program developed a YouTube channel with engaging and interactive videos for students and families, utilized ClassDojo as a way to communicate and interact with students, as well as supported the distribution of chromebooks and wifi hotspots.

School Counselors and College Career Advisors were unable to provide in-person counseling to students during the pandemic. However, an asynchronous video library of support and training for students, parents, and staff was developed. In addition, virtual counseling, advisement and support were provided via Zoom/Google Meet, as well as increased communication via email, text, phone call. Counselors expanded online resources and tools (i.e. an update website, monthly newsletter, Open Conversations About Mental Health panel series) to increase opportunity and access virtually to engage and connect with families, and support students academic and to stay on track for graduation. Furthermore, ten counselor FTE were reduced due to budget reduction made in spring 2020 which resulted in a redistribution of counselor time at schools TK-12, primarily at the elementary level. In addition, two additional grant funded counselors were added to support Career Pathways and Homeless/Foster Youth students. Even though the District did not pursue the establishment of a re-entry center for out-of-school youth as planned, staff was able to provide virtual support, case-management and training for this population. A speaker series of employers and industry representatives, a Peer Activity Leader (PAL) mentor program, and virtual student internships were all innovative and creative ways that staff continued to support this vulnerable population during the pandemic. School Counselors and College and Career Advisors have continued to work with students to review transcripts, counsel and advise, helping students to create plans, actions, and set goals for school success, identify alternative options for students that are credit deficient and/or not on track for graduation through referrals to Loma Vista Adult School, enrolling in online credit recovery programs, and/or alternative education programs. Since January 2021, Counselors, Social Workers, and School Psychologists have hosted a series of online family/community presentations on mental health and social-emotional topics of interest to the community.

Communities of historically underserved students and families have been disproportionality impacted by the pandemic and have required targeted support. Mt. Diablo Foster Youth Services (FYS) assisted school sites to immediately identify and enroll any child living in foster care, even if fees or materials are owed to the previous school or the child is unable to produce the records. FYS frequently upheld AB 490 rights of foster youth when the child's home placement was changed. FYS worked with foster parents, county child welfare workers, and MDUSD schools to ensure that the right to remain at the child's school of origin was fully considered and upheld. MDUSD's HOPE program social work specialist provided enrollment support, outreach, crisis intervention and extensive case management through direct and indirect services to homeless youth and families/caregivers, ensuring that direct service and outreach was provided throughout the district. Social workers and School Attendance Workers worked to connect with students experiencing homeless and those identified as foster youth to ensure they had the access they needed to technology, wifi, meals, counseling resources, etc. Staff faced challenges, however, supporting students after the shelter-in place because staff were not able to have daily, on-site interaction with students. Homeless and youth in the foster care system are tracked annually in AERIES according to CALPADS required data points. This data is analyzed to identify areas where support is needed. Social Work Specialists used strategies from PBIS, restorative practices, and trauma informed practices to better serve youth in foster care. School Nurses developed a system to monitor and electronically notify families of students with missing immunizations. School nurses also held monthly meetings with LVNs to provide ongoing professional development based on health needs of the students the LVNs supported and discussing trends in pediatric health concerns. Due to the school closure from the pandemic, the school nurses were not able to complete all of the mandated vision and hearing screenings and took a significant role in establishing District COVID protocols and guidelines.

Professional development on implicit bias focusing on disrupting institutionalized racism across the system stalled as the focus during the spring shifted to supporting sites with student and family engagement. Beginning in the summer and continuing through the fall 2020 and spring semester 2021, the Equity Department shifted towards supporting the Social Emotional Learning (SEL) needs of students and families, specifically those who have been disproportionality impacted by the pandemic. The team spent several months developing modules and a handbook supporting homes and sites to prioritize the social and emotional needs of students and preparing site staff to address and respond to students and their differing levels of trauma as they return to campus. This work is incredibly important when supporting the unique need of students of color, foster youth, students experiencing homelessness, and English learners.

To support the needs of emerging biliterate students, school sites continued to provide ELD and Academic Language Development (ALD) to newcomers and long term English learners (EL) at the secondary level. At the elementary level, ELs received 30 minutes of ELD daily. EL Review Teams met to monitor the needs and academic achievement of students ELs. Due to the shift to online instruction, staff were not able to complete the last phase of monitoring. Pathways awards for biliteracy were given to 5th and 8th graders in spring 2020 and high school graduates, who fulfilled requirements, received the Seal of Biliteracy. During the last trimester of the year, teachers teaching ELD at the elementary and secondary level used supplemental language acquisition software to deliver instruction. During Summer School 2020, even though the instruction was provided in a distance learning format, there were specific sections for English learners to recover credits in Algebra. English learners were also given the opportunity to take English I during summer to accelerate and fulfill graduation requirements.

From summer 2019 through March 2020, the CARES Expanded Learning Program provided in person academic, enrichment and recreation program from the end of the school day to 6:00 pm every school day and during a four week summer session. Throughout the pandemic, CARES has provided services virtually through Class Dojo, CARES YouTube page, distributing make and take hands on activities and offering credit recovery for high school youth at Mt. Diablo and Ygnacio Valley high schools.

In 2019-2020, the District partnered with DVC to start the Diamante Program, engaging students who are interested in STEM. Thirty two students participated in the spring "Career 100" class. When DVC shifted to online, the students continued the class and twenty five of those students participated in the summer bridge program where they enrolled in a virtual internship as well as a DVC work experience class. Despite the pandemic, the District offered summer internships which were all virtual. There were fifty interns and eight hosts. All students who participated in the summer internships took the DVC Work Experience course, earning 3 college credits. Before schools were required to shelter-in-place, students were participating in CTSO and other leadership opportunities, such as Robotics clubs. Once shelter-in-place occurred, students were no longer able to participate in the activities, including the regional conferences and the competitions.

The fall term credit recovery classes ran as scheduled on the Loma Vista campus. The Spring term classes started on campus in February 2020 and 73 students were enrolled. On March 16, 2020, classes were switched to remote learning due to the pandemic. Teachers emailed homework to students and called them regularly to provide instruction and encouragement. Students found this drastic shift a challenge which resulted in a drop in the level of student engagement when the District was directed to shelter-in-place. A number of students and parents did not respond to multiple outreach efforts. Loma Vista did not cancel classes, but rather continued supporting students in earning credits through the end of the school year. At the end of the term, 63 students earned credits. In

addition, Loma Vista has added an online credit recovery program for high school students using APEX for the second semester of 2021. Through APEX, students have access to many different classes to recover credit towards graduation.

In conjunction with Adult Education, free school readiness classes for 3-5 year olds and their parents were offered at Bel Air, Fair Oaks, and Riverview, benefiting all families in these school boundaries, including low-income, English learner, and foster families. These programs continued in various distance-learning formats after the initial shelter-in-place. In addition, there were school-readiness classes for 2 year olds, 3 year olds, and pre-K, which were free to families residing in the MDUSD boundaries at Hidden Valley Elementary and Loma Vista Adult Center. These classes continued in various distance-learning formats after March 2020 with the exception of the Toddler Class for two-year olds. Community outreach is done via school and district events and meetings, Mt. Diablo Adult Education catalogs and website, the MDUSD website, and various community resource fairs and events for all Parent Education programs. Staff responds quickly to requests from the MDUSD Preschool Assessment Center and follow up with families, serving as many of these children and parents as possible. Bilingual Early Childhood Attendants in the Adult Ed ESL Family Literacy school readiness programs at Cambridge, Meadow Homes, and Loma Vista make the programs more accessible to our low-income and English learner families. These staff members provide assistance in the ESL Family Literacy school-readiness classes and/or provide supervision and activities in a childcare setting. These classes continued in various distance-learning formats after the initial shelter-in-place through the end of the school year but without the support of the Early Childhood Attendants. One challenge caused by the pandemic was the Toddler Parent Co-op class had to be discontinued, in part because of the screen time concern and in part due to teacher availability. One of the challenges in implementing these classes is finding and maintaining highly qualified staff, mostly because these are part-time teaching positions. Another challenge is making the program accessible to all families because parents/other adults participating with their child must have fingerprint and TB clearance in order to enroll. This is a barrier to those parents without documentation. Challenges for all school readiness classes was supporting staff and students as they became comfortable with changing to a distance learning format. Some staff and families did not wish to continue the program in this format. At the beginning of the shelter-in-place, not all staff or students had appropriate devices or internet capacity to continue. In addition, some staff and many families were unfamiliar with the various online platforms, such as Zoom. There was also the loss of a sense of community and interaction among students and parents. Social Work Specialists provided outreach to families. They delivered food, gift cards for food, school supplies, clothing, chromebooks, and wifi hotspots for internet access. They also provided families with information for community resources for shelter and mental health support. The challenges staff had supporting this group were that the hotspots did not work in all neighborhoods and some families had relocated with no known forwarding addresses so we were unable to make direct contact to provide ongoing support.

The Career Technical Education (CTE) program was implemented as described. CTE funds were used to upgrade facilities and to support professional development opportunities for CTE teachers. The Mt. Diablo Business Education Alliance (MDBEA) worked with CTE teachers to align curriculum to industry standards. The team started to work with CTE teachers to support development of a project integrating industry standards and partner involvement, unfortunately, that work was not completed due to the pandemic. The counselor supported the expansion of Naviance into two middle schools, El Dorado & Riverview working to redesign the scope and sequence of Naviance engagement. Unfortunately, implementation did not happen due to the shelter-in-place. MDUSD partnered with DVC for the Diamante Program, with 32 students completing the spring dual enrollment class. Twenty five students continued to

participate in the summer program, participating in a paid internship and taking a work experience class through DVC. Students earned three additional college credits.

DRAFT

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP- 3rd-8th grade</p> <p>19-20 Points below level 3 ELA 6 pts below level 3 Math 30 pts below level 3</p>	<p>CAASPP testing did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, the percentage of 3-8th grade students in Tier II and Tier III on iReady (Fall 2020) is being used as a metric.</p> <ul style="list-style-type: none"> • Reading Tier I 48.7%, Tier II 21.2%, Tier III 30.2% • Math Tier I 39.8%, Tier II 32.3%, Tier III 27.8%
<p>Metric/Indicator 11th grade EAP</p> <p>19-20 Points below level 3 ELA 5 pts above level 3 Math 55 pts below level 3</p>	<p>The CAASPP EAP did not occur in 19-20 due to COVID-19 pandemic. In place of this indicator, the percentage of students who met the "prepared" target on the College Career Indicator (CCI) is being used as a metric. 39.7% of the high school students met the "prepared" target on the CCI in 2020 (a decrease of 1.4% from 2019) Not Met</p>
<p>Metric/Indicator Reclassification rate</p> <p>19-20</p>	<p>2020- Reclassification rate (CDE DataQuest) 10.7% Not Met</p>

Expected	Actual
13%	
Metric/Indicator Graduates meeting UC/CSU eligibility 19-20 41%	2020- Graduates meeting UC/CSU eligibility (CDE DataQuest-Four-Year Adjusted Cohort Graduation Rate) 44.3% Met
Metric/Indicator Percentage of teachers retained after 3rd year of teaching 19-20 70%	2020-21- Percentage of teachers retained after 3rd year of teaching is 63%. It is important to note that MDUSD has been historically overstaffed and last year made a concerted effort to reduce teacher positions to match declining enrollment. Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 To ensure students receive high quality instruction, the district will provide training and professional development on the full implementation of the CA Standards in all content areas, the identification of priority standards, state frameworks, the utilization of formative and summative assessments to target instruction, and the use of core and supplementary materials in the classroom. Additional training topics may also include project based learning, units of study, critical literacy, the use of performance tasks and proficiency scales, concept lessons, AVID WICOR strategies, book clubs, and differentiating instruction to meet the needs of all learners. To better meet the needs of students, staff will expand the use of district developed scope and sequence documents to standardize instructional practices across the district.	LCFF Supplemental 25,000 Title II 86,168 Title IV 16,249	LCFF Supplemental 131,455 Title II 184,733 Title IV 8,311
2.2 Teachers and staff will continue to be provided collaboration time to where teams of teachers across the district are able to meet regularly to devise a common scope and sequence in all subject areas to be administered district wide, create lesson plans and lesson plan templates for teachers across the district to access, and to create and	Refer to 1.1, 1.4, 2.1, 2.3	Refer to 1.1, 1.4, 2.1, 2.3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>administer district wide CCSS formative assessments. In addition, time will also be provided to analyze data from these assessments. Professional development will be offered in the area of lesson planning and instructional strategies that support the administration of CCSS as well as effective instructional strategies that promote critical thinking.</p>		
<p>2.3 District will continue to provide site-based coaching, instructional modeling, and support for teachers and administrators in implementing the CA Standards, participating in classroom visits, school visits, teacher symposiums, peer training, course development, and individual and grade level mentoring and collaboration. Coaches will work with district administrators to conduct classroom walkthroughs to monitor high leverage, equitable instruction for all students. These activities primarily support teachers in their instruction of unduplicated (targeted) student groups.</p>	<p>LCFF Supplemental 941,400 Title I 55,069 Title II 604,313</p>	<p>LCFF Supplemental 855,178 Title I 55,133 Title II 653,212</p>
<p>2.4 Staff will be provided professional development, coaching, and support to implement strategies and practices to support positive behavior, school climate, analyzing student data with an equity lens, cultural responsiveness, and cultural sensitivity. Specific training for school staff by the Equity Department and Equity Counselors on Positive Behavior Intervention & Support and the prereferral system in AERIES.net will be provided. These activities primarily support teachers' and staff's interactions with unduplicated (targeted) student groups.</p>	<p>LCFF Supplemental 56,044</p>	<p>LCFF Supplemental 8,520 Title II 12,497</p>
<p>2.5 All staff will be provided training and coaching on the utilization of technology to enhance student instruction and achievement. There will be an increase in the utilization of technology tools to increase student achievement and productivity. (e.g. Homelink, K-12 digital literacy & citizenship, online courses, increased number of blended/ flipped classrooms, technology enhanced technology practices, and an increase in number computer labs or computer on wheels (COWs.)</p>	<p>LCFF Supplemental 6,121 Title IV 119,869</p>	<p>Title IV 120,536</p>
<p>2.6 Provide administrators ongoing training and coaching to build capacity regarding personnel practices, site management, the utilization of technology to enhance student achievement, instructional leadership, effective instructional round protocols, analyzing student data with an equity lens, and effective classroom instructional strategies to support and improve student learning. District will continue an aspiring</p>	<p>Title I 37,596</p>	<p>Title I 37,578</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>administrators program focused on building capacity of teacher leaders to create instructional programs to meet the needs of special populations. In collaboration with San Diego State, the District will continue to expand the Tier II program where staff can clear their administrator credential.</p>		
<p>2.7 Staff will provide and monitor professional development opportunities, training, coaching, and support for Response to Instruction and Intervention (RtII) and for multiple tiers of strategic support at all sites. Stakeholders from Student Services, English Language Learners, Homeless and Foster Youth, Special Education, Instructional Services, Equity, in addition to coaches, and school site principals, will work together on a specific MTSS Task Force to better align interventions for homeless and foster youth. These activities primarily support teachers in their instruction of unduplicated (targeted) student groups.</p>	<p>Refer to 1.1, 1.14, 1.12, 1.21, 2.1, 2.3, 2.11</p>	<p>Refer to 1.1, 1.14, 1.12, 1.21, 2.1, 2.3, 2.11</p>
<p>2.8 Provide targeted professional development and training on how to effectively support English learners and ensure full inclusion of the ELD standards and practices in all content areas, specifically utilizing the newly adopted Maravillas program adopted at the elementary level. Specific training for designated and integrated English language development will be provided, including Constructing Meaning, for secondary teachers along with training on the CSA in Spanish.</p>	<p>Title III 24,168 LCFF Supplemental 34,278</p>	<p>Title III 1,886 LCFF Supplemental 1,886 Title II 33,801</p>
<p>2.9 Provide training and targeted academic and behavioral support for special student populations; including low income students, English learners, Foster Youth, African American students, and students with disabilities. Specific training on restorative practices, how to create culturally responsive classrooms, analyzing student data with an equity lens, counseling with an equity lens, working with students who experience trauma, and how to utilize AERIES.net to monitor student progress will be provided. Consistent training for classified and certificated staff on what trauma is, how it affects learning, and systematic training on how best to support the needs of foster/homeless youth will be provided.</p>	<p>Refer to 2.1, 2.3</p>	<p>Refer to 2.1, 2.3</p>
<p>2.10 Non-certificated staff (including, but not limited to, office staff, transportation assistants, bus drivers, and instructional assistants) will receive training to access and support grade level content, behavior</p>	<p>LCFF Base 104,306</p>	<p>LCFF Base 130,963</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
goals, and parent/ community engagement. Voluntarily training will be scheduled for the District's professional development days. These activities primarily support teachers in their support, interaction, and instruction of unduplicated (targeted) student groups.		
2.11 To support the recruitment and retention of highly qualified staff, beginning teachers, those that are new to the district, or those in need of support will receive mentoring to ensure that there is a "systemness" of effective practice across the district. Recruitment will be expanded to local colleges as well as Historically Black Colleges to help increase diversity among MDUSD staff. Classified staff will be provided training to ensure they are prepared to effectively engage with students and families. Staff wellness will be supported by providing on-going information and activities to encourage healthy living.	LCFF Base 759,171	LCFF Base 684,279 Title II 14,820

