

# Local Control Accountability Plan

**Mt. Diablo Unified School District**

**June 12, 2017**



## *A BRIEF HISTORY...*

# *LOCAL CONTROL FUNDING FORMULA*

- Most significant change in school funding in more than 40 years
- Eliminated categorical funds
- Links new "Supplemental" and "Concentration" funds to a districtwide plan-Local Control Accountability Plan





## Mt. Diablo Unified's Local Control Accountability Plan 2017-2018

College and Career					
<b>California State Standards (CCSS)</b> <i>Goal 1.1-1.5, 1.17, 1.22-1.23</i>	<b>Interventions</b> <i>Goal 1.6, 1.13-1.16</i>	<b>Access to College and Career</b> <i>Goal 1.12, 1.18, 1.19</i>	<b>Access and Integration of Technology</b> <i>Goal 1.7</i>	<b>Arts and athletics</b> <i>Goal 1.20, 1.21</i>	<b>Positive and supportive learning environment</b> <i>Goal 1.8-1.11</i>
Professional Learning					
<b>Professional development, coaching and support</b> <i>Goal 2.1, 2.3-2.5, 2.11</i>	<b>Teacher collaboration</b> <i>Goal 2.2</i>	<b>Leadership coaching and support</b> <i>Goal 2.6</i>	<b>Professional development focused on special populations</b> <i>Goal 2.7-2.10</i>		
Parent/Family & Community Engagement					
<b>Expand outreach to parents/guardians</b> <i>Goal 3.1, 3.3</i>	<b>Increase parent/family education opportunities</b> <i>Goal 3.4</i>	<b>Outreach to special populations</b> <i>Goal 3.6-3.8</i>	<b>Increase engagement in advisory groups</b> <i>Goal 3.2</i>	<b>Expand translation services</b> <i>Goal 3.5</i>	

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

<b>State Indicators:</b>	3 <sup>rd</sup> -8 <sup>th</sup> grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
<b>Local Indicators:</b>	1 <sup>st</sup> & 3 <sup>rd</sup> grade literacy	Algebra pass rates	9 <sup>th</sup> grade credits	Climate surveys	Advisory meeting attendance	

\* May includes A-G eligibility, pathway completion, 11<sup>th</sup> grade EAP results ELA & math. Specifics to be determined Fall 2017.

# LCAP & LCFF

## Changes for 2017-18 and beyond

- o Additional 5 sections added to the template
- o Inclusion of all base program expenses
- o Slower economic growth with flat and/or decreased entitlements





# Annual Update



# Goal 1: College & Career

- o Elementary English/ Spanish language arts & English language development materials
- o Restructured Algebra support to include Algebra A & B with an online learning component
- o 2<sup>nd</sup> year of middle school NGSS integration
- o Expanded dual enrollment opportunities with College Now!



# Goal 1: College & Career

- o Increased number of counselors by 8
- o Expanded AVID program & Middle College
- o Increased number of students served in after school ASPIRE tutoring program by 250 students
- o Established English Learner Review Teams to monitor the progress of English learners
- o Full inclusion preschool in partnership with Head Start (George Miller Center)

# Saying YES to PBIS



- o The MDUSD Equity Department focuses on three key areas:
  - Positive Behavior Intervention & Support (PBIS)
  - Restorative Practices
  - Culturally Responsive School Environment and Increased Parent Involvement
  
- o To establish a College and Career culture, PBIS Teams:
  - Analyze data regarding site and district suspension and expulsion rates, academic progress and attendance
  - Review through an intervention lens the experience of students of color and their schoolwide connections
  - Make connections and inspire students with a positive school climate
  - Showcase best practices of what schools are doing to make connections, create instructional relevancy , support a safe school climate and implement restorative practices

