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Murrieta Valley USD

Local Control and Accountability Plan

2018/2019



Board Approved June 21, 2018

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary The Story

Describe the students and community and how the LEA serves them.

Murrieta Valley Unified School District educates 22,825 students from Preschool through Adult Transition Program with an excellent, comprehensive academic program. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs and nationally recognized student activities programs. The student-centered educational program emphasizes a commitment to the academic success of each and every student. MVUSD is one of the highest performing districts in Riverside County with eleven California Distinguished Schools. Recently, Murrieta Valley Unified has been recognized as a California Exemplary School District by the State of California. Highly qualified teachers and staff provide a world-class education that integrates academic/career skills to prepare students for the challenges and opportunities of a competitive global society.

Schools

11 TK-5 Elementary Schools

4 6-8 Middle Schools

3 Comprehensive High Schools

1 Alternative Education Campus

The district also offers adult community education, Adult-Transition, early childhood education, child care and a parent center.

Students

The student population is diverse, representing more than 8 ethnic groups and 39 languages and dialects. There are eight Title 1 schools in the district. 6% of the students are English Learners and 33% qualify for free or reduced lunches. About 87.8% of 2017 graduates planned to pursue higher education at colleges and universities across the state and nation.

Ethnic/Racial Distribution

American Indian or Alaska Native .3%

Asian 4.2%

Pacific Islander .7%

Filipino 3.5%

Hispanic or Latino 36.8%

African American 5.2%

White (not Hispanic) 41.4%

Multiple or No Response 7.9%

The 2013-2014 California State Budget introduced a new methodology in the funding of public education with the Local Control Funding Formula (LCFF). The Local Control Funding Formula represents the largest adaptation to funding K-12 public education in California in many years. The LCFF Supplemental allocation is a per pupil allowance based on a District's English Learner, Foster/Homeless Youth and low income demographic. To these student populations, we have added African-American, Hispanic-Latino and Native American based upon data indicators that point to the urgency to accelerate the achievement of these groups. More recently, our data indicates that we include a focused attention on our Students with Disabilities (SWD).

Along with the newly adopted and implemented California State Standards, more than ever before we are to ensure the learning of all students at each grade level K-12. In order to meet this challenge, we have adopted new curriculum and supplemental materials; designed and developed and implemented units of study; written and administered local formative/summative assessments; integrated and expanded instructional technology for both teacher and student use; and provided robust professional learning to increase the effectiveness of our instruction. Raising expectations for all students is intended to better prepare students to succeed in pursuit of the post-secondary path of their choosing. Equally important to ensure our practices are equitable in access to effective programs and services targeted to meet the needs of our most at-risk student groups.

The Local Control and Accountability Plan (LCAP) is our blueprint to meet the eight state priorities and the local needs of our students. To this end, we have written four (4) goal areas to address student learning and achievement, student intervention/prevention/acceleration, professional learning and school community engagement. It must be noted, that while our LCAP includes many of the programs, actions and services offered to our students, it is not a comprehensive view of all programs and services present in our district. The School Site Single Plan for Student Achievement, aligned to the LCAP goals, outlines additional efforts that focus on the learning outcomes of all students. The Murrieta Valley Unified School District uses the LCAP to attend specifically upon highest need students and outlines those actions/services/programs designed to meet their learning needs. These efforts are primarily made possible with the increased allocation of supplemental LCFF funding, although other funding sources are necessary to support the entirety of the plan including Title I, Title II, Title III and CTE related grants.

Actions, programs and services include, but are not limited to:

*AVID *After-school Enrichment Programs * Arts-Focused Elementary and Middle School * Career Technical Education * Credit Recovery Opportunities *Elementary Intervention Teachers*English Language Development *Intervention Programs: Read 180, Imagine Math, Imagine Learning, iRead *Professional Learning and Development * Special Education * Summer School Elementary and 9-12 * Vocal and Instrumental Music for Elementary - High School

LCAP Goal 1: Student Achievement. Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

LCAP Goal 2: Prevention/Intervention/Acceleration. Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student required and desired areas of study.

LCAP Goal 3: Professional Learning and Development. Recruit and retain a diverse and highly qualified teaching staff and support staff to promote the implementation of best practices.

LCAP Goal 4: Engagement. With a focus on the whole child, ensure all school sites have safe, welcoming, inspiring and inclusive climates for all students and their families, so that students are behaviorally and academically engaged in school and ready to learn.

Finally, we have made a concerted effort to authentically engage our stakeholders, particularly our teacher, student, parent and community groups. Through such advisory councils as Local Control and Accountability Plan Council, Student LCAP Advisory Councils, District English Learner Advisory Council, African-American Parent Advisory Council, Latino Parent Advisory Council and Teachers Breakout Advisory, we routinely engage the varied voices in our district to hear of their needs, ideas, and perceptions as it relates to our school district's service to them. From this engagement, many adjustments and/or additions have been made to and through the LCAP. One example is the offering of before, after-school and Saturday tutorial and extended learning opportunities for students. Another example is the focus on Cultural Proficiency for all school district employees. Through our varied parent groups, we heard loud and clear the need for activities that provide opportunities to learn about one's own, and others' cultures and the school's culture in authentic ways while helping participants make specific application to teaching and student learning and success.

LCAP Highlights

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

DISTRICT-WIDE

2018 California Exemplary District for Riverside County - Murrieta Valley Unified is the only district in Riverside County chosen to be a 2018 California Exemplary District. Only 22 districts across the state were designated as 2018 Exemplary Districts out of over 1,000 school districts!

California Distinguished Schools: Buchanan Elementary, Alta Murrieta Elementary School and E. Hale Curran Elementary School - Alta, Curran, and Buchanan were all eligible and received the California Distinguished School Award, the state's top honor for public schools. MVUSD had the most schools in the county qualify and one of the highest percentages of schools qualifying in the state!

Riverside County Support Person of the Year - Sue Hall was selected as the 2018 Riverside County Site Support Employee of the Year. Sue's 35 years in education, and 11 with the district, have included roles as an induction coordinator, academic coach, and teaching mentor. In her current position, she has helped develop a teacher induction program for special education teachers—described as “therapy” for special education teachers.” She creates literacy and math intervention trainings and provides support for new teachers.

Riverside County Counselor of the Year - Jodi Spoon-Sadlon, the 2018 Riverside County School Counselor of the Year. Spoon-Sadlon serves as an elementary counselor at Tovashal and Lisa J. Mails Elementary Schools. Beyond her exceptional one-on-one communication skills with students, Jodi was praised for her school-wide impact that includes classroom presentations on social-emotional learning, anti-bullying, and empathy.

Advanced Placement program enrollment has increased district-wide by 5.6% due to the focus on providing all students with access to advanced courses. In addition, there has been a greater focus on ensuring our student groups have greater access to advanced coursework. As a result of these efforts, the Socioeconomically Disadvantaged AP enrollment increased by 6.7%, English Learner increased by 5%, African American increased by 4.4%, Hispanic increased by 7%, Students with Disabilities increased by 1.6% and Foster increased by 1%. There will continue to be a focus on providing increased access to advanced coursework to include students being provided the scaffolding and supports to promote success in those courses that will lead to students taking the AP exams.

Career Technical Education (CTE) program in the District achieved completion of writing and approval of several three-course sequence pathways to be offered at all comprehensive high schools and the alternative school site. CTE pathways offered industry certifications for students in the areas of Adobe and Autodesk. Seniors attended the Career and College Workshop that offered sessions from a variety of businesses and colleges including healthcare, hospitality, construction, and public safety. Additionally, a Career Technical Education Complex is under construction at Vista Murrieta High School scheduled to be opened in the fall of 2018. This complex will house JROTC, Robotics, Engineering, Health Services and Audio Engineering programs. We continue to hold the

Annual Career Technology Education Expo along with workshops for senior students held during the day. Finally, the first Career Technical Education "Annual Awards Night" was held. The CTE Advisory Council met twice during the school year to provide input for programs and funding.

The District Induction Program provided support for new teachers. This included one-on-one mentoring, development of an Individual Learning Plan and Capstone Project that supported a long-term analysis of their teaching practice. Focus was on effectively teaching the full range of learners in the classroom, including English Learners, students with disabilities, and other special needs students, and access to a menu of professional development options, including Elements of Effective Instruction workshops. Support for PAR, interns, TPSL, and non-induction new teachers was also provided through these resources.

To ensure all teachers had opportunities to continue develop in the use of research-based strategies, Elements of Effective Instruction (EOEI) was provided both onsite and online. Three additional online modules were added this year. EOEI modules have also been integrated into an online, self-pace gamified professional learning environment called Alludo, which provides additional access for teachers to develop these skills and strategies.

Stakeholder Engagement through Parent Advisory Councils: MVUSD has made extensive efforts to further engage parent stakeholders. The Action Team Partnership (ATP) model training continued this year for the District Action Team Partnership Council and lead members of the African American Parent Advisory Council (AAPAC) and the Latino Parent Advisory Council (LPAC). All participants received training through the RCOE ATP program. There were regular meetings for all parent advisory councils and planning of two district-wide parent engagement events. These advisories provided input that resulted in the planning and implementation of two district-wide parent engagement events. The first event, Celebrating Families, hosted by the LPAC was an amazing event that included a variety of performances and dinner drawing over 300 attendees. The second event, Step Up to Success, hosted by AAPAC and LPAC was a Saturday event that provided a menu of elementary, secondary and social emotional sessions for parents. The event was very well planned, but had limited number of attendees. Many students from all high schools assisted with the event including providing games and activities for younger children.

There were regular meetings with District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC) to encourage parent and student input for programs and related actions and services focused on student learning.

There were regular meetings with the LCAP Advisory Council to review district data, LCAP and related actions and services. LCAP Advisory parents assisted with the development of this year's Annual Parent Stakeholder Survey, provided input for the LCAP and all related actions and services.

There were regular high school student meetings with their LCAP Student Advisory Councils. Students assisted in the planning and implementation of the two district-wide parent engagement events and our district student stakeholder survey, provided input for the LCAP and all related actions and services. Their input also led to additional CTE options including a CTE focus at MCA and all comprehensive high schools expanding CTE pathways to include the 3-course sequence and industry certifications. As the result of

the extensive efforts in parent and student engagement, MVUSD was the only district in Riverside County to be recognized as the 2018 California Exemplary District.

Equity Initiative: Core Group of Stakeholders trained over five (5) days this school year using the Cultural Proficiency model program through Generation Ready. These professionals made up of teachers, counselors, administrators, mental health providers and classified employees will provide the entire district at-large with support as we ensure equitable practices are embedded in all that we do. The recommendation is to use these trained professionals to assist school sites with their equitable practice efforts.

ELEMENTARY

Elementary teachers began implementation of the new ELA/ELD curricula: Wonders (K-1) and Benchmark (2 – 5). Teachers were provided with training from the publishers, as well as on-site coaching from the literacy TOSA. Additionally, they received days for grade level collaboration and planning.

Third Grade teachers took part in yearlong support and coaching for math instruction. Our Elementary Math Instructional Coach led this effort, meeting with teams three times throughout the school year and twice as a full group. The focus of this effort was understanding and implementing the math content standards, as well as the standards of mathematical practice. It also included a pilot of a new math diagnostic tool, which will be purchased for all 2 – 5 students next school year.

All teachers focused on the implementation of Number Talks and Authentic Problem Solving as part of enhancing math instruction for all students.

The Imagine Learning program was expanded to provide support to all CELDT level 1, 2, and 3 students. An Elementary English Learner Focus Group was developed to promote conversations across the district about instruction for English Learners. Beginning instructional recommendations were made for sites, and the team will continue to meet into next school year in order to move this initiative further. Additionally, we have begun using the Ellevation program in order to more effectively progress monitor, as well as the Instructional Strategies component of the program in order to support teachers' differentiated instruction for EL's.

Several schools implemented the Read 180 Universal program as a pilot for all sites. They found the program offered a more rigorous format and enabled them to use the program as a true supplemental intervention. This led to plans to implement Universal at all schools in 2018 - 2019 in order to more effectively support struggling readers. This has led to conversations about the role of intervention and core instruction.

Three of our elementary schools, Alta Murrieta, Buchanan, and E. Hale Curran, were chosen as Distinguished Schools by the state, due to their efforts and accomplishments in closing the achievement gap for all student groups.

SECONDARY

Murrieta Mesa High School and Warm Springs Middle School were named AVID Sites of Distinction. Warm Springs Middle School is preparing for AVID Demonstration status.

MVUSD CTE programs have implemented and promoted the three-course sequence for Career Technical Education pathways and their related courses that has led to increased student enrollment in the pathways. CTE hosted a senior career/college workshop for approximately 400 students that provided sessions from area businesses in the fields of healthcare, construction, manufacturing, public safety, welding, public services and hospitality. MVUSD, City of Murrieta and the Murrieta Chamber of Commerce hosted the Annual Community Career and Tech Expo that highlighted elementary, middle and high school CTE related programs, local businesses and colleges in order to provide exposure for our students to possible career options. MVUSD will be hosting its first annual CTE Awards Night to recognize seniors who have completed a CTE pathway with a pin for graduation.

MVUSD has developed district-wide common ELA and math performance tasks and benchmark assessments. This has contributed to creation of common rubrics and district-wide scoring sessions that enhanced the understanding of the standards. These scoring sessions, with a focus on the standards, have led to the development of 8th, 9th and 10th grade projects that are vertically aligned and conclude with the Senior Culminating Project and presentation that is a graduation requirement. These grade level projects are authentic, student created, incorporate the ELA standards and prepare students for career and college.

MVUSD is continuing to hold regular middle/high school collaborative meetings to discuss grading and grading practices. The teachers are examining their practices, doing book studies, attending trainings hosted by Tom Schimmer and Rick Wormeli, and some of the teachers are experimenting with standards-based grading practices. These teachers are sharing their experiences with the entire collaborative and with their school site staff. In addition, MVUSD is teaming up with the RCOE Collaborative to form a separate group focused on grading practices and standards-based grading. This group involves teachers, administrator, county office staff, and college staff from admissions and teacher preparation programs. Grading is a deeply rooted educational practice that will take years of collaboration, research and planning to transform traditional grading practices.

STUDENT SUPPORT SERVICES

The Foster Youth/Homeless Liaison position grew from 45% to 100% and a Guidance Technician position was added to better track and support these populations of students. Relationships with local group homes and outside agencies have developed to improve collaboration to support student success.

There were 235 students who qualified for McKinney Vento this year, showing a significant growth over the past two years. Additionally, McKinney Vento trainings for staff are on-going to ensure homeless students have access to community and school supports.

SPECIAL EDUCATION

Many special education students present with academic, social, and behavioral challenges. Among special education students, students with severe disabilities and behavioral disorders have the most difficulty socializing with others and building connections with their community. Due to this identified need, the district increased its efforts in engaging students and their families in building relationships and establishing community connections.

As a result of these efforts, over 300 families attended the annual Social-Emotional Fair & the Transition Fair and connected with over twenty community resources. Over 450 special education students with severe disabilities participated in the Special Olympics. In addition, the district piloted the Circle of Friends program meant to build positive relationships between students with disabilities and their non-disabled peers. Alta Murrieta Elementary School, Antelope Hills Elementary School, Warm Springs Middle School, Shivela Middle School, and Vista Murrieta High School participated in the pilot. Approximately 30 general and special education students from each site participated in the pilot.

The district will evaluate the effectiveness of the program and made decisions regarding the continuation of the pilot. The increase in parent participation in training has experienced a tremendous increase of 81 parents in 2015-16 to 316 parents in 2017-18.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

DISTRICT-WIDE



ENGLISH LANGUAGE ARTS (3-8)

The CDE categorizes MVUSD's performance on 3-8 English Language Arts Assessment as High, with the District's students scoring 15.3 points above Level 3 (i.e., Standard Met) on the ELA component of the 2017 California Assessment of Student Performance and Progress. This represents an increase of 0.1 points (maintained) over the previous academic year.

African American student group score low (9.4 points below Level 3) on the English Language Arts Assessment, however this represents an increase of +3.9 points.

Foster Youth student group score low (23.8 points below Level 3) on the English Language Arts Assessment, however this represents a significant increase of +16.8 points.

Pacific Islander student group score medium (1.6 points above Level 3) on the English Language Arts Assessment, this represents an increase of +6.7 points.



MATHEMATICS (3-8)

The CDE classifies MVUSD's performance on 3-8 Math Assessment as Medium, with the District's students scoring 3.8 points below Level 3 (i.e., Standard Met) on the Math component of the 2017 California Assessment of Student Performance and Progress. This represents an increase of +3.8 points over the previous academic year.

Foster Youth student group score low (49.3 points below Level 3) on the Math Assessment, however this represents an increase of +14.1 points.

SED student group score low (31.5 points below Level 3) on the Math Assessment however, this represents an increase of +3.9 points.

African American student group score low (39.4 points below Level 3) on the Math Assessment however, this represents an increase of +7.4 points.

Hispanic student group score medium (22.8 points below Level 3) on the Math Assessment however, this represents an increase of +3.7 points

Pacific Islander student group score medium (13.8 points below Level 3) on the Math Assessment however, this represents an increase of +12.4 points.



SUSPENSION RATE (K-12)

The CDE classifies the suspension rate at MVUSD during the 2016-17 academic year as Low, (1.4 percent of students suspended). MVUSD experienced a 0.3% decline in the overall suspension rate over the previous academic year, indicating that the District is making progress in this area.

Suspension rate for Foster Youth declined significantly by 5.5%.

Suspension rate for socioeconomically disadvantaged students continues to decline another 0.3% decline from the previous academic year.

Suspension rate for students with disabilities declined another 1.6% from the previous academic continuing the positive trajectory.

Suspension rate for African American students declined 0.3% from the previous academic year.

DISTRICT PLANS TO BUILD UPON SUCCESS

The district intends to continue its array of intervention and support for student populations who continue to lag behind their peers. These efforts continue to prove to bring about the desired outcomes as evidenced by growth in the academic areas and decline in suspension and chronic absenteeism. As planned, the District instituted an initiative to foster personal growth in cultural proficiency. Research shows that improvement in this regard has a direct impact on student learning outcomes. Additionally, several school teams and district leaders participated in Restorative Practice professional development.

Below are specific areas of progress and strategies to maintain and build upon these successes:

ELEMENTARY

CAASPP scores at the elementary level indicate a pattern of overall growth in math. Third grade achievement grew from 54% proficient or advanced to 56%. Fourth grade from 48% proficient or advanced to 51%. Fifth grade from 43% proficient or advanced to 48%.

Reading Inventory scores indicate growth from 71.3% at or above grade level to 72.4%. Growth was also observed for students who are Socioeconomically Disadvantaged (60% - 63.7%), African American students (62% - 64.9%), and Students with Disabilities (35 - 38.4%).

Math Inventory scores indicate growth from 46% at or above grade level to 50%. Growth was also observed for students who are Socioeconomically Disadvantaged (33% - 39%), African American students (26% - 31%), and Hispanic students (37% - 41%).

Implementation of our new ELA Curricula has been strong. Teachers have appreciated the on-site coaching in particular, as it enables them to receive professional development geared to their needs. The collaboration days were also essential for giving them the time to delve deeper into the materials and resources. Because of the new curricula, teachers are being pushed to more effectively implement the new standards.

The focus on English Learners has continued to develop at the elementary level. Administrators have had ongoing training in support and data for English Learners. Our English Learner Focus Group has taken the discussions to action and provided next steps for our sites in moving towards more effective support for English Learners. Their work has led to discussions regarding professional development needs for teachers and planning in advance to most effectively support EL's.

Number Talks became a regular part of classroom practice across the district. The focus on this strategy brought greater understanding of number fluency and mathematical practices.

SECONDARY

AVID participation at Murrieta Mesa High School and Warm Springs Middle School remained consistent this year with a 7% growth for SED students. In addition, there was an overall 1% growth in AVID at the remainder of the secondary sites.

CTE Pathway participation increased from 845 to 1555 students. CTE pathways have been expanded at the comprehensive high schools. A Senior Career and College Workshop was a success with 400 seniors in attendance and over 30 businesses represented. The annual Community Career and Tech Expo was a success with many businesses and schools demonstrating their products. Lastly, MVUSD is hosting its first annual CTE Awards Night to recognize seniors who have completed a CTE pathway.

There has been a greater focus on providing instruction and support for English Learners. There are designated classes for English Learner instruction and support during the school day at both the middle and high school levels. All core teachers with the exception of math (will receive training next year) have attended professional development provided through RCOE in the ELD standards and strategies for supporting English Learners.

MVUSD administered district-wide secondary ELA and math benchmark and performance task assessments. All secondary ELA and math teachers participated in grading sessions for the performance tasks.

MVUSD has implemented district-wide grade level projects in grades 8, 9 and 10 that lead to the Junior Reflective Essay and Senior Culminating Project that are district graduation requirements which promote college/career awareness and self-reflection.