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference in budgeted and expended amounts were due reduction in teacher coaches and a higher number of vacancies that occurred during the 2019-20 school year. With Mt. Diablo moving into a full distance learning model, there were positions (i.e. classroom assistants) that were not filled. Expenses were repurposed to support activities that expanded virtual meeting, advocacy, engagement, and communication mechanisms, supports and activities. Examples include utilizing funds budgeted for substitutes to be used for after school, weekend and summer work. As time went on, funding and personnel resources were repurposed to ensuring all curriculum, scope and sequence, assessments, and professional development was online and that a concerted effort was being made to ensure access and the use of consistent platforms and dashboards - Seesaw, Google Classroom, and Clever. These changes in activities supported students and families by having trained staff members use consistent technology tools and platforms which helped to provide consistency between home and school expectations. Stakeholders shared that the additional parent education training provided by classified and certificated staff were incredibly helpful and informative as they helped their student from home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to March 2020, a robust professional development calendar releasing teachers during the day and funding registration for conference attendance was developed. With the onset of the pandemic, all professional development immediately shifted to an online format with the priority being that all staff and students had access to technology, virtual resources, programs and tools. As time went on, funding and personnel resources were repurposed ensuring all curriculum, scope and sequence, assessments, and professional development were online and that consistent platforms and dashboards- Seesaw, Google Classroom, and Clever were accessible

Shifting from in-person to online trainings virtually overnight has been a significant challenge. The ability to host trainings for teachers across the district without worrying about travel time and the ability to record and post trainings for PD and future viewing has been a benefit in the online format. Through the PD "Drop In" schedule, and asynchronous offerings, certificated and classified staff had access to support in using assessment tools and interpreting student data to identify gaps in learning and instruction. In the absence of in-person PD opportunities, there has been a greater volume of opportunity for teachers to gain access to a broader array of professional development. One of the challenges to this type of professional development is monitoring attendance and participation in an asynchronous environment.

To address the unique circumstances of full distance learning, the Instructional Support and TOSA Teams created a webpage listing all the links for the scope and sequences for all the subjects as well as the assessments and professional development opportunities. Professional development was provided to all teachers over a three day period in August 2020 with a focus on instructional strategies and the use of technology and online curriculum during distance learning specifically. Elementary Engage New York materials were provided in print to each elementary teacher district-wide. District AVID Team maintained ongoing training using the AVID Professional Learning Modules (APLM), and the Mt. Diablo Education Foundation supported the purchase of interactive online licenses for science K-12.

Prior to March 2020, one EdTech TOSA worked with teachers to integrate technology effectively. This was done via training at sites and working with small groups of teachers. Having only one EdTech TOSA was an incredible challenge as staff across the District became virtual administrators and instructors over night. When administrators and teachers requested support, the entire TOSA Team and District Staff provided resources, lessons, modeled lessons virtually, and hosted office hours and drop-in training in response to teacher requests and areas of interest. Digital citizenship lessons were organized by grade level using resources from Common Sense Media and were distributed to principals at the beginning of the school year. The librarians completed their scope and sequence, their standards encompassing many of the digital literacy and digital citizenship skills.

Teachers were provided collaboration time at sites during their regularly scheduled Wednesday meetings and additional "flex/prep/planning" time was incorporated into the full distance learning schedule. Teacher Integration Leaders (TIL's) were identified to provide onsite tech support for colleagues. Additionally, staff were provided opportunities to work with colleagues across the district in grade alike and course alike groups. An Elementary Collaboration Team was created with representatives from elementary sites to review and update the current priority standards in Math and ELA to identify those high leverage standards that were most important to target during distance learning. A success was the ability for administrators to conduct class walk-throughs in a virtual environment which helped to identify areas for additional training and support. Social Work Specialists and School Counselors continued to collaborate to provide MTSS training specifically targeting support for students who were failing to engage successfully in online instruction. The District continues moving in the direction of developing a system of MTSS by conducting a districtwide audit of current systems and structures targeting underserved student populations- English Learners, foster youth, students experiencing homeless, African American, Latinx and students with unique needs. Nearly all elementary and secondary administrators continue to receive on-going support to deepen their understanding and application of instruction equity as it relates to climate/culture, curriculum and pedagogy. In addition, the Equity Department continues to provide professional development to all elementary and secondary counselors and PBIS Teams.

With the shift to full distance learning in March 2020, administrators continued to receive on-going training at monthly principal meetings and TK-12 monthly meetings. In August 2020, both administrators and teachers attended the same trainings to ensure they were knowledgeable of the virtual instructional and learning supports that were to be used. Additionally, all first and second year elementary principals meet monthly for training and coaching in the areas of technology use, site management, personnel evaluation and instructional leadership. Both elementary and secondary leadership worked with WestEd during the 2020-21 school year to develop a Learning Walk Tool that would be useful during distance learning with a focus on student engagement and how to observe instruction through an equity lens. Each Professional Learning Network (PLN) group meets monthly to do virtual instructional rounds with this new tool. Principals also use this tool on a weekly basis at their own sites. A success to note are that Equity Cohorts have been established this year supporting elementary and secondary site leaders supporting growth in instructional leadership. The cohorts meet each week with the Director of Elementary or Secondary and with the Assistant Director for Equity with a focus on culturally relevant pedagogy, defining your “why” and identifying and disrupting institutionalized racism supporting the academic and social-emotional advancement of African American, Latinx, students with unique needs, English learner, foster youth and students experiencing homeless. Administrators received training for behavioral supports and data analysis for all student populations using the district’s behavior matrix as a guide for Other Means of Correction (OMC). Administrators were also trained to accurately enter interventions and discipline data into Aeries based on CALPADS requirements. This work will allow staff to better target interventions and programs towards students in crisis and need. Due to budget reductions, the Aspiring Administrator program was discontinued for this year. At this time, the District is unable to continue to support new administrators in clearing Tier II credentials.

A success this past year is that non-certificated staff (i.e. community service assistants, special education assistants) received a wide variety of professional development offered with greater frequency during distance learning. Topics included Google Classroom, Seesaw and Zoom, working with students in the virtual classroom, and supporting our LGBTQIA students. Parents have also been provided with information regarding maintaining motivation in students, accessing mental health services, advocating for students, and self care. Weekly Mindfulness sessions were provided for all district staff and students for eight weeks.

After being eliminated from the District's budget in March 2020, the Teacher Induction and Support Program (TISP) was reinstated in the fall 2020. Presently, 5 TISP coaches support 71 first and second year teachers, interns, and a small group of permanent teachers in need of coaching.

Goal 3

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance rate (5A)</p> <p>19-20 95%</p>	<p>2020- Attendance rate (AERIES) 96.1% Met</p>
<p>Metric/Indicator Chronic absenteeism rate (5B)</p> <p>19-20 8%</p>	<p>2020- Chronic absenteeism rate (AERIES) 11.1% Not Met</p>
<p>Metric/Indicator Suspension rate- (6A)</p> <p>19-20 3.5%</p>	<p>2020- Suspension rate (CDE DataQuest) 3.4% Met</p>
<p>Metric/Indicator Expulsion rate (6B)</p> <p>19-20 .01</p>	<p>2020- Expulsion rate (CDE DataQuest) 0.03% Not Met</p>

Expected	Actual
<p>Metric/Indicator Sites having a representative attend a PAC or DELAC meeting (3 A, B, C)</p> <p>19-20 39% of the sites had a representative attend a PAC meeting and 43% of the sites had a representative attend a DELAC meeting. (Actual)</p>	<p>2020- 33% of the sites had a representative attend a PAC meeting and 47% of the sites had a representative attend a DELAC meeting. PAC- Not Met DELAC- Met</p>
<p>Metric/Indicator California Healthy Kids Survey (6C)</p> <p>19-20 78% of the elementary and 58% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school."</p>	<p>Due to the pandemic, the California Healthy Kids Survey was not completed for the 2019/20 school year. In place of this metric, in collaboration with the California Collaborative of Educational Excellence, 17 focus groups were conducted with various stakeholder groups (including students and parents/families) to assess parent/family involvement and engagement, specifically for underserved student populations.</p>
<p>Metric/Indicator California Healthy Kids Survey (3A, 3B, 3C, 6C)</p> <p>19-20 89% of parents on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child."</p>	<p>Due to the pandemic, the California Healthy Kids Survey was not completed for the 2019/20 school year. In place of this metric, in collaboration with the California Collaborative of Educational Excellence, 17 focus groups were conducted with various stakeholder groups (including students and parents/families) to assess parent/family involvement and engagement, specifically for underserved student populations.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Increase communications between schools/ district and parents/ community members utilizing newsletters and electronic forms (i.e. School Loop.) A communication specialist will work with staff to strengthen the relationship between schools, parents/guardians, and community groups. District will expand, streamline, and automate translation services to increase access. Staff will identify additional languages that will need to be available for the translation of documents, conferences, and meetings and work to provide staff who speak multiple languages.</p>	<p>LCFF Supplemental 1,000 Title I 36</p>	<p>LCFF Supplemental 3,600</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.2 District and school sites will actively recruit parents/ families to participate in site and district level decision-making advisory groups (i.e. Site Council, English Advisory Committee, Parent Advisory Committee, District English Advisory Committee, Community Advisory Committee, Equity Advisory Committee, Local School Wellness Policy Committee, Parent Faculty Club or Parent Teacher Association.) Special attention will be made to ensure that parents/ guardians of unduplicated students are represented at these meetings. Childcare and translation will be provided.</p>	<p>LCFF Supplemental 1,200 Title I 2,593</p>	<p>LCFF Supplemental 550 Title I 8,660</p>
<p>3.3 Continue to support district office community liaison position who coordinates the work of site-based parent liaisons and is a resource to parents who come into the district office or who call with questions. Additional community service assistant positions have been added to sites with high needs. Regular community liaison meetings are held where the site staff share best practices.</p>	<p>LCFF Supplemental 96,926 Title I 582,867</p>	<p>LCFF Supplemental 142,690 Title I 562,714</p>
<p>3.4 Provide parents/guardians the opportunity to network and collaborate in interest-based groups to support their child's learning. Parent/ guardian events and family night topics may include a focus on college & career and civic readiness, how to support students' progress in ELA and mathematics, Parent University, PIQE (Parent/guardian Institute for Quality Education), English development classes, bullying, 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, pathways, early literacy support, CA Standards, math support, Cyber Safety, helping students with homework, etc. Staff will continue to provide a MDUSD Back to School Parent Workshop held in August. The percentage of classes offered in Spanish will increase. Special attention will be made to ensure that parents/ guardians of unduplicated students are represented at these meetings.</p>	<p>LCFF Supplemental 350,666 Title I 462,972</p>	<p>LCFF Supplemental 262,971 Title I 418,352</p>
<p>3.5 Action has been absorbed into Goal 3.1.</p>	<p>Refer to 3.1</p>	<p>Refer to 3.1</p>
<p>3.6 To address increases in the number of Foster Youth, staff will expand outreach to foster youth, foster youth advocates, and partner agencies and support foster youth education positions to help schools, students, and families. Staff will continue to restructure MTSS supports to include systematic interventions that provide critical ongoing support</p>	<p>Refer to 1.2, 1.14</p>	<p>Refer to 1.2, 1.14</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
for underserved populations. Staff will continue to implement and monitor the plan to increase and improve communication between schools and foster youth services/ programs. These activities will help to decrease chronic absenteeism and suspension rates.		
3.7 Increase outreach to the families of African American youth and families to ensure they have access to an equitable and engaging school experience where they feel valued and supported. Additional cultural competency training will be provided to staff by the Equity Department focused on how to humanize school learning environments. These activities will help to decrease chronic absenteeism and suspension rates.	Refer 1.1, 3.1, 3.2, 3.3, 3.4	Refer 1.1, 3.1, 3.2, 3.3, 3.4
3.8 Increase outreach to the families of English learners to ensure they have access to an equitable and engaging school experience where they feel valued and supported. Staff will ensure that students and parents are informed and understand the reclassification process and requirements. Remaining sections of the MDUSD English Learner Master Plan will be revised to align to updated district goals. These activities will help to decrease chronic absenteeism and suspension rates. The EL Department will explore hiring an intern social worker to expand the support to English learner and immigrant families and students.	Title III 20,951	Title III 35,247

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference in budgeted and expended amounts were due to the number of vacancies that occurred during the 2019-20 school year. With Mt. Diablo moving into a full distance learning model, there were positions (i.e noon supervisors) that were not filled. Expenses were repurposed to support activities that expanded virtual meeting, advocacy, engagement, communication mechanisms, supports and activities. These changes in activities supported students and families by having trained staff members use consistent technology tools and platforms which helped to provide consistency between home and school expectations. Stakeholders shared that the additional parent education training provided by community liaisons, school staff, Loma Vista Adult Education, and by school sites on topics such as technology tools, how to keep your student motivated, and ways to support their student's mental health were incredibly supportive and helpful as students were forced into a distance learning format.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The pandemic and resulting school closures heightened the district's existing need for strong communications. Foundational to the achievement of that goal would be the elements of transparency, accessibility, consistency, quality, and feedback opportunities. For success in transparency, district leadership began to publish to its website, "Board Action Summaries," in English and Spanish, to serve as a quick-reference notation of board actions. Also, communications staff and technology partners moved Governing Board meetings to a virtual format, which resulted in an increase of attendance and participation. A challenge to transparency, has been a community awareness of department operational activities. This led to the introduction of a weekly operations report incorporated into the weekly Friday Letter. For success in accessibility, the District ensured that all written communications would be received in a parent's native language, utilizing Google's automatic translation engine to send electronic communications in upwards of 30 languages. Another challenge to accessibility was that interpretation at virtual board meetings was by-request instead of an automatic provision creating obstacles for many English language learner families. To address this concern, there has been a transition of process to automatically provide interpretation at virtual board meetings. For success in consistency, the district adhered to a weekly schedule of communication to its community through an electronic newsletter, to which all parents were automatically added, and to which others community members could subscribe. The District adopted a multi-language feedback survey to be included with each weekly newsletter, including readily accessible email and phone contact information. The district also sent multi-language surveys to families related to distance learning. District communications staff served to evaluate school-based community messages and district presentations, documents, graphic design work, and web design to improve quality and brand identity. District communications staff also utilized social media platforms to highlight district news, events, and culture.