**MDUSD successfully exited Significant Disproportionate status in the 2015-2016 school year.**



# Mt. Diablo Unified School District

## Student Suspension Rate vs. Number of PBIS Schools

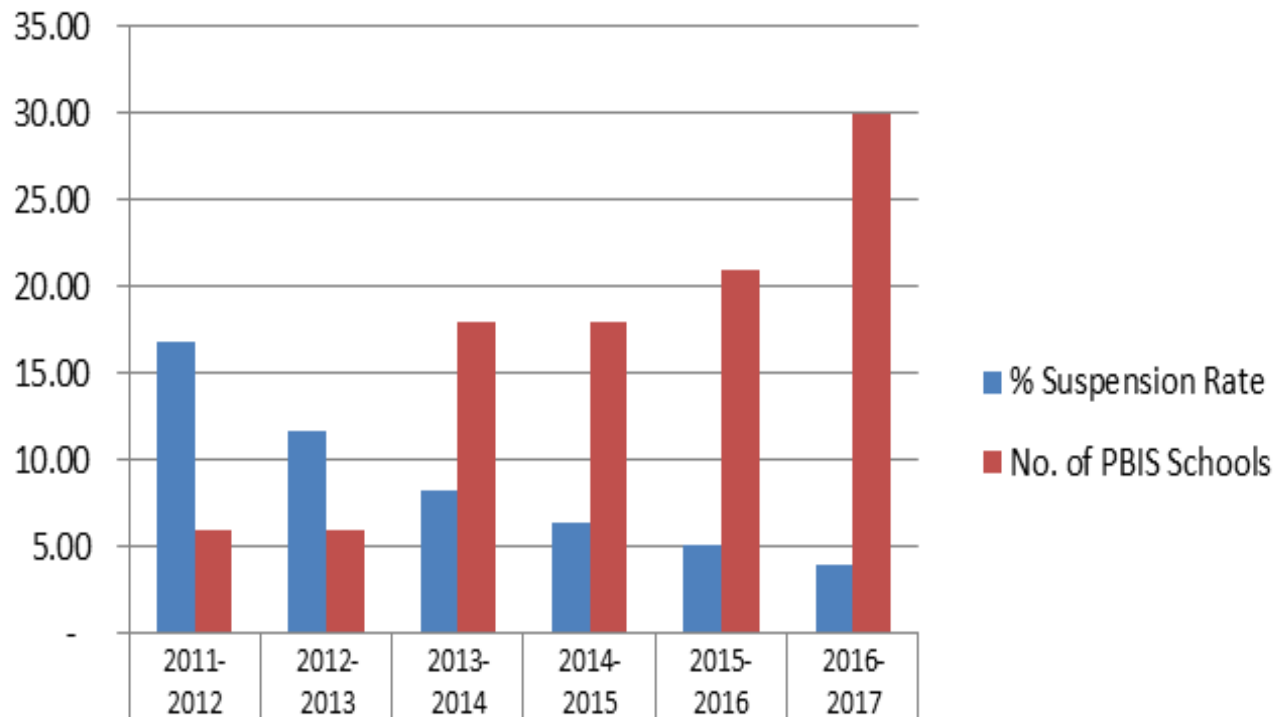
(PBIS Schools)

School Year	Enrollment	Student Suspension	Suspension Rate	No. of PBIS Schools
2011-2012	4,039	677	16.76%	6
2012-2013	4,374	510	11.66%	6
2013-2014	12,333	1,024	8.30%	18
2014-2015	12,267	786	6.41%	18
2015-2016	13,911	719	5.17%	21
2016-2017	21,029	830*	3.95%	30

\*As of June 6, 2017

Sources: California Department of Education - DataQuest and Aeries.Net

## Mt. Diablo Unified School District % Suspension Rates vs Number of PBIS Schools



<span style="color: blue;">■</span> % Suspension Rate	16.76	11.66	8.30	6.41	5.17	3.95
<span style="color: red;">■</span> No. of PBIS Schools	6	6	18	18	21	30



# Goal 2: Professional Learning

- o TK- 12 focus on collaborative conversations
- o Continued support of instructional coaches at all levels
- o Intense training for all Algebra teachers at middle and high school levels
- o Teacher Induction & Support Coaches supported interns, new teachers, & experienced staff
- o Aspiring administrator program established