Teachers are continuing to meet in collaboratives to discuss grading practices. Many teachers in both middle and high school are beginning to utilize standards-focused grading strategies and some are piloting the Aeries standards gradebook. The district middle and high school D/F rates have remained consistent which is contributing to the discussions of standards-based grading so the focus is on student learning.

STUDENT SUPPORT SERVICES

There have been over 35 AB216/1806 qualifications including eight seniors who are on track to graduate this year.

Nine families have been housed through case management and community agency collaboration.

High School Foster youth have attended college/career field trips to Ben Clark Training Facility, March Air Reserve, RCC, and Moreno Valley City College.

MVUSD engaged parents and students in a variety of advisory councils including LCAP, ATP, AAPAC, LPAC, DELAC and SEPAC. There were at least four meetings held during the year for these advisories. From parent input, two MVUSD events were held, Celebrating Families and Step Up to Success. There were regular high school student meetings with their LCAP Student Advisory Councils to provide input for the LCAP and all related actions and services. From these meetings with student Stakeholders, enhancements to our CTE course offerings were made.

SPECIAL EDUCATION

Participation in statewide assessments has significantly improved for students with disabilities. In ELA the participation rate increased from 93.4% to 94.9%. While the participation target is not met, training for assessment coordinators, special education case managers, and structured collaboration introduced in 2017-18 is intended to improve the participation rate.

The participation of special education teachers in professional development activities pertaining to improvement of instruction and student outcomes in core subjects ELA and Math resulted in an increase of student performance. Despite statewide assessment performance in both ELA and Math remaining to be an area of need, the SWD made significant improvement in both subjects.

- The percent of students performing at levels 3 or 4 has almost doubled, i.e. increased in 2016-17 from 13.9% to 24.6%.
- The increase in math performance in 2016-17 from 12.74% to 18.9% of students performing at levels 3 and 4 allowed the district to meet the CDE-set Annual Performance measures math performance target to be met.

The responses of parents sharing whether they feel that the district involves them in the development of their child's educational program has increased in the past two years from 91% to 99.9 %.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

ENGLISH LEARNER PROGRESS (K-12)



English learners progress scores High at 77% with an increase of +2.6%. (Green)

English Learners continue to perform well below level 3 on both the ELA (Low 21.9 points below level 3 - Maintained) and Math (Low 39.7 points below level 3 - growth of 2 points). (Orange)

English Learner graduation rate is high at 90.4%, but declined 4.4%. (Yellow)

STUDENTS WITH DISABILITIES



SWD student group continue to perform well below Level 3, however this group maintained performance on both the ELA (Low 55.4 points below level 3 - Maintained) and Math (Low 80.4 points below level 3 - growth of 2.6 points). (Orange)

SWD graduation rate is Low at 81.5% and declined 4.7%. (Orange)

AFRICAN-AMERICAN STUDENT GROUP



African-American student group score Low (9.4 points below level 3) on the English Language Arts Assessment, although continues to increase this year by +3.9 points. (Yellow)

African-American student group score Low (39.4 points below level 3) on the Math Assessment, although continues to increase this year by +7.4 points. (Yellow)

African American student group graduation is high at 94.3%, but declined 1.3%. (Yellow)

HISPANIC/LATINO STUDENT GROUP



Hispanic/Latino student group scored Medium (1 points below level 3) on the ELA Assessment and maintained from the previous year with a decline of .2 points. (Yellow)

FOSTER YOUTH AND HOMELESS



Foster Youth student group continues to show great needs in both ELA and Math. However, there has been recent growth. Foster Youth students scored Low on ELA at 23.8 points below level 3 with an increase of 16.8 points and on the Math Assessment they scored Low at 49.3 points below level 3 with an increase of 14.1 points. (Yellow)

Homeless Youth student group has a Low suspension rate at 1.1%, but increased by 1.1%. (Yellow)

SOCIOECONOMICALLY DISADVANTAGED



Socioeconomically Disadvantaged student group scored Low on ELA (Low 11.5 points below level 3 and maintained with growth of .4 points). (Orange)

Socioeconomically Disadvantaged student group scored Low on Math (31.5 points below level 3 with an increase of 3.9 points). (Yellow)

TWO OR MORE RACES



Two or More Races student group has a high graduation rate of 94.5%, but declined 2.6%. (Yellow)

Two or More Races student group scored Medium on Math .5 points below level 3 and declined 3.8 points. (Yellow)

ASIAN



Asian student group has a high graduation rate of 93.8%, but declined 4.1%. This was a result of Chinese exchanged students being coded incorrectly when they left the United States at the end of the school year. (Yellow)

AMERICAN INDIAN



American Indian students have a Medium suspension rate of 4.1% which maintained from the previous year with an increase of .2%. (Yellow)

DISTRICT STEPS TO ADDRESS NEEDS

The district intends to continue its array of intervention and support with an intense effort for those student populations who continue to lag behind their peers. These efforts prove to bring about the desired outcomes as evidenced by growth in the academic areas and decline in suspension and chronic absenteeism. We intend to continue professional development related to core academic instruction with a focus in mathematics as well as differentiation for all learners.

We will institute an initiative to foster all personnel's growth in cultural proficiency. Research shows that improvement in this regard has a direct impact on student learning outcomes. We intend to provide opportunities to learn about one's own, and others' cultures and the school's culture in authentic ways while helping participants make specific application to teaching and student learning and success. Parents and the community at-large will be engaged around the needs of these student groups.

Below are specific identified needs and actions planned to address these needs:

ENGLISH LEARNERS

Overall English Learners will be provided with increased services through more targeted support to impact achievement in English and math as well as graduation rate. Targeted support will include continuation of a 1/2 time district coordinator. Key efforts will include enhanced implementation of Imagine Learning for elementary and Cengage for secondary as well as additional supports for EL students through tutoring and bilingual instructional assistants at the high schools. Finally, we are in the early stages of implementing EL focus groups, Language Assessment Teams, and EL site teams which will all monitor and oversee programming and individual student achievement.

Professional development will include training for secondary math and elective teachers in the ELD standards and instructional strategies, as well as training for elementary teachers in integrated and designated instruction using the core curriculum. There will be English Learner instructional strategies taught to all district teachers throughout the year during staff meetings. There will also be continued training for administrators in developing and sustaining a successful EL program.

STUDENTS WITH DISABILITIES

Due to a continued need to support Students with Disabilities, there will be an audit to assess instructional and programmatic needs to improve professional development for special education and general education teachers. This audit will assess student access to academic interventions, student access to differentiated first instruction and teacher participation in core subject area training and make recommendations for improved services.

Other key focus areas will include training for special education teachers in core areas, instructional strategies and social emotional learning as well as training for regular education teachers in differentiation for all students. Additionally, there will be a focus on enhanced parent input and involvement in district training.

SOCIOECONOMICALLY DISADVANTAGED

Socioeconomically Disadvantaged students will be addressed through several areas. The first is through continued professional development for all staff in ELA and math. Specifically, this will include coaching for math, continued training in curriculum implementation including differentiated instruction, and training in NGSS instruction.

The second focus area will be providing foundational equity training for all principals and key district staff and parents. We will be providing sites with structured activities to promote equity discussions as well as implementing a second district-wide Cohort to be trained in equity and equitable practices. In addition, a large group of site and district leaders and parents will have the opportunity to attend the Excellence through Equity Conference. Finally, we are in progress of adding a half-time equity coordinator to support these initiatives.

The third focus area will be improving intervention services through updated programs and continued staff development to support struggling learners. There will be enhanced reading intervention through the transition to Read 180 Universal district-wide. We are also focusing on ensuring appropriate placement in core, supplemental and replacement intervention programs. Finally, efforts will continue to enhance the use of Imagine Math and differentiation/small group instruction to promote learning at the secondary level.

ELEMENTARY

Mathematics progress and instructional shifts – We are continuing to grow in this area, but need to maintain it as a priority. We will plan to evaluate the third grade math coaching and move this approach to another grade level next school year, based on its effectiveness. Feedback from teachers indicates that the ongoing support was worthwhile and enabled them to dig deeper into instructional shifts.

Student Group achievement gaps – Although we see growth for all students and at some sites significant growth is being observed for our student groups, this focus must continue to be in place. There still remain significant achievement gaps for many of our student groups, including English Learners and Students with Disabilities.

NGSS Instruction – With the number of competing initiatives, we want to ensure that NGSS does not get forgotten, especially with the CAASPP test officially in place in 2018 – 2019. We have had initial professional development in NGSS for our teachers, but there is a lot of training still needed in order to meet the expectations in this subject area.

English Learners – We are making strong strides in this area as we look at how to best meet the learning needs of this student group. It is important that English Learner instruction and professional development stays at the forefront in the coming year so that we can make progress in the achievement of these students.

Students with Disabilities – This student group continues to perform well below all other student groups on all measures. It is important that we develop a plan to provide professional development and more direction to our special education teachers as we move forward.

Professional Development is needed to support differentiation in the classroom. Small group instruction is more prevalent in the lower grade levels. Efforts need to be in place to support teachers in understanding how to run these with our new ELA Curriculum and how to scaffold learning for our struggling readers.

Continued effort needs to be in place to implement iRead consistently and effectively in the K – 2 classrooms. This is our universal prevention program that gives all students the same access to phonics instruction. Implementation rates need to be higher in future years.

SECONDARY

Mathematics Progress and Instructional Shifts: Middle school student CAASPP performance results maintained or showed slight improvement while high school CAASPP performance showed a decline. Teachers are beginning to fully understand the standards and make the instructional shifts (Standards for Mathematical Practice) to improve student learning.

English Learners, Socioeconomically Disadvantaged and Students with Disabilities: Overall student performance continues to be below standard in both math and ELA. Intervention efforts on a system-wide level will continue to be targeted for Socioeconomically Disadvantaged students. A major instructional audit will be implemented to provide a focus for the necessary supports for Students with Disabilities.

Effective Use of the Professional Learning Community Model: Using data to provide equity, drive instruction and to provide differentiation to meet the learning needs of students that needs to continue to be addressed.

Counseling Guidance: Initiatives and metrics that have been established must continue to be consistently implemented and an area of focus for all counselors at all secondary schools. The district A-G rates declined, and the focus needs to be on refining counseling practices in order to increase A-G rates and new College and Career Indicators.

English Learners – There have been strides made in this area with the designated EL classes, but there still needs to be a focus on how to best meet the learning needs of this student group. It is important that English Learner instruction and professional development stays at the forefront in the coming year so that we can make progress in the achievement of these students.

STUDENT SUPPORT SERVICES

Student Mental Health Needs manifested within the general student populations with such difficulties as anxiety, substance abuse, depression and lack of coping skills. A coordinator will be repurposed to focus on mental health services in order to identify and address mental health needs across the district.

District-wide attendance teams needed at school sites to follow-up notifications with SART meetings to support families. Reduce suppression of attendance notifications. Increase number of students moved to district SARB meeting.

Continue to enhance tracking and support for Foster Youth. Greater focus on tracking homeless youth and developing systems of support.

SPECIAL EDUCATION

As described above, special education students consistently lag behind their peers in all areas/metrics including graduation rate, suspension rate (Medium at 2.6% and declined 1.6%), and ELA and math performance. An audit of instructional services will address barriers to learning such as targeted professional development of special education and general education staff and student access to research based interventions and effectively differentiated first instruction.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

DISTRICT-WIDE

Performance gaps persist between identified student groups, particularly English Learners and SWD. African American and Hispanic/Latino groups show improvements, although performance gaps persist in both English and mathematics.

ELA

English Learners are Low 21.9 points below level 3 and maintained from the prior year. (Orange)
Foster Youth are Low 23.8 points below level 3 and increased significantly by 16.8 points from the prior year. (Yellow)
Socioeconomically Disadvantaged are Low 11.5 points below level 3 and maintained from the prior year. (Orange)
Students with Disabilities are Low 55.4 points below level 3 and maintained from the prior year. (Orange)
African American are Low 9.4 points below level 3 and increased 3.9 points from the prior year. (Yellow)
Hispanic are Medium 1 point below level 3 and maintained from the prior year. (Yellow)

MATH

English Learners are Low 39.7 points below level 3 and maintained from the prior year. (Orange)
Foster Youth are Low 49.3 points below level 3 and increased by 14.1 points from the prior year. (Yellow)
Socioeconomically Disadvantaged are Low 31.5 points below level 3 and increased 3.9 points from the prior year. (Yellow)
Students with Disabilities are Low 80.4 points below level 3 and maintained from the prior year. (Orange)
African American are Low 39.4 points below level 3 and increased 7.4 points from the prior year. (Yellow)
Two or More Races are Medium .5 points below level 3 and declined 3.8 points from the prior year. (Yellow)

GRADUATION RATE

English Learners are high at 90.4% and declined by 4.4% from the prior year. (Yellow)
Students with Disabilities are Low at 81.5% and declined by 4.7% from the prior year. (Orange)
African American are High at 94.3% and declined by 1.3% from the prior year. (Yellow)
Two or More Races are High 94.5% and declined 2.6% from the prior year. (Yellow)
Asian are High 93.8% and declined 4.1% from the prior year. (This data included foreign exchange students in error) (Yellow)

SUSPENSION RATE



Homeless Youth are Low at 1.1% and increased by 1.1% from the prior year. (Yellow)
American Indian are Medium at 4.1% and maintained from the prior year. (Yellow)

DISTRICT ACTIONS AND SERVICES PLANNED TO ADDRESS IDENTIFIED GAPS

ENGLISH LEARNERS

Overall English Learners will be provided with increased services through more targeted support to impact achievement in ELA and math as well as graduation rate. Targeted support will include continuation of a 1/2 time district coordinator. Key efforts will include enhanced implementation of Imagine Learning for elementary and Cengage for secondary as well as additional supports for EL students through tutoring and bilingual instructional assistants at the high schools. Finally, we are in the early stages of implementing EL focus groups, Language Assessment Teams, and EL site teams which will all monitor and oversee programming and individual student achievement.

Professional development will include training for secondary math and elective teachers in the ELD standards and instructional strategies, as well as training for elementary teachers in integrated and designated instruction using the core curriculum. There will be English Learner instructional strategies taught to all district teachers throughout the year during staff meetings. There will also be continued training for administrators in developing and sustaining a successful EL program.

These actions and services will be implemented to impact achievement in ELA and math.

STUDENTS WITH DISABILITIES

Due to a continued need to support Students with Disabilities, there will be an audit to assess instructional and programmatic needs to improve professional development for special education and general education teachers as well as graduation rates. This audit will assess student access to academic interventions, student access to differentiated first instruction and teacher participation in core subject area training and make recommendations for improved services.

Other key focus areas will include training for special education teachers in core areas (ELA and math), instructional strategies and social emotional learning as well as training for regular education teachers in differentiation for all students. Additionally, there will be a focus on enhanced parent input and involvement in district training.

These actions and services will be implemented to impact achievement in ELA and math as well as graduation rate.

SOCIOECONOMICALLY DISADVANTAGED

Socioeconomically Disadvantaged students will be addressed through several areas. The first is through continued professional development for all staff in ELA and math. Specifically, this will include coaching for math, continued training in curriculum implementation including differentiated instruction, and training in NGSS instruction.

The second focus area will be providing foundational equity training for all principals and key district staff and parents. We will be providing sites with structured activities to promote equity discussions as well as implementing a second district-wide Cohort to be trained in equity and equitable practices. In addition, a large group of site and district leaders and parents will have the opportunity to attend the Excellence through Equity Conference. Finally, we are in progress of adding a half-time equity coordinator to support these initiatives.

The third focus area will be improving intervention services through updated programs and continued staff development to support struggling learners. There will be enhanced reading intervention through the transition to Read 180 Universal district-wide. We are also focusing on ensuring appropriate placement in core, supplemental and replacement intervention programs. Finally, efforts will continue to enhance the use of Imagine Math and differentiation/small group instruction to promote learning at the secondary level.

These actions and services will be implemented to impact achievement in ELA which is where a performance gap exists.

GRADUATION RATES

Student groups who are two or more performance levels below “all students” include English Learners, Students with Disabilities, African American, Asian and Two or More Races. The Asian student group graduation rate is a result of inaccurate coding of Chinese Exchange students and does not represent an accurate graduation rate for this student group.

The gap in graduation rates for the other student groups will be addressed through counseling efforts, professional development for teachers, interventions and the equity initiative. High school counselors are providing targeted student groups with additional counseling and oversight to ensure students are successful in coursework for graduation and career/college. This effort is being overseen by the Coordinator of Student Support for Counseling.

Professional development is in place to support teachers in best instructional practices aligned with the new standards and standards based grading practices. This will include coaching for math, continued training in curriculum implementation including differentiated instruction, and training in NGSS instruction.

We are improving intervention services through updated programs and continued staff development to support struggling learners. There will be enhanced reading intervention through the transition to Read 180 Universal district-wide. We are also focusing on

ensuring appropriate placement in core, supplemental and replacement intervention programs. Finally, efforts will continue to enhance the use of Imagine Math and differentiation/small group instruction to promote learning at the secondary level

Finally, we will be providing foundational equity training for all principals and key district staff and parents. We will be providing sites with structured activities to promote equity discussions as well as implementing a second district-wide Cohort to be trained in equity and equitable practices. In addition, a large group of site and district leaders and parents will have the opportunity to attend the Excellence through Equity Conference. Finally, we are in progress of adding a half-time equity coordinator to support these initiatives.

These various actions and services will be implemented to impact graduation rates for English Learners, Students with Disabilities, African American, Asian and Two or More Races.

ELEMENTARY

In reviewing RI data, there are performance gaps between how our students perform overall (72.5% proficient or advanced) and the performance of our student groups. In particular, English Learners are only at 36.5% proficiency, SWD are only at 35.3% proficiency, and SED are at 62.9% proficiency.

Similarly, in reviewing MI data, there are also performance gaps between how our students perform overall (52% proficient or advanced) and the performance of our student groups. English Learners are only at 23% proficiency, SWD are only at 22%, and African Americans are only at 34% proficiency.

The achievement gaps identified above are consistent with student group CAASPP results for the district.

SECONDARY

In Middle School English, our student groups (SED, SWD, EL, African American and Hispanic/Latino) progress have been flat, and these groups are not meeting expected levels of proficiency as compared to other student group peers. In Middle School math, our student groups (SED, SWD, EL, African American and Hispanic/Latino) are showing some progress, but not yet meeting expected levels of proficiency as compared to other student group peers.

In High School English, EAP percentages increased for EL, African American and Multi-Race student groups. There was a slight decline in English EAP results for the Hispanic and SED student groups. The SWD student group maintained EAP ELA results. In High School math, EAP percentages decreased overall and for EL, SED and Hispanic student groups. Math EAP results maintained for SWD and Multi-Race student groups. There was a slight increase in math EAP results for the African American student group.

STUDENT SUPPORT SERVICES

In reviewing suspension data, Foster Youth suspension rate is four times that of the general student population. Additionally, SWD, African-American and American Indian rates require on-going monitoring.

Foster Youth/Homeless populations continues to demonstrate poorer educational outcomes on all accountability measures. However, Foster Youth demonstrated considerably growth from the previous year.

MODIFICATIONS:

To improve performance levels for all students and students within the student groups of focus, the following key areas will be reflected in the 2018-19 LCAP.

English Learners - Increased services and expenditures to provide professional development and more targeted support for English Learners.

Students with Disabilities - Conduct an audit to assess instructional and programmatic needs, improve professional development for special education and general education teachers.

Mental Health - Increased and more targeted services, improved site coaching and support for staff to respond to students' needs.

Equity - Increased professional development for all staff with foundational equity training for all principals and key district staff and parents.

Intervention - Improved services through updated intervention programs and continued staff development to support struggling learners.

Career Technical Education - Improved services through continued staff development, CTE pathway development and staff to support CTE programs, grants and activities.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Murrieta Valley Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income, Foster Youth and identified ethnic student groups by addressing the following focus areas:

2018-2019

1. English Learners - Increased services and expenditures to provide professional development and more targeted support for English Learners.
 - Training for secondary math and elective teachers in the ELD standards and instructional strategies.
 - Training for elementary teachers in integrated and designated instruction using the core curriculum.
 - Enhanced implementation of Imagine Learning for elementary and Cengage for secondary.
 - Continued training of administrators in developing and sustaining a successful EL program.
 - Additional supports for EL students through tutoring.
 - Implementation of EL focus groups, Language Assessment Teams, and EL site teams.
 - Enhanced support for EL programs and services through a 1/2 time district coordinator.
2. Students with Disabilities - Conduct an audit to assess instructional and programmatic needs, improve professional development for special education and general education teachers.
 - Audit of instructional program (access to academic interventions, access to differentiated first instruction, teacher participation in core subject area training) to make recommendations for improved services
 - Enhanced parent input and involvement in district training.
 - Training for regular education teachers in differentiation for all students.
 - Training for special education teachers in core areas, instructional strategies and social emotional learning.
3. Mental Health - Increased and more targeted services, improved site coaching and support for staff to respond to students' needs.
 - Expand mental health supports to include suicide prevention, Tier III behavior supports and support groups.
 - Expand training in PBIS and Restorative Practices.
 - Develop school site presentations on topics such as trauma informed practices.
 - Focus on supporting secondary sites with their students' social emotional needs.
 - Enhanced support for mental health programs and services through a district coordinator.
4. Equity - Increased professional development for all staff with foundational equity training for all principals and key district staff and parents.
 - Provide sites with structured activities to promote equity discussions.
 - Implement a second district-wide Cohort to be trained in equity and equitable practices.
 - Provide a large group of site and district leaders and parents the opportunity to attend the Excellence through Equity Conference.
 - Enhanced support for equity programs and services through a 1/2 time district coordinator.