Utilizing the supports that a virtual format provides, District advisory meeting attendance has increased and there has been more parents/families engaging during Community Advisory Committee, District English Learner Advisory Committee, and District Equity Advisory Meetings. One challenge has been a decrease in the engagement of families in their site based English Learner Advisory Committees. With the District's targeted movement towards identifying and disrupting institutionalized racism across the District, there has been a concerted effort to connect with families of African American youth and a solicitation of families to join the summer SEL districtwide committees and the District Equity Advisory Meetings to share their experiences and insights. The Student Services Department worked with the Contra Costa Office of Education and with School Attendance Workers and District Social Workers to engage with the parents/families of foster youth and students experiencing homelessness to provide critical ongoing support for underserved populations. Additionally, the District has established an Anti-Bias/Anti-Racist (ABAR) Advisory committee and a Student Advisory Committee (SAC) to ensure that the voices of African American, Latinx, Homeless, Foster Youth, English Learners, and other marginalized community groups, including students, needs are met and voices are being heard.

Parent/ families members of English learners attended and graduated from Project to Inspire. Three sessions of Parent Institute for Quality Education (PIQE) at school sites continued to be provided this year in a virtual format. Mt. Diablo Adult Education offered a variety of free classes to parents/ families including Parent Project (for parents of teens), Loving Solutions (for parents of elementary-aged children), Certificate Parenting, and Anger Management classes, as well as Saturday Parent/Teen Drug, Alcohol, and Vaping classes and Parent/Teen Anger classes. All of the courses were offered separately, either in English or Spanish (or with Spanish translation). In August 2020, the Annual MDUSD Back-to-School Parent Conference (a partnership between District and Adult Ed staff) provided parents the opportunity network, collaborate, and access resources and information for themselves and their children

just before the start of the school year. The conference provided a guest speaker who spoke about “Parenting in this World and the School-Related Stressors”, and offered 27 workshops for parents/ families to choose from. Prior to the move to full distancing learning, Adult Education continued to support English-as-a-Second Language classes, which offered free childcare, reducing barriers to District families who need both English and childcare in order to attend classes. Co-op Toddler and School Readiness classes provided parent education and networking/collaboration opportunities for parents of same-age parents with similar concerns and needs and continued virtually during the period of school closure. A success for parent/family education this year was that parent education classes and opportunities were able to continue by pivoting to full distance learning with instructors teaching remotely.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective and health equipment: Face coverings, gloves, plexiglass barriers, hand sanitizer, "touchless" thermometers, etc. Disinfection materials and equipment: Spray bottles, disinfectant, goggles, face coverings, HVAC filters. Signage, posters, decals, and other visuals to encourage physical distancing and the following of safety protocols.	462,000	785,874	No
Additional security, custodian, maintenance, warehouse, grounds, and food service staff to ensure safety, cleaning and maintenance protocols are being followed and our school sites and departments are disinfected and well maintained.	510,507	2,711,707	No
Due to the COVID-19 pandemic, a modified schedule for instruction (aligned to minimum standards set forth by SB 98) was created with reduced instructional time for students on a daily basis to allow additional time for staff training and distance learning preparation.	4,195,000	6,845,221	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The Governor's action in Summer 2020 prevented the District's ability to reduce or lay off positions in specific areas, including food services, transportation, and custodial services. As a result, CARES Act funds tied to the LCP were used to mitigate the Governor's action and cover the expenses of retaining staff and those whose work was new and substantially different as a result of the pandemic. The Memorandum of Understanding with the Mt Diablo Educators Association resulted in new and substantially different instructional expectations for teachers. As a result of the significantly shorter instructional time, teachers had increased time for planning, preparation, and tasks related to distance learning. It was very conservatively calculated that in Fall 2020, elementary teachers had the equivalent of 26 additional days of prep/planning time, and middle/high school teachers had the equivalent of 15

days. A portion of the cost of these days were covered by CARES Act funds tied to the Distance Learning Phase the employees and students were participating in. PPEs (personal protective equipment) and cleaning supply needs changed as the fall progressed, and expenses increased. As Mt. Diablo continues to work to bring students back to campuses, the PPE expenses will continue to increase. MDUSD will focus further expenses on ESSER reimbursements.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In an attempt to address the needs of the Mt. Diablo community, starting March 25, 2021, each student was offered either in-person learning support or virtual learning support. TK-2nd and specialized programs began accessing small group in-person sessions two afternoons a week and 3rd-12th grade students were phased in starting March 29, 2021. It is important to note that students were able to keep their same schedule and teachers as the morning distance learning structure remained the same for students and families.

Intensive safety protocols were put into place including 6 feet of physical distancing between all students and adults, the use of proper PPE, the replacement of all HVAC filters to MERV 13, the addition of HEPA units in spaces where there were no open windows, three sided barriers for all staff and students (upon request), and daily sanitizing using a GermSprayer unit ensuring that spaces were disinfected in between stable student groups..

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Chromebooks, WIFI hotspots and devices have been acquired and distributed to students and families ensuring access to synchronous and asynchronous instruction in full distance learning and in a hybrid instructional model.	1,950,000	1,159,819	Yes
Supplemental equipment for teachers and staff, including but not limited to Chromebooks, laptops, printers, headsets, webcams and document cameras to support full time distance learning and a hybrid instructional model.	2,900,000	709,326	No
Maintain and support departments and staff who support the needs of foster youth and students and families experiencing homelessness. Staff within the FYS and HOPE programs, as well as the community assistants and counselors at the district and at the school sites, help to ensure two-way communication, outreach to families, the ability to assess needs, identify supports, build capacity and provide technology and equipment to those that needed it. These activities will help to decrease learning loss, chronic absenteeism and disengagement.	372,000	732,362	Yes
Maintain and support departments and staff who support the needs of newcomer, English learner, and dual immersion students and families. Staff within the English Learner Department, as well as the community assistants at the district and at the school sites, help to ensure that there was two- way communication, an outreach to families, the ability to assess needs, identify supports, build capacity and provide technology and equipment to those that needed it. These activities will help to decrease learning loss, chronic absenteeism, and disengagement.	209,000	317,452	Yes
Teachers on Special Assignment (TOSAs) and the Instructional Support Department worked after hours and beyond their work calendars during the summer months to update scope and sequence documents, manage and create assessments, provide training on	651,000	496,143	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
how to effectively teach in a distance learning environment, and provide training on learning management systems. An unexpected number of teachers retired, many due to the pandemic, forcing the District to hire back additional Teacher Induction & Support Coaches. District staff worked to ensure training modules were available for classified, certificated, and administrative staff.			
Licenses for learning management, communication, tracking and security systems for devices and support for connectivity and online safety (i.e. Seesaw, Google Enterprise, Zoom and Google Suite, ThoughtExchange, ticketing system, Mosyle, Securely, Palo Alto Networks, Digital Sceptor, Business Plus).	466,000	565,392	No
A significant portion of the TIS Network Techs and HelpDesk time has been spent on supporting parents, students, teachers, administrators, and community partners.	753,200	459,769	No
Creation of Technology Integration Leaders (TILs) and .2 FTE of a lead Tech TOSA to support teachers at school sites to support the full time full distance model and the integration of educational technology. Staff will receive training on creating engaging and rigorous digital classrooms and fostering an equitable and engaging culture in digital classrooms.	83,000	79,790	No
Supplemental online resources (i.e. Ed1Stop, ALEKs, Imagine Learning, BrainPop, BrainPop ELL) will be purchased to support differentiated online learning for students disproportionately affected by COVID-19 and learning loss. This is especially important for those core contents areas with older adoptions which may not have online materials built into their programs.	427,000	167,168	Yes
Maintain and expand staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling, and provide credit recovery options throughout the year at the high school sites. Support effective scheduling within distance learning and in transition to hybrid and full "in-person" models.	3,959,000	4,847,088	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stipends for classroom teachers who teach in Dual Language Classrooms and combination classrooms to support full distance learning.	254,000	125,607	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Purchasing devices in Fall 2020 was difficult, as the national demand meant companies accepted orders but could not fulfill them. The expenses included in the LCP plan were to have all been spent by the end of December 2020. As a result, many of the devices attempted to be purchased were transferred to ESSER, which had an expiration beyond the end of December. MDUSD closed all purchase orders with Arey Jones for staff technology and moved purchases to CDW instead. Costs for laptops for teachers/staff have also increased significantly, from approximately \$750 to over \$1,050, which will impact ESSER funding but enable more flexibility with Local Continuity Plan allocations.

In the area of support for homeless youth, foster youth, English learners and at-risk students, the expenses increased based on changing needs that emerged during the Fall of 2020. Those included: nurses checking in with homeless/foster/students who were at risk, a new counselor to support homeless/foster youth, administrators and office staff who became "tech support experts", transportation specialists who became food service delivery drivers, and substantially different work by our CWA's, classroom assistants, social work specialists, and campus supervisors. The cost of TOSA's was less than estimated, but licensing, firewalls, and other support for the growing reliance on technology increased over \$100,000 more than was estimated in September 2020. A portion of TIS' staff time was covered by LCP funds, and the amount was less than anticipated because as the Fall progressed, the TIS staff spent less time supporting families and more time assisting staff with typical technology needs. When the LCP was created in September, it was unclear how long we would be in distance learning and how many of our current instructional resources would need to be supplemented. The funds not spent for supplemental resources were moved to address other areas of the LCP. Maintaining staff, particularly for equity and to meet student needs, was notably higher than the \$3.9M originally budgeted. By CBEDS Day in October 2020, the decrease in enrollment of over 1,000 students meant that Mt. Diablo was overstaffed at the elementary, middle, and high school level.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MDUSD developed a comprehensive system of professional development support through the use of the states "Five Key Principles of Distance Learning". Through district wide use of Google Classroom and Seesaw, distance learning was supported at the district

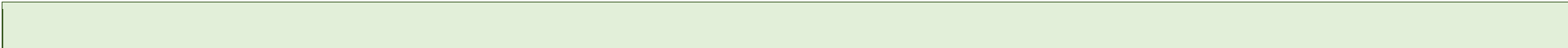
and site level. The district has broadly supported efforts to distribute physical materials through drop off/pick up schedules. Items exchanged included but were not limited to, workbooks, textbooks, hands on instructional materials, and musical instruments. In response to the reduction in instructional minutes inherent in the distance learning model, standards based instruction was supported through the use of identified MDUSD K-12 Prioritized & High Leverage Standards. These High Leverage Standards were identified using the MDUSD Priority Standards in combination with the Achieve the Core - 2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. Teacher leadership teams worked after hours to collaboratively align and schedule priority and high leverage standards, instruction, and assessments in ways that best inform teachers of the instructional needs of all students. Career Technical Education (CTE) programs updated their CTE course alignments to reflect distance learning and to ensure continued alignment with the CTE Model Standards. The high leverage standards were collaboratively developed through grade level teams and were used to align assessments and instruction. Professional development opportunities in the areas of ELD, Special Education, Social Emotional Learning, and various academic content areas were provided. Support for web-based programs, Google Classroom, Google Meet, and Zoom was also provided regularly. The two main frameworks for the delivery of professional development were the "Drop in Professional Development Series" and the "Principal Directed Wednesday Professional Development Series". TOSA Office Hours and Teacher Collaboration opportunities also provided support for teachers in the use of small group instruction and the sharing of best practices.

Chromebooks, WIFI hotspots and devices were acquired and distributed to 100% of the students and families that requested them ensuring access to synchronous and asynchronous instruction in full distance learning and (now) in a hybrid instructional model.

All students have participated and accessed distance learning platforms this year and any student with more than 60% absences in a week were supported using Tiered Reengagement Strategies. These strategies included reaching out to families by text or email, referrals to counseling or to a social worker, or to the TUPE program. To further support best practices, the TOSA team supported teachers in the use of various digital assessment platforms to monitor progress, including iReady, Illuminate, and CAASPP Interim Assessments. Through professional development opportunities, the Educational Services team supported teachers in the administration and analysis of the assessment data in order to inform instruction and address learning gaps. To support teaching and learning through the pandemic, the District utilized and supported three online supplementary science curricula: Mystery Science for elementary schools, Mosa Mack for middle schools, and Gizmos for high school. Gizmos was also utilized for high school math as well. To support AVID and school wide practices, the Curriculum and Instruction Team conducted regular leadership meetings and professional development opportunities in support of the college and career readiness framework.

Many employee groups' work was new and substantially different to respond to students needs in distance learning and as a result of the pandemic, including some counselors, Special Education assistants, and 2.5 days of new/different professional development at the beginning of the school year to address the needs of distance learning.

Student experiencing homeless, identified as foster youth, English learners and at-risk students, were supported by accessing 1:1 tutoring or in-person learning sessions on campus, remote tutoring, increased daily live interaction opportunities, virtual related services per their IEP, home visits, additional Hotspots (when necessary), regular communication from the HOPE and the foster youth department, and "Grab & Go" meals as well as enrichment materials provided by the CARES program staff.



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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional licenses for online credit recovery programs (i.e. Cyberhigh, and APEX) and supplemental staff to provide and/or monitor instruction.	83,000	82,408	Yes
iReady diagnostics for TK-8th grade students to assess learning loss between Spring 2020 and Fall 2020 and the use of Illuminate to monitor learning loss and disaggregate data on student progress.	50,000	49,521	Yes
Credit Recovery Summer Program to support students who received a No Credit (NC) for spring 2020.	163,000	81,711	Yes
Supplemental technology licenses, programs, enterprise services to support special needs students (i.e. ALEKS, Imagine Learning, Presence Learning).	411,000	234,250	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The summer credit recovery program cost less than was estimated, as the program was only virtual. Supplemental technology licenses were estimated in September 2020 when the plan was drafted, however, staff were able to best meet the needs of students with the licenses already in effect with additional ones being purchased in Fall 2020. The iReady software contract was significantly reduced in March 2020 a week before the shelter-in-place. The reduced contract provides diagnostic licenses only for Tier II and Tier III students in grades 3-8th and English learners in grades 3-12th grade. The digital learning platform Seesaw was purchased for PreK-2nd and Google Enterprise licensing was purchased district wide (K-12) to support all students in distance learning. Imagine Learning, Brain Pop ELL, Grammar Galley, Imagine Espanol, FEV Tutoring, Learning Ally, and Scholastic Online were purchased to support English learners, students below proficient and students with unique needs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During the first month of school, Mt. Diablo administered the iReady diagnostic test for students in grades 1-8, including all English Learners, in reading and math. This data set was collected and compared to the previous year's data and the comparison indicated

academic gains in performance as opposed to losses. A major challenge was collecting accurate data from students, parents, teachers and staff to accurately address pupil learning loss. A second diagnostic for students 1-2 years below grade level and English Learners was administered to monitor academic progress. These results are similar to the results from the initial diagnostic; students who had previously performed below grade level were performing at much higher levels (on grade level standards). The accuracy of these results are questioned, making it difficult for educators to make instructional decisions. Even though common assessments have been administered in grades TK-12, challenges included the distribution of the State Student ID Numbers to take the IABs/FIABs on the caaspp.org website, dealing with technical issues with a new assessment software (Illuminate) as well as building capacity to use the system, student engagement while taking the assessments, as well as parental involvement with assessments. These challenges, in addition to the inconsistent implementation by all classroom teachers, have made it extremely difficult to collect data that can be used to determine academic progress on grade level standards for all students. Google Classroom and Seesaw have been helpful platforms for both teachers and students in providing communication, instruction delivery, and feedback. Both platforms have been instrumental in providing a common space for teachers to deliver instruction (synchronously or asynchronously) where teachers have the ability to deliver instruction to the whole class, targeted instruction, as well as provide one-on-one instructional support.