# Goal 2: Professional Learning

- o Training for teachers on Next Generation Science Standards, PBIS, culturally responsive practices, literacy strategies, and supporting students with dyslexia.
- o Training for counselors & social workers on adverse childhood experiences and restorative practices
- o Instructional Rounds added to monthly principal meetings and to the Teacher Induction and Support Program
- o Monthly meetings for school site office staff and community liaisons
- o Training for transportation staff (drivers, aides) on effective behavior techniques and disability cultural competency





# Technology Professional Development

- o On site Professional Development at over 20 of our schools with entire staff!
- o 500+ teachers signed up on Code.org with their classes, TK-8
- o 3D printer
- o Drone and robot programming
- o Teacher website development
- o Classroom design to better enhance student engagement/interactions
- o Summer Learning Academy









# Goal 3: Community Engagement

- o Expanded positive presence on social media
- o Expanded parent education programs; i.e. Parent Institute of Quality Education (PIQE) and Project 2 Inspire
- o Added additional translator and language supports
- o Created a Speaker Series



# PIQE & Project INSPIRE

- o Work with parents/ guardians focused on:
  - Enhancing their knowledge, skills, and abilities to support student learning and school improvement.
  - Parent leadership development.
  - Increasing parent, school, community engagement
- o **Project 2 Inspire: 2 cohorts**
  - Level 2- Twelve weeks, 36 participants
  - 3 hours, weekly sessions
  - Topics included home-school communication, Common Core Standards, school accountability, technology in the classroom, and post secondary education.

National Standards for Family-School Partnerships





# PIQE & Project INSPIRE

- o **Level 3 Inspire** - Mastery Level. Develops leadership and prepares parents to be presenters.
  - 16 three hour, weekly sessions.
  - 21 participants with 11 graduates
  
- o **Parent Institute for Quality Education (PIQE)**
  - Nine-week workshop, 1.5 hours weekly sessions focusing on engaging parents to take an active role in supporting their students to stay in school, improve academic performance, and graduate ready for a post-secondary education.
  - Oak Grove Middle: 40 graduates, AM/PM sessions
  - Riverview Middle: 45 graduates, 2 PM sessions
  
- o Sessions were conducted in Spanish.