5. Intervention - Improved services through updated intervention programs and continued staff development to support struggling learners.

- Enhanced reading intervention through the transition to Read 180 Universal district-wide.
- Improved intervention services to ensure appropriate placement in core, supplemental and replacement intervention.
- Enhanced use of Imagine Math and small group instruction to promote learning.

6. Career Technical Education - Improved services through continued staff development, CTE pathway development and staff to support CTE programs, grants and activities.

- Continued pathway development to incorporate the 3-course sequence.
- Expand industry certification opportunities for students in capstone courses.
- Enhanced support for CTE programs and services through a district coordinator.

2017-2018

1. Providing parent engagement through the development of identified group parent advisory councils. These include African American Parent Advisory, Latino Parent Advisory, English Learner Advisory, Special Education Parent Advisory and Action Team Partnerships with local PTAs. Parent representatives participated in the Riverside County Excellence through Equity Conference. In addition, parents participated in several days of training through the Riverside County Action Team Partnership Program. Students from these groups continue to perform below proficiency, although in most instances make annual growth towards proficiency. Parents engaged in the process have offered support and ideas for support of their students.

Goal 4:7 (State Priorities 3, 4, 5 and 6)

2. Providing services to all English Learners in the TK-5 program. These services include but are not limited to access to the Imagine Learning program and designated instruction aligned to core instructional program. Providing supplemental services to middle and high schools to address the needs of our LTELs. Providing ongoing EL instructional support to teachers. Providing authentic parental engagement with the families of English Learners. Our English Learner Progress indicator is high at 77% (+2.6%). However, our English Learner proficiency continues to be Low in both Math and ELA. ELs maintained prior year performance levels in both areas.

Goal 2:6 (State Priorities 2, 4, 5, 6, 7 and 8)

3. In-school Wrap Support Services provided to all students with intentional focus on Foster Youth. The In-school Wrap Support Services include: push in model to assess and partner with teachers to identify triggers typically causing undesired student behaviors; working with teachers to design appropriate methods of response. This year our Foster Youth students increased in both their ELA (+16.8 pts) and Math (+14.1pts) performance. This student groups suspension rate declined significantly by (-5.5%). The Foster Liaison oversight is instrumental in achieving these outcomes.

Goal 4:2

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$238,775,614
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$14,696,886

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

2018-2019 General Fund budgeted total expenditures are equal to \$238,775,614. LCAP budgeted expenditures are equal to \$14,696,886. The remaining General Fund budgeted expenditures are equal to \$223,887,606 and support the educational needs of all students and general operations for the school district. These expenditures include salaries and benefits not included in the LCAP, restricted categorical grants, special education program, transportation program, general operating expenses, utilities, long term debt, retiree benefits, school site and department discretionary budgets and Ongoing Major Maintenance Account.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$197,047,421

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

STUDENT LEARNING AND ACHIEVEMENT

Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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

Metric/Indicator

100% of students in the school district have access to the standards-aligned instructional materials.

17-18

100% of students in the school district have access to the standards-aligned instructional materials.

Baseline

100% of students in the school district have access to the standards-aligned instructional materials.

Actual

100% of students in the school district have access to the standards- aligned instructional materials as identified in School Accountability Report Cards (SARC).

Expected

Metric/Indicator

AP Enrollment participation rate from

24.23% in 2015-16 to

24.1% in 2016-17.

SED: 18 %

EL: 8.9%

Foster Youth 3.3%

African American: 18.5%

Hispanic: 20.3%

American Indian 24%

SWD: 1%

Two or more Races 36.9%

17-18

Increase AP enrollment from 24.1% in 2017-18 to at least 24.6% in 2018-19.

Increase overall and by subgroup .5% annually.

Baseline

AP enrollment 24.1% in 2016 - 17.

Increase overall and by subgroup .5% annually.

Metric/Indicator

CTE Pathway Participation: Increase by 1% annually

17-18

Increase CTE Pathway Participation from 1555 12th grade students in 2017-18 to 1570 12th grade student's in 2018-19. (Lagging data).

Baseline

Increase CTE Pathway Participation from 1555 12th grade students in 2015-16. (Lagging data).

Actual

AP enrollment 29.73% in 2017-18(all high schools). (Met) (Murrieta Canyon Academy-MCA 0%) (Not Met)

- SED: 24.68% in 2017-18 (Met) (MCA 0%)
- EL: 14% in 2017-18 (Met) (MCA 0%)
- Foster Youth 4% in 2017-18 (Met) (MCA 0%)
- African American: 22.88% in 2017-18 (Met) (MCA 0%)
- Hispanic: 27.09% in 2017-18 (Met) (MCA 0%)
- American Indian 33% in 2017-18 (Met) (MCA 0%)
- SWD: 2.63% in 2017-18 (Met) (MCA 0%)
- Two or more Races 25.84% in 2017-18 (Not Met)

CTE Pathway Participation was 1555 in 2015-16. 2017-18 CTE Pathway Participation is pending fall results from CALPADS for 2016-2017 school year.

Expected

Metric/Indicator

Increase MMHS/ WSMS AVID Demo School participation .5% while ensuring an emphasis on equal or greater proportional representation for targeted student group.

(Student Group data available in Appendix E)

17-18

All Student AVID participation: Increase from 21.5% in 2017-18 to 22% in 2018-19

Baseline

All Student AVID participation:

Increase from 21.5% in 2016-17

Metric/Indicator

Increase AVID participation .5% at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted student group.

(Student Group data available in Appendix E)

17-18

All Student AVID participation: Increase from 8.9% in 2017-18 to 9.5% in 2018-19

Baseline

All Student AVID participation:

Increase from 8.9% in 2016-17

Actual

All Students 20.5% in 2017-18 (Not Met)

- SED: 37.5% in 2017-18 (Met)
- EL: 25.2% in 2017-18 (Not Met)
- Foster Youth 26.7% in 2017-18 (Not Met)
- African American: 30.4% in 2017-18 (Not Met)
- Hispanic: 26.2% in 2017-18 (Not Met)
- American Indian 26% in 2017-18 (Met)
- SWD: NA
- Two or more Races 19.1% in 2017-18

Refer to Appendix E for more detailed information

All Student 9.5% in 2017-18 (Met)

- SED: 13.6% in 2017-18 (Not Met)
- EL: 7.7% in 2017-18 (Not Met)
- Foster Youth 15.4% in 2017-18 (Met)
- African American: 10.5% in 2017-18 (Not Met)
- Hispanic: 15% in 2017-18 (Met)
- American Indian % in 2017-18 (Not Met)
- SWD: NA
- Two or more Races 8.4% in 2017-18

Refer to Appendix E for more detailed information

Expected

Metric/Indicator

AVID Avaxat Elementary: All (100%)

Students, 2nd-5th grade will be taught to use the AVID Binder and agenda planner and be able to demonstrate this ability to 100% accuracy. Students will show a 1% positive improvement overtime in their mastery of standards in ELA and Math.

100% of teachers will receive training in AVID

17-18

100% of 2-5th grade students will be taught to use the AVID Binder and agenda planner and demonstrate this ability with 100% accuracy. 5th grade students will demonstrate an increase of 1% positive growth to their mastery of standards in ELA and Math.

TK-1st Grade teachers will receive training in August 2018.

Baseline

100% of 2nd-5th grade students will be taught to use the AVID Binder and agenda planner and demonstrate this ability with 100% accuracy.

2nd – 3rd Grade Teachers will receive training in August 2017.

Metric/Indicator

California Colleges: - Over time, students in grades 6-12 will complete the grade level Interest Profiler Milestones to 100% as demonstrated by their individual CCGI Profiles.

Actual

100% students 2nd-5th grade were taught to use the AVID Binder and agenda planner and are able to demonstrate this ability to 100% accuracy by binder checks daily for parent signature and student completion.

2016-17 data for 5th grade students showed a 4% decline in ELA and a 10% increase in math on the CAASPP which measures mastery of standards in ELA and math. (Met in math/Not Met in ELA)

100% of 2nd and 3rd grade teachers received training in AVID. (Met)

TK - 1 teachers are scheduled to attend AVID training summer of 2018.

Middle School

Student completion of Interest Profiler Milestone grade 6th is 87% (Not Met)

Student completion of Saved Career in 6th grade is 80% (Met)

Work Values Sorter in 7th grade is no longer available

Self-Knowledge in 7th grade is no longer available

Student completion of Saved Careers in 7th grade is 71% (Not Met)

Goals Assessment in 7th grade is new and is at 14%

Expected

17-18

Middle School

Increase from 90% student completion of Interest Profiler Milestone grade 6th to 91%

Increase from 74% student completion of Saved Career in 6th grade to 75%

Increase from 70% student completion of Work Values Sorter to 75% and from 80% in Self-Knowledge to 81% in 7th grade

Increase from 68% student completion of Saved Careers in 7th grade to 75%

Increase from 81% student completion of Career Key in 8th grade to 82%, from 30% in Self-Knowledge to 75% and 44% in Projected Majors to 75%

High School

Increase from 81% student completion of Interest Profiler Milestone grade 9th to 82%, from 31% in Plan of Study to 75%, from 35% in Saved Careers to 75% and from 32% in Picture of Me to 75%

Increase from 28% student completion of Career Cluster, in 10th grade to 75%

Increase from 53% student completion of Work Values Sorter in 11th grade to 75%

Increase from 6% student completion of Plan of Study in 12th grade to 75%

Actual

Career Key, Self-Knowledge and Projected Majors in 8th grade is no longer available

Goals Assessment in 8th grade is new and is at 35%

Learning Styles Assessment in 8th grade is new and is at 84%

High School

Student completion of Interest Profiler Milestone in 9th grade is 87% (Met)

Academic Planner in 9th grade is 70% (Not Met)

Saved Careers and Picture of Me in 9th grade is no longer available

Academic Planner, Career Cluster, Majors and School Finder in 10th grade is no longer available

Multiple Intelligences in 10th grade is new and is at 76%

College List in 10th grade is new and is at 50%

Academic Planner, Interest Profiler, Work Values Sorter and Scholarship Finder is no longer available.

Career List in 11th grade is new and is at 56%

Do What you Are in 11th grade is new and is at 73%

Plan of Study and Programs/Majors in 12th grade is no longer available

Expected

Baseline

Middle School

90% of students completed the Interest Profiler Milestone grade 6th

74% of students completed the Saved Career in 6th grade

70% of students completed the Work Values Sorter and 80% completed the Self-Knowledge in 7th grade

68% of students completed the Saved Colleges in 7th grade

81% of students completed the Career Key, 30% the School Finder and

44% the Programs/Majors in 8th grade

High School

81% of students completed the Interest Profiler Milestone, 31% in Plan of Study, 35% in Saved Careers and 32% in Pictures of Me in 9th Grade

28% of students completed the Career Cluster, 2% in Plan of Study, 8% in School Finder and 3% in Progress Majors in 10th grade

53% students completed the Career Clusters, 8% in Plan of Study, 20% in Interest Profiler and 19% in Scholarship Finder in 11th grade

6% of students completed of Plan of Study, 2% in Progress/Majors in 12th grade

Metric/Indicator

English Learners demonstrating at least one year of progress annually toward English fluency as measured by the state English proficiency test, will increase by 3% annually. (ELPAC)

17-18

Proficiency increase = 51%

Baseline

Baseline proficiency = 48%

Actual

2016-17 English proficiency was 47% based on CELDT scores. Results are pending from CDE for the ELPAC fall of 2018. Data will be updated and may change with the ELPAC.

Expected

Metric/Indicator

CTE Pathway Completer: Increase from 1%.

CTE Pathway Concentrator and Completer: Increase 1%

17-18

CTE Pathway Completer: Increase from 314 in 2017-18 to 317 in 2018-19. (Lagging data).

CTE Pathway Concentrator and Completer: Increase from 956 in 2016-17 to 965 in 2017-16 (Lagging data).

Baseline

CTE Pathway Completer: students 314. (Lagging data 2015-16).

CTE Pathway Concentrator and Completer: 956. (Lagging data 2015-16)

Metric/Indicator

A-G Completion will increase minimally 1% annually.

17-18

All Student A-G Completion: Increase from 57% in 2016-17 to 58% in 2017-18 (RCOE data)

Baseline

All Student A-G Completion:

56% in 2015-16. (RCOE data)

Metric/Indicator

AP pass rate will increase 1% annually

17-18

Incremental increases from 63.2% in 2016-17 to 64.2% in 2017-18. (Lagging data)

Actual

CTE 12th grade Pathway Concentrator and Completer was 956 in 2016-17 and Completer was 314 in 2015-16. 2017-18 CTE Pathway Concentrator and Completer data is pending fall results from CALPADS for 2016-2017 school year.

All Student A-G Completion: Increased from 56% in 2016-17 to 58.9% in 2017-18 (Met)

AP pass rate was 63.2% in 2016-17. AP pass rate for 2017-18 is pending fall results from College Board for AP exams.

Expected

Actual

Baseline

Incremental increases from 63.2% in 2015-16. (Lagging data)

Metric/Indicator

EAP ELA College Readiness will increase minimally 1% annually.

(Student Group data available in Appendix)

17-18

Increase 36% ready and 42% conditionally ready as reported in 2016-17 to 37% ready and 43% conditionally ready as reported in 2017-18.

Baseline

Currently 36% ready and 42% conditionally ready.

Metric/Indicator

EAP Math College Readiness will increase minimally 1% annually.

(Student Group data available in Appendix D)

17-18

Increase 14% ready and 30% conditionally ready as reported in 2016-17 to 15% ready and 31% conditionally ready as reported in 2017-18.

Baseline

Currently 14% ready and 30% conditionally ready.

Metric/Indicator

PSAT

8th grade participation will be maintained at 99% annually.

8th grade score will increase minimally by 10% annually.

10th grade participation will be maintained at 99% annually.

10th grade score will increase minimally by 10% annually.

EAP ELA College Readiness: Increased to 37.57% ready and decreased to 37.23% conditionally ready as reported in 2017-18. (Met for Ready and Not Met for Conditionally Ready - Not Met Overall)
(Student Group data available in Appendix D)

EAP Math College Readiness: EAP Readiness is at 11.55% ready and 22.75% conditionally ready as reported in 2017-2018. (Not Met)
(Student Group data available in Appendix D)

PSAT - Increased participation rate and scores:
8th grade participation in 2018 99% (Met)
8th grade score is 823 (Not Met)
10th grade participation in 2018 99% (Met)
10th grade score 926 (Not Met)

Expected

17-18

PSAT

8th grade participation in 2018 99%

8th grade score 836

10th grade participation in 2018 99%

10th grade score 932

Baseline

PSAT

8th grade participation in 2017 99%

8th grade score 828

10th grade participation in
2017 99%

10th grade score 923

Metric/Indicator

10th grade score will increase minimally by 10 points annually.

SAT

Student participation numbers will increase 15 minimally annually.

ACT

Student participation numbers will increase 4 minimally annually.

Actual

SAT - Participation rates

Decreased from 1847 in 2017 to 1658 in 2018 (Not Met)

Actual SAT participation rate in 2016-17 was 1847

ACT - Participation rates

2017 ACT participation was 656. ACT participation rate is pending fall results from ACT.

Expected

17-18
SAT

Number of students taken the SAT in 2018 2398

ACT

Number of student taking the ACT in 2018 662

Baseline

SAT

Number of students taken the SAT in 2017 2375

ACT

Number of student taking the ACT in 2017 656

Actual

Metric/Indicator

FAFSA

Increase completion rate by 1% minimally annually.

17-18

FAFSA

Completion in 2018 75.7%

Baseline

FAFSA

Completion in 2017 74.7%

FAFSA Completion rates

Increased from 74.7% in 2017 to 75% in 2018 (Not Met)

Expected

Metric/Indicator

Cohort Graduation

Increase rate by .25% annually. (Student Group data available in Appendix D)

17-18

Cohort Graduation Rate

2017: 95.05%

Baseline

Cohort Graduation Rate

2016: 94.8%

Metric/Indicator

HS Cohort Dropout Rate

Decrease rate by .25% annually.

(Student Group data available in Appendix D)

17-18

HS Cohort Dropout Rate

2017: 3.55%

Baseline

HS Cohort Dropout Rate

2016: 3.8%

Actual

Cohort Graduation

2016 Cohort Graduation Rate is 94.8%. 2017 Cohort Graduation Data is pending due to CDE release of data summer of 2018.

(Student Group data available in Appendix D)

2016 Cohort Dropout Rate is 3.8%. 2017 Cohort Dropout Rate is pending due to CDE release of data summer of 2018.

(Student Group data available in Appendix D)

Expected

Metric/Indicator

MS Cohort Dropout Rate

Maintain middle school dropout rate annually.

17-18

Cohort Dropout Rate

2017: 0%

Baseline

Cohort Dropout Rate

2016: 0%

Metric/Indicator

Two or More Failing Grades: 6-8 Decrease failing grades by .5% annually overall. (Student Group data available in Appendix E)

17-18

Two or More Failing Grades:

6-8 2018 9.1%

Baseline

Two or More Failing Grades:

6-8 2017 9.6%

Metric/Indicator

Two or More Failing Grades: 9-12

Decrease failing grades by 1% annually overall. (Student Group data available in Appendix E)

Actual

MS Cohort Dropout Rate

2017 Middle school cohort dropout rate is pending due to CDE release of data June 2018.

Percentage of students in Grades 6-8 failing two or more classes (by student groups) is 9.9% (1st semester) in 2017-18. (Not Met)
(Student Group data available in Appendix E)

Refer to Appendix E for more detailed information

Percentage of students in Grades 9-12 failing two or more classes (by student groups) is 18% (1st semester) in 2017/18. (Not Met)
(Student Group data available in Appendix E)

Refer to Appendix E for more detailed information

Expected

17-18

Two or More Failing Grades:
9-12

2018 17.6%

Baseline

Two or More Failing Grades:
9-12

2017 18.6%

Metric/Indicator

Alternative Education Credit Completion

Increase credit completed per semester by average of 5 credits annually

17-18

Alternative Education Credit Completion

2018

29.3

Baseline

Alternative Education Credit Completion

Semester One 2016

59 Seniors in daily program, not co-enrolled; average credit earned was 24.3 compared to 17 previous year.

Actual

Credit completion is an average of 26.3 credits per semester in 2017-18 (Not Met)

Daily program credit completion is an average of 27.3 credits per semester (Not Met)

Independent Study program credit completion is an average of 24.8 credits per semester (Not Met)

Expected

Metric/Indicator

Reading Literacy Targets

3rd Grade students meeting proficiency (or advanced) will increase 2% annually.

K-2 students completing iRead Levels by 5% annually.

3-5 students meeting RI proficiency targets by 2% annually.

6-8 students meeting RI proficiency targets by 1% minimally annually.

17-18

3rd Grade Reading Literacy Targets

2018: 78%

K-2 Reading Literacy 2018

K: 64%

1st: 61%

2nd: 78%

3-5 RI Targets

2018: 75%

6-10 RI Targets

2018

6th: 59%

7th: 69%

8th: 70%

9th: 70%

10th: 75%

Actual

Reading Literacy Targets

3rd Grade students meeting proficiency (or advanced) increased by 2.3% in 2018.(Met)

K-2 students completing iRead Levels increased by 3% at Kindergarten, decreased by 2% at 1st Grade and 11% at 2nd Grade in 2018.(Not Met)

3-5 students meeting RI proficiency targets increased by 1.2% in 2018.(Not Met)

6-8 students meeting RI proficiency targets increased by 2% in 6th grade, decreased by 6% in 7th grade and decreased by 1% in 8th grade in 2018.(Not Met)

2018 Reading Literacy (Lagging Data)

2018 3rd Grade RI 76.3% (Met)

K-2 iRead Completion 2018 (Lagging Data)

K: 57% (Not Met)

1st: 49% (Not Met)

2nd: 57% (Not Met)

Grades 3-5 RI Targets

2018: 72.5% (Not Met)

6-10 RI Targets

2018

6th: 60% (Met)

7th: 62% (Not Met)

8th: 68% (Not Met)

9th: 69% (Not Met)

10th: 74% (Not Met)

Expected

Baseline

3rd Grade Reading Literacy
Targets

2017: 76%

K-2 Reading Literacy 2017

K: 59%

1st: 56%

2nd: 73%

3-5 RI Targets

2017: 73%

6-10 RI Targets

2017

6th: 58%

7th: 68%

8th: 69%

9th: 69%

10th: 74%

Metric/Indicator

Math Literacy Targets

3-5 students meeting MI proficiency targets by 2% annually.