Although the accuracy of the data is questionable, teachers have implemented strategies and actions to address learning, differentiate support, and accelerate progress. The percentage of 3-8th grade students in Tier II and Tier III on iReady (Fall 2020) is being used as one of the metrics to assess learning loss. (Reading: Tier I 48.7%, Tier II 21.2%, Tier III 30.2%) (Math: Tier I 39.8%, Tier II 32.3%, Tier III 27.8%) In addition to the common assessment data, teachers are using observations during daily instruction, supplemental software lessons, student engagement, and parent feedback to support our English Learners, Foster/Homeless Youth, low income, and students receiving special education services and those with exceptional needs.

In order to plan and schedule the district assessment calendar in accordance with the challenges of distance learning, the Data and Assessment team worked closely with the Curriculum and Instruction Team to create a seamless and inextricable link between instruction and assessment. Additionally, both teams worked collaboratively to provide professional development opportunities for the administration and analysis of student data through several different mediums including "Drop in PD", "Principal Directed Wednesday PD", and regular TOSA Office Hours. The Data and Assessment team and the Curriculum and Instruction teams also provided a variety of asynchronous professional development opportunities as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This year presented a new set of challenges for supporting our staff and student's mental health as the pandemic continued longer than expected forcing the District to start the school year in a full distance learning model. District employees were supported through the use of work location flexibility, staggered scheduling, modifying their duties, free access to a mindfulness program, providing Employee Assistance Program resources, and through a temporary interactive accommodation process. Counselors, psychologists, and therapists could not meet with students in person which is the preferred mode of communication but staff were able to continue to see them in distance platforms to provide support. In social/emotional collaborative classrooms, staff were able to provide individual counseling, group counseling and continue with our restorative and community circles. There were several sites who participated in home visits to bring materials, answer questions about devices and wifi, and check on the well-being of students and families. Counselors continued to reach out to students, particularly focusing on those with concerns around attendance, engagement or participation during the new learning format. In addition, counselors held monthly parent/family meetings, focusing on specific topics such as self care and helping with student organization but we also simply held parent social hours in which we gave an outlet for adults who just needed that type of support. Counselors hosted the same event for their own group through November, calling it our "Virtual Staff Lounge" with the goal of supporting one another through the year. Counselors and psychologists began holding mental health panels in January 2021. The panels focused on a specific topic including general mental health questions, students helping students and when to seek outside help. The panels were facilitated by a counselor and two administrators and panelists including mental health professionals and Mt. Diablo students to ensure their voice is heard. These presentations have been well attended and will continue through June 2021 and potentially beyond. In order to provide "just in time" support to students, counselors were scheduled hourly on a counselor grid. This ensured that for each hour of the day students could access a counselor to answer questions and receive support. The counselors also created a webpage of resources for students who needed to locate them and overall our direct accessibility was improved, despite the virtual format.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In many ways, our District has had great success in working with pupils and families for engagement and outreach this year due to the required collaboration that was required to implement distance learning effectively. For example, for the first time, parents and guardians have a front row seat allowing them to observe at any time their students instructional program and the support they receive by teachers and staff in the virtual classroom. The District has also expanded its ability to connect with families through technology, such as holding IEPs and other meetings via zoom or other platforms, creating greater opportunities for parents to participate. While the District has been able to address the issue in overdue IEPs that were held over from spring, some staff have reported concerns obtaining signatures after meetings as this is something that typically occurs at the meeting itself. All students have participated and accessed distance learning platforms this year and any student with more than 60% absences in a week were supported using Tiered Reengagement Strategies. These strategies included reaching out to families by text or email, referrals to counseling or to a social

worker, or to the TUPE program. To further support best practices, the TOSA team supported teachers in the use of various digital assessment platforms to monitor progress, including iReady, Illuminate, and CAASPP Interim Assessments. Through professional development opportunities, the Educational Services team supported teachers in the administration and analysis of the assessment data in order to inform instruction and address learning gaps. A significant challenge has been our inability to engage with students in a physical classroom to this point in the year which we believe has hampered our ability to connect. For many of our students, across all levels of performance and grade spans, direct instruction is key which includes modeling, and in some cases hand over hand guidance. Also, many students experienced social-emotional challenges or had difficulties interacting with peers and it has been difficult to address this via distance learning. The full distance learning model has been especially challenging for students experiencing homelessness, foster youth, English learners, and those with unique needs. Regarding instruction, the distance learning has mandated the creation of new teaching methodologies and assessment which has lead to greater engagement for students in the long term as we incorporate the new methods with more traditional strategies to continue our cycle of improvement in instruction and engagement for all students and families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Mt. Diablo Unified Food & Nutrition Services had many challenges and successes in the 2020-2021 school year. In August 2020, the Food & Nutrition program was still conducting Curbside Food Distribution due to the distance learning model required because of the COVID-19 pandemic. The challenge was USDA Waivers had not been approved during August until August 31, 2020 and the new school year started August 12, 2020. The Food & Nutrition Services had already experienced a 75% drop in participation during the summer months in 2020. Now, the food program experienced a 93% drop in participation that was about to devastate and financially ruin the MDUSD Food & Nutrition Services budget for the 2020-2021 school year. Once the USDA waiver was approved on August 31, 2020 the program worked its way toward financial stability. The Curbside Food Distribution Program grew from 7,000 meals per week to 75,000 meals per week by October 1, 2020. The department implemented other successful strategies to help increase meal participation to meet the needs of students. The department offered another afternoon shift, allowing working families to have the opportunity to pick up meals between 3:30 pm - to 5:00 pm three days per week and implemented a Curbside BBQ program, providing a hot BBQ meal as student families were picking up meals. Those families that did not have transportation to the meal access points throughout the district were supported by a a Bus Meal Distribution system to reach families in need. Lastly, the USDA Waivers providing the district the opportunity to serve meals on weekends and holidays has proven to be very helpful to students who may not have the opportunity to receive nutritious meals during the holidays and weekends. A collaborative effort by the USDA, California Department of Education, Nutrition Services, and Mt. Diablo Unified School District Food & Nutrition Services Department allowed the district to serve close to 3 million meals for the 2020-2021 school year to students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional staff and support to provide meals for all pupils at multiple sites, including those students who are eligible for free or reduced-price meals, when students and families are participating in distance learning.	1,880,000	740,000	Yes
Mental Health and Social and Emotional Well-Being	Contract with Mindful Life Project to enhance mindfulness practices and targeted trauma informed instruction for students, families and socio-emotional support for staff.	8,000	7,500	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

When the LCP was drafted, the federal government had not extended the “seamless summer feeding program.” As this plan was extended, the food and nutrition program would not face any deficit this year or need supplemental funding, so the differential between the budgeted \$1,880,000 and the Spring 2020 allocation of \$740,000 was reallocated into other areas of the LCP. The Mindful Life Project did not engage as many parents/ families and employees than originally hoped; however, the 225 individuals who did participate reported that they continue to use the strategies they learned to manage their mind, anxiety, and stress and share these methods with others.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned through in-person and distance learning as well as a thorough analysis of our instructional program completed by the California Collaborative of Educational Excellence have all informed the development of goals and actions in the 2021–24 LCAP. One specific area that will be included is the creation of a virtual learning academy option under independent study for families who feel their student learns best when working in a full distance learning or hybrid, educational environment where they can learn at their own

pace. In addition, early on it became clear that the district's technology infrastructure would need significant improvements in order to keep pace with the demands of any continuance of educational technology into daily instruction on a large scale. Lastly, it has also become apparent that the District is in need of a coherent instructional plan which includes clearly identified essential standards for all courses, a coherent scope and sequence, clearly delineated instructional strategies to be used in every classroom, targeted professional development on these practices, Board adopted materials which include a robust online component, and common assessments for all courses in all grades to appropriately monitor, track progress, and, most importantly, determine how best to target instruction. The District is also in need of a strong Multi-Tiered System of Support (MTSS) to coherently support the needs of underserved student groups who not only have been disproportionately impacted from the pandemic but who also struggle during a "normal" school year. Lastly, MDUSD has an Equity Department that has actively facilitated professional learning in multiple venues on issues of racism, explicit and implicit bias, and white privilege. Observing how specific areas of the Mt. Diablo community were disproportionately impacted not only by the pandemic but by social injustice, a focus on equity as a foundational strategy to improve the academic achievement of all students, especially students of color, has also informed the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Even when faced with questions about assessment data validity, with the move to in-person learning and the absence of a coherent set of common assessments, the District will continue to utilize the California Assessment of Student Performance and Progress (CAASPP) Interim Assessments Blocks (IAB), Frequent Interim Assessment Blocks (FIAB), and iReady to assess learning loss. Benchmark assessments are in place and are being used at the elementary and middle school levels, however they are being used infrequently at the high school level. There are identified assessments at every grade level, but there is variance in how consistently they are being administered.

The District will include in the 2021-2024 LCAP the following assessment actions as recommended by CCEE after their Systematic Instructional Review (SIR):

- Conduct an assessment audit at school sites to determine the assessments in actual use.
- Create an assessment continuum that identifies lead and lag metrics and that defines when they will be analyzed at the central office and school levels and reported to the Board.
- Set the expectation for the use of benchmark assessments at all levels to capture a clear understanding of student learning at a minimum of quarterly.
- Establish focused protocols that generate early warning indicators for students failing to achieve at acceptable levels as a predictive measure.
- Implement data and assessment review protocols that specifically monitor the academic, behavioral, and social and emotional learning and development for foster youth, students experiencing homelessness, and African American students.

When interviewed by CCEE, many stakeholders recognized the benefits of educators continuing to develop data and assessment literacy, the ability to review and analyze assessment data, such as IABs, Focused Interim Assessment Blocks (FIAB), and iReady, individually and in groups. More importantly, this deepening assessment literacy must use that data to make decisions impacting

instruction and resource allocation.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Differences between the description of the services identified as contributing towards meeting the increased or improved services include a reduction in summer school course program offerings, due to the shelter-in-place and the ability to only provide a virtual summer program for credit deficient high school students and students with unique needs. In addition, the iReady software contract was significantly reduced in March 2020 a week before the shelter-in-place to help solve a significant budget shortfall. The reduced contract provides diagnostic licenses only for Tier II and Tier III students in grades 3-8th and English learners in grades 3-12th grade rather than for all students which, in the past, helped the district to better identify student groups for increased and improved services. In the area of support for homeless youth, foster youth, English learners and at-risk students, the expenses increased based on changing needs that emerged during the Fall of 2020. Those included: nurses checking in with homeless/foster/students who were at risk, a new counselor to support homeless/foster youth, administrators and office staff who became "tech support experts", transportation specialists who became food service delivery drivers, and substantially different work by our CWA's, classroom assistants, social work specialists, and campus supervisors.

The expenditures included under "Estimated Actual Expenditures" total more than was required in the LCP when approved in September 2020. As the District progressed through the 2020-21 school year, some cost items included in the LCP, such as personal protective equipment had expenses charged to ESSER I fund which was not included in the original LCP document. In an effort to provide additional transparency, this annual LCP update includes ESSER I expenses aligned to the activities listed. The total "Estimated Actual Expenditures" in this update total \$21,198,108 whereas the LCP approved by the Board in fall 2020 required only \$19,786,707 be reported.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP. Utilizing the information gathered from the SIR process and meeting with multiple stakeholder groups, the District's LCAP will focus on the quality of instructional systems and accountability for improving student outcomes, specifically for African American, low income, English learner, foster youth and students experiencing homelessness. On the CA Accountability Dashboard, in English language arts, foster youth, students experiencing homeless continue to perform in the Red Performance Level. In mathematics, students experiencing homeless perform in the Red, while African American, foster youth, English learners, low income and students with unique needs all perform in the Orange Performance Level. Even though the District performs at the Yellow Level in the CCI, English learners, foster youth and students with unique needs perform in the Red and African American students perform in the Orange Level. For Suspension, the following groups fall into the Red Performance Level and there is a higher percentage of students suspended at least once in the school year- African American (13%), foster youth (18%,) and students experiencing homeless (11%). While the achievement outcomes of these student groups will be included in the updated document and serve as a temperature check moving forward, the actions and services included in the 2021-2024 LCAP will improve the instructional and educational experience for all Mt. Diablo Unified students.

With the support of CCEE, the work with focus and advisory groups, and the SIR analysis , the following District strengths were identified:

- Stakeholders interviewed spoke of a renewed sense of optimism and belief that the district could meet challenges that exist.
- Diversity was primarily viewed as an overarching strength
- Many reported improved communication from the district
- Professional development work led by the Equity Department to address issues of explicit and implicit bias was mentioned by many interviewed
- Awareness and acknowledgement among stakeholders about the need to develop more aligned and coherent systems for deepening teaching, learning, and leadership development.
- MDUSD written plan of K-12 prioritized standards, scope, and sequence.

During the SIR data collection and analysis process four major themes emerged: coherence, equity, accountability, and autonomy which provide leverage points to implement many of the recommended actions.

- Central to the task of developing coherent systems is the need for a shared understanding and agreement among all stakeholders of MDUSD's instructional priorities, goals, and vision.

- The need to create common understanding and agreement which would accelerate the impact of the district's equity work and ability to support teachers' cross-cultural understanding to help them provide non-white students with culturally relevant and responsive curriculum and teaching practices.
- The need for coherence, clarity, and accountability in systemic procedures and practices including, but not limited to, expectations for using data and assessment results, collaboration in shared professional learning that is grounded in short cycles of continuous improvement, consistency in curriculum implementation, and a focus on student outcomes
- The need to establish clear board policies and expectations and support of the district leadership regarding school autonomy.

To address instructional coherence, within the new LCAP, included will be actions to an expand the District's priority standards and scope and sequence work into a more detailed instructional plan. A clear vision and set of expectations around sustained training on implementing culturally relevant and responsive curricular and instructional resources as well as implementing targeted strategies to support students from underrepresented racial and ethnic groups, in particular for: African American students, foster youth, and students experiencing homelessness will be established. The LCAP will include an expansion of the District's MTSS approach. This will include a deepened commitment to accountability, the monitoring of data and data analysis at central office and school sites, further expansion and use of early warning indicators, and further extension of school-site collaborative learning grounded in short cycles of improvement using key performance indicators and benchmark goals for student outcomes.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	279,036,505.00	235,648,344.47
Goal 2	2,869,752.00	2,934,788.00
Goal 3	1,519,211.00	1,434,784.00

* Totals based on expenditure amounts in goal and annual update sections.