# 2017 PIQE Graduates

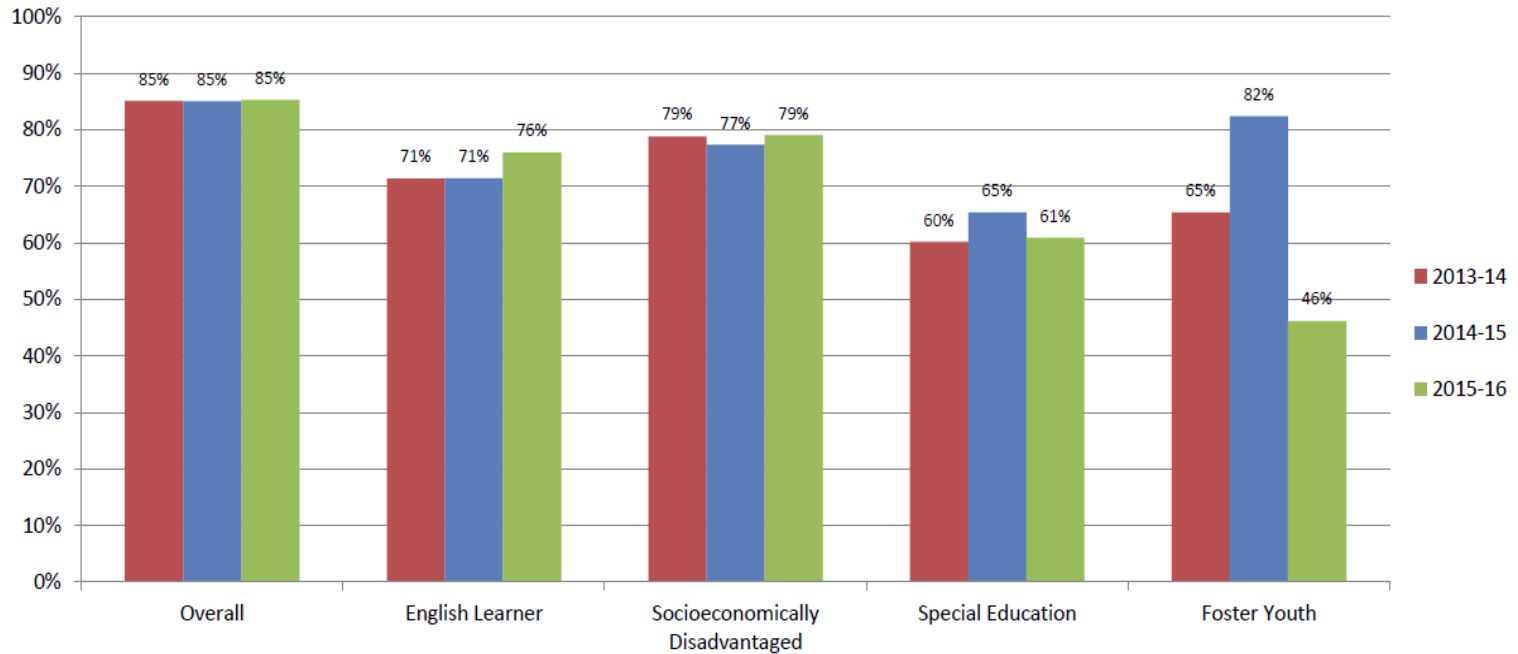




# Data Indicators

State Priority	State Indicator	Local Indicator
#1 Basic		Basic conditions- Williams
#2 State standards		Implementation of standards
#3 Parental involvement		Parent engagement
#4 Pupil Achievement	Academic & EL progress	