6-8 proficiency rates in Think Through Math increase by 10% annually at each middle school.

9th and 10th proficiency rates in Think Through Math increase by 8% annually at each high school. (School Site data available in Appendix E)

Actual

11th: 63%

Increased grades 3-5 students meeting MI proficiency targets by 6% in 2018. (Met)

Increased 6-8 proficiency rates in Think Through Math by 4% in 2018 at each middle school. (Not Met) Note: Performance Bands changed this year.

Increased 9th and 10th proficiency rates in Think Through Math 1.4% in 2018 at each high school. (Not Met) Note: Performance Bands changed this year.

(School Site data available in Appendix E)

3-5 MI Targets (Lagging Data)

2018: 52% (Met)

(School Site data available in Appendix E)

Expected

17-18

3-5 MI Targets

2018: 50%

(School Site data available in Appendix E)

Baseline

3-5 MI Targets

2017: 48%

(School Site data available in Appendix E)

Metric/Indicator

CAASPP: ELA Standard

Student growth will increase annually by 1% minimum. (Student Group data available in Appendix E)

Actual

CAASPP: ELA at Standard is 62% (Met)

Student growth increased by 1% in 2017. (Met)

2017

Grade 3: 57% (Met)

Grade 4: 58% (Not Met)

Grade 5: 61% (Not Met)

Grade 6: 55% (Not Met)

Grade 7: 63% (Met)

Grade 8: 59% (Not Met)

Grade 11: 75% (Met)

Refer to Appendix E for more detailed information

Expected

17-18

2017: 62%

Grade 3: 55%

Grade 4: 59%

Grade 5: 62%

Grade 6: 62%

Grade 7: 60%

Grade 8: 61%

Grade 11: 75%

Baseline

2016 61%

Grade 3: 54%

Grade 4: 58%

Grade 5: 61%

Grade 6: 61%

Grade 7: 59%

Grade 8: 60%

Grade 11: 74%

Actual

Expected

Metric/Indicator

CAASPP: Math Standard Met and Exceeded

Student growth will increase annually by 1% minimum.

(Student Group data available in Appendix E)

17-18

2017 47%

Grade 3: 55%

Grade 4: 49%

Grade 5: 44%

Grade 6: 48%

Grade 7: 46%

Grade 8: 48%

Grade 11 42%

Actual

CAASPP: Math at Standard is 47% (Met)

Student growth increased by 1%. (Met)

2017

Grade 3: 56% (Met)

Grade 4: 51% (Met)

Grade 5: 48% (Met)

Grade 6: 44% (Not Met)

Grade 7: 50% (Met)

Grade 8: 47% (Not Met)

Grade 11 35% (Not Met)

Refer to Appendix E for more detailed information

Expected

Baseline

2016 46%

Grade 3: 54%

Grade 4: 48%

Grade 5 :43%

Grade 6: 47%

Grade 7: 45%

Grade 8: 47%

Grade 11: 41%

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 1 Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided. Offer priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Continue to increased student participation. Advancement Via Individual Determination (AVID) A) Teacher Release Time for AVID Training and all sub related costs. B) AVID Tutors C) Teacher Release Time for AVID Training and all sub related costs. D) AVID Tutors E) AVID Supplies F) AVID licensing, conference and transportation related costs.</p>	<p>ACTION 1 Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided throughout the year. Offered priority registration to students from targeted student groups (Hispanic, African-American, SWDs, EL, and LI students). There was a focus on increasing student participation from our targeted student groups. Student participation increased at non-demo schools. Advancement Via Individual Determination (AVID) A) Teacher Release Time for AVID Training and all sub related costs. B) AVID Tutors C) Teacher Release Time for AVID Training and all sub related costs. D) AVID Tutors E) AVID Supplies F) AVID licensing, conference and transportation related costs.</p>	<p>A) AVID Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF \$40,725</p> <p>B) AVID Tutors 2000-2999: Classified Personnel Salaries LCFF \$163,336</p> <p>C) AVID Teacher Release Time 3000-3999: Employee Benefits LCFF \$6,794</p> <p>D) AVID Tutors 3000-3999: Employee Benefits LCFF \$16,828</p> <p>E) AVID Supplies 4000-4999: Books And Supplies LCFF \$10,609</p> <p>F) AVID licensing, conference and transportation related costs 5000-5999: Services And Other Operating Expenditures LCFF \$135,565</p>	<p>A) AVID Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF \$33,800</p> <p>B) AVID Tutors 2000-2999: Classified Personnel Salaries LCFF \$172,000</p> <p>C) AVID Teacher Release Time 3000-3999: Employee Benefits LCFF \$5,800</p> <p>D) AVID Tutors 3000-3999: Employee Benefits LCFF \$19,000</p> <p>E) AVID Supplies 4000-4999: Books And Supplies LCFF \$13,000</p> <p>F) AVID licensing, conference and transportation related costs 5000-5999: Services And Other Operating Expenditures LCFF \$123,400</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 2 Maintain Counselor on Special Assignment at the District Office to assist with the design and oversight of completion rates: A-6, FAFSA, CTE, and Outsourced Programs for targeted student populations includes College Board Related Efforts etc.</p> <p>A) Counselor Student Support Services B) Counselor Student Support Services C) Coordinator Student Support Services D) Coordinator Student Support Services</p>	<p>ACTION 2 Maintained the Coordinator of Student Support and the Counselor on Special Assignment at the District Office. The coordinator worked with all secondary counselors to focus on the following: A-G, FAFSA, AP enrollment/pass rate, Outsourced Programs for targeted student populations includes College Board Related Efforts etc. The Counselor on Special Assignment focused on CTE and EL program and support at the secondary level.</p> <p>A) Counselor Student Support Services B) Counselor Student Support Services C) Coordinator Student Support Services D) Coordinator Student Support Services</p>	<p>A) Counselor Student Support Services 1000-1999: Certificated Personnel Salaries LCFF \$53,173</p> <p>B) Counselor Student Support Services 3000-3999: Employee Benefits LCFF \$14,490</p> <p>C) Coordinator Student Support Services 1000-1999: Certificated Personnel Salaries LCFF \$116,646</p> <p>D) Coordinator Student Support Services 3000-3999: Employee Benefits LCFF \$23,454</p>	<p>A) Counselor Student Support Services 1000-1999: Certificated Personnel Salaries LCFF \$53,173</p> <p>B) Counselor Student Support Services 3000-3999: Employee Benefits LCFF \$14,474</p> <p>C) Coordinator Student Support Services 1000-1999: Certificated Personnel Salaries LCFF \$116,646</p> <p>D) Coordinator Student Support Services 3000-3999: Employee Benefits LCFF \$23,407</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 3 Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness.</p> <p>A) One (1) Additional Counselor at each comprehensive high school B) One (1) Additional Counselor at each comprehensive high school</p>	<p>ACTION 3 Maintained additional counseling support services at the comprehensive high schools. Offered additional support for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college and career readiness.</p> <p>A) One (1) Additional Counselor at each comprehensive high school B) One (1) Additional Counselor at each comprehensive high school</p>	<p>A) One (1) Additional Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries LCFF \$284,845</p> <p>B) One (1) Additional Counselor at each comprehensive high school 3000-3999: Employee Benefits LCFF \$86,335</p>	<p>A) One (1) Additional Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries LCFF \$284,845</p> <p>B) One (1) Additional Counselor at each comprehensive high school 3000-3999: Employee Benefits LCFF \$86,192</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 4 Provide outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness.</p> <p>A-C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge</p>	<p>ACTION 4 Provided outsourced/supplemental special programs for our targeted student groups to ensure academic achievement, civic, college and career readiness.</p> <p>A-E) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge</p>	<p>A) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 1000-1999: Certificated Personnel Salaries LCFF \$7,700</p> <p>B) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 3000-3999: Employee Benefits LCFF \$1,427</p> <p>C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 5000-5999: Services And Other Operating Expenditures LCFF \$20,873</p>	<p>A) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 1000-1999: Certificated Personnel Salaries LCFF \$8,660</p> <p>B) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 3000-3999: Employee Benefits LCFF \$1,580</p> <p>C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 5000-5999: Services And Other Operating Expenditures LCFF \$18,320</p>

			D) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 2000-2999: Classified Personnel Salaries LCFF \$105
			E) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge 4000-4999: Books And Supplies LCFF \$1,335

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 5 Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees (unduplicated students) and Exam Rooms. A) Costs associated with Assessment: State Exams, Pre-ID Services	ACTION 5 Maintained support of costs associated with Assessment: State Exams, Pre-ID Services, AP and IB Test Fees (unduplicated students) and Exam Rooms. These services allowed SED and Foster/Homeless students the ability to take AP/IB exams. Data results for all assessments were used to support student learning and close achievement gaps. A-D) Costs associated with Assessment: State Exams, Pre-ID Services E) Costs associated with LCAP document printing and services	A) Costs associated with Assessment: State Exams, Pre-ID Services 5000-5999: Services And Other Operating Expenditures LCFF \$30,000	A) Costs associated with Assessment: State Exams, Pre-ID Services 5000-5999: Services And Other Operating Expenditures LCFF \$11,465
			B) Costs associated with Assessment: State Exams, Pre-ID Services 2000-2999: Classified Personnel Salaries LCFF \$940
			C) Costs associated with Assessment: State Exams, Pre-ID Services 3000-3999: Employee Benefits LCFF \$120
			D) Costs associated with Assessment: State Exams, Pre-ID Services 4000-4999: Books And Supplies LCFF \$5,175
			E) Costs associated with LCAP document printing and services 5000-5999: Services And Other

Operating Expenditures LCFF
\$2,090

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 6 Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment. A-D) Provide Support for Career Technical Education Programs</p>	<p>ACTION 6 Maintained support for Career Technical Education Programs to initiate or expand courses at all high schools. This included salaries, materials, supplies and professional development. A-D) Provided Support for Career Technical Education Programs</p>	<p>A) Provide Support for Career Technical Education Programs 1000-1999: Certificated Personnel Salaries LCFF \$9,900</p> <p>B) Provide Support for Career Technical Education Programs 3000-3999: Employee Benefits LCFF \$1,835</p> <p>C) Provide Support for Career Technical Education Programs 4000-4999: Books And Supplies LCFF \$151,000</p> <p>D) Provide Support for Career Technical Education Programs 5000-5999: Services And Other Operating Expenditures LCFF \$96,588</p>	<p>A) Provide Support for Career Technical Education Programs 1000-1999: Certificated Personnel Salaries LCFF \$14,500</p> <p>B) Provide Support for Career Technical Education Programs 3000-3999: Employee Benefits LCFF \$2,500</p> <p>C) Provide Support for Career Technical Education Programs 4000-4999: Books And Supplies LCFF \$146,000</p> <p>D) Provide Support for Career Technical Education Programs 5000-5999: Services And Other Operating Expenditures LCFF \$90,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 7 A-D) To create and implement a plan to provide direct support (tutoring, counseling, mental health) to Murrieta Canyon Academy to meet the needs of unduplicated student population. To design and implement a varied approach to student learning</p>	<p>ACTION 7 A-E) Provided support for Murrieta Canyon Academy to enable staff to design and implement a varied approach to student learning which capture the interests and passions of the students at MCA. MCA student body is highly representative of our targeted</p>	<p>A) Murrieta Canyon Academy Program 1000-1999: Certificated Personnel Salaries LCFF \$17,000</p> <p>B) Murrieta Canyon Academy Program 3000-3999: Employee Benefits LCFF \$3,151</p>	<p>A) Murrieta Canyon Academy Program 1000-1999: Certificated Personnel Salaries LCFF \$24,300</p> <p>B) Murrieta Canyon Academy Program 3000-3999: Employee Benefits LCFF \$4,500</p>

environments which capture the interests and passions of the students at MCA.

student groups. MCA staff have created a strong plan which will impact the learning program and environment for students which is focused on career and college readiness upon graduation.

C) Murrieta Canyon Academy Program 4000-4999: Books And Supplies LCFF \$14,424

C) Murrieta Canyon Academy Program 4000-4999: Books And Supplies LCFF \$1,310

D) Murrieta Canyon Academy Program 5000-5999: Services And Other Operating Expenditures LCFF \$14,425

D) Murrieta Canyon Academy Program 5000-5999: Services And Other Operating Expenditures LCFF \$16,850

E) Murrieta Canyon Academy Program 2000-2999: Classified Personnel Salaries LCFF \$640

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 8 Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>ACTION 8 Maintained school site LCFF allocations tied to the individual School Plans for Student Achievement. Staff focused on student achievement actions and services to directly meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$84,424</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$43,000</p>
		<p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$218,856</p>	<p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$130,000</p>
		<p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$72,180</p>	<p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$35,000</p>
		<p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$343,967</p>	<p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$162,000</p>
		<p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$168,506</p>	<p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$142,000</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 9 Provide additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of all students including unduplicated student groups. A-B) Maintain K-3 Class-size reductions</p>	<p>ACTION 9 Provided additional teachers at the K-3 level for all elementary schools in order to provide opportunities for differentiated instruction. Staff focused on small group instruction based on data with a focus on meeting the learning needs of unduplicated student groups. A-B) Maintained K-3 Class-size reductions</p>	<p>A) Maintain K-3 Class-size reductions 1000-1999: Certificated Personnel Salaries LCFF \$2,332,471</p> <p>B) Maintain K-3 Class-size reductions 3000-3999: Employee Benefits LCFF \$656,389</p>	<p>A) Maintain K-3 Class-size reductions 1000-1999: Certificated Personnel Salaries LCFF \$2,722,841</p> <p>B) Maintain K-3 Class-size reductions 3000-3999: Employee Benefits LCFF \$780,936</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1

1.1 All schools sent teams of teachers and Administrators to the 2017 AVID Summer Institute. Summer Institute provided the setting to develop professionally, evaluate programs and create Site Team Plans. All schools sent their AVID Coordinators to a series of Coordinator Conferences. Coordinator conferences provided teams with ongoing regional and district professional learning opportunities. Sites brought back updated curriculum and best practices to their programs and students. All schools sent their new teachers to a series of New Teacher Trainings. NEATO is designed to provide ongoing support for New AVID elective teachers. Teachers learned how to utilize the AVID curriculum, focused note-taking and WICOR strategies. Several sites sent AVID and non-AVID teachers to AVID Path Training to promote school wide use of AVID methodologies. This training provided new teachers and non-AVID elective teachers with strategies that support students in Writing, Inquiry, Collaboration, Organization and Reading. All programs utilize AVID Path trainings to encourage use of the AVID methodologies school wide. Avaxat Elementary School teachers participated in the AVID Path Training. All 3rd, 4th and 5th grade teachers have received the training. All sites sent teams to the RIMS AVID Site Team Conference. This conference provided teams the opportunity to make program adjustments and revise plans to support students in the AVID program and school-wide. The conference is used for both vertical and horizontal alignment. The MVUSD AVID program continues to focus on recruiting quality college tutors. Tutors are vital to the success of the AVID program.

They facilitate group tutorials, have an active role in developing the academic and personal strengths of students, and serve as role model / mentor to AVID students.

1.2 The Coordinator of Student Support funded out of LCAP is responsible for creating and overseeing a comprehensive guidance program for secondary counselors with a focus on College and Career Readiness. Lead counselors and the AP of Counseling meet monthly to align services, problem solve and communicate expectations. The Coordinator is also responsible for creating 4 all day PD's for all MVUSD Counselors.

The Counselor on Special Assignment funded out of LCAP oversees and coordinates the Career Technical Education Program and English Learner Programs.

1.3 Maintained one additional high school counselor per comprehensive high school site (3 FTE).

1.4 Partnership with CSUSM in the Alliance Program for middle school (Grade 7) and high school students (Grade 10 and 12) to benefit from campus visits, campus workshops and admission guidance during the application process for CSUSM.

College Bound is a non-profit partnership for LCAP identified and priority student group students to participate in a comprehensive program and services that prepare them for admission into and graduation from accredited four-year institutions of higher learning. Currently 1 high school family is participating in College Bound and has participated 100% in the monthly meetings. This senior student will be attending a 4-year university upon graduation in June 2018. College Bound is currently in a re-vamping phase and only servicing senior students throughout Riverside County.

All MVUSD students taking an AP class have the opportunity to participate in Saturday STEM AP Readiness Workshops lead by successful AP Teachers for reinforcement or enrichment. 8 Saturday sessions are held throughout the year. Transportation and lunch is provided to students free of cost and approximately 40 students per month participate.

All MVUSD 8th grade students with a 3.25 or lower were invited to participate in the MVUSD Summer Bridge Program (1050 students). 37 students completed the 6-day program which concluded with a college field trip.

1.5 Unduplicated students had AP/IB testing fees reduced to \$5.00 per test. In addition, support was provided to all comprehensive HS sites for substitutes and any supplies/materials needed to conduct AP/IB testing. Pre-ID and other required services were provided for all state exams including CAASPP, CAA, PFT and CAST.

1.6 Increased support for CTE pathways, CTE course development, certifications, professional development and the senior Expo for students seeking full-time employment, certification or vocational/technical training. This support is supplemented by funds through Perkins', the CTE Incentive Grant and the Health Science Capacity Building Project grant.

1.7 Increased personnel to support MCA with: additional counseling, tutoring, mental health services, professional development for staff and overall program support.

1.8 Principals worked with Site Council and Leadership Teams to determine use of funds in line with district and site goals and with an effort of closing the achievement gap. Discussions occurred at monthly meetings to guide sites in the effective use of the funds and

to reflect upon all site actions and expenditures that affected district initiatives. Principals developed site SPSA's aligned to the district LCAP with the same four goals with Goal 1 being Academic Achievement. There were discussions of specific student groups and their progress at principal monthly meetings with the Directors. Principals completed monthly reflections of Actions and Services that included the specific student groups of focus, district programs/initiatives and programs at each school. The Directors of Elementary/Secondary Education must approve all SPSAs, site-specific allocations and expenditures prior to making purchases. The following examples illustrate the kinds of purchases made for each district goal:

Achievement

- Instructional software licenses
- Resources to supplement curriculum, including NGSS
- Technology resources
- AVID program support

1.9 Kindergarten through 3rd grade class sizes were reduced in order to provide opportunities to differentiate instruction to meet the learning needs of all students including unduplicated students and identified student groups. This enabled teachers to have and develop smaller learning communities so they can meet the needs of all students while teaching foundational skills.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

1.1 Effective in continued support of a district-wide AVID program at all secondary school sites and Avaxat Elementary. Effective in decreasing the number of "D/F" grades and increasing the number of students to fulfill college entrance requirements among AVID students. Effective in increasing overall GPA among AVID students. Effective in increasing A-G completion among AVID students. MVUSD AVID students have 100% A-G completion rates and 65% of AVID students took one AP or IB exam. Effective in building capacity within AVID faculty as well as non-AVID faculty members district-wide. Effective in increasing the level of AVID implementation at all sites, with Murrieta Mesa High School and Warm Springs Middle School recognized as AVID Sites of Distinction.

1.2 The Coordinator of Student Support is effective and has created and coordinated district-wide events such as: coordinated a shared site and district calendar of all counseling activities, coordinated College Kick Off for grades 6-12 with PSAT Test Administration for all students in grades 8 and 10, created the Freshman Summer Bridge Curriculum, FAFSA Campaign, AP Readiness Workshops, UC Course Submission, implementation of CCGI (California College Guidance Initiative) a web based college and career platform, creation of a counselor newsletter, CSUSM Alliance Representative, Riverside County Education Collaborative (RCEC) Representative and oversees district and site goals for counseling and college and career readiness. AP enrollment increased by 5% over the previous year and A-G completion rates increased by 2.9% over the previous year.

The Counselor on Special Assignment is effective due to the creation and coordination of curriculum and pathways for Career Technical Education Courses to include a Three-Course Sequence leading to articulation, meeting A-G requirements or towards Certification in respective pathways. A CTE Senior Career Day was held to allow students the opportunity to network and connect to

industry and a CTE Pathway Recognition Night is scheduled for Spring 2018. MVUSD developed nine new courses to complete the three-course sequence in various CTE pathways.

Additionally, the District ELAC convened four times with consistent EL teachers and family stakeholders participation. Each site held ELAC meetings and LAT's were established for all secondary sites. Moreover, the District convened its first Latino Parent Advisory Council and held 4 meetings this school year. Effective in implementing year one of a three-year plan for services, curriculum and professional development specific to the needs of English Learners. Middle School sites were provided two additional class sections for EL instruction as well as for support and coordination.

1.3 Effective in reducing counselor caseloads at the HS sites (approximately 525 per counselor). Effective in meeting with students of priority groups regarding post-secondary plans, academic progress, A-G completion rates, college entrance testing opportunities, individual course planning, FAFSA, College Kick Off and overall college/career readiness including parent communication. Effective in demonstrating growth in A-G completion rates by an increase of 2.9%. AP enrollment increased by 5% over the previous year.