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Local Control Accountability Plan 2021-2024

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Diablo Unified School District	Dr. Adam Clark Superintendent	clarka@mdusd.org 925-682-8000

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Located in the Bay Area, Mt. Diablo Unified School District (MDUSD) is headquartered in Concord, CA and serves the Contra Costa County communities of Clayton, Concord, Pleasant Hill, portions of Martinez, Pittsburg, Walnut Creek, and the unincorporated communities of Bay Point, Lafayette, and Pacheco. The 2019-20 non-charter school enrollment was 30,724. In 2019-20, MDUSD had 13,144 students eligible for free and reduced-price meals (42.8% of total students) and 6,185 Emerging Bilingual Students (20.1% of total students). The primary second language of MDUSD students is Spanish (15.6% of total students) but there are 57 other second languages identified including Arabic, Farsi, Filipino, and Vietnamese. The Governing Board of Education consists of five elected area trustees. MDUSD's workforce is staffed by 1,699 certificated teachers, librarians, psychologists, nurses, speech pathologists, and special education staff. There are 1,359 classified support personnel and 174 certificated management staff members. MDUSD serves students Prek-12th grade at 28 elementary schools, 1 K-8th grade school, 9 middle schools, 5 comprehensive high schools, 1 continuation high school, and at 5 small continuation schools. The district also includes two dependent charter schools, Eagle Peak and Rocketship Futuro Academy, who are required to create their own Local Control Accountability Plan.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In spite of the challenges it has faced over the past several years with the abrupt change in District leadership and the shift to full distance learning due to COVID-19, Mt. Diablo Unified has many noticeable strengths which were validated in Systematic Instructional Review (SIR) completed by the California Collaborative for Educational Excellence (CCEE) during the 2020-21 school year. Many of the stakeholders interviewed spoke of a renewed sense of optimism and belief that the district, led by a new superintendent, could meet those challenges. The

District serves a diverse group of geographic and socio-economic communities and that diversity is primarily viewed by stakeholders as an overarching strength. There is recognition among stakeholders that communication from the district has improved by using strategies such as the superintendent's Friday memo, which is shared with employees and available to families on the MDUSD website. Another strength is the professional development work led by the Equity Department to address issues of explicit and implicit bias which significantly impacts African American, Emerging Bilingual Students, foster youth, and low income students. This equity work is supported by a frequently expressed commitment among stakeholders to serve all students as well as the willingness to expand capacity by working with school and District leaders and school teams. In support of achieving progress, there is a measurable acknowledgement among stakeholders about the need to develop more aligned and coherent systems for deepening teaching, learning, and leadership development. In support of that need, MDUSD does have a written plan of K-12 prioritized standards, scope, and sequence.

Additional areas of success to highlight is the percentage of students that perform in the "Prepared" range on the state's College/Career Indicator (including increases for African America, Hispanic, Emerging Bilingual Students, low income, and students with disabilities.) There have been increases in the percentages of students meeting UC/CSU requirements, scoring a 3 or above on AP Exams, an increase in attendance rates, an increase in attendance rates, and site representation at District English Learner Advisory Committee (DELAC) meetings continues to increase. With the exception of Mt. Diablo High and Ygnacio Valley High, all of the comprehensive high schools, including small continuation schools, increased their graduation rates from 2019 to 2020. Olympic High and Horizons both increased their graduation rates by 6.3% in one year. Mt. Diablo has had several schools exit out of Comprehensive School Improvement- Bel Air Elementary, El Dorado Middle, and Horizons Independent Study.

Mt. Diablo has met every local indicator as shown on the California School Dashboard: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent Engagement, Local Climate Survey, and Access to Broad Course of Study.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In December 2019, the school accountability results for the CA Dashboard were released. This year marked the 3rd year for the CA Dashboard, which indicated that three student groups failed to meet priority outcomes in three out of four consecutive school years, which allowed Mt. Diablo to be eligible for support from CCEE. The District met the criteria for 3 student groups:

- * African American Students: Pupil Achievement, School Climate (2017), Pupil Engagement, School Climate (2018) Pupil Engagement, School Climate (2019)
- * Students Experiencing Homelessness: Pupil Achievement, Pupil Engagement (2017), Pupil Achievement, Pupil Engagement, School Climate (2018), Pupil Achievement, Pupil Engagement, School Climate (2019)
- * Foster Youth: Pupil Achievement, School Climate (2017), Pupil Achievement, Pupil Engagement, School Climate (2018), Pupil Achievement, Pupil Engagement, School Climate, Outcomes in a Broad School Climate Course of Study (2019)

Additional areas of identified need according to the CA Dashboard include a significant percentage of all students performing in the "orange" category for English/ Language Arts and mathematics, chronic absenteeism, suspension, graduation rate, and a decrease in the

reclassification rate of English learners. In the area of College & Career (CCI), English learners, foster youth, and students with disabilities performed in the red category.

As a result of meeting the criteria listed above, CCEE staff met with Mt. Diablo Unified Staff and representatives from Contra Costa County Office of Education (CCCOE) to present information about what a systemic instructional review involves, the needs of the district, and the overall timeline of the review. Data collection began in early 2020 however SIR activities were paused when the COVID-19 pandemic closed schools in March 2020. At the beginning of the 2020-2021 academic year CCEE and MDUSD re-engaged in the SIR process as an opportunity to use the findings to provide direction for the district and its improvement efforts and to inform the Local Control Accountability Plan. Based on the data above and the information collected through the SIR process, Mt. Diablo will be working as a collaborative, data-driven, equity minded community to address the areas of coherence, equity, accountability and autonomy to better align its systems to guarantee increased student success, as measured by the achievement of African American, English learners, foster youth, students with disabilities, and students experiencing homeless.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District continues to use three overarching goals to organize the goals and actions within LCAP.

- Goal 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.
- Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Goal 3: Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning and academic achievement.

Key features that were identified throughout the SIR process that are included in the LCAP include:

- * Developing a shared understanding and agreement on the district's instructional priorities, goals, or vision.
- * Creating a curriculum adoption cycle in alignment with state-adopted standards focused on the purchase of high-quality and culturally relevant curriculum tools and resources.
- * Building on alignment work at the elementary level to eliminate curriculum and teaching practices that are offensive to minority populations and increase the likelihood that teaching is culturally relevant and inclusive.
- * Leveraging the equity Professional Learning Community (PLC) groups that are happening among cohorts of administrators and expand the program to other stakeholders (e.g., elementary teachers) to ensure that efforts are implemented in classrooms.
- * Building on the Equity Department's implementation of the Positive Behavioral Interventions and Support (PBIS) model across sites in a more coherent, consistent, and unified effort to meet the social, emotional, and behavioral needs of students.
- * Standardization of expectations on the regular use of data to drive cycles of improvement throughout the system, holding itself accountable to the improvement of student outcomes, particularly for Foster Youth, African American students, and students experiencing homelessness.
- * Increasing the participation of families from nondominant backgrounds (e.g., racial, ethnic, and linguistic minorities, and homeless and foster families) on committees, associations, and advisory groups which will result in a clear picture of needs across the District.

* Scheduling time at Board Meetings or during Study Sessions where student achievement data is presented and discussed resulting in a clearer focus on and support of an instructional vision to guide teaching and learning across the District

* Increasing opportunities where parents/guardians can network and collaborate in interest-based groups to support their child's learning.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Schools identified for Comprehensive School Improvement (CSI) for 2019 include El Monte Elementary, Sunrise (Special Education), Oak Grove Middle, Riverview Middle, Diablo Community Day, and Olympic High.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Mt. Diablo has supported the identified schools by hosting meetings with key stakeholders consisting of staff, parents, and in middle and high school students, quarterly throughout the year. During these meetings school teams reviewed the CA Dashboard data including state indicators for academic performance in Math and ELA, attendance, suspension, graduation rate, and student group performance. In addition, a root cause analysis was completed and evidence-based practices were identified that better matched the root cause analysis by using resources from the CDE webpage at <https://www.cde.ca.gov/re/es/evidence.asp>. Training was also received in college-going leadership, and our teams began discussing any resource inequities that exist at their sites.

Of the six sites in MDUSD that are eligible in 2019, five are in Comprehensive School Improvement (CSI) for low performance in one or more areas including ELA, math, suspension, and chronic absenteeism. Diablo Community Day is a school which serves a small population of students (12-20) with unique needs, 90% of which are socioeconomically disadvantaged and 65% are Emerging Bilingual Students, and is in CSI for low performance in the area of suspension. Sunrise is in CSI for two areas, suspension and chronic absenteeism. Sunrise is also a small site serving about 30 students where 63% of students are socioeconomically disadvantaged. El Monte Elementary, Oak Grove Middle, and Riverview Middle are mid-sized general education sites and in CSI for the following indicators: suspension, chronic absenteeism, ELA, and math. The percentages of socioeconomically disadvantaged students is 64% at El Monte to 94% at Oak Grove. The range for Emerging Bilingual Students is from 31% at El Monte to 42% at Oak Grove. Olympic High is a continuation high school with a population of about 260 students, 77% of which are socioeconomically disadvantaged and 37% Emerging Bilingual Students and is in CSI for the graduation rate as well as suspension and the college and career indicator.

Each of our six sites in CSI met with their stakeholder groups including SSC, ELAC, Staff, and Parent Groups to receive feedback and input in the development of their CSI plans. Parents, staff, and community members were also surveyed over the summer and fall at the district level to gain insight for planning purposes. Based on stakeholder engagement, Mt. Diablo Unified learned that there was a need for updated technology, more availability of student chromebooks, access points, and additional social-emotional learning support to improve student engagement during the Distance Learning period, which began in March of 2020 and is planned to continue into the winter of 2021.

To determine the needs at each of the six sites, staff conducted a needs assessment that included doing data dives with dashboard data and a root cause analysis to explore possible variables. At the general education sites, alternative education sites, and the Special Education site we focused on chronic absenteeism and suspension knowing that improving these two areas will also likely influence outcomes for ELA and math performance. We looked at site data involving attendance, SART, CARE team referrals, home visits, communications with staff including Community Service Assistants and Counselors. Using this data, each site was able to begin to develop the focus for their CSI plans.

School support staff in the Educational Services Department are partnered with each of the six sites to identify evidence-based interventions and to assist in communication to stakeholder groups, data analysis and communication, and general support. As a group, our six sites are focused on improvement to student relationships, student engagement, and improved instructional strategies in the Distance Learning Model that promote both building relationships and increased engagement for our students.

Resource inequities noted through the comprehensive needs assessments and summer and fall community feedback included student access to technology, student access to the Internet, and student engagement and attendance. Noting the large population of socioeconomically disadvantaged students, our district and CSI sites worked to address these needs by redistributing fully functioning technology, purchasing and distributing wireless hot spots, and completing home visits by site personnel to ensure student needs were met and to increase student engagement and attendance. Each of our six sites' School Plans for Student Achievement include information on Comprehensive School Improvement efforts that include a description of the comprehensive needs as well as resource inequities and how they are addressed through the goals strategies and activities connected to site funds including site CSI funds.

In the spring of 2020, Instructional Support Staff assisted the CSI sites in updating School Plans for Student Achievement for School Site Council and the English Learner Advisory Committees (ELAC, where applicable), discussion, input, review, and approval prior to the start of the 2020-2021 school year. Additionally, Instructional Support Staff continued to each work with one of the CSI sites to monitor school-level data and student needs during a 6-8 week cycle, to better monitor the impact of the interventions on student success and adult behaviors throughout the 2020-21 school year.

Capacity building support will continue to be provided to District staff through the Contra Costa Office of Education and the California Collaborative for Educational Excellence. District support staff will attend trainings alongside site principals.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Each CSI school has developed goals and actions to address their specific area of need. School site data including iReady diagnostic data, Interim Assessment Block (IAB) data, attendance rates, home visits, counselor logs, credits towards graduation, suspension information, and class observations are used to determine the impact of interventions on student achievement and on adult behaviors.

Instructional Support Staff will continue to each work with one of the CSI sites to monitor school-level data and student needs during a 6-8 week cycle. The data will be shared quarterly with stakeholder groups including SSC, ELAC, site specific parent groups, and staff.

Stakeholders will have an opportunity to provide input, feedback, and evaluation of the plan via these quarterly meetings or via other means as may be appropriate (Google Survey, Parent Square, etc). This impact data will be shared with Council, Advisory Groups, and the Board of Education. District and sites will receive capacity building support from the Contra Costa Office of Education and the California Collaborative for Educational Excellence.

DRAFT

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Data collection and stakeholder engagement for the LCAP began in January 2020 with the assistance of the California Collaborative for Educational Excellence (CCEE) who began a comprehensive document review of instructional artifacts and policy documents and conducted individual interviews with leadership staff including governing board members. The collection process was then interrupted by the COVID-19 pandemic, resulting in the closure of schools and transition to virtual learning. Regular check-in meetings continued with the district and the County Office of Education (COE) to determine support needed and agreement was made to continue with the Systematic Instructional Review (SIR) process to help inform the district's strategic instructional efforts and focus areas for the new LCAP.

Data collection resumed in January 2021 with interviews of individual stakeholders, focus groups with multiple stakeholder groups both inside and outside the district, and virtual classroom visits. Teams of CCEE staff members conducted virtual classroom visits in 14 schools and 127 classrooms. Staff visited six elementary schools, five middle schools, and three high schools. Teams had an opportunity to talk with site leaders and visited various grade levels and content areas. Also observed were social-emotional learning (SEL) and English language development (ELD) sessions, and special education programs. It is important to note that the school site and classroom visits are an activity in the SIR process that normally occurs in-person. Mt. Diablo Unified was working through the demands of distance learning as well as planning for students to return to school.

Prior to site visits, CCEE staff reviewed all documents submitted by MDUSD to support instructional efforts. Additional documents were added and reviewed during the period of virtual school and classroom visits and interviews. Virtual school visits were conducted by CCEE teams working in pairs and visits typically began with a 20-30 minute interview of principals, during which they were provided an opportunity to give a general overview of their schools and present their site's areas of instructional focus. Focus groups (17 in total) were conducted with various stakeholder groups including students, families, teachers, support staff, school administrators, labor partners, advisory committees and community committees/groups, including DELAC members, and the Mt. Diablo Black Educators Association. Interviews (21 in total) were conducted with individuals in various leadership roles (board members, district administrators, bargaining unit leaders, and teachers on special assignment) across the district. In addition to the empathy and focus interviews listed above, during March/April 2021, input for the LCAP was collected from members of the Anti-Bias Anti Racist Committee, Budget Advisory Committee, Community Advisory (SELPA) Committee, District English Advisory Committee, Equity Advisory Committee, the Parent Advisory Committee, and the Student Advisory Committee. A community LCAP Input Meeting was held to collect feedback from advisory group members, administrators, union leaders, industry and community partners, and students.

The information and feedback collected from the stakeholders above was shared with District leaders, analyzed to determine in the recommended improvements aligned with student needs and budget allocations, and, if appropriate, incorporated into the new LCAP.

A summary of the feedback provided by specific stakeholder groups.

Specific feedback from additional stakeholder groups included:

- CAC/ SELPA: Need for additional counseling support and academic tutoring, expand summer ESY programs to those who do not have it included in their IEPs, extension of dyslexia interventions, create social-emotional support groups to assist with transitioning back into school, a support for outdoor education and lab spaces, and garden programs, support of extracurricular activities and clubs to re-engage students back into in-person learning, continue the use of Parent Square, robo-calls, and social media posts to keep families informed
- DELAC: Need for additional counseling support and academic tutoring for math and reading, increase counselor staff, increase mental health interventions for students, back-fill district community liaison to support students, conduct home visits, plan PE, art, music and other activities to re-engage students back into in-person learning, expand newcomer services, establish program for those students who want to continue in distance learning, schedule formative assessments when students return to quickly identify where they need intervention, each site should have at least one community service liaison to support families, expand summer school, continue to support supplemental academic programs, trauma informed, and mindfulness practices, and the District should continue the use of surveys, Parent Square, robo-calls, social media posts and mailers to collect information and feedback from families and to keep everyone informed.
- Community Meeting (Including representation from labor unions, administrators, PAC, Equity Advisory, Anti-Racist Anti-Bias Committees): Need for additional counseling support and academic tutoring, expand summer ESY programs, support smaller class sizes, more time during the day for staff to analyze data to inform instruction, a need for site-based reading and math specialists, intervention teachers and instructional aides to support students with learning loss, add more enrichment programs to reengage students, focus on hiring and retaining high quality and diverse staff, add staff back to focus on the needs of homeless and foster youth, continue to support supplemental academic programs (i.e IXL), trauma informed, and mindfulness practices, support improvements to technology infrastructure, create a replenishment plan for Chromebooks and laptops, add supports for students in Dual Language programs in Spanish language arts, continue the use of Parent Square, texting in multiple languages, robo-calls, and social media posts to keep families informed, add and replace cameras to improve security and safety, review and update policies (including grading), expand the number of Black Student Unions groups across campuses led by African American advisors, create a parent/family group specifically for African American community, identify coherent SEL (social-emotional learning) practices to be used in all classrooms, and outdoor education, lab spaces, and garden programs should continue to support NGSS.
- Student Advisory Committee: Create a place for accurate COVID information accessible to all levels of students, establish longer office hours where students can get extra help, continue to use Student Square and Parent Square to increase communication between students and teachers, the District resources on the website should be promoted, continue to use Google classroom which has helped to keep students organized, on task, and informed, consider a phase-in schedule for fall 2021 to help students transition back to school, staff should be conscious of the tone of their emails and messages (they can be intimidating), ensure all teachers have a weekly newsletter or update to keep families informed, and build in time during the school day for students to complete their work and get extra help.