#5 Pupil Engagement	Chronic absenteeism & Grad rate	
#6 School Climate	Suspension rate	Local climate survey
#7 College/ Career	College/ Career	
#8 College/ Career	College/ Career	

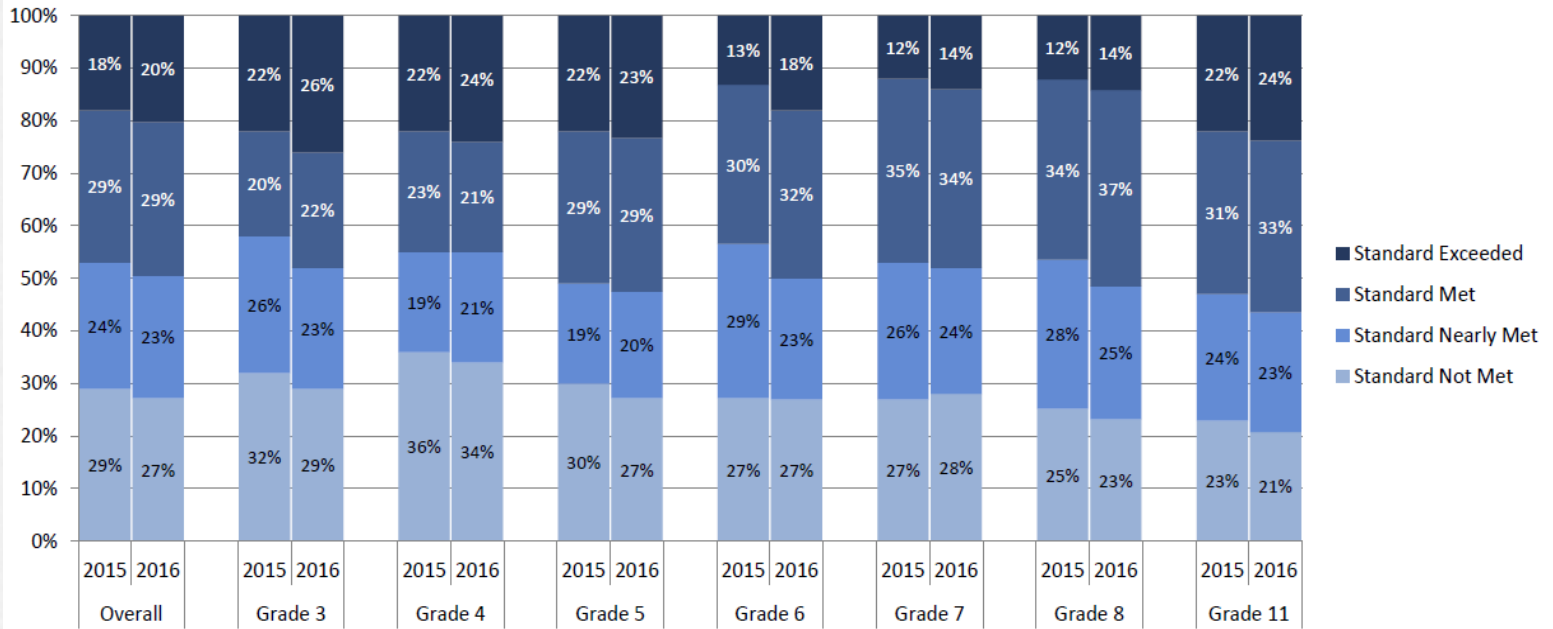
# Graduate Rate by Program: 3-Year Trend