1.4 The CSUSM Alliance is effective in providing LCAP and student priority groups with an opportunity to experience college campus visits and focus on college readiness and the requirements needed to attend a university. Additionally Effective in providing parents with an opportunity to focus on and understand the importance of college readiness.

College Bound is effective for the current senior student who is participating has received many university acceptances and will attend a four-year college on scholarship.

The AP Readiness Saturday Workshops are Somewhat Effective. During the 2016-2017 school year, we experienced approximately 70 students per session participating. For the 2017-2018 school year, attendance has dropped although our overall numbers of students participating in AP classes has increased.

The MVUSD Summer Bridge was Effective in providing 37 students with the opportunity to learn the skills necessary to be a successful high school student upon entry. Students received a grade and elective credit. Workshops included: the basics, the tool box, counseling, creating goals, college systems and a college field trip to a private and CSU Campus.

1.5 Effective in increasing the number of unduplicated students enrolled in AP/IB courses and taking the AP/IB exams. Effective in providing the school sites with the support to administer AP/IB and state exams. Effective in providing achievement data to parents. AP enrollment increased by 6.68% for SED, 5.1% for EL, .7% for Foster Youth, 4.38% for African American, 6.79% for Hispanic, 9% for American Indian and 1.63% for SWD.

1.6 Effective due to additional courses and pathways offered at the middle and high schools. High school students obtained industry certifications in Adobe and AutoCad. Approximately 400 seniors attended the business/college Expo for post-graduation opportunities. Seniors who completed a pathway will be recognized at the district's first annual CTE Awards Night to celebrate their accomplishments. There were nine additional CTE courses developed to enhance and/or complete CTE pathways. There were 181 seniors recognized for completion of a CTE pathway at the CTE Awards Night.

1.7 Effective in providing MCA with the supports necessary to reinvent programs and services which capture the need, interest and passions of the students at MCA. A detailed school plan has been developed for implementation in 2018-19. This will include increased access to CTE pathways.

1.8 Effective at providing sites opportunities to develop relevant and impactful actions and services for their school community. Effective at guiding and monitoring sites in the development and implementation of site SPSAs in developing actions and services directed toward specific student groups. Effective at creating dialogue about strategies for closing the achievement gap, as well as innovative ideas for supporting all students. Effective in providing equitable responses to the students with the greatest needs. As a district, overall CAASPP scores increased by 1% in ELA and 1% in math.

Achievement:

- Effective for sites to provide the unduplicated students with additional services through a variety of programs, curriculum, technology resources and outside of school tutoring opportunities focused on their learning.

School site SPSAs are aligned to the district's LCAP goals and communicate all expenditures that support this goal.

1.9 Effective at creating smaller class sizes Kindergarten through 3rd grade and enabling teachers to differentiate through small group instruction. At the current time, Hanover Research is conducting a study on the overall effectiveness of class size reduction in MVUSD. When results are available, they will be used to assess the effectiveness of this action. Within the past year, third grade Reading Inventory scores have increased by 2.3% and grades 3-5 Math Inventory scores have increased by 6%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.4 Reflects adjustments to the objects where the resources were actually utilized.

1.5 Assessment funds were repurposed by \$2,090 to include support for LCAP printing services. Reflects a limited use of funds allotted for Assessment services.

1.7 Reflects adjustments made to cover classified salaries for MCA program.

1.9 Adjustments were made to reflect the actual costs of K-1 teacher salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metrics

AP Enrollment - AP enrollment increased by over 5% and all student groups had increased enrollment and met the goal with the exception of the multi-race student group. The AP enrollment metric will be adjusted to .25% growth with a greater focus on the student groups. This metric is located in Goal 1.

AVID Elementary - This metric will be adjusted to refer to the AVID organizational tools being taught. It will eliminate the 100% accuracy component of the metric. This metric is located in Goal 1.

CCGI - CCGI metrics will be adjusted to reflect the new categories. This metric's target will be 75% and for percentages 75% or greater, the goal will be a 1% annual increase. This metric is located in Goal 1.

Reading Inventory (RI) 3rd Grade and Grades 3-5 - This metric will be adjusted to 1% annual growth. This metric is located in Goal 1.

Middle School Failing Grades - This metric will be adjusted to reflect a .25% annual decrease in failing grades. This metric is located in Goal 1.

Math Proficiency (Middle and High School) - This metric will be adjusted to reflect a 10% growth in proficiency from the beginning of the year to the end of the year. This metric is located in Goal 1.

Actions and Services

1.1 Budget will be increased to support the AVID program needs including AVID tutors.

1.2 Budget will be increased to support a .50 FTE Equity Coordinator and Counselor position will be re-purposed as a full time Coordinator for Educational Services responsible for CTE.

1.5 Budget will be deleted due to statewide assessments not being principally directed to the targeted students, not increased or improved services and not the most effective use of the funds.

1.6 Budget will be increased to include Career Technical Education teachers.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

PREVENTION / INTERVENTION / ACCELERATION

Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student access to required and desired areas of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Imagine Learning participation data:

The percent of K-5 emerging (beginning and early intermediate) students using the Imagine Learning supplemental program will increase by 5% annually.

This program will enable ELL to access the New State Standards and the ELD standards.

Actual

Imagine Learning participation data:

The percent of K-5 emerging (beginning and early intermediate) students using the Imagine Learning supplemental program increased by 20% in 2018. (Met)

This program enabled ELL to access the New State Standards and the ELD standards. (Met)

In 2017 – 2018, 64% of Emerging Language learners accessed the Imagine Learning Program. (Met)

Expected

17-18

2017 – 2018 will be the initial year of full implementation of this program. In 2017 – 2018, 49% of Emerging Language learners will access the Imagine Learning Program.

Baseline

2016 – 2017 was the initial year of the pilot of this program and enabled us to create a baseline for future implementation. In 2016 – 2017, 44% of Emerging Language learners accessed the Imagine Learning Program.

Metric/Indicator

Early literacy metric is being added to monitor reading K-2. This will be done with end of the year RI scores in 2nd grade. 2% annual increase will be the goal. This will be lagging data.

17-18

In 2016 – 2017 the % of 2nd grade students meeting proficiency or advanced on the RI will be 76%. All student group goals are as follows:
SED: 69%

EL: 67%

SWD: 58%

AA: 76%

Hisp: 77%

Actual

Early literacy metric was added to monitor reading K-2. (Lagging data)

In 2016 – 2017 the % of 2nd grade students meeting proficiency or advanced on the RI was 73%. (Not Met)

All student groups are as follows:

SED: 64% (Not Met)

EL: 58% (Not Met)

SWD: 43% (Not Met)

AA: 70% (Not Met)

Hisp: 67% (Not Met)

Expected

Baseline

In 2015 – 2016 the % of 2nd grade students meeting proficiency or advanced on the RI was 74% which exceeded the previous year's goal. All student groups also exceeded their goals as follows:

SED: 67%

EL: 65%

SWD: 56%

AA: 74%

Hisp: 75%

Metric/Indicator

4th – 5th grade Read 180 intervention students will increase their rate of average growth by .1 over two years and the percentage of students exceeding their growth goals by 2% every year. Includes SWD.

17-18

Average growth rate: 1.4 years

Students exceeding growth goal: 78%

Baseline

The average growth rate of Read 180 students was 1.3 years with 75% of students exceeding their growth goal. (15-16)

Metric/Indicator

3rd – 5th System 44 intervention students will increase their rate of accuracy by 1 point over two years and their percentage of students demonstrating improved accuracy by 2% every year.

System 44 intervention students will increase their average change in fluency by 1 point over two years and their percentage of students demonstrating a 4+ point's gain in fluency by 2% every year. Includes SWD.

Actual

4th – 5th grade Read 180 intervention students' average growth decreased by .1 year from the prior year with a growth rate of 1.2 years. (Students in the Universal program sustained 1.3 years of growth.)

Average growth rate: 1.2 years (Not Met)

Students exceeding growth goal: 65% (Not Met) (Universal program was 67%)

3rd – 5th System 44 intervention students maintained their rate of accuracy at 5 points and maintained the percentage of students demonstrating improved accuracy at 76%.
(Not Met)

System 44 intervention students maintained their average change in fluency to 5 points and their percentage of students demonstrating a 4+ point's gain in fluency decreased by 2%. Includes SWD. (Not Met)

Expected

17-18

Average change in accuracy – 6

% of students demonstrating improved accuracy – 80%

Average change in fluency
– 6 points

% of students demonstrating a 4+ points gain in fluency – 62%

Baseline

Average change in accuracy – 5 points

% of students demonstrating improved accuracy – 76%

Average change in fluency – 5 points

% of students demonstrating a 4+ points gain in fluency – 58%

Metric/Indicator

Increase student enrollment in Advanced Placement including unduplicated and special needs students.

Includes SWD.

17-18

2017-2018

From To

24.1% 24.6%

Actual

Average change in accuracy 5 points (Not Met)

Percent of students demonstrating improved accuracy 76% (Not Met)

Average change in fluency
5 points (Not Met)

Percent of students demonstrating a 4+ points gain in fluency 55% (Not Met)

Increased student enrollment in Advanced Placement including unduplicated and special needs students.
Includes SWD.

2017-2018

From 24.1% to 29.73% (Met)

SWD from 1% to 2.63% (Met)

SED from 18% to 24.68% (Met)

EL from 8.9% to 14% (Met)

Foster/Homeless 3.3% to 4% (Met)

Expected

Baseline
2016-2017

Baseline

24.1%

Metric/Indicator

6th-10th grade students receiving ELA support will make an overall 1% growth annually as determined by RI Lexile proficiency level.

Includes SWD.

17-18

- 6th grade: 1% growth to 11%
- 7th grade: 1% growth to 10%
- 8th grade: 1% growth to 7%
- 9th grade: 1% growth to 6%
- 10th grade: 1% growth to 5%

Baseline

- 6th grade: 10% growth
- 7th grade: 9% growth
- 8th grade: 6% growth
- 9th grade: 5% growth
- 10th grade: 4% growth

Metric/Indicator

6th -8th Math Intervention Course Proficiency Rates will show a minimum of 1% growth annually as demonstrated on the spring benchmark assessment. Includes SWD.

Actual

6th-10th grade students receiving ELA support did not make overall growth as determined by RI Lexile proficiency level. (Not Met)
Includes SWD.

- 6th grade: 1% growth to 11%
- 7th grade: 5% decline to 4%
- 8th grade: 3% decline to 3%
- 9th grade: 8% increase to 13%
- 10th grade: 1% decrease to 3%

6th -8th Math Intervention Course Proficiency Rates showed a 7% growth from Far Below Basic to Below Basic and Below Basic to Basic as demonstrated on the spring benchmark assessment. (Not Met)
Includes SWD.

Semester	FBB	BB	B
Fall	39.2%	50.3%	8.5%
Spring	32.2%	54.4%	11.7%
Growth	-7%	4.2%	3.2%

Refer to Appendix E for more detailed information

Expected

17-18			
Semester	FBB	BB	B
Growth	-8.9	+6.8	+3

Baseline			
Semester	FBB	BB	B
Fall	57.9	36.3	4.59
Spring	50	42.1	6.52
Growth	-7.9	5.8	1.98

Metric/Indicator

6th-8th Proficiency Rates in Think Through Math will increase a minimum of 1% growth annually. Includes SWD.

17-18	
School	Growth
DMMS	18%
SMS	11%
TMS	14%
WSMS	9%

Baseline

School	Fall	Spring
DMMS	18.5	35.4
SMS	16.1	25.8
TMS	18.6	31.7
WSMS	16.3	24.5

Metric/Indicator

HS Transitional Math Course Proficiency Rates will show a minimum of 1% growth annually. Includes SWD.

Actual

6th-8th Proficiency Rates in Think Through Math increased 12.5%. Includes SWD. (Not Met)

School	Growth
DMMS	15% (Not Met)
SMS	11% (Met)
TMS	14% (Met)
WSMS	10% (Met)

Average Growth 12.5%

Refer to Appendix E for more detailed information

HS Transitional Math Course Rates from Far Below Basic to Below Basic increased an average of 10.3%. (Met)
Includes SWD.

MMHS			
Semester	FBB	BB	B
Fall	42.5%	49.5%	8.1%
Spring	29.1%	63.6%	7.3%
Growth	-13.4%	14.1%	-8%

MVHS			
Semester	FBB	BB	B
Fall	55.7%	34.2%	8.6%

Expected

17-18		
MMHS		
	Growth	
FBB to B	6.5%	
MVHS		
	Growth	
FBB to B	1%	
VMHS		
	Growth	
FBB to B	2%	
Baseline		
MMHS		
Semester	Fall	Spring
FBB	43	33.5
BB	44.55	51.73
B	9.23	14.8
MVHS		
Semester	Fall	Spring
FBB	40.1	40.7
BB	47.3	53.3
B	11	6.03
VMHS		
Semester	Fall	Spring
FBB	46.6	40.02
BB	43.03	48.8
B	8.53	9.27

Metric/Indicator

HS Proficiency Rates in Think Through Math will increase a minimum of 1% annually. Includes SWD.

Actual

Spring	48.4%	45.6%	4.4%
Growth	-7.3%	11.4%	-4.2%
VMHS			
Semester	FBB	BB	B
Fall	38.9%	50.2%	9.5%
Spring	28.6%	51.7%	17.3%
Growth	-10.3%	1.5%	7.8%

Refer to Appendix E for more detailed information

HS Proficiency Rates in Think Through Math increased 3.97%. Includes SWD. (Not Met)

School	Fall	Spring	Growth
MMHS	17.2%	20.7%	3.5%
MVHS	14.6%	18.8%	4.2%
VMHS	16.1%	20.3%	4.2%

Average Growth 3.97%

Refer to Appendix E for more detailed information

Expected

17-18

School	Growth
MMHS	6%
MVHS	4.3%
VMHS	5.8%

Baseline

School	Fall	Spring
MMHS	18%	23%
MVHS	18%	21.3%
VMHS	20.3%	25.1%

Metric/Indicator
 English Language Learner Progress Indicator (including reclassification rate) will increase 1% annually as reported on the California School Dashboard. (CSD)

17-18
 68%

Baseline
 67%

Metric/Indicator
 English Language Learner Reclassification Rate
 Increase annually by 1%.

17-18
 Reclassification Rate: 6.5%

Baseline
 Reclassification Rate: 5.5%

Actual

English Language Learner Progress Indicator (including reclassification rate) increased 10% to 77% as reported on the California School Dashboard Equity Report. (CSD) (Met)

English Language Learner

English Learner Reclassification Rate for the 2017-18 school year was 6.5%. Reclassification Rate is pending due to CDE results being available in the fall of 2018.

2017-2018
 Reclassification Rate is pending due to CDE results not available at this time.

Expected

Metric/Indicator

% English Language Learner Progress toward English Proficiency as measured by the CELDT. Reflects percentage of students moving one (1) or more levels.
2% increase annually.

17-18

2016-2017:
45.5% of English Learner students will move one or more levels.

Baseline

2015-2016:
English Learner Level Growth 43.5% of students moving one or more levels. (EADMS)

Actual

% English Language Learner Progress toward English Proficiency as measured by the CELDT. Reflects percentage of students moving one (1) or more levels.

2016-17 Data:

2% increase in progress towards English proficiency. (Met)

The actual 2016-17 percentage was 45%.

47% of English Learner students moved one or more levels. (Met)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 1 A-B) Maintain up to four (4) sections at each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA.</p>	<p>ACTION 1 A-B) Maintained four (4) sections at each middle school for math intervention and acceleration classes to close the achievement gap and provide the support needed to focus on our targeted student populations.</p>	<p>A) Maintain middle school intervention/acceleration sections 1000-1999: Certificated Personnel Salaries LCFF \$220,796</p> <p>B) Maintain middle school intervention/acceleration sections 3000-3999: Employee Benefits LCFF \$60,265</p>	<p>A) Maintain middle school intervention/acceleration sections 1000-1999: Certificated Personnel Salaries LCFF \$215,495</p> <p>B) Maintain middle school intervention/acceleration sections 3000-3999: Employee Benefits LCFF \$59,502</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 2 A-B) Maintain up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.</p>	<p>ACTION 2 A-B) Maintained seven (7) sections for intervention and acceleration classes in math, ELA, and elective courses (Academic Seminar) for struggling students who are entering into high school.</p>	<p>A) Maintain high school intervention/acceleration sections 1000-1999: Certificated Personnel Salaries LCFF \$318,415</p> <p>B) Maintain high school intervention/acceleration sections 3000-3999: Employee Benefits LCFF \$83,530</p>	<p>A) Maintain high school intervention/acceleration sections 1000-1999: Certificated Personnel Salaries LCFF \$289,781</p> <p>B) Maintain high school intervention/acceleration sections 3000-3999: Employee Benefits LCFF \$82,075</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 3 In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.</p> <p>A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training</p>	<p>ACTION 3 Maintained an Elementary Intervention Teacher at each elementary site. Teachers provided targeted interventions for our most struggling students with a priority on our targeted student groups.</p> <p>A) Maintained Elementary Intervention Teacher Services B) Maintained Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training E) Intervention Teachers Training F) Intervention Teachers Training Supplies</p>	<p>A) Maintain Elementary Intervention Teacher Services 1000-1999: Certificated Personnel Salaries LCFF \$975,358</p> <p>B) Maintain Elementary Intervention Teacher Services 3000-3999: Employee Benefits LCFF \$266,039</p> <p>C) Intervention Teachers Training 1000-1999: Certificated Personnel Salaries LCFF \$10,657</p> <p>D) Intervention Teachers Training 3000-3999: Employee Benefits LCFF \$1,975</p>	<p>A) Maintain Elementary Intervention Teacher Services 1000-1999: Certificated Personnel Salaries LCFF \$991,849</p> <p>B) Maintain Elementary Intervention Teacher Services 3000-3999: Employee Benefits LCFF \$268,226</p> <p>C) Intervention Teachers Training 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>D) Intervention Teachers Training 3000-3999: Employee Benefits LCFF \$0</p> <p>E) Intervention Teachers Training 5000-5999: Services And Other Operating Expenditures LCFF \$1,500</p>

F) Intervention Teachers Training
4000-4999: Books And Supplies
LCFF \$10,215

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 4 A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.	ACTION 4 A-B) Maintained support for interventions such as: Math 180, Read 180 and iRead. These intervention programs are specifically provided for our struggling students. Materials enabled the program to continue with fidelity which is focused on closing the achievement gap.	A) Maintain support for intervention materials: Math 180, Read 180 and iRead. 4000-4999: Books And Supplies LCFF \$100,000 B) Maintain support for intervention materials: Math 180, Read 180 and iRead. 5000-5999: Services And Other Operating Expenditures LCFF \$71,288	A) Maintain support for intervention materials: Math 180, Read 180 and iRead. 4000-4999: Books And Supplies LCFF \$118,773 B) Maintain support for intervention materials: Math 180, Read 180 and iRead. 5000-5999: Services And Other Operating Expenditures LCFF \$52,515

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 5 Maintain licenses for middle and high school intervention/acceleration programs: A) Think Through Math B) APEX	ACTION 5 Maintained licenses for middle and high school programs to provide intervention and acceleration focused on our struggling students and targeted student groups. We increased support for struggling readers through the purchase of updated Read 180 licenses and program. A,C) Think Through Math B, E, F) APEX D, G) Read 180 Universal	A) Think Through Math 5000- 5999: Services And Other Operating Expenditures LCFF \$120,000 B) APEX 5000-5999: Services And Other Operating Expenditures Lottery \$100,000	A) Think Through Math (Imagine Learning) 5000-5999: Services And Other Operating Expenditures LCFF \$99,000 B) APEX 5000-5999: Services And Other Operating Expenditures Lottery \$65,750 C) Think Through Math (Imagine Learning) 4000-4999: Books And Supplies LCFF \$1,471 D) Read 180 Universal 5000- 5999: Services And Other Operating Expenditures LCFF \$17,329

			E) APEX PD 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,200
			F) APEX 4000-4999: Books And Supplies Lottery \$132
			G) Read 180 Universal 5000-5999: Services And Other Operating Expenditures Lottery \$34,118