Lastly, per CCEE, it was noted by numerous stakeholders that Mt. Diablo is in need of a unifying instructional plan or framework. In its absence, individual schools are often left to undertake that work without collective purpose. According to stakeholders, district initiatives are often driven by individuals and recede when those driving the initiative change positions or leave the district. Despite these significant

challenges, there is a general atmosphere of hope and belief that Mt. Diablo can meet its challenges, and the district is positioned to take specific actions to leverage current opportunities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were influenced by specific stakeholder input included:

Goal 1

Mt. Diablo will create a unified instructional plan or framework, grounded in continuous improvement practices and processes, that places its focus on implementation of district-wide professional learning opportunities using updated standards-based materials that teach, promote, and practice inclusivity. Such an instructional plan, with its clear indicators, will accelerate the District's equity work, its clarification of the parameters of school autonomy, and will support the development of its Multi-Tiered Systems of Support (MTSS). It will serve as a foundation of expectations on how educators are to undertake professional learning of instructional strategies to better serve students of color, deal with issues of implicit bias, and cultivate a shared belief in the achievement of all students. An updated instructional material adoption schedule and clear protocols for data analysis will be established. In addition, extended learning will be provided, supplemental positions to support homeless and foster youth, and to provide intervention, will be established, and counselor will work to ensure that there is a coherent plan to provide SEL lessons and support across the District.

Goal 2

Based on the input and feedback collected and following the recommendations listed in the SIR Report, targeted training and professional development for site leaders, certificated and classified staff on prioritized, high leverage instructional strategies to deepen their understanding of culturally relevant and responsive instruction, to better serve students of color, and to deal with issues of implicit bias is included in the LCAP. Staff will be trained in how to utilize common formative and summative assessment data on a regular basis to better target supports and instruction for students. In the updated LCAP, metrics including the achievement of African American students, emerging bilingual students, foster youth, students experiencing homelessness, and students with disabilities will be used as indicators of the instructional framework's success.

Goal 3

Based on input from key stakeholders, there is the need for an establishment of clear board policies and expectations and support of the district leadership regarding school autonomy is also an opportunity for clarity by establishing strategic actionable district and LCAP goals. This will be done through the establishment of regular board work sessions, in collaboration with the superintendent, to develop a shared vision of student achievement and to clarify roles and expectations for attaining this vision. In the updated LCAP, new systems for students will be developed to share concerns and become co-collaborators in school and district-wide change initiatives (e.g., student advisory board). This student advisory group will include representatives from various racial, ethnic, linguistic and socioeconomic backgrounds. The District will implement more targeted strategies to support students from underrepresented racial and ethnic groups. For example, the creation and expansion of Black Student Union groups which have provided a space for student engagement, advocacy, and community service, in addition to other identity-based affinity groups. Additional actions also include supports students and families who have recently fallen into homelessness including collaborating and coordinating with teachers, counselors, social workers, administrators, and community leaders/partners.

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)

An explanation of why the LEA has developed this goal.

Even though Mt. Diablo is committed to providing all students 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, after a comprehensive SIR analysis and multiple stakeholder meetings, there continues to be areas in need of support and attention.

- There is not a shared understanding and agreement on the district's instructional priorities, goals, or vision.
- While the effort to select priority standards is commendable, there is a possibility, based on virtual classroom observations, that the paring down of Achieve the Core priority standards in ELA has led to academic work at lower levels rather than promoting rigorous tasks.
- The lack of a regular curriculum adoption cycle has led to elements of the current curriculum not being in alignment with state-adopted standards and that negatively impacts the ability of teachers to engage in continuous cycles of improvement and results in a deficiency of culturally relevant curriculum resources
- Lack of systemically shared values, beliefs, and practices negatively impacts the district's ability to support teachers' cross-cultural understanding and provide non-white students culturally relevant and responsive curriculum and teaching practices. It may also be a contributing factor to disproportionate outcomes by student groups.
- A culture of school autonomy exists that includes a belief that district initiatives are optional, which negatively impacts MDUSD's coherence as a system, its planning processes to provide school and student supports, and its practices.
- Elimination of the central office's homeless liaison administrator and the uneven staffing of the social work positions have resulted in a lack of overall consistency of comprehensive services for homeless youth and, in some schools, a lack of clarity on district-coordinated efforts to support homeless and foster youth.
- Inconsistent use and understanding of data and assessments across the district has led to variance in collaboration using cycles of inquiry, curriculum implementation, and student outcomes.
- Student achievement data is not regularly discussed and used with cycles of inquiry, shared, or acted upon across and within principal and other leadership meetings.
- The current state of technology infrastructure, e.g., bandwidth and aging devices, impacts the district at multiple levels and hinders reaching desired student outcomes

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)	<p>2019 CAASPP - 3rd-8th grade (IO Assessment)</p> <p>Points above/below level 3 ELA 8.5 pts below level 3 Math 34.3 pts below level 3</p> <ul style="list-style-type: none"> African American (ELA 54.5 below, Math 93.2 below) Students exp. Homelessness (ELA 112.3 below, Math 149.3 below) Foster Youth (ELA 78.9 below, Math 121.8 below) 				<p>2023 CAASPP - 3rd-8th grade</p> <p>Points above/below level 3 ELA 4.5 pts below level 3 Math 30.3 pts below level 3</p> <ul style="list-style-type: none"> African American (ELA 44.5 below, Math 83.2 below) Students exp. Homelessness (ELA 102.3 below, Math 139.3 below) Foster Youth (ELA 68.9 below, Math 111.8 below)
11th grade EAP (4H)	<p>2019 11th grade EAP (IO Assessment)</p> <p>Points above/below level 3 ELA 0.3 pts above level 3 Math 66.4 pts below level 3</p>				<p>2023 11th grade EAP</p> <p>Points above/below level 3 ELA 8.3 pts above level 3 Math 60.4 pts below level 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>College and Career Indicator (4H)</u>	<u>2019- 38.3% scoring "Prepared" on the CA Dashboard</u>				<u>2023- 44% scoring "Prepared" on the CA Dashboard</u>
Literacy and Math Metric for 1st, 2nd & 3rd grades in Reading (8A)	2019 iReady #3 Diagnostic for Reading 1st Grade 61.5% 2nd Grade 66.2% 3rd Grade 67.7%				2023 iReady #3 Diagnostic for Reading At or above grade level 1st Grade 69.5% 2nd Grade 72.2 % 3rd Grade 73.7%
Literacy and Math Metric for 1st, 2nd & 3rd grades in Mathematics (8A)	2019 iReady #3 Diagnostic for Mathematics 1st Grade 54.1% 2nd Grade 56.1% 3rd Grade 58.5%				2023 iReady #3 Diagnostic for Mathematics At or above grade level 1st Grade 64.1% 2nd Grade 65.1% 3rd Grade 66.5%
Reclassification rate (4D, 4E)	2019 Reclassification rate (CDE DataQuest) 18.4%				2023 Reclassification rate 24%
Graduation rate (5E)	2020 Graduation rate (CA Dashboard) 86.4% - Percentage of students who received a high school diploma within four years of				2023 Graduation rate 89.4% - Percentage of students who received a high school diploma within four years of entering ninth grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>entering ninth grade or complete their graduation requirements at an alternative school.</p> <ul style="list-style-type: none"> African American (81.3%) Students exp. Homelessness (54.3%) Foster Youth (46.7%) 				<p>or complete their graduation requirements at an alternative school.</p> <ul style="list-style-type: none"> African American (86.3%) Students exp. Homelessness (59.3%) Foster Youth (51.7%)
High school drop out rate (5D)	<p>2019 Dropout rate (CDE DataQuest)</p> <p>7.1% (Four-Year Adjusted Cohort Outcome)</p>				<p>2023 Dropout rate</p> <p>5.1% (Four-Year Adjusted Cohort Outcome)</p>
Middle school drop out rate (5C)	<p>2019 Middle Grade Dropout rate (CALPADS)</p> <p>0.04% (Annual Adjusted Grade 6-8)</p>				<p>2023 Middle Grade Dropout rate</p> <p>0.01% (Annual Adjusted Grade 6-8)</p>
Graduates meeting UC/CSU eligibility (4B)	<p>2019 Graduates meeting UC/CSU eligibility (CDE DataQuest)</p>				<p>2023 Graduates meeting UC/CSU eligibility</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40.3% (Four-Year Adjusted Cohort Graduation Rate)				44.3% (Four-Year Adjusted Cohort Graduation Rate)
Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (4F)	2019 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams (CollegeBoard) 72.6%				2023 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams 76%
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.				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 instructional materials and are enrolled in a broad courses of study. (1B, 7C)	2020- All MDUSD students (including 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				2023-100% of MDUSD students (including students with disabilities, FY and students experiencing homelessness) have access to standards aligned instructional materials (per Board adopted Textbook Sufficiency Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	areas and a broad courses of study.				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. (1B, 7A, 7B)	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.				2023- All school facilities included in the Williams walk-throughs are rated as "Good" or above.
Implementation of academic content and performance standards adopted by California (1B, 2A)	2020- 100% of MDUSD students have access to 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.				2023- 100% of MDUSD students have access to 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 focused on no more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					that 3 instructional areas.
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 on 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.				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)	2019 CAST Grades 5,8, and High School Percent Met or Exceed Standard 29.93%				2023 Percent Meeting or Exceeding Standard on CAST 35%
Number of students successfully completing CTE courses (4C)	2019- 168 students successfully completing CTE courses.				2023- Over 200 students successfully completing CTE courses. (Perkins Report)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-based instruction	<ul style="list-style-type: none"> • Develop a district instructional leadership team to draft and share an instructional plan or framework ("Mt. Diablo Learning Model") that coherently connects district plans and initiatives, grounded in continuous improvement practices and processes, that places its focus on implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity. • Using this MDUSD Instructional Plan, students will receive support through high-leverage instructional strategies in all core content areas that meet the demands of the California State Standards. • Utilize data (including formative assessments, summative assessments, and student work) to identify what evidence-based instructional practices would meet the needs of special populations. • Engage in a curriculum audit site-by-site to determine current practices in curriculum delivery and support. Include in this audit a review of their cultural relevance and sensitivity. Based on the curriculum audit, prioritize the sequence of new adoption for content areas by grade level and need. • Integrate into the curriculum more culturally responsive literature and instructional resources, especially in terms of reflecting positive models for students of color. • Establish an adoption cycle calendar with projected expenses as part of a board process for prioritization of resources and the budget development process. Create contract for additional support with adoption process. • Refer to Extended Learning Opportunity Grant (Action 6) 	\$2,390,401.00	No