Student Group	Total Number of Cohort Students		
	2013-14	2014-15	2015-16
Overall	2,131	2,228	2,060
English Learner	395	437	462
Socioeconomically Disadvantaged	1,069	1,096	1,088
Special Education	271	286	294
Foster Youth	26*	17	26

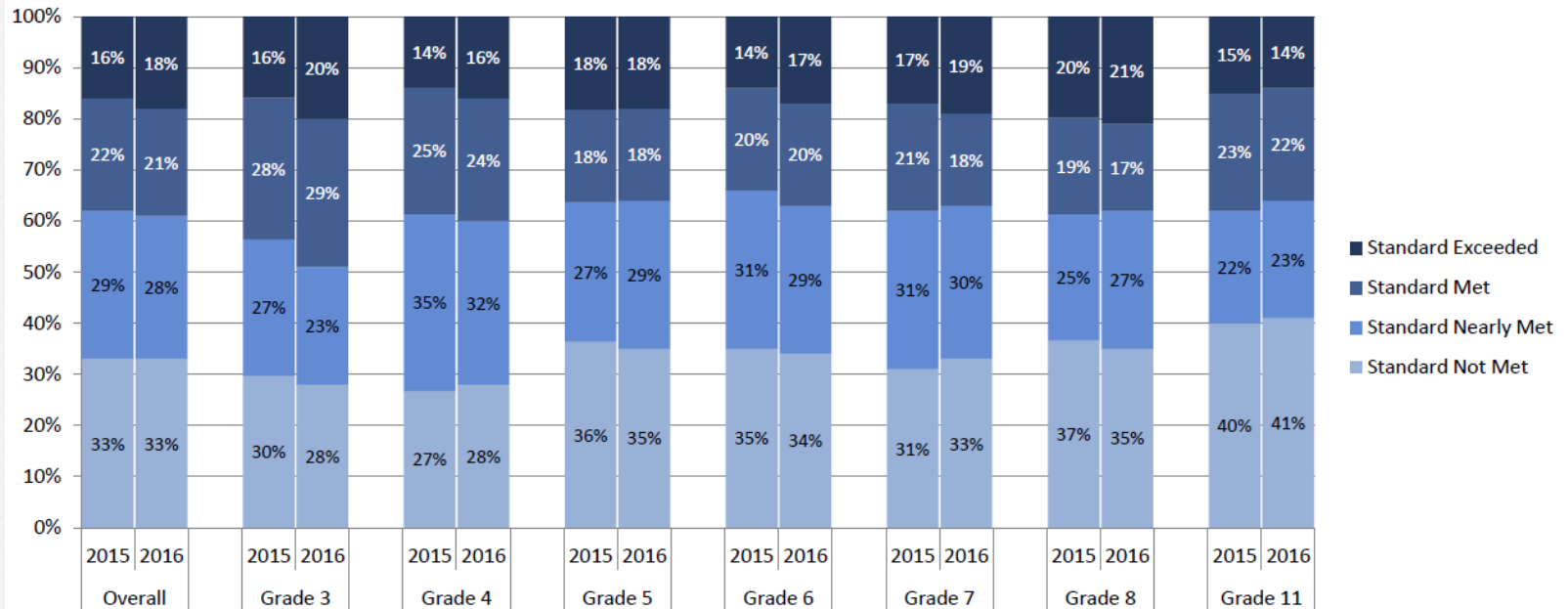


# CAASPP Results ELA by Grade



Student Grade	Percentile Change Standard Met or Exceeded	# of Students with Scores	
		2015	2016
Overall	+2%	16,628	16,879
Grade 3	+6%	2,669	2,530
Grade 4	0%	2,510	2,680
Grade 5	+1%	2,526	2,502
Grade 6	+7%	2,414	2,461
Grade 7	+1%	2,433	2,434
Grade 8	+5%	2,406	2,450
Grade 11	+4%	1,670	1,822

# CAASPP Results Math by Grade



Student Grade	Percentile Change Standard Met or Exceeded	# of Students with Scores	
		2015	2016
Overall	+1%	16,612	16,882
Grade 3	+5%	2,660	2,533
Grade 4	+1%	2,515	2,679
Grade 5	0%	2,528	2,499
Grade 6	+3%	2,426	2,466
Grade 7	-1%	2,448	2,444
Grade 8	-1%	2,407	2,455
Grade 11	-2%	1,628	1,806



# State Indicators: Highlights

- Drop out rate *decreased* by 2% from 11% to 9%.
- Reclassification of English learners *increased* 2% from 10% to 12%
- Chronic absence *decreased* 1% from 10% to 9%.

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# Local Indicators

- o 65% of students passed Algebra with a C or better- an increase of 18% 2015-16
- o 80% of the elementary and 52% of the secondary students on the California Healthy Kids Survey agreed with the statement, "I feel like I am part of this school." 2015-16
- o 86% 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." 2016-17
- o Increased site representation at Parent Advisory Meetings and District English Learner Advisory Meetings during the 2016-17 school year.



# Areas in need of Attention

- o Mathematics
- o English language arts
- o Foundational skills at early grades
- o Support for students with exceptional needs
- o Access to A-G courses
- o Follow up with non-attenders





# Stakeholder Feedback

## 2016-17

- ❖ **School Site Council & ELAC Meetings**  
January through May 2017
- ❖ **Community Meetings (*Speaker Series*)**  
November 2, December 8, January 18, February 1,  
February 22, March 9
- ❖ **LCAP Stakeholder Meetings**  
February 7, March 9, April 11
- ❖ **Student Focus Groups**  
January through March
- ❖ **Advisory Committee Meetings**  
CAC May 2, PAC May 17, DELAC May 25



Revisions to  
2017-18  
Local Control  
Accountability  
Plan





# Goal 1: College & Career

- o Establishment of priority standards
- o Targeted support in mathematics
- o Added enrichment programs- NGSS in the Garden, Classroom Champions
- o Three North Concord elementary schools become district magnets
- o Introduce AVID to elementary sites
- o Pilot International Baccalaureate (IB) at middle & high school level
- o Expand dual enrollment classes



# Goal 2: Professional Learning

- o Training on priority standards, proficiency scales, and data analysis to inform instruction
- o Additional training on restorative practices, culturally responsive learning environments, and PBIS
- o Continue to expand coaching support through coaching of teachers in grade level teams and Professional Learning Communities





# Goal 2: Professional Learning

- o Expand “Tech Slam” days to the high school level
- o Expand aspiring administrator program
- o Provide additional training on integrated English language development for secondary math and science teachers
- o Expand training opportunities for classified staff, instructional assistants, special education assistants, etc.