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 6 Comprehensive program of services for English Language Learners that includes counseling, intervention, parent engagement, curriculum and materials. A-B) Counselor of Student Support-English Learners C-D) EL Supplemental Program Support of Services (Middle and High Schools) E) Imagine Learning Support of Services K-12 F-G) EL Intervention Teacher Training H) EL Parent Engagement</p>	<p>ACTION 6 Provided support for English Learners as a part of our district focus on meeting the needs of this student group. Support included a ½ time Counselor, National Geographic curriculum, Imagine Learning program, Read 180 Universal program, tutoring and teacher training. A-B) Counselor of Student Support-English Learners C-D) EL Supplemental Program Support of Services (Middle and High Schools) E) Imagine Learning Support of Services K-12 F-G) EL Intervention Teacher Training H) EL Parent Engagement I-J) EL Tutoring Support K) EL Intervention Teacher and Student Training L) Read 180 Universal</p>	<p>A) Counselor of Student Support-English Learners 1000-1999: Certificated Personnel Salaries LCFF \$53,173</p> <p>B) Counselor of Student Support-English Learners 3000-3999: Employee Benefits LCFF \$14,490</p> <p>C) EL Supplemental Program Support of Services (Middle and High Schools) 1000-1999: Certificated Personnel Salaries LCFF \$71,503</p> <p>D) EL Supplemental Program Support of Services (Middle and High Schools) 3000-3999: Employee Benefits LCFF \$18,437</p>	<p>A) Counselor of Student Support-English Learners 1000-1999: Certificated Personnel Salaries LCFF \$53,173</p> <p>B) Counselor of Student Support-English Learners 3000-3999: Employee Benefits LCFF \$14,397</p> <p>C) EL Supplemental Program Support of Services (Middle and High Schools) 1000-1999: Certificated Personnel Salaries LCFF \$74,545</p> <p>D) EL Supplemental Program Support of Services (Middle and High Schools) 3000-3999: Employee Benefits LCFF \$15,186</p>

		E) Imagine Learning Support of Services K-12 5000-5999: Services And Other Operating Expenditures LCFF \$155,300	E) Imagine Learning Support of Services K-12/Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures LCFF \$9,450
		F) EL Intervention Teacher Training 1000-1999: Certificated Personnel Salaries LCFF \$67,290	F) EL Intervention Teacher Training 1000-1999: Certificated Personnel Salaries LCFF \$8,800
		G) EL Intervention Teacher Training 3000-3999: Employee Benefits LCFF \$12,470	G) EL Intervention Teacher Training 3000-3999: Employee Benefits LCFF \$1,550
		H) EL Parent Engagement 4000-4999: Books And Supplies LCFF \$15,000	H) EL Parent Engagement 4000-4999: Books And Supplies LCFF \$3,900
			I) EL Tutoring Support 1000-1999: Certificated Personnel Salaries LCFF \$18,100
			J) EL Tutoring Support 3000-3999: Employee Benefits LCFF \$3,200
			K) EL Intervention Teacher and Student Training 5000-5999: Services And Other Operating Expenditures LCFF \$14,180
			L) Read 180 Universal 5000-5999: Services And Other Operating Expenditures LCFF \$190,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 7 New to Goal 2 and will maintain site LCFF allocations tied to	ACTION 7 Maintained school site LCFF allocations tied to the individual	A) School Site LCFF Allocations tied to SPSAs 1000-1999:	A) School Site LCFF Allocations tied to SPSAs 1000-1999:

<p>School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>School Plans for Prevention, Intervention and Acceleration. Staff focused on actions and services to directly meet the needs of their unduplicated student populations. Sites focused on providing services such as: AVID, instructional aide support, technology resources and summer and Saturday programs.</p> <p>A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>Certificated Personnel Salaries LCFF \$53,375</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$75,846</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$33,439</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$34,514</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$7,000</p>	<p>Certificated Personnel Salaries LCFF \$62,000</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$127,000</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$44,000</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$26,000</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$44,000</p>
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

2.1 The mathematics pathway outlines an additional intervention math period for struggling students. There was support for 4 additional sections at the middle schools for math intervention to provide struggling students with an additional math period to fill in their math achievement gaps. Think Through Math (TTM)/Imagine Learning is being utilized with greater fidelity and by all math teachers grade 6-10 in all math classes and the intervention classes to fill student learning gaps.

2.2 The high schools have been provided 7 additional sections to provide intervention opportunities for students that include lower class sizes for Transitional Math (preparatory course for Math I), Academic Seminar that is focused on 9th grade students who were struggling in middle school. These sections provide students with opportunities to recover credits to ensure graduation.

2.3 One full-time Intervention teacher was maintained at each of the eleven elementary schools. Intervention teachers worked directly with students who were at risk of not meeting standards to provide them with targeted, research-based intervention. Teachers also supported sites in looking at data, progress monitoring, and developing school-wide intervention plans. This support is supplemented by Title I funds to provide additional intervention teaching staff at the Title I schools.

2.4 Support for interventions programs including Read 180/System 44, iRead, and Math 180 was maintained. Continued costs included licensing and consumable resources for implementing the program. The iRead program is implemented as a "prevention" program for all K – 2 students. Read 180 is implemented from grade 3 – 12 as the district's primary intervention for struggling readers. Math 180 is implemented in the majority of our elementary sites to build conceptual understanding and fill in gaps for appropriate fifth graders.

2.5 Imagine Math/Think Through Math (TTM): The most recent benchmark data indicates middle school increased proficiency rate by 12% from the beginning of the school year to approximately March. High school rates increased by 3.4% for the same period. (Note: TTM changed the performance levels this year so they are not comparable to last year). The program was extended this year to include 10th grade. All 6th through 10th grade students were assessed and provided access to Think Through Math. Math Intervention classes utilize TTM on a daily basis and many classes utilize small group instruction as part of their instructional model. Students were able to utilize the program in class and at home for reinforcement, intervention and acceleration. We have 9788 students utilizing the TTM program. In addition, there are 66 adult students utilizing TTM in the Adult Education program. Apex licenses are provided for credit recovery at the comprehensive high schools and for initial instruction and credit recovery at the Alternative Education School. 1515 course subscriptions were purchased and students are utilizing currently 1466 courses. There are approximately 1350 courses that have been completed successfully this school year.

2.6 Imagine Learning was successfully implemented at all elementary schools. All middle schools offered an English Learner support class and all high schools either provided the support class through FTE allocations or were provided that resource through the LCAP. All secondary English Learner teachers were provided professional development training on the ELD standards, methodologies and strategies on how to best serve and support our EL students in accessing the academic core curriculum. Secondary English, Science and Social Studies teachers attended Professional Development Workshops offered by RCOE focusing on ELD standards and integrating these standards with English, Social Studies and NGSS Science standards. Participation in the CAFE Conference proved extremely valuable for teachers and counselors on how to support EL students. High schools used a combination of Imagine Learning licenses (as appropriate) or Rosetta Stone. Parent Engagement has been dramatically increased this year with the District English Learner Parent Advisory Council. Middle and High School EL classes are utilizing Cengage National Geographic materials to maintain alignment and continuity for their EL programs and the transition from middle to high school. Language Assessment Teams (LAT) formed at the secondary level. In addition, secondary EL site teams have been formed which include teachers from the core academic areas to address strategies and resources focusing on EL student support in their classrooms. This support is supplemented by Title III funds.

2.7 Principals worked with Site Council and Leadership Teams to determine use of funds in line with district and site goals and with an effort of closing the achievement gap. Discussions occurred at monthly meetings to guide sites in the effective use of the funds and to reflect upon all site actions and expenditures that affected district initiatives. Principals developed site SPSA's aligned to the district LCAP with the same four goals with Goal 2 being Prevention/Intervention/Acceleration. There were discussions of specific student groups and their progress at principal monthly meetings with the Directors. Principals completed monthly reflections of Actions and Services that included the specific student groups of focus, district programs/initiatives and programs at each school. The Directors of

Elementary/Secondary Education must approve all SPSAs, site-specific allocations and expenditures prior to making purchases. The following examples illustrate the kinds of purchases made for each district goal:

Prevention/Intervention/Acceleration:

- Instructional Assts to support intervention
- Materials for UA instruction
- Release for teachers to meet with parents of at-risk students
- Data Talks
- After school and Saturday teacher led tutoring
- Read 180 Universal for VMHS
- EL classroom support – provided EL aide time
- Teachers sub time to attend SST meetings

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2.1 Effective in providing additional support for struggling students and for acceleration. Teachers are utilizing TTM on a consistent basis in grades 6-10 and are continuing to learn the program to meet the individual needs of students. Students who are utilizing TTM on a daily/weekly basis and are showing growth in proficiency at every grade level and performance level. Middle school math intervention students had an overall 7% growth out of Far Below Basic. Overall middle school math growth increased by 12.5% in proficiency rates. High school math intervention students had an overall 10.3% growth out of Far Below Basic. Overall high school math growth increased by 3.97% in proficiency rates.

2.2 Effective for math intervention in providing students with intervention to ensure preparation for and successful completion of Math I-III. Effective in offering Academic Seminar in providing 9th grade students with the extra support and organizational skills to be successful in high school coursework that is taught utilizing AVID strategies. High school math intervention students had an overall 10.3% growth out of Far Below Basic. Overall high school math growth increased by 3.97% in proficiency rates.

Effective in offering high school students with courses to recover credits to ensure graduation. MVUSD's overall graduation rate is high at 96.5% and maintained from the year before.

2.3 Intervention teachers were highly effective in supporting struggling students with a focus on those in LCAP groups. They provided interventions for students that would not otherwise receive them, in both reading, math and language development. These interventions were focused on student needs based on data, and progress was consistently monitored on an individual level. Intervention teachers were also highly effective in supporting school sites in their efforts to bring data to teachers and to use it to respond effectively to student needs. They played a key role in helping all of our elementary schools move forward with providing interventions and universal access opportunities for all students. Within the past year, third grading Reading Inventory scores have increased by 2.3% and grades 3-5 Math Inventory scores have increased by 6%. Imagine Learning participation increased from 44% to 64% this year. Average annual growth rate in Read 180 was 1.2 years with 65% of students exceeding their growth goals.

2.4 IRead was effective in providing universal instruction in foundational reading skills for all K – 2 students. Sites report that they are developing systems for better ensuring consistent access for all students and getting better completion rates. They also report that the need for System 44 support in third grade is reduced as a result of implementation of iRead. Read 180 and System 44 were effective in supporting our struggling readers in grades 3 – 5 with phonics and reading comprehension instruction. Students continue to make strong gains in Lexile including gains of over a year, with 65% of students exceeding their growth goal. Thirty-four percent of System 44 students reached advanced decoder. Math 180 was effective in providing instruction for our lowest math students in fifth grade. Sites implemented different models this year, at elementary, which included formats which included more students and which gave fourth grades access to program as well. Math Inventory grades 3-5 increased from 46% to 52% this year.

2.5 Though the achievement levels have changed, TTM continues to be an effective program to not only close the achievement gap, but assist students in acceleration and reinforcement. Due to the effectiveness, we plan to continue the use of TTM for the 2018-19 school year for 6th-10th grade and work with Imagine Learning to align achievement levels and provide feedback for program improvement. Middle school math intervention students had an overall 7% growth out of Far Below Basic. Overall middle school math growth increased by 12.5% in proficiency rates. High school math intervention students had an overall 10.3% growth out of Far Below Basic. Overall high school math growth increased by 3.97% in proficiency rates.

Apex implementation and consistent usage has continued this year. Apex is effective based on the number of students currently enrolled in courses and the number of courses that have been completed this school year. Currently, data reports show students are recovering credits and completing classes (through independent study) at high rates. As of April 4th, 1296 Apex courses were completed as original credit or credit recovery.

2.6 Based upon feedback from our elementary sites, student engagement was very strong. Participation for emerging English Language Learners increased from 44% to 64%. For secondary sites, effectiveness of the Imagine Learning program will be re-evaluated. Middle schools found Imagine Learning more effective than the high schools. Middle School sites were provided two additional class sections for EL instruction as well as for support and coordination. After review, the number of licenses will be adjusted. Twenty-seven staff attended the CAFE Conference where they gained new knowledge, perspective and strategies to assist English Language Learners. Extra preparation period provided to secondary schools help to ensure that testing, documentation, collaboration with academic core teachers, parent engagement, and planning for site ELAC meetings are being conducted in an efficient and timely manner. Language Assessment Teams (LAT) are effective in meeting regularly to address the site's EL program, student needs, testing, progress, reclassification, and plan ELAC meetings. Per the California Dashboard, English Learner progress increased from 67.7% to 77% this past year.

2.7 Effective at providing sites opportunities to develop relevant and impactful actions and services for their school community. Effective at guiding and monitoring sites in the development and implementation of site SPSAs in developing actions and services directed toward specific student groups. Effective at creating dialogue about strategies for closing the achievement gap, as well as innovative ideas for supporting all students. Effective in providing equitable responses to the students with the greatest needs. Prevention/Intervention/Acceleration:

- Effective at increasing site educational opportunities, intervention, acceleration and extension opportunities and resources for our targeted student groups.
- Effective in providing additional classified support for interventions.
- Effective in providing additional counseling hours/days at sites.

As a district, overall CAASPP scores increased by 1% in ELA and 1% in math. Students continue to make strong gains in Lexile including gains of over a year, with 65% of students exceeding their growth goal. Thirty-four percent of System 44 students reached advanced decoder. Overall middle school math growth increased by 12.5% in proficiency rates. Overall high school math growth increased by 3.97% in proficiency rates. Per the California Dashboard, English Learner progress increased from 67.7% to 77% this past year. Overall, the high school graduation rate is high at 96.5%.

School site SPSAs are aligned to the district's LCAP goals and communicate all expenditures that support this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Adjustments were made to reflect the actual costs of the salaries of those teachers who actually taught the middle school intervention sections.

2.2 Reflects the actual costs of the salaries of those teachers who actually taught the high school intervention sections.

2.3 Adjustments were made to reflect the actual costs of the salaries of those elementary teachers who actually taught intervention classes.

2.3 Reflects the objects where resources were actually utilized for intervention teacher training. There was not a need for substitute salary costs. Intervention teacher training funds were repurposed by \$10,215 to purchase Surface Pros and supplies to promote equity and equality for the intervention teachers who were without. The Surface Pros will be used to enhance student achievement by allowing teachers to support students 1:1 in administering assessments, conducting student-teacher data talks, accessing information at district meetings, PD, and PLC's.

2.4 Reflects the objects where resources were actually utilized for Read 180, Math 180, and iRead programs.

2.5 Think Through Math is now Imagine Learning Inc. Imagine Learning Math licenses were repurposed by \$17,329 for Read 180 Universal upgrades and by \$2,200 for APEX PD due to the restricted nature of APEX lottery funds.

2.5 APEX funds were repurposed by \$34,118 for Read 180 Universal upgrades. Reflects the objects where resources were actually utilized for APEX licenses and resources.

2.6 EL Imagine Learning Support was funded through Title II funding; Funds were repurposed by \$9,450 for Rosetta Stone Licenses. Overall, EL funds were repurposed by \$190,000 for Read 180 Universal upgrades.

2.6 Reflects utilization of funds for EL before/after school tutoring support. Reflects the objects where resources were actually utilized for EL intervention teacher and student training.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metrics

Reading Inventory 2nd Grade - This metric will be adjusted to 1% annual growth. This metric is located in Goal 2.

Read 180 - This growth metric will be adjusted to an annual growth rate goal of over 1.2 years growth. Data will be aggregated by grade span (grades 4-11). There will no longer be a separate metric for secondary (grades 6-11). This metric is located in Goal 2.

System 44 - This growth metric will be adjusted to monitor the percent of students reaching advanced decoder. Data will be aggregated by grade span. This metric is located in Goal 2.

AP Enrollment - AP enrollment increased by over 5% and all student groups had increased enrollment and met the goal with the exception of the multi-race student group. The AP enrollment metric will be adjusted to .25% growth with a greater focus on the student groups. This metric is located in Goal 2.

Grades 6-8 Math Intervention Course Proficiency Rates - The growth metric will be adjusted to monitor the percent of students moving out of Far Below Basic (FBB). The target will be 1% annual growth on the spring benchmark. This metric is located in Goal 2.

High School Transitional Math Course Proficiency Rates - The growth metric will be adjusted to monitor the percent of students moving out of Far Below Basic (FBB). The target will be 1% annual growth on the spring benchmark. This metric is located in Goal 2.

Actions and Services

2.4 Budget will be increased to support Math/Read 180 and iRead program needs.

2.5 Budget will be decreased due to a decrease in license costs. APEX training costs will be included.

2.6 Budget will be increased due to increased program needs for English Learners. Middle and high school EL teacher sections will be included. Support will be provided for EL training, tutoring and program needs.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Professional Development

Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.

17-18

100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.

Baseline

100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.

Metric/Indicator

100% participation in professional development offerings to identified faculty and staff.

Actual

100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. (Met)

90% participation in professional development offerings to identified faculty and staff. (Met)

Expected

17-18

86% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training.

Baseline

85% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training.

Metric/Indicator

90% participation in professional development offerings to AVID teachers and staff. Increase by 1% annually.

17-18

94% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards.

Baseline

93% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards.

Metric/Indicator

Maintain 100% participation of year-two teachers in the Induction Program.

17-18

100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential.

Baseline

100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential.

Metric/Indicator

Maintain 100% access to EADMS and Inspect. Monitor number of teacher logins to determine levels of usage. Increase usage by 5% annually.

Actual

90% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training. (Met)

90% participation in professional development offerings to AVID teachers and staff. (Not Met)

90% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards. (Not Met)

Maintained 100% participation of year-two teachers in the Induction Program. (Met)

100% of year-two teachers in the Induction Program completed the requirements to achieve a clear credential. (Met)

Maintained 100% access to EADMS and Inspect. Increased the number of teacher logins to 5879. Increased usage by 18%. (Met)

Teacher Logins: 5879 (Met)

Expected

17-18
Teacher Logins: 5,041

Baseline
Teacher Logins: 4801

Metric/Indicator
Maintain 100% participation in identified local and state assessment related meetings.

17-18
100% Participation

Baseline
100% Participation

Metric/Indicator
Implementation of California State Standards. Ensuring English Language Learners access to New State Standards and ELD standards.

17-18
Determine baseline ratings from 2016-2017 for implementation of California State Standards using the Dashboard Reflection Tool. Improve initial ratings one or more level in each content area towards "Full Implementation"

Baseline
Local indicator reporting through the California School Dashboard will occur in the 2017-2018 academic year using the Dashboard Reflection Tool regarding 2016-2017 standards implementation.

Actual

Maintained 100% participation in identified local and state assessment related meetings. (Met)

100% Participation (Met)

Determined baseline ratings from 2016-2017 for implementation of California State Standards using the Dashboard Reflection Tool. (Met)

1. Improve initial ratings one (1) level in each content area towards "Full Implementation" of State Standards.

English Language Arts Standards Implementation Rating Level 4 (maintained)

English Language Development Rating Level 3 (maintained)

Mathematics Standards Implementation Rating Level 4 (maintained)

Next Generation Science Standards Rating Level 2 (maintained)

History Social Science Rating Level 2 (met)

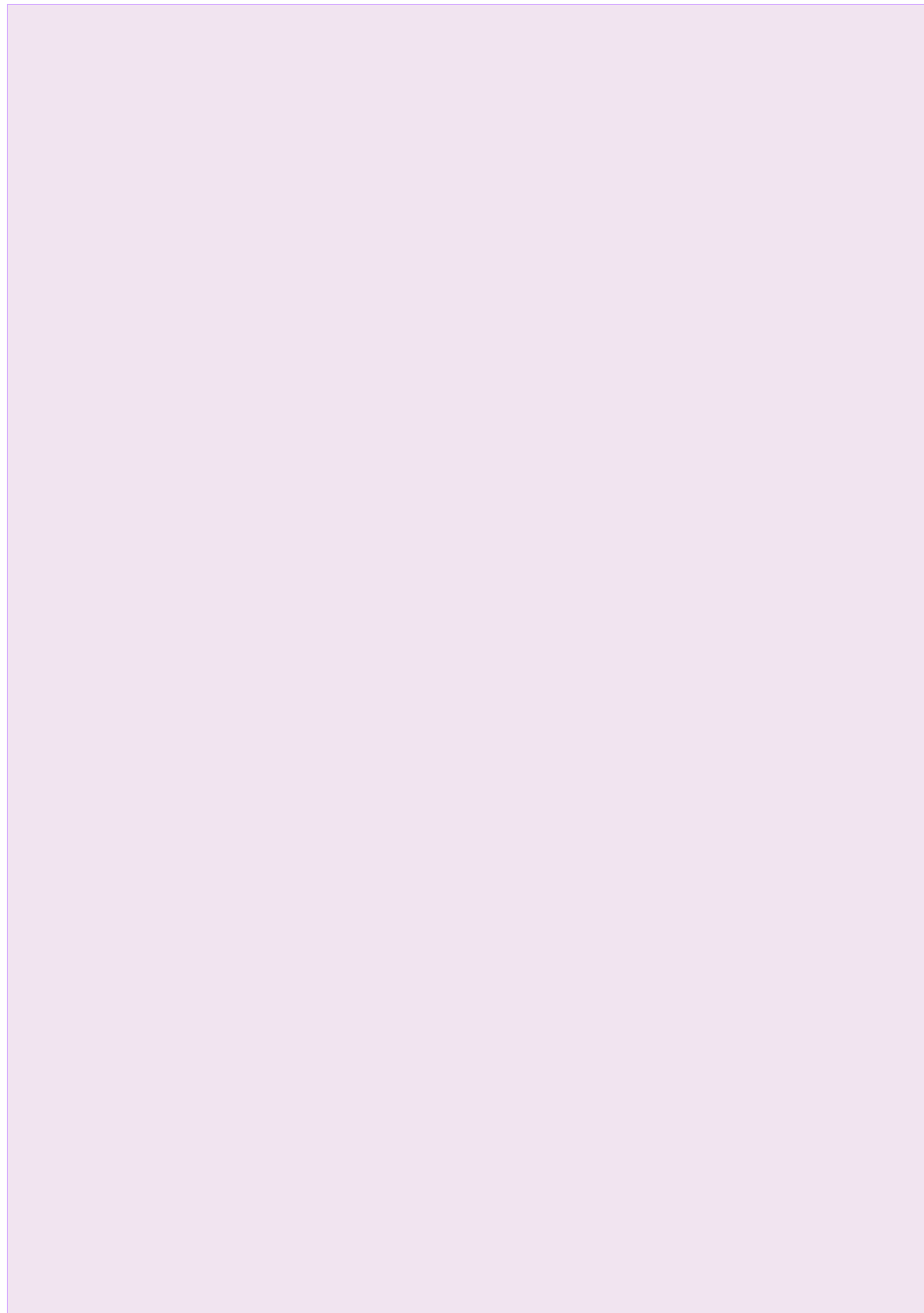
2. Improve initial ratings one (1) level of LEAs progress in making instructional materials aligned to State Standards in each content area towards "Full Implementation".