Action #	Title	Description	Total Funds	Contributing
2	Targeting of acceleration and interventions	<ul style="list-style-type: none"> • Create an assessment continuum, including the use of benchmarks and protocols, that identifies lead and lag metrics and that defines when they will be analyzed at the District and site level to measure the impact of programs on student achievement. • Use the assessment continuum model of monitoring the academic, behavioral, and social and emotional well-being of foster youth and students experiencing homelessness to build and further improve a system for supporting the district's African American students. • Use the information in student software systems ESGI, AERIES, iReady, Unique, and Illuminate to target acceleration and intervention supports, materials, and opportunities for students. Add a Data Base Administrator position to ensure student data is valid and reliable. • Refer to Extended Learning Opportunity Grant (Actions 2, 6) 	\$600,000.00	No
3	Multi-Tiered Systems of Support (MTSS)	<ul style="list-style-type: none"> • Develop an MTSS model using research based strategies, including instructional supports, such as PBIS and SEL curriculum, to decrease the disparate chronic absenteeism and suspension rates of targeted student groups. Entry and exit criteria will be developed to ensure proper placement and support. • Integrate and coordinate the work, communication, and collaboration of current departments (e.g., Equity, Special Education, Student Services (HOPE & FY support), Curriculum and Instruction) to align services and support to schools to better integrate strategies and sustain the social-emotional well-being and mental health of students and staff. • Identify supplemental site staff (including intervention teachers for math, science, and early literacy) to support 	\$3,962,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>enrichment, acceleration, intervention and small group support to close learning gaps.</p> <ul style="list-style-type: none"> • Provide additional materials, programs, and supplies to support the needs of students who are struggling to meet standards (including but not limited to LindaMood Bell trained staff, MTSS teacher leads, and contracts and supports for tutoring (i.e. FEV). • Establish coordination between district departments and school sites to provide comprehensive and specific academic, social-emotional, and behavioral support to African American students, foster youth, and students experiencing homelessness. • Refer to Extended Learning Opportunity Grant (Actions 1, 2, 3) 		
4	Social Emotional Learning (SEL) Supports	<ul style="list-style-type: none"> • Establish a continuum of social-emotional, behavioral and mental health supports/resources in MDUSD and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them. • Increase counseling support TK-12 (including bilingual counselors) specifically targeting the needs of foster youth, students experiencing homelessness, and African American students to increase academic, behavioral, and social-emotional support and decrease rates of suspension. • Counselors at each high school will monitor and regularly meet with 9th/10th grade students who are not on track for graduation, offering support and early credit recovery opportunities to help students get back on track. • Build on the SEL/equity work in the district to identify social-emotional practices, based on evidence of effectiveness, to make decisions on what practices should be scaled or 	\$3,578,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>expanded across schools in a coordinated and consistent implementation. Implementation team of counselor and SEAs will work to ensure consistent SEL curriculum roll out.</p> <ul style="list-style-type: none"> • Psychologists will continue to receive training on assessment practices, cultural sensitivity, trauma, and explicit and implicit biases with the goal of reducing inappropriate referrals and eligibility for special education. Explore contract with telehealth. • Sites will continue create safe and supporting school climates and campuses <u>and collect data on participation and activities that support students' mental health.</u> • Refer to Extended Learning Opportunity Grant (Actions 3, 6, 7) 		
5	Extended Learning Programs	<ul style="list-style-type: none"> • Federally funded after school programs will continue at high needs sites and expand to 2 additional sites providing academic, social-emotional, and enrichment programs and activities. Additional extended learning programs will be added to support the needs of emerging bilingual students and those requiring academic intervention. • Credit recovery and academic supports, including supplemental sections will be offered at all high schools, including online learning using APEX, after school tutoring, and, for students earning a Certificate of Completion, vocational/ workability programs for students in need of academic intervention and/ or language support. Support for the online Naviance program will continue as a tool for college and career planning. • Summer school programs will include academic and SEL interventions and, for high school students, opportunities for credit recovery, original credit for limited courses, and grade improvement for students who received a "D" during the 	\$1,587,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school year. Opportunities for acceleration will also be available in the area of Algebra.</p> <ul style="list-style-type: none"> Refer to Extended Learning Opportunity Grant (Actions 1, 5) 		
6	English Language Development program	<ul style="list-style-type: none"> Staff will implement, monitor and adjust supports and services for emerging bilingual students, including but not limited to, the addition of specific sections and courses to support the needs of newcomers and long term English language learners, online programs (i.e. Imagine Learning), and online tutoring supports (i.e. FEV.) Rigorous designated and integrated ELD instruction will be provided, along with the close monitoring of EL achievement and progress towards reclassification. Staff will develop a plan to increase emerging bilingual students' access to electives, A-G, and AP courses and continue to facilitate English Learner Review Team (ELRT) meetings to closely monitor student progress. Awards for biliteracy will continue for 5th, 8th and 12th graders. After school interventions for emerging bilingual students will be provided starting Fall 2021. 	\$3,292,804.00	Yes
7	Homeless Outreach Program for Education (HOPE) and Foster Youth Support Programs	<ul style="list-style-type: none"> Foster Youth Services program will refine how they identify learning needs, provide counseling support and use mental health clinicians to serve youth impacted by trauma, and how staff are supporting foster youth as they adjust to new school settings. The administrator position for HOPE/FY programs will be reinstated and an intervention teacher position created to provide academic support and tutoring. Social Work Specialists will supervise MSW Social Work Interns who will provide social, emotional, and behavioral 	\$1,085,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support to children in foster care. Case management support will be provided by the County Office.</p> <ul style="list-style-type: none"> • Social Work Specialists will continue to be trained in PBIS, restorative practices, and trauma informed practices to better serve youth in foster care. An administrator position will be reinstated to lead and manage the work of HOPE program and staff supporting foster youth services. An intervention teacher will be identified to provide direct support for students and tutoring support. • Training on how to support students in foster care or experiencing homelessness will be provided annually to all site administrators regarding meeting the unique educational needs of youth in foster care, and legislation updates. • Refer to Extended Learning Opportunity Grant (Actions 2, 3) 		
8	Specialized Academic Programs	<ul style="list-style-type: none"> • Determine where specialty academic programs fit into MDUSD's instructional vision and continuum and clarify expectations of implementation for these programs. Create a virtual academy program as a bridge for students not wanting to immediately return to "in-person" instruction." • Develop a strategic plan to incorporate more African American, foster and homeless youth into specialty and high-leverage academic programs, including AP, AVID, IB, CTE, Dual Language, etc. • Continue to support AVID licenses and coordinator sections, International Baccalaureate (IB), Career Technical Education (CTE), College Now, Dual Language, and/or Pathway programs elementary through high school including staffing, professional development, program fees, materials, and supplies. • Expand access to NGSS in the Garden, STEM programs, sensory gardens, and the building of outdoor learning spaces 	\$956,566.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>leveraging phenomena-based instruction and the use of the physical campus as "3-D curriculum" to increase achievement and strengthen social-emotional support for students.</p> <ul style="list-style-type: none"> • Refer to Extended Learning Opportunity Grant (Action 2) 		
9	Pre-school literacy and readiness	<ul style="list-style-type: none"> • Increase access to school readiness programs for low-income, emerging bilingual students, students in foster care and those experiencing homelessness. Increase access to include the co-op school readiness program at the MDUSD Loma Vista Adult Education site. • Targeted outreach to Child Welfare, Foster Family Agencies (FFA's), and foster families to encourage enrollment in preschool programs. Dedicated supports and services will be provided to children who are homeless under McKinney Vento, by the MDUSD Homeless Outreach Program for Education (MDUSD HOPE). There will be an expansion of outreach to students with disabilities to correct the over identification and/or under identification for support services. • The preschool assessment center will increase their collaborative referral process for community preschools, Heads Start, First Five, and We Care for more specialized support if the child does not qualify for special education eligibility. 	\$370,725.00	Yes
10	Instructional technology supports	<ul style="list-style-type: none"> • Student achievement monitoring will be supported by technology and training to ensure that multiple data sources are used to determine the effectiveness of the site's academic programs. A temporary position for Program Specialist for Educational Technology will be created to support digital instructional expectations and manage the work of the Technology Integration Leaders (TILs.) 	\$265,746.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Increase access to updated devices for students and staff to access to support programs such as Mystery Science, Gizmos, Mosa Mack, and BrainPop. • Deepen student and staff utilization of technology tools to increase student achievement and productivity. (e.g. Google classrooms, Seesaw, Homelink, Ed1Stop, K-12 digital literacy & citizenship, online courses, increased number of blended/ flipped classrooms, technology enhanced technology practices, move to 1:1 devices.) • Establish locations and opportunities that provide students access to technology, high-speed internet and academic supports. Develop procedures and protocols for schools to launch a 1:1 device program. • Refer to Extended Learning Opportunity Grant (Action 1,2) 		
11	Site-based supplemental support	Sites are allocated LCFF supplemental funds based on an "unduplicated student formula" to support LCAP and Single Plans for Student Achievement targets and goals to accelerate the rate of achievement of emerging bilingual students, foster youth, students experiencing homelessness, and low income students and those not meeting standards. LCFF and Title I expenses are approved by Site Council and include but are not limited to intervention teachers, bilingual instructional assistants, community liaisons, supplemental materials and supplies, intervention software programs and tutoring programs. Refer to Single Plans for Student Achievement at www.mdusd.org for more information.	\$4,695,725.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

DRAFT

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)

An explanation of why the LEA has developed this goal.

Even though Mt. Diablo is committed to employing and supporting a highly qualified and culturally proficient staff to improve outcomes for all students, after a comprehensive SIR analysis and multiple stakeholder meetings, there continues to be areas in need of support and attention.

- Declining enrollment has significantly impacted budget shortfalls necessitating ongoing reductions that have affected the ability to provide regular and systematic training and professional development.
- Inconsistent use and understanding of data and assessments across the district has led to variance in collaboration using cycles of inquiry, curriculum implementation, and student outcomes.
- Student achievement data is not regularly discussed and used with cycles of inquiry, shared, or acted upon across and within principal and other leadership meetings
- Lack of systemically shared values, beliefs, and practices negatively impacts the district's ability to support teachers' cross-cultural understanding and provide non-white students culturally relevant and responsive curriculum and teaching practices. It may also be a contributing factor to disproportionate outcomes by student groups.
- There is acknowledgment among stakeholders at various levels that teachers need more support in learning instructional strategies to better serve students of color and to address issues of implicit bias.
- Teachers on Special Assignment (TOSAs) have created resources for teachers, but there is no accountability mechanism to ensure that these materials are utilized during instruction.
- There is a need to recruit and retain more Latinx and African American teachers and staff across the district. ~~to bring into closer balance the demographic percentages of teachers to students.~~ (In 2018-19, MDUSD had 42.5% Latinx students and 6.3% Latinx teachers.)
- Strengthen recruitment and retention programs for classified and certificated staff, including substitutes in all job classifications.

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)	2019 CAASPP - 3rd-8th grade (IO Assessment) Points above/below level 3 ELA 8.5 pts below level 3 Math 34.3 pts below level 3				2023 CAASPP - 3rd-8th grade Points above/below level 3 ELA 4.5 pts below level 3 Math 30.3 pts below level 3
11th grade EAP (4H)	2019 11th grade EAP (IO Assessment) Points above/below level 3 ELA 0.3 pts above level 3 Math 66.4 pts below level 3				2023 11th grade EAP Points above/below level 3 ELA 8.3 pts above level 3 Math 60.4 pts below level 3
Reclassification rate (4F)	2019 Reclassification rate (CDE DataQuest) 18.4%				2023 Reclassification rate 24%
Graduates meeting UC/CSU eligibility (4D)	2019 Graduates meeting UC/CSU eligibility (CDE DataQuest) 40.3% (Four-Year Adjusted Cohort Graduation Rate)				2023 Graduates meeting UC/CSU eligibility 44.3% (Four-Year Adjusted Cohort Graduation Rate)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers retained after 3rd year of teaching (1A)	2020-Percentage of teachers retained after 3rd year of teaching is 63%.				2023 Percentage of teachers retained after 3rd year of teaching 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.				More than 50% of the time at principal's meetings will be focused on data analysis and instructional 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	In development-Administrators will be provided tools to implement professional development on how to disrupt racist and bias practices on their campus.				90% of site administrators will have led professional development on how to disrupt racist and bias practices on their campus.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training in standards-based instruction	<ul style="list-style-type: none"> • After the identification of a small number of instructional expectations, create a multiyear professional learning and coaching plan. The plan will be rooted in the district's instructional plan, outcome data, lesson design, and should include implementation benchmarks and progress monitoring tools. • Align calendars to provide principals time to collaborate with feeder, grade span and/or like schools around common problems of practice as indicated by student outcome data. • Develop a shared framework and coaching model for the role of TOSAs and create a systematic plan for using TOSAs and site based Instructional Learning Teams (ILTs) to provide targeted instructional support specifically for students not meeting standards or who are identified as African American, emerging bilingual students, foster youth, a student experiencing homeless, and a student with disabilities. • Professional development focusing on standards-based materials and instruction will include topics such as Learning Acceleration, designated and integrated ELD, NGSS, foundational reading strategies, AVID WICOR strategies, interactive writing, critical reading (specifically in the area of informational text,) techniques for inclusion, UDL, and math tasks and performance practices. • Refer to Extended Learning Opportunity Grant (Action 7) 	\$969,373.00	No
2	Targeting acceleration and intervention	<ul style="list-style-type: none"> • Provide professional learning and coaching for site staff about how to use data for continuous improvement on academics, attendance, and behavior to build and further improve a system for supporting the district's African American students, emerging bilingual students, foster youth, and students experiencing homelessness 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Establish the expectation that the development of assessment literacy, whether at the District or school level, will be grounded in using short cycles of improvement to address problems of practice, e.g., Plan Do Study Act (PDSA) cycles with the goal of sign the data to better target acceleration and intervention supports, materials, and opportunities for students. • Clarify expectations for accountability and on-going use of data in a continuous cycle of improvement to inform instruction for identified groups at the district and site level. • Allot structured time specifically for teachers, principals, and school site staff to engage in professional learning about how to use data for continuous improvement based on attendance, academics, and behavior and for lesson design. • Establish a process for the cabinet to model and engage in ongoing dialogue and review of data around key performance indicators and benchmarks aligned with district goals in order to increase the skills, knowledge, and leadership capacity of district and site leaders. • Refer to Extended Learning Opportunity Grant (Actions 2, 6) 		
3	Culturally responsive teaching & learning strategies	<ul style="list-style-type: none"> • Set the expectation that work to achieve equity and inclusion will be shared by all district and school leaders and all teachers. Cross departmental teams will participate in data reviews. • Clarify, innovate, and scale the work of principal equity cohorts at the elementary, middle and high school levels to include all principals and school sites. • Build on the ongoing work of the Equity Department to deepen educators' understanding of explicit and implicit bias 	\$140,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and develop a long term, district-wide plan to counter implicit and explicit biases across roles.</p> <ul style="list-style-type: none"> • Expand professional learning for all staff in learning instructional and emotional learning (SEL) strategies to better serve students of color and deal with issues of implicit bias. Lead teachers will be identified as SEL site leads. • Provide specific training on restorative practices, how to create culturally responsive classrooms, analyzing student data with an equity lens, counseling with an equity lens, working with students who experience trauma, and how to utilize AERIES.net to monitor student progress using the prereferral screens will be provided. • Refer to Action 1.04 and Extended Learning Opportunity Grant (Action 3) 		
4	Multi-Tiered Systems of Support (MTSS)	<ul style="list-style-type: none"> • Stakeholders from Student Services, English Language Learners, Homeless and Foster Youth, Special Education, Educational Services, Equity Departments, in addition to coaches, and school site principals, will work together on a specific MTSS Task Force to better align interventions for historically underserved groups, including African American students, emerging bilingual students, foster youth, students experiencing homeless, and students with disabilities. • Identify and establish the key instructional strategies and practices for providing effective and continuously improving teaching and learning (e.g., PBIS, MTSS, AVID, UDL), the process and structures for coaching and supporting principals and school teams and monitoring implementation of district goals. • Build on the SEL work in the district to identify social-emotional practices, based on evidence of effectiveness, to make decisions on what practices should be scaled or 		No

Action #	Title	Description	Total Funds	Contributing
		<p>expanded across schools in a coordinated and consistent implementation.</p> <ul style="list-style-type: none"> • Mindfulness and social emotional learning training will be provided for District and site staff. (i.e. Mindful Life.) • Refer to Action 1.03 and Extended Learning Opportunity Grant (Action 3) • Refer to Extended Learning Opportunity Grant (Action 3) 		
5	Leadership capacity building	<p>INSTRUCTIONAL LEADERSHIP TEAMS (ILTs)</p> <ul style="list-style-type: none"> • Formalize written expectations for ILTs’ roles, responsibilities, and team membership and provide professional development on the purpose, process, facilitation, and outcomes for leadership teams. • Set the expectation that ILTs will be tasked with facilitating site level professional learning opportunities, including, for example, leading Professional Learning Communities, Communities of Practice, or short cycles of improvement. • Set the expectation that ILTs will be developed to engage in coaching on instruction, assessment, and data-driven decision-making. • Provide time for collaboration and training for ILT teams. <p>SITE LEADERS</p> <ul style="list-style-type: none"> • Set the expectation that site leaders will lead their teams in cycles of improvement and outcome-focused accountability conversations and on ways to disrupt racist and bias practices on their campus. • Facilitate the development of data-driven PLCs at each school site and provide modeling, coaching, and support of best PLC practices and processes. • Provide support and resources so that principal supervisors spend a greater amount of time in schools observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders using a common walk-through tool. 	\$355,120.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Structure support and resources to build principals' capacity as instructional leaders so they can better support teachers around effective teaching practices, strategies, data literacy, and expected student outcomes. Refer to Extended Learning Opportunity Grant (Action 2) 		
6	Classified training and support	<ul style="list-style-type: none"> Non-certificated staff (including, but not limited to, office staff, transportation assistants, bus drivers, and instructional assistants) will receive training to access and support grade level content, behavior goals, conflict management, Crisis Prevention Institute (CPI) training, as needed, culturally responsive practices, and parent/ community engagement. Voluntarily training will be scheduled for the District's professional development days. These activities primarily support staff in their support, interaction, and instruction of underserved student groups. Refer to Extended Learning Opportunity Grant (Action 7) 		No
7	Recruitment and retention of a diverse and highly qualified staff	<ul style="list-style-type: none"> Teacher Induction and Support (TISP) Coaches will continue to support the recruitment and retention of highly qualified staff, beginning teachers, those that are new to the district, or those in need of support will receive mentoring to ensure that there is a "systemness" of effective practice across the district. Recruitment will be expanded to local colleges, as well as Historically Black Colleges, to help increase diversity among MDUSD staff. Recruit and secure staff for high needs areas with specialized credentials, including BCLAD, Career Technical Education (CTE), math, science, and special education. 	\$639,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Application, interview and hiring practices will be analyzed to counter any implicit and explicit biases that may exist. Refer to Extended Learning Opportunity Grant (Action 7) 		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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)

An explanation of why the LEA has developed this goal.

Even though Mt. Diablo is committed to engaging and empowered parent/guardian community in partnership to improve outcomes for all students, after a comprehensive SIR analysis and multiple stakeholder meetings, there continues to be areas in need of support and attention.