# Goal 3: Community Engagement

- o Continue to actively recruit parents to participate on advisory committees
- o Work with sites to expand number of community liaisons
- o Additional Speaker Series & Parent Nights
- o Embed parent workshops in advisory committee meetings
- o Continue to focus on hiring bilingual employees in all positions and provide training for employees who would like to increase second language skills

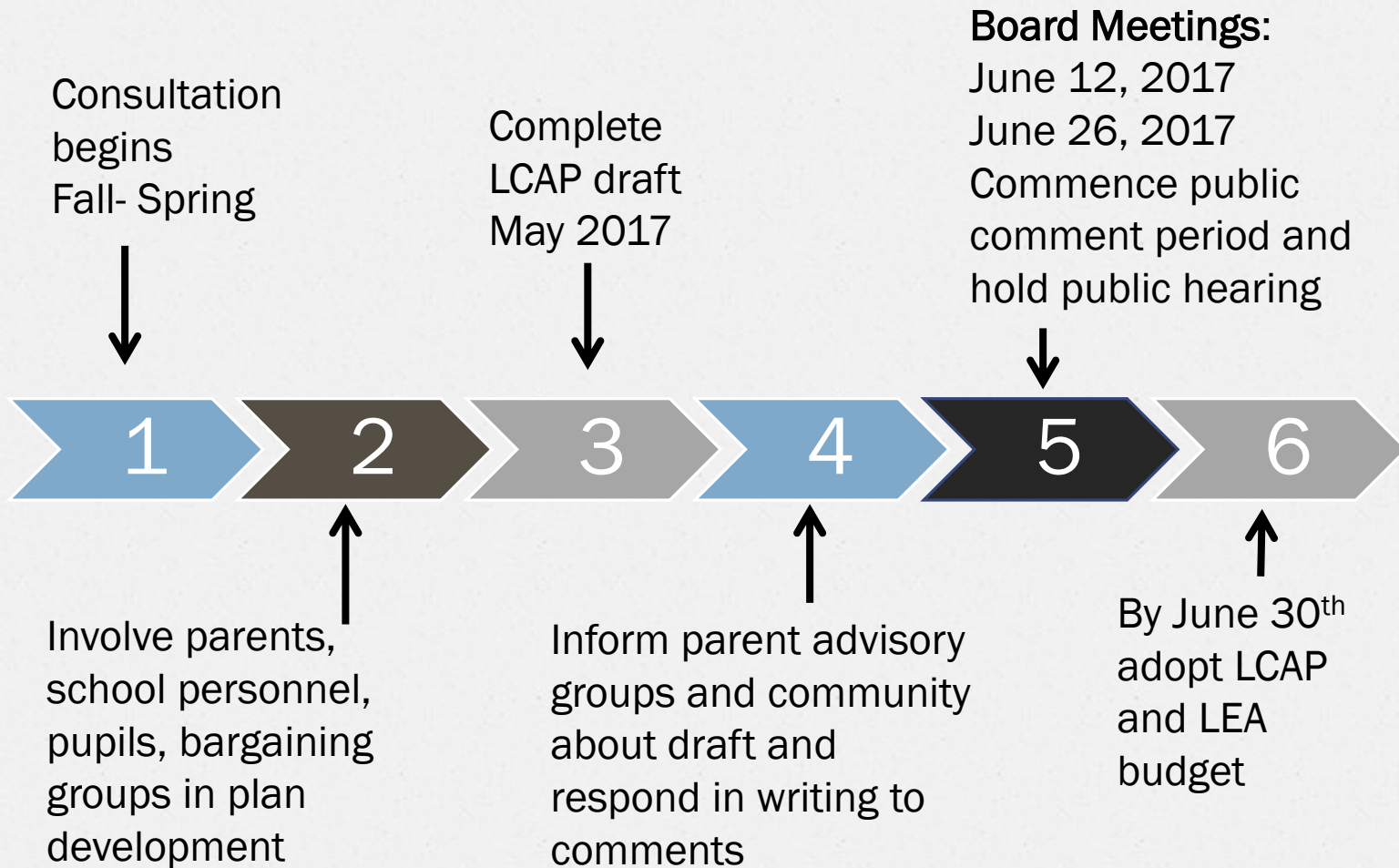




# LCAP Budget Summary

Program	2016-17 Estimated Actuals	2017-18 Budgeted	2018-19 Budgeted	2019-20 Budgeted
LCFF Base	\$217,867,755	\$203,028,824	\$209,596,919	\$214,729,849
LCFF Supplemental	\$18,727,408	\$35,667,129	\$36,132,626	\$37,216,306
IDEA	\$608,096	0	0	0
Lottery (Prop. 20)	\$1,529,356	\$1,421,331	\$1,463,971	\$1,507,890
Title I	\$486,152	\$567,393	\$584,414	\$601,948
Title II	\$777,108	\$839,129	\$864,301	\$890,231
Title III	\$760,251	\$673,271	\$693,469	\$714,274

# TIMELINE FOR LCAP ADOPTION





# Feedback & Input

**Mt. Diablo Unified School District**

Home Board of Education Departments Parents and Community Staff Search Go

## Parent Portal

### GENERAL NEWS

- Age Appropriate Placement 2016-17
- Age Appropriate Placement 2017-18
- MDUSD Graduate Profile (English) (Spanish)
- California Assessment of Student Performance and Progress (Parents)
- Parent Notification for Program Improvement
- Middle College Program
- Immunization update regarding Senate Bill 277
- Immunization Requirements TK -K
- Immunization Requirements Age 7-18