English Language Arts Standards Implementation Rating Level 4 (maintained)

English Language Development Rating Level 3 (met)

Expected

Actual



Mathematics Standards Implementation (maintained)	Rating Level 4
Next Generation Science Standards (maintained)	Rating Level 2
History Social Science (maintained)	Rating Level 1
3. Improve initial ratings one (1) level of LEAs progress in implementing policies or programs to support staff in delivery of instruction aligned to recently adopted academic standards and/or curriculum.	
English Language Arts Standards Implementation	Rating Level 4 (met)
English Language Development	Rating Level 3 (met)
Mathematics Standards Implementation	Rating Level 4 (met)
Next Generation Science Standards (maintained)	Rating Level 2
History Social Science (maintained)	Rating Level 1
4. Improve initial ratings one (1) level of LEAs progress implementing academic standards in each of the following areas:	
Career Technical Education (maintained)	Rating Level 4
Health Education Content Standards (maintained)	Rating Level 4
Physical Education Content Standards (maintained)	Rating Level 1
Visual and Performing Arts	Rating Level 3 (met)
World Languages (maintained)	Rating Level 2

Expected

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Actual

5. During the 2016-2017 School Year, rate the LEAs success at engaging the following activities and improve one (1) level each year.
Identifying the professional learning needs of groups of teachers or staff as a whole Rating Level 4 (met)
Identifying the professional learning needs of individual teachers Rating Level 4 (met)
Providing support for teachers on the standards they have not yet mastered Rating Level 4 (met)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 1 In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .51 FTE will be maintained. .51 FTE coordination support for IB at MVHS will also be maintained. A-B) Maintain Coordination Support to AVID Program C-D) Maintain coordination support to IB at MVHS</p>	<p>ACTION 1 Increased AVID TOSA support to .68 FTE to serve all secondary schools and Avaxat Elementary School. Maintained a .51 FTE IB TOSA at MVHS to coordinate the school's IB program. A-B) Increased Coordination Support to AVID Program C-D) Maintained coordination support to IB at MVHS</p>	<p>A) Maintain Coordination Support to AVID Program 1000-1999: Certificated Personnel Salaries LCFF \$42,587</p> <p>B) Maintain Coordination Support to AVID Program 3000-3999: Employee Benefits LCFF \$12,528</p> <p>C) Maintain coordination support to IB at MVHS 1000-1999: Certificated Personnel Salaries LCFF \$65,372</p> <p>D) Maintain coordination support to IB at MVHS 3000-3999: Employee Benefits LCFF \$18,421</p>	<p>A) Maintain Coordination Support to AVID Program 1000-1999: Certificated Personnel Salaries LCFF \$57,918</p> <p>B) Maintain Coordination Support to AVID Program 3000-3999: Employee Benefits LCFF \$15,321</p> <p>C) Maintain coordination support to IB at MVHS 1000-1999: Certificated Personnel Salaries LCFF \$48,068</p> <p>D) Maintain coordination support to IB at MVHS 3000-3999: Employee Benefits LCFF \$13,504</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 2 A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies. C) Provide professional development for TOSAs D) TOSA materials and supplies</p>	<p>ACTION 2 A-B) Maintained TOSA Instructional Coaching Support for implementation of New Standards, curriculum, assessments, coaching, PLC assistance and instructional strategies. C, E-F) Provided professional development for TOSAs D) Purchased TOSA materials and supplies</p>	<p>A) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies. 1000-1999: Certificated Personnel Salaries LCFF \$454,206</p> <p>B) Maintain TOSA Instructional Coaching Support for</p>	<p>A) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies. 1000-1999: Certificated Personnel Salaries LCFF \$449,085</p> <p>B) Maintain TOSA Instructional Coaching Support for</p>

		implementation of New Standards, curriculum and strategies. 3000-3999: Employee Benefits LCFF \$125,903	implementation of New Standards, curriculum and strategies. 3000-3999: Employee Benefits LCFF \$124,736
		C) Provide professional development for TOSAs 5000-5999: Services And Other Operating Expenditures LCFF \$24,000	C) Provide professional development for TOSAs 5000-5999: Services And Other Operating Expenditures LCFF \$10,400
		D) TOSA materials and supplies 4000-4999: Books And Supplies LCFF \$4,000	D) TOSA materials and supplies 4000-4999: Books And Supplies LCFF \$5,000
			E) Provide professional development for TOSAs 1000-1999: Certificated Personnel Salaries LCFF \$1,200
			F) Provide professional development for TOSAs 3000-3999: Employee Benefits LCFF \$210

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 3 A-B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR C) Training and coaching materials	ACTION 3 A-B, D-G) Maintained the district's New Teacher Induction Program. Maintained support to teachers through PAR program. A key component of both programs is meeting the needs of all students through research based strategies including differentiation and small group instruction.	A) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 1000-1999: Certificated Personnel Salaries LCFF \$225,000 B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 3000-	A) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 1000-1999: Certificated Personnel Salaries LCFF \$131,750 B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 3000-

C, H) Training and coaching materials

3999: Employee Benefits LCFF \$41,693

3999: Employee Benefits LCFF \$23,480

C) Training and coaching materials 4000-4999: Books And Supplies LCFF \$20,023

C) Training and coaching materials 4000-4999: Books And Supplies LCFF \$5,700

D) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 5000-5999: Services And Other Operating Expenditures LCFF \$24,300

E) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries \$13,070

F) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR (6264 Educator Effectiveness Grant) 3000-3999: Employee Benefits \$2,410

G) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures \$1,945

H) Training and coaching materials (6264 Educator Effectiveness Grant) 4000-4999: Books And Supplies \$542

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 4 A-F) Maintain professional development on adopted curriculums, new standards and new teaching strategies. G-H) Training on supplemental curriculum such as MVP</p>	<p>ACTION 4 A-F, K-L) Maintained professional development on adopted curriculums, new standards and research proven teaching strategies. G-H, J) Provided training on supplemental curriculum such as MVP I, M) Outsourced Data Support Services-Hanover N-O) Provided time for curriculum work teams to develop units, assessments, data review and planning.</p>	<p>A) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 1000-1999: Certificated Personnel Salaries LCFF \$56,097</p> <p>B) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 3000-3999: Employee Benefits LCFF \$10,395</p> <p>C) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 1000-1999: Certificated Personnel Salaries LCFF \$21,711</p> <p>D) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 3000-3999: Employee Benefits LCFF \$4,023</p> <p>E) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries \$30,332</p>	<p>A) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (LCFF 0320) 1000-1999: Certificated Personnel Salaries LCFF \$16,490</p> <p>B) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (LCFF 0320) 3000-3999: Employee Benefits LCFF \$3,055</p> <p>C) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>D) Maintain professional development on adopted curriculums, new standards and new teaching strategies. 3000-3999: Employee Benefits LCFF \$0</p> <p>E) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries \$35,030</p>

F) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 3000-3999: Employee Benefits \$5,621

G) Training on supplemental curriculum such as MVP (6264 Educator Effectiveness Grant) 5800: Professional/Consulting Services And Operating Expenditures \$6,570

H) Training on supplemental curriculum such as MVP (LCFF 0320) 5000-5999: Services And Other Operating Expenditures LCFF \$18,430

I) Outsourced Data Support Services-Hanover 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,734

J) Training on supplemental curriculum (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures \$440

K) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 4000-4999: Books And Supplies \$330

L) Maintain professional development on adopted

F) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 3000-3999: Employee Benefits \$5,965

G) Training on supplemental curriculum such as MVP (6264 Educator Effectiveness Grant) 5800: Professional/Consulting Services And Operating Expenditures \$15,450

H) Training on supplemental curriculum such as MVP (LCFF 0320) 5000-5999: Services And Other Operating Expenditures LCFF \$5,000

I) Outsourced Data Support Services-Hanover 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,734

J) Training on supplemental curriculum (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures \$440

K) Maintain professional development on adopted curriculums, new standards and new teaching strategies. (6264 Educator Effectiveness Grant) 4000-4999: Books And Supplies \$330

L) Maintain professional development on adopted

			curriculums, new standards and new teaching strategies. (LCFF 0320) 4000-4999: Books And Supplies LCFF \$650
			M) Outsourced Data Support Services-Hanover (LCFF 0320) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$8,176
			N) Provide time for curriculum work teams to develop units, assessments, data review and planning. (LCFF 0320) 1000-1999: Certificated Personnel Salaries LCFF \$16,400
			O) Provide time for curriculum work teams to develop units, assessments, data review and planning. (LCFF 0320) 3000-3999: Employee Benefits LCFF \$3,040

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 5 A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning. C-F) Provide support to professional development day.</p>	<p>ACTION 5 A-B G-J) Provided release time for curriculum work teams to develop units, assessments, data review and planning aligned with the state standards and CAASPP. C-F) Provided support to ensure an effective district-wide January professional development day. K) Provided NGSS Training to support science teachers in the shift to the new standards.</p>	<p>A) Provide time for curriculum work teams to develop units, assessments, data review and planning. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries Other \$59,328</p> <p>B) Provide time for curriculum work teams to develop units, assessments, data review and planning. (6264 Educator</p>	<p>A) Provide time for curriculum work teams to develop units, assessments, data review and planning. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries \$32,362</p> <p>B) Provide time for curriculum work teams to develop units, assessments, data review and planning. (6264 Educator</p>

Effectiveness Grant) 3000-3999:
Employee Benefits Other \$10,994

Effectiveness Grant) 3000-3999:
Employee Benefits \$5,199

C) Provide support to professional development day. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries Other \$5,483

C) Provide support to professional development day. (6264 Educator Effectiveness Grant) 1000-1999: Certificated Personnel Salaries \$1,100

D) Provide support to professional development day. (6264 Educator Effectiveness Grant) 3000-3999: Employee Benefits Other \$1,017

D) Provide support to professional development day. (6264 Educator Effectiveness Grant) 3000-3999: Employee Benefits \$177

E) Provide support to professional development day. (6264 Educator Effectiveness Grant) 4000-4999: Books And Supplies Other \$2,500

E) Provide support to professional development day. (6264 Educator Effectiveness Grant) 4000-4999: Books And Supplies \$5,092

F) Provide support to professional development day. (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures Other \$16,000

F) Provide support to professional development day. (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures \$16,849

G) Provide time for curriculum work teams to develop units, assessments, data review and planning. 1000-1999: Certificated Personnel Salaries LCFF \$15,158

H) Provide time for curriculum work teams to develop units, assessments, data review and planning. 3000-3999: Employee Benefits LCFF \$2,808

I) Provide time for curriculum work teams to develop units, assessments, data review and

			planning. (LCFF 0320) 1000-1999: Certificated Personnel Salaries LCFF \$12,482
			J) Provide time for curriculum work teams to develop units, assessments, data review and planning. (LCFF 0320) 3000-3999: Employee Benefits LCFF \$2,313
			K) NGSS Training (6264 Educator Effectiveness Grant) 5000-5999: Services And Other Operating Expenditures \$1,782

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 6 A) Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI B) Adrylan Communications – Inspect Data Analysis C) Outsourced Data Support Services	ACTION 6 A) Purchased Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI. Both provide systems for assessing students and CAASPP aligned data. B) Purchased Adrylan Communications – Inspect Data Analysis that provide test items for formative assessments C-D) Purchased Outsourced Data Support Services including Hanover which provided CAASPP analysis and our annual stakeholder surveys.	A) Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI 5000-5999: Services And Other Operating Expenditures LCFF \$100,875 B) Adrylan Communications – Inspect Data Analysis 5000-5999: Services And Other Operating Expenditures LCFF \$33,625 C) Outsourced Data Support Services 5000-5999: Services And Other Operating Expenditures LCFF \$156,600	A) Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI 5000-5999: Services And Other Operating Expenditures LCFF \$94,381 B) Adrylan Communications – Inspect Data Analysis 5000-5999: Services And Other Operating Expenditures LCFF \$33,405 C) Outsourced Data Support Services 5000-5999: Services And Other Operating Expenditures LCFF \$156,600 D) Outsourced Data Support Services-Hanover 5800: Professional/Consulting Services

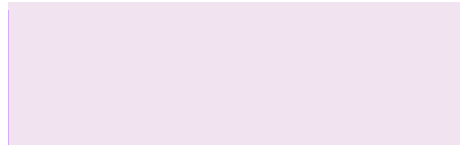
And Operating Expenditures
LCFF \$6,714

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 7 A-B) Assessment Related Support – CELDT Substitutes C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings</p>	<p>ACTION 7 A-B) Provided personnel to complete English Learner assessments - Substitutes C) Provided funding for the Coordinators of Assessment to attend County and State LCAP and Assessment Related Meetings.</p>	<p>A) Assessment Related Support – CELDT Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$14,532</p> <p>B) Assessment Related Support – CELDT Substitutes 3000-3999: Employee Benefits LCFF \$2,693</p> <p>C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings 5000-5999: Services And Other Operating Expenditures LCFF \$7,000</p>	<p>A) Assessment Related Support – CELDT/ELPAC Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$13,915</p> <p>B) Assessment Related Support – CELDT/ELPAC Substitutes 3000-3999: Employee Benefits LCFF \$1,980</p> <p>C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings 5000-5999: Services And Other Operating Expenditures LCFF \$2,500</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 8 A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.</p>	<p>ACTION 8 A-B) Maintained Release Time for Math and English teachers to score math and ELA performance tasks. C-D) Maintained Release time for teachers to score the Junior Reflective Essays.</p>	<p>A) Maintain Release Time for Math and English Scoring Team Members for two days each. 1000-1999: Certificated Personnel Salaries LCFF \$29,823</p> <p>B) Maintain Release Time for Math and English Scoring Team Members for two days each. 3000-3999: Employee Benefits LCFF \$5,525</p>	<p>A) Maintain Release Time for Math and English Scoring Team Members for two days each. 1000-1999: Certificated Personnel Salaries LCFF \$23,410</p> <p>B) Maintain Release Time for Math and English Scoring Team Members for two days each. 3000-3999: Employee Benefits LCFF \$3,635</p>



C) Release time for Jr. Reflective Scoring Team Members. 1000-1999: Certificated Personnel Salaries LCFF \$3,800



D) Release time for Jr. Reflective Scoring Team Members. 3000-3999: Employee Benefits LCFF \$705

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 9 New to Goal 3 and will maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>ACTION 9 Maintained school site LCFF allocations tied to the professional development section of the individual school site SPSAs. Staff focused on actions and services that provided training for staff so they can meet the needs of their unduplicated student populations. Sites focused on providing trainings in the following areas: AVID, interventions, ELA, math, NGSS, English Language Learners, and social science. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$40,043</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$0</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$7,422</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$5,999</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$82,456</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$65,000</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$200</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$12,000</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$2,000</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$110,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

3.1 Maintained district-wide support to all secondary schools and one elementary school's implementation of the AVID program.

3.2 Instructional Coaches for English Language Arts, Mathematics, Science, Technology and Induction support classroom teachers through coordination of curriculum and instruction for the district. Each coach leads teacher planning groups in curriculum and assessment design, instructional shifts and strategies along with lesson study. Coaches work with site administrators to build their capacity related to core subject area standards and shifts in instruction and the observable strategies in classrooms as a result.

3.3 The District Induction Program provides support for new teachers over a two-year period aligned to standards provided by the California Commission on Teacher Credentialing. The support includes one-on-one mentoring and Elements of Effective Instruction training. Support for PAR is also provided through these resources.

3.4 There is a continued focus on mathematics standards instruction, technology integration, use of an online adaptive program (TTM) for prevention/intervention/acceleration which leads to student mastery of standards. There continues to be ELA training for all teachers including ERWC. Science teachers are beginning to receive training on NGSS and the incorporation the new standards into their curriculum and instruction as well as the incorporation of the ELA/ELD standards. Social science teachers are receiving additional training on civic education and incorporation of the ELA/ELD standards.

Health teachers have received training and have aligned curriculum and instruction with the passage of AB329 and the hands only CPR training required by law.

To ensure all teachers have opportunities to continue develop in the use of research-based strategies, Elements of Effective Instruction (EOEI) is provided both onsite and online. Three additional online modules were added this year. EOEI modules have also been integrated into an online, self-pace gamified professional learning environment called Alludo, which provides additional access for teachers to develop these skills and strategies.

This support is supplemented by Title II funds.

3.5 Curriculum work teams met to expand units of study and refine common district assessments and rubrics. High school math and middle school ELA teachers are preparing for textbook piloting during the 18-19 school year. This work is focused on standards-based instruction to ensure student learning, mastery of the standards and career/college readiness.

This support is supplemented by Title II funds.

3.6 ESGI was maintained for all K – 1 teachers. It is a program that allows teachers to collect data for their students in order to understand, report, and respond to their academic needs.

EADMS has proved to be an invaluable resource for the implementation of district-wide, common and individual teacher assessments as well as the disaggregation and storing of historical student data.

Hanover Research continues to provide annual analysis on state assessment data and Stakeholder Survey feedback. Schoolzilla and Mosaic have completed year-two of a three-year local data dashboard implementation service. This year reports were made available to all site administrators and training was provided to support understanding. Key reports included attendance, D/F grades, CAASPP and Benchmark results, and program participation.

3.7 Coordinators have attended County and related assessment meetings to gain knowledge regarding LCAP, instructional programs, EL, and state assessment related information.

3.8 English and math teachers gathered by grade level to score district-wide secondary performance tasks taken as common district benchmark exams. This provided teachers with excellent professional development and time for alignment and collaboration regarding standards, rubrics and student learning. In addition, 9th grade English teachers were provided time to score the freshman project that is aligned to the ELA standards.

3.9 Principals worked with Site Council and Leadership Teams to determine use of funds in line with district and site goals and with an effort of closing the achievement gap. Discussions occurred at monthly meetings to guide sites in the effective use of the funds and to reflect upon all site actions and expenditures that affected district initiatives. Principals developed site SPSA's aligned to the district LCAP with the same four goals with Goal 3 being Professional Development. There were discussions of specific student groups and their progress at principal monthly meetings with the Directors. Principals completed monthly reflections of Actions and Services that included the specific student groups of focus, district programs/initiatives and programs at each school. The Directors of Elementary/Secondary Education must approve all SPSAs, site-specific allocations and expenditures prior to making purchases. The following examples illustrate the kinds of purchases made for each district goal:

Professional Development

- Conferences/Trainings – CUE, Math, Social Studies Framework, NGSS, AVID, Accelerated Reader, AVID Tutors
- Collaboration Time for Teams
- Site Leadership Team Training and Collaboration
- Site-based Lesson Study
- Release time for Data Talks

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

3.1 Effective in creating a districtwide articulated AVID Program at the secondary level. Effective in ensuring underrepresented students, identified ethnic groups, and first-generation college students are recruited and supported to participate in the AVID program. Effective in communicating regularly to all site AVID Coordinators through face-to-face meetings. Effective in creating, implementing, and enforcing the district hiring policy for college tutors, as well as managing their placement and professional development. Effective in collecting and disaggregating data related to AVID student participation rates, student grade point averages, A-G completion and access to advanced coursework. Effective in assisting in the development of elementary AVID at Avaxat Elementary School. One hundred percent of all 3rd – 5th graders were taught to use the organizational tools. One hundred percent of 2nd – 5th grade teachers went through AVID training. Instrumental in ensuring that Murrieta Mesa High School attained its AVID Demonstration School designation and Site of Distinction recognition. Effective in providing mentorship to staff of Warm Springs

Middle School as it earns the status of Emerging Demonstration school. All secondary school AVID site teams attend AVID summer training. One hundred percent of AVID students enrolled in college preparatory courses to ensure A-G completion upon graduation.