- Families from nondominant backgrounds (e.g., racial, ethnic, and linguistic minorities, and homeless and foster families) are underrepresented in committees, associations, and advisory groups. As a result, staff may have an incomplete picture of the challenges in Mt. Diablo leading to developing resources and systems that do not reflect the true needs of all of the families.
- While stakeholders reported improvement in district communications, especially external communication to stakeholders, parents/guardians who are not English speakers experience challenges in communicating with the district and participating in committees and advisory groups.
- A culture of school autonomy exists that includes a belief that initiatives are optional, which negatively impacts the District's coherence as a system, its planning processes to provide school and student supports, and its practices
- At the board level, there is a lack of dialogue regarding using student achievement data to support board policies that provide focus on and support a clear instructional vision to guide teaching and learning across the district
- A need to increase opportunities where parents/guardians can network and collaborate in interest-based groups to support their child's learning.
- At the site and District level, there is a need to provide more early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate (5A)	2019 Attendance rate (AERIES) 95.5%				2023 Attendance rate 97.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate (5B)	2019 Chronic absenteeism rate 9.4% (K-8 - CA Dashboard) 12.5% (K-12 - CDE DataQuest)				2023 Chronic absenteeism rate 7.4% (K-8) 10.5% (K-12)
Suspension rate (6A)	2019 Suspension rate (CA Dashboard) 4.4%				2023 Suspension rate 2.4%
Expulsion rate (6B)	2019 Expulsion rate (CDE DataQuest) 0.03%				2023 Expulsion rate 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.				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 2019-20 (6C)	2019- 78% of the elementary and 58% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school."				82% of the elementary and 62% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (3A, 3B, 6C)	2019- 89% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child."				2019- 92% of parents/guardians on the California Healthy Kids Survey agreed with the statement, "My child's school encourages me to be an active partner with the school in educating my child."
Increasing communication (3B)	In development				100% of households have an email address on file in AERIES information system and receive mass communications from the District. 100% of families will register their students online.
Board calendar (6C)	In development				By December 30, 2021, a review process (minimum 2 times a year) will be established on the progress of SIR actions which will be added to the Board calendar.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Inclusive district leadership and vision		\$82,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Through an inclusive process that involves all stakeholders, develop the District’s vision and priorities including a clear set of actionable activities that support the goals established in the LCAP and other plans. • Through an inclusive process that involves all stakeholders, develop the District’s vision and priorities including the expectation of leadership to align district and site policies, practices, and procedures to support that vision. • Set the expectation that work to achieve equity and inclusion will be shared by all district and school leaders and all teachers. • Establish regular board work sessions, in collaboration with the superintendent, to develop a shared vision of student achievement and to clarify roles and expectations for attaining this vision. 		
2	Increase and improve communication	<ul style="list-style-type: none"> • Utilize District and site websites, social media, Student and Parent Square, AERIES Homelink, Seesaw and Google Classroom platforms to inform parents/guardians and students of educational opportunities, resources and supports, and increase two-way communication with the broader community. • Expand, streamline, and automate translation services to increase access. • Provide more engagement opportunities for linguistic diverse community members by collaborating with families and community leaders from these populations and providing translation services to increase access to participate. • Identify additional languages that will need to be available for the translation of documents, conferences, and meetings and work to provide staff who speak multiple languages. 		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Refer to Extended Learning Opportunity Grant (Action 3) 		
3	Advisory Committees	<ul style="list-style-type: none"> Actively recruit parents/ families to participate in site and district level decision-making advisory groups (i.e. Anti-Racist/Anti-Bias Committee, Budget Advisory Committee, Community Advisory Committee, English Advisory Committee, District English Advisory Committee, Equity Advisory Committee, Parent Advisory Committee, Parent Faculty Club or Parent Teacher Association, Site Council) Develop formal systems for students to share concerns and become co-collaborators in school and district-wide change initiatives (e.g., Student Advisory Board). Develop system for collaborative advisory agenda planning between staff and community. Actively recruit parents/ guardians of underserved student groups are represented at all advisory meetings. 		No
4	Family education opportunities	<ul style="list-style-type: none"> Provide parents/guardians the opportunity to network and collaborate in interest-based groups to support their child's learning. Parent/ guardian events and family night topics may include a focus on college & career and civic readiness, how to support students' progress in ELA and mathematics, Parent University, PIQE (Parent/guardian Institute for Quality Education), English language development classes, how to access community resources, college workshops, and the reclassification process for emerging bilingual students. Continue panels where district staff, parents/guardians and students collaboratively present and share on topics, including mental health and how to access community resources. 	\$172,475.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Loma Vista Adult Education will expand educational offerings at the school sites and increase the percentage offered in multiple languages. Refer to Extended Learning Opportunity Grant (Action 3) 		
5	Specialized supports for families	<ul style="list-style-type: none"> Provide designated staff to connect families with community resources to support student health, wellness, attendance and education. Develop menu of supports (academic, technology, social-emotional) that would assist students and families who have recently fallen into homelessness by collaborating and coordinating with teachers, counselors, social workers, administrators, and community leaders/partners. Continue to support district and site community liaison positions to help connect families and students with resources and support. Repurpose the district's Community Liaison into a classified manager position who will build relationships with outside agencies and supervise the work of the site community liaison staff. Increase outreach to the families of African American youth and families to ensure they have access to an equitable and engaging school experience where they feel valued and supported. Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources in Mt. Diablo and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them. Develop system of surveying and systemic monitoring of attendance, suspension and academic data to monitor impact on students and families. 	\$1,142,179.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Refer to Extended Learning Opportunity Grant (Action 3) 		

Goal Analysis [2021-22]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.26%	\$24,335,945

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After reviewing student achievement data, key stakeholder input, and analyzing the actions being proposed in this LCAP across the District to specifically support the needs of foster youth, English learners, and low-income students, it became apparent that the actions focused on three broad areas that are addressed below: Increased Academics, Social-Emotional Learning & Well-Being, and Supports for School Climate.

INCREASED ACADEMICS

Conditions

After assessing the needs, conditions and circumstances of our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we learned that the rate of these underserved student groups' academic performance was significantly lower than the performance for all students in a variety of areas including English language arts, mathematics, in graduation rates, and on the College and Career Indicator. Examples include a 39.7% gap between the performance of all students and foster youth in graduation rates and 18.8% gap between the performance of all students and African American students scoring "prepared" on the College and Career Indicator.

Contributing Actions

In order to address this for our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we will utilize data to identify what evidence-based instructional practices, develop clear expectations for common instructional practices across grade levels and courses, including expectations around the regular review of student work, identify supplemental site staff to support enrichment, acceleration, intervention and small group support to close learning gaps, integrate and coordinate the work, communication, and collaboration of current departments (e.g., Equity, Special Education, Curriculum and Instruction)

to align services, and provide additional materials, supplemental programs, and supplies to support the needs of students who are struggling to meet standards. Goal 1 Actions 5, 6, and 9 target increased opportunities districtwide for extended learning during the school day and after the school day to support improved academics, improved supports for designated and integrated English language development, and the targeting of pre-literacy supports for preschoolers from underserved student groups. The District will leverage instructional leaders and ILTs to develop the capacity of staff to identify and interrupt racist and biases practices and policies and work on fully implementing school wide PBIS with fidelity.

Measurable Actions

These actions are being provided on an LEA-wide basis and we expect that all students performing below state academic targets will benefit. However, because of the significant achievement gap of African American students, students experiencing homelessness, English learners, foster youth, and low income students, and because the actions meet the needs most associated with the chronic stresses, the lack of targeting instructional supports, and the lack of monitoring the impact on underserved students, we expect that the academic achievement for these specific student groups will increase significantly more than the rate for all other students.

SOCIAL-EMOTIONAL LEARNING & WELL-BEING

Conditions

After assessing the needs, conditions and circumstances of our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we learned that the rate of suspension and chronic absenteeism rates for these underserved student groups was significantly higher than the performance for all students. Examples include a 10.2% gap between the suspension rate of all students and foster youth and a 9.5% gap between the rate of suspension between all students and African American students. In chronic absenteeism, there is a gap of close to 35.5% between all students and homeless and foster youth students.

Contributing Actions

In order to address this with our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we will add to the curriculum more culturally responsive literature and instructional resources, especially in terms of reflecting positive models for students of color, develop an MTSS model using research based strategies, including instructional supports, such as PBIS, to decrease the disparate chronic absenteeism and suspension rates, and increase counseling support TK-12 to increase academic, behavioral, and social-emotional support and to decrease rates of suspension. Goal 2 Actions 3 and 7 provides specific training on restorative practices, how to create culturally responsive classrooms, analyzing student data with an equity lens, counseling with an equity lens, working with students who experience trauma, and how to utilize AERIES.net to monitor student progress using the prereferral screens. The District will also analyze the current application, interview and hiring practices to counter any implicit and explicit biases that may exist with the goal of creating a more inclusive and diverse workforce which represents the Mt. Diablo community.

Measurable Actions

These actions are being provided on an LEA-wide basis and we expect that all students who experience classroom disengagement, which often results in suspensions, will benefit. However, because of the significant gaps in suspension and chronic absenteeism rates for African American students, students experiencing homelessness, English learners, foster youth, and low income students, and because the actions met the needs most associated with the chronic stresses, the lack of an inclusive and equity focused school culture, and the lack of

monitoring the impact of strategies and behavioral programs on underserved students, we expect that the rates for these specific student groups will decrease more than the rate for all other students.

SUPPORTS FOR SCHOOL CLIMATE

Conditions

After assessing the needs of our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we learned that the rate of these underserved student groups' suspension and chronic absenteeism rates is significantly higher than the performance for all students. Examples include a 10.2% gap between the suspension rate of all students and foster youth and a 9.5% gap between the rate of suspension between all students and African American students. In chronic absenteeism, there is a gap of close to 35.5% between all students and homeless and foster youth students. There is also a need to audit current systems to identify policies and procedures that are contribute to a toxic district and school culture and engage with more families from marginalized community to ensure their needs and voices are being heard.

Contributing Actions

In order to address this condition of our African American students, students experiencing homelessness, English learners, foster youth, and low income students, we will provide designated staff to connect families with community resources to support student health, wellness, attendance and education, identify specific resources and offerings that would support students and families who have recently fallen into homelessness by collaborating and coordinating with teachers, counselors, social workers, administrators, and community leaders/partners, improve communication and support of district and site community liaisons, increase outreach to the families of African American youth and families to ensure they have access to an equitable and engaging school experience where they feel valued and supported., and develop a system of surveying and systemic monitoring of attendance, suspension and climate data to monitor the impact of these services on students and families.

Measurable Actions

These actions are being provided on an LEA-wide basis and we expect that all students performing below state targets will benefit. However, because of the significant engagement gap of African American students, students experiencing homelessness, English learners, foster youth, and low income students, and because the actions met the needs most associated with the chronic stresses due to the absence of inclusive and implicit and implicit bias free environments, we expect that the suspension rates and chronic absenteeism rates for these specific student groups will decrease more than the rate for all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Mt. Diablo is required to increase or improve services for English learner students, foster youth, homeless and low income students by 9.26% as described in detail above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services to all students.

Goal 1 Action 3, 5, 6, 9, 11: Addressing basic services and academic achievement for African American, English learners, foster youth, low income, and/or students experiencing homelessness

Goal 1 Action 3, 4, 7, 11: Addressing social emotional well being and chronic absenteeism for African American, English learners, foster youth, low income, and students experiencing homelessness.

Goal 2 Action 3: Addressing social emotional well being and school climate for African American, English learners, foster youth, low income, and students experiencing homelessness.

Goal 2 Action 7: Addressing basic services and school climate for African American, English learners, foster youth, low income, and students experiencing homelessness.

Goal 3 Action 5: Addressing social emotional well being and school climate for African American, English learners, foster youth, low income, and students experiencing homelessness.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$17,422,531.00	\$2,106,848.00		\$6,758,584.00	\$26,287,963.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$19,686,984.00	\$6,600,979.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Standards-based instruction	\$900,311.00	\$1,490,090.00			\$2,390,401.00
1	2	All Students with Disabilities	Targeting of acceleration and interventions	\$600,000.00				\$600,000.00
1	3	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support (MTSS)	\$3,713,225.00			\$249,448.00	\$3,962,673.00
1	4	English Learners Foster Youth Low Income	Social Emotional Learning (SEL) Supports	\$3,473,334.00			\$105,422.00	\$3,578,756.00
1	5	English Learners Foster Youth Low Income	Extended Learning Programs	\$574,738.00			\$1,012,809.00	\$1,587,547.00
1	6	English Learners	English Language Development program	\$2,621,815.00			\$670,989.00	\$3,292,804.00
1	7	English Learners Foster Youth Low Income	Homeless Outreach Program for Education (HOPE) and Foster Youth Support Programs	\$776,794.00			\$309,049.00	\$1,085,843.00
1	8	All Students with Disabilities	Specialized Academic Programs	\$162,926.00	\$616,758.00		\$176,882.00	\$956,566.00
1	9	English Learners Foster Youth Low Income	Pre-school literacy and readiness	\$290,727.00			\$79,998.00	\$370,725.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All Students with Disabilities	Instructional technology supports	\$65,000.00			\$200,746.00	\$265,746.00
1	11	English Learners Foster Youth Low Income	Site-based supplemental support	\$2,836,177.00			\$1,859,548.00	\$4,695,725.00
2	1	All	Training in standards-based instruction	\$261,570.00			\$707,803.00	\$969,373.00
2	2	All	Targeting acceleration and intervention					
2	3	English Learners Foster Youth Low Income	Culturally responsive teaching & learning strategies	\$97,296.00			\$43,000.00	\$140,296.00
2	4	All Students with Disabilities	Multi-Tiered Systems of Support (MTSS)					
2	5	All	Leadership capacity building	\$123,552.00			\$231,568.00	\$355,120.00
2	6	All	Classified training and support					
2	7	English Learners Foster Youth Low Income	Recruitment and retention of a diverse and highly qualified staff	\$569,106.00			\$70,628.00	\$639,734.00
3	1	All Students with Disabilities	Inclusive district leadership and vision	\$82,000.00				\$82,000.00
3	2	All Students with Disabilities	Increase and improve communication					
3	3	All Students with Disabilities	Advisory Committees					
3	4	All Students with Disabilities	Family education opportunities	\$114,888.00			\$57,587.00	\$172,475.00
3	5	English Learners Foster Youth Low Income	Specialized supports for families	\$159,072.00			\$983,107.00	\$1,142,179.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$15,112,284.00	\$20,496,282.00
LEA-wide Total:	\$11,713,675.00	\$16,117,635.00
Limited Total:	\$3,398,609.00	\$4,378,647.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Multi-Tiered Systems of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,713,225.00	\$3,962,673.00
1	4	Social Emotional Learning (SEL) Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,473,334.00	\$3,578,756.00
1	5	Extended Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,738.00	\$1,587,547.00
1	6	English Language Development program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,621,815.00	\$3,292,804.00
1	7	Homeless Outreach Program for Education (HOPE) and Foster Youth Support Programs	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$776,794.00	\$1,085,843.00
1	9	Pre-school literacy and readiness	LEA-wide	English Learners Foster Youth Low Income	Preschool age students	\$290,727.00	\$370,725.00
1	11	Site-based supplemental support	LEA-wide	English Learners Foster Youth Low Income		\$2,836,177.00	\$4,695,725.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Culturally responsive teaching & learning strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,296.00	\$140,296.00
2	7	Recruitment and retention of a diverse and highly qualified staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$569,106.00	\$639,734.00
3	5	Specialized supports for families	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,072.00	\$1,142,179.00

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Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:					



Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.