- Authorization to Administer Medication (English) (Spanish)
- Local Resources and Information
- Transfers 2017-2018
- School Board Decision for Students who Reside in the Diablo View/Pine Hollow Attendance Area

### TEACHING & LEARNING

- Parent Portal
- Calendars
- College Now Program
- Community Portal
- Donations
- Flyer Approval and Distribution
- Forms Library
- Get Involved
- High School Drivers Education Online Course
- LCAP
- Measure C
- Middle School Sports
- Permits
- Reports & Plans
- Schools

### Quick Links

- After School Programs
- Calendars
- Civil Permits Login
- Community Resources
- Enroll Now
- Forms Library
- Foster Youth Services
- Homeless Outreach Program for Education HOPE
- HomeLink Parent Portal
- Menus
- Transfers
- Transportation
- Volunteer Instructions

### Community Liaison

Isabel Lara  
(925) 682-8000, x4035  
or (925) 207-4656  
lara@mdusd.org

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# Questions

## WHAT WE LOVE ABOUT MT. DIABLO USD

ARTS INTEGRATION · INNOVATION · DIVERSITY

COLLABORATION

 CODING & ROBOTICS IN ALL OUR SCHOOLS

 BILINGUAL PROGRAMS

 SCHOOL COUNSELORS & SUPPORT STAFF

 TEACHER VOICE IS LISTENED TO & APPRECIATED



 AFTER SCHOOL PROGRAMS

 DIVERSITY THROUGHOUT MDUSD

 OUR FOCUS ON STEM, INNOVATION & PROFESSIONAL DEVELOPMENT

 TREMENDOUS SUPPORTS IN PLACE FOR ALL STAFF

INNOVATION · DIVERSITY · COLLABORATION

CODING · ARTS INTEGRATION · BILINGUAL · ROBOTICS @woodard\_julie

 CULTURE OF YES!

 AMAZING KIDS THAT INSPIRE US DAILY

 EMPHASIS ON ARTS INTEGRATION



#MDUSD @MtDiabloUSD