3.2 Instructional Coaching support has been effective and instrumental in ensuring a district-wide implementation of standards, curriculum and instruction, district benchmark assessments and performance tasks. Teachers participating have communicated the service has significantly positively influenced their instructional delivery and assessment practices based on their student data. Instructional Coaching support has effectively influenced the use of the Professional Learning Community by increasing the conversations around student data, mastery learning and enhancement of instructional practices. All participants complete surveys upon completion of district professional development. One hundred percent of responding K-2 teachers found the coaching day to be very helpful or extremely helpful in supporting their implementation of the new ELA curriculum. Eighty-eight percent of responding 3-5 teachers found the coaching day to be very helpful or extremely helpful in supporting their implementation of the new ELA curriculum

3.3 The overall effectiveness of the in-house Induction Program is exemplary. The teachers who complete the program demonstrate the knowledge and skills to support the full range of learners in their classrooms, as evidenced by completion of Individual Learning Plans, Digital Capstone Projects, and assessments against the California Standards for the Teaching Profession using the Continuum of Practice. Surveys of candidates, mentors and site administrators further validate that program completers are equipped with the skills, strategies and commitment necessary to be effective in 21st Century classrooms. The Induction Program serves as a pathway to quality teaching and learning. Year-two candidates presented their Digital Capstone Projects and reflected on their induction experiences during the annual Colloquium event, sharing artifacts as evidence of application of the standards. Through this experience, they validate and verify competencies from effective classroom management to fostering culturally responsive classrooms.

3.4 The continued focus on district-wide staff development in the areas of math, ELA, science, health and social science have been effective to support shifts in instruction with an intentional focus on student learning. In addition, teachers have received support to access, disaggregate and utilize data to provide differentiated, targeted instruction. From the post-January PD day survey, all sessions and presenters on average received a 4.5 out of 5 rating.

Teachers who have participated in the Elements of Effective Instruction (EOEI) program, both online and onsite, have communicated its effectiveness in improving their abilities in their classroom, as evidenced through evaluation surveys of sessions. Online versions of the modules have been particularly effective because they have required teachers to produce artifacts demonstrating application of the knowledge and skills they have developed through the learning experiences. During this school year, 164 teachers took part in face-to-face EOEI trainings and 47 teachers took part in the online EOEI trainings. Further, an additional online avenue for participation in the EOEI training experiences that incorporates gaming and badging was introduced this year, which has already exceeded expectations for participation. This system, Alludo, provides incentives for teacher participation while also ensuring they provide evidence of application of their learning experience, which helps ensure high quality professional development. We currently have over 500 teachers participating in Alludo staff development.

3.5 Curriculum work teams have been effective in the refinement of units of study and common district assessments that are aligned to State determined priority standards as outlined in the CAASPP blueprint. This has contributed to creation of common rubrics and district-wide scoring sessions that enhanced the understanding of the standards. Secondary sites are administering district common ELA and math assessments aligned to the standards and CAASPP twice annually. In addition, teachers have collaborated to develop common grade-level projects that culminate in a senior project/presentation, which is a graduation requirement and preparedness for career and college.

3.6 ESGI implementation was effective. Teachers report that this program offers them an easy way of assessing students and collecting data for a variety of uses. By learning about their students' needs, they have been able to target support in classroom differentiation and grade level intervention.

EADMS is effective in launching district-wide, common and teacher created assessments. EADMS is effective in providing the district, school sites and teachers with student specific data analysis. EADMS is effective in providing the district access to a variety of state and local metric outcomes (progress monitoring).

Hanover is effective in providing analysis on State assessments and for compilation and reporting of stakeholder survey groups input for annual LCAP development.

Schoolzilla and Mosaic is beginning to be more effective in providing data for district and school staff regarding LCAP metrics. Site administrators are beginning to get data that they can use and share with their staff. Data is timely and consistently reported. It is easy for stakeholders to understand.

3.7 Effective for coordinators to gain knowledge regarding new information from the State that affects LCAP, State assessments and resources to assist districts. In addition, these meetings allow staff to develop partnerships with the county and other district personnel.

3.8 Common scoring time has been effective in calibrating and providing all English/Math teachers a deeper understanding of the performance indicators for the district-wide performance tasks. This collaboration time has encouraged reflection to improve student learning.

3.9 Effective at providing sites opportunities to develop relevant and impactful actions and services for their school community. Effective at guiding and monitoring sites in the development and implementation of site SPSAs in developing actions and services directed toward specific student groups. Effective at creating dialogue about strategies for closing the achievement gap, as well as innovative ideas for supporting all students. Effective in providing equitable responses to the students with the greatest needs.

Professional Development:

- Effective in providing teachers with opportunities to participate in a variety of trainings and workshops to assist teachers with standards implementation, including equity, grading practices, NGSS, social science, early literacy, Daily 5, math and ELA.
- Effective in providing teachers with time to collaborate around new curriculum. This included the use of Lesson Study at some schools.
- Effective in providing teachers with resources, such as books and videos, to support their learning including books on equity, grading practices and standards implementation.

- Effective in providing time for teachers to come together with administration to discuss data and responses to data including PLCs and additionally scheduled data team meetings.
- School site SPSAs are aligned to the district's LCAP goals and communicate all expenditures that support this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 Adjustments were made to reflect the actual costs of the salaries of the teachers who served as TOSA for IB and AVID. AVID TOSA was increased to .68 FTE.

3.2 Adjustments were made to reflect the actual costs of the salaries of those teachers who served in the role of TOSA. Reflects the objects where the resources were actually utilized for TOSA professional development.

3.3 Adjustments were made to fund resources to reflect utilization of remaining Educator Effectiveness Grant funds. Reflects the objects where the resources were actually utilized for Induction Support program.

3.4 Adjustments were made to fund resources to reflect utilization of remaining Educator Effectiveness Grant funds. Reflects the objects where the resources were actually utilized for curriculum professional development and training on supplemental curriculum. Curriculum PD funds were repurposed by \$8,176 to support outsourced data support services with Hanover. Curriculum PD funds were also repurposed by \$19,440 to support curriculum work teams additional needs.

3.5 Adjustments were made to fund resources to reflect utilization of remaining Educator Effectiveness Grant funds for curriculum work teams.

3.5 Professional development day funds were repurposed by \$1,782 to support NGSS training.

3.6 EADMS/ESGI and INSPECT funds were repurposed by \$6,494 and \$220, respectively, to support outsourced data support services with Hanover.

3.8 Release time for Math and English scoring team members were repurposed by \$4,505 to support release time for Jr. Reflective Essay scoring team members.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metric

Professional Development will be adjusted to 1% annual growth with a goal of 95% participation. The metric is located in Goal 3.

AVID Professional Development will be adjusted to 1% annual growth with a goal of 95% participation. The metric is located in Goal 3.

Implementation of California State Standards using the Dashboard Reflection Tool will be adjusted to annual review and reflection with maintaining or improving annual ratings in each content area. The metric is located in Goal 3.

Actions and Services

3.1 AVID Support Coordinator will be readjusted to .68 FTE.

3.2 The Instructional Coaches budget will include elementary coaches.

3.3 The budget will be decreased for the Induction due to reduced program needs. Support will be increased to include accreditation and program fees.

3.4 The budget will be decreased due to decreased needs for standards and/or curriculum training.

3.5 The budget will be increased due to additional curriculum work team needs.

3.6 The budget will be increased due to higher EADMS and Inspect Data System costs. Outsourced Data services will be decreased to reflect lower program costs.

3.7 ELPAC replaces CELDT permanently in 2018/19. Budget will be deleted due to ELPAC assessments not being the most effective use of the funds.

3.8 The budget will be increased to support increased scoring team needs.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

ENGAGEMENT, CULTURE AND CLIMATE

Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)

17-18

100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)

Baseline

100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)

Actual

100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d) (Met)

Expected

Metric/Indicator

Increase Attendance by 0.1% annually (Student Group Data located in Appendix E)

17-18

Attendance rate increase 0.1% from 2016-2017 to 95.8%

Baseline

Attendance rate is 95.7% increased 0.2% from 2015- 2016

Metric/Indicator

Decrease chronic absenteeism rates by 0.5% annually (Student Group Data located in Appendix E)

17-18

Chronic Absenteeism rates decrease to 8.2% in 2017- 2018

Baseline

Decreased Chronic Absenteeism rates to 8.7% in 2016-2017

Metric/Indicator

Foster Youth – Attendance rate gap between foster youth and general student population will decrease by 0.2% annually.

17-18

2017-2018 Foster Youth Attendance Rate 94%

Baseline

2016-2017 Foster Youth Attendance Rate 93.8%

Metric/Indicator

Decrease number suspensions by 50 incidents annually. (Student Group Data located in Appendix E)

17-18

Total Suspensions including In-house Suspension 382

Actual

Maintained Attendance at 95.7% with 0% growth. (Not Met)
(Student Group Data located in Appendix E)

Refer to Appendix E for more detailed information

Increased chronic absenteeism rates by 1% to 9.2% (Not Met)
(Student Group Data located in Appendix E)

Refer to Appendix E for more detailed information

Foster Youth – Attendance rate gap between foster youth and general student population decreased by .5%.

2017-2018 Foster Youth Attendance Rate 94.4% (Met)

The overall attendance rate is 95.7%. The gap is 1.3% which is decline from 1.8% the previous year.

Refer to Appendix E for more detailed information

Decreased number suspensions by 137 incidents. (Met)
(Student Group Data located in Appendix E)

Total Suspensions including In-house Suspension 295 (Met)

Refer to Appendix E for more detailed information

Expected

Baseline

Total Suspensions including
In-house Suspension 432

Metric/Indicator

Decrease suspension rate by .1% annually

17-18

Decrease to 1.2%

Baseline

1.3% of district students have been suspended one or more times.

Metric/Indicator

Decrease number of expulsions by 2 instances annually

17-18

Total Expulsions

2016-17: 4

2017-18: 2

Decreased by 2

Baseline

Total Expulsions

2015-16: 9

2016-17: 4

Decreased by 5

Metric/Indicator

Increase number of staff trained in PBIS by 75 annually

17-18

75 Staff members trained in PBIS/Boys Town

Total 342

Actual

Decreased suspension rate by .1% (Met)

Decreased to 1.2% (Met)

Refer to Appendix E for more detailed information

Increased the number of expulsions by 1 instance over 2016-17. (Not Met)

Total Expulsions

2016-17: 4 (Actual number in June 2017 was 7 expulsions)

2017-18: 5

57 Staff members were trained in PBIS/Boys Town (Not Met)

26 Staff members were trained in Restorative Practices.

Total staff trained since 2014-15 is 324 (Not Met)

Expected

Actual

Baseline

2016-2017
79 Staff members trained in PBIS/Boys Town
Total 267 since 2014-2015

Metric/Indicator

Increase SWDs Parent Engagement for Mental Health Related Workshops and Groups

17-18

2017-2018 – Increase parent participation by 20% (to 151)

Baseline

Baseline: 2016-2017 School Year – 126 parent participants

Metric/Indicator

Increase SWDs Parent Involvement for parents of Behavior Class Students Related Workshops and Groups

17-18

2017-2018 – Increase parent participation by 20% (to 25)

Baseline

Baseline: 2016-2017 School Year - 21 families

Metric/Indicator

Increase in SWD Parent Engagement/Implementation Strategies

17-18

2017-2018 – Increase implementation of strategies to 60%.

Baseline

Baseline for implementation 50%

Metric/Indicator

Increase SWDs Student Involvement in Summer Growth Institute: Social Skills and mental health counseling

17-18

2017-2018 – Increase student participation by 30% (to 42)

Increased SWDs Parent Engagement for Mental Health Related Workshops and Groups

2017-2018 – Increased parent participation by 131% (to 350) (Met)

Increased SWDs Parent Involvement for parents of Behavior Class Students Related Workshops and Groups

2017-2018 – Increased parent participation by 128% (to 48) (Met)

Increase in SWD Parent Engagement/Implementation Strategies

2017-2018 – Increased implementation of strategies to 100% based on parent workshop exit surveys. (Met)

Increased SWDs Student Involvement in Summer Growth Institute: Social Skills and mental health counseling to 60 (Met)

2017-2018 – Increased student participation by 43% (to 60) (Met)

Expected

Baseline

Baseline: 2016-2017 School Year - 32

Metric/Indicator

Conduct Annual Stakeholder Survey to ensure positive perception of school safety and school connectedness. Use Hanover Annual Survey and CHKS bi-annually for this purpose. Areas measured include: Overall Satisfaction, School Safety and Engagement, Parent Engagement, Communication and Policies and Involvement.

17-18

Increase positive perceptions (satisfaction) in these areas by 5% annually.

Overall Satisfaction

Parents 75%

Students 75%

Staff 86%

School Safety and Engagement

Parents 95%

Parent Engagement

Parents 78%

Staff 100%

Communication

Parents 94%

Students 75%

Staff 75%

Policies and Involvement

Parents 75%

Students 19%

Staff 95%

Actual

Conducted Annual Stakeholder Survey to ensure positive perception of school safety and school connectedness. Used Hanover Annual Survey and CHKS bi-annually for this purpose. Areas measured included: Overall Satisfaction, School Safety and Engagement, Parent Engagement, Communication and Policies and Involvement.

Data is pending from Annual Stakeholder Survey results.

Overall Satisfaction

Parents 74% (Not Met)

Students 47% (Not Met)

Staff 76% (Not Met)

School Safety and Engagement

Parents 81% (Not Met)

Students 60% (New Metric)

Parent Engagement

Parents 71% (Not Met)

Staff 86% (Not Met)

Staff Engagement (New Metric)

Staff 58%

Communication

Parents 88% (Not Met)

Students 66% (Not Met)

Staff 68% (Not Met)

Policies and Involvement

Parents 64% (Not Met)

Students 27% (Met)

Staff 50% (Not Met)

Expected

Baseline

Overall Satisfaction

Parents 70%

Students 70%

Staff 81%

School Safety and Engagement

Parents 90%

Parent Engagement

Parents 73%

Staff 98%

Communication

Parents 89%

Students 70%

Staff 70%

Policies and Involvement

Parents 70%

Students 14%

Staff 90%

Metric/Indicator

Family Partnerships will continue for DELAC, AAPAC, LPAC, SEPAC and ATP with all groups meeting a minimum of four (4) times annually. LCAP Advisory Councils (Stakeholder Reps and Student) will meet a minimum of four (4) times annually.

17-18

All advisory councils will meet a minimum of 4 times annually.

DELAC - 4

AAPAC - 2

LPAC - 2

ATP - 4

SEPAC - 4

LCAP - 4

Actual

Family Partnerships continued for DELAC, AAPAC, LPAC, SEPAC and ATP with all groups meeting a minimum of 4 times annually. (Met)

Advisory Councils (Stakeholder Reps and Student): (Met)

DELAC - 4

AAPAC - 4

LPAC - 4

ATP - 6

SEPAC - 10

LCAP - 5

LCAP Student - 4

Expected

Actual

Baseline

Advisory Councils (Stakeholder Reps and Student):
 DELAC - 3
 AAPAC - 1
 LPAC - 1
 ATP - 5
 SEPAC - 7
 LCAP - 5

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 1 Maintain mental health services to SWDs and their families who require this support. A-B) Mental Health Therapist</p>	<p>ACTION 1 Maintained mental health services to SWDs and their families who needed this type of support by providing access to a mental health therapist. A-B) Mental Health Therapist</p>	<p>A) Mental Health Therapist (6512 Mental Health Funds) 2000-2999: Classified Personnel Salaries Other \$92,210</p> <p>B) Mental Health Therapist (6512 Mental Health Funds) 3000-3999: Employee Benefits \$30,742</p>	<p>A) Mental Health Therapist (6512 Mental Health Funds) 2000-2999: Classified Personnel Salaries \$92,210</p> <p>B) Mental Health Therapist (6512 Mental Health Funds) 3000-3999: Employee Benefits \$31,138</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 2 A-B) Foster Youth Liaison</p>	<p>ACTION 2 Increased Foster Youth support by providing a Foster Youth Liaison on a full-time basis. This liaison provided intensive assistance at all sites with assessment, scheduling, assistance and resources to support these students. A-B) Foster Youth Liaison</p>	<p>A-B) Foster Youth Liaison 2000-2999: Classified Personnel Salaries LCFF \$41,364</p> <p>A-B) Foster Youth Liaison 3000-3999: Employee Benefits LCFF \$4,261</p>	<p>A-B) Foster Youth Liaison 2000-2999: Classified Personnel Salaries LCFF \$114,146</p> <p>A-B) Foster Youth Liaison 3000-3999: Employee Benefits LCFF \$33,386</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 3 A-B) PBIS Training to support PBIS implementation: Substitutes C-D) Data Clerk E) PBIS Training to support PBIS implementation: Conferences and Workshops F) PBIS Books and materials</p>	<p>ACTION 3 A-B, G) Provided classified and certificated staff with PBIS Training to support PBIS strategies and implementation: Substitutes C-D) Provided a part-time Clerk for data entry related to PBIS and Student Support services E) Provided staff with PBIS Training to include: Conferences and Workshops F) Purchased PBIS Books and materials H-I) Provided Arts Program Teaching Artists with a focus on PBIS strategies to engage students J) Increased Tier 3 Behavior Supports from Victor Community Services in response to district and site requests for additional support for at-risk students.</p>	<p>A) PBIS Training to support PBIS implementation: Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$12,656</p> <p>B) PBIS Training to support PBIS implementation: Substitutes 3000-3999: Employee Benefits LCFF \$2,345</p> <p>C) Data Clerk 2000-2999: Classified Personnel Salaries LCFF \$7,946</p> <p>D) Data Clerk 3000-3999: Employee Benefits LCFF \$2,053</p> <p>E) PBIS Training to support PBIS implementation: Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>F) PBIS Books and materials 4000-4999: Books And Supplies LCFF \$5,000</p>	<p>A) PBIS Training to support PBIS implementation: Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$5,135</p> <p>B) PBIS Training to support PBIS implementation: Substitutes 3000-3999: Employee Benefits LCFF \$900</p> <p>C) Data Clerk 2000-2999: Classified Personnel Salaries LCFF \$0</p> <p>D) Data Clerk 3000-3999: Employee Benefits LCFF \$0</p> <p>E) PBIS Training to support PBIS implementation: Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF \$7,760</p> <p>F) PBIS Books and materials 4000-4999: Books And Supplies LCFF \$8,675</p> <p>G) PBIS Training to support PBIS implementation: Substitutes 2000-2999: Classified Personnel Salaries LCFF \$470</p> <p>H) Arts Program Teaching Artists 2000-2999: Classified Personnel Salaries LCFF \$10,935</p> <p>I) Arts Program Teaching Artists 3000-3999: Employee Benefits LCFF \$1,125</p>

J) Tier 3 Behavior Support 5800: Professional/Consulting Services And Operating Expenditures LCFF \$120,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 4 A-B) Maintain purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Up to six (6) sections per MS site. C) Materials and supplies for zero period. D-E) Maintain support for MS, HS collaborative. F-H) Maintain support for Intramural program stipends and transportation</p>	<p>ACTION 4 A-B) Maintained purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Six (6) sections were used by each middle school site. C) Materials and supplies for zero period elective courses. D-E, I-J) Support for MS, HS collaborative focused on student engagement and grading practices. F-H) Maintained support for Intramural program to include teacher stipends, materials and student transportation K) Provided security for Middle School Promotions L) Provided materials and support for the Arts Programs at middle schools.</p>	<p>A) Middle School Zero Period Sections 1000-1999: Certificated Personnel Salaries LCFF \$379,059</p> <p>B) Middle School Zero Period Sections 3000-3999: Employee Benefits LCFF \$106,417</p> <p>C) Materials and supplies for zero period. 4000-4999: Books And Supplies LCFF \$25,000</p> <p>D) Maintain support for MS, HS collaborative 1000-1999: Certificated Personnel Salaries LCFF \$10,124</p> <p>E) Maintain support for MS, HS collaborative 3000-3999: Employee Benefits LCFF \$1,876</p> <p>F) Maintain support for Intramural program stipends and transportation 1000-1999: Certificated Personnel Salaries LCFF \$13,498</p> <p>G) Maintain support for Intramural program stipends and transportation 3000-3999: Employee Benefits LCFF \$2,502</p>	<p>A) Middle School Zero Period Sections 1000-1999: Certificated Personnel Salaries LCFF \$346,630</p> <p>B) Middle School Zero Period Sections 3000-3999: Employee Benefits LCFF \$63,915</p> <p>C) Materials and supplies for zero period. 4000-4999: Books And Supplies LCFF \$0</p> <p>D) Maintain support for MS, HS collaborative 1000-1999: Certificated Personnel Salaries LCFF \$21,300</p> <p>E) Maintain support for MS, HS collaborative 3000-3999: Employee Benefits LCFF \$3,550</p> <p>F) Maintain support for Intramural program stipends and transportation 1000-1999: Certificated Personnel Salaries LCFF \$15,480</p> <p>G) Maintain support for Intramural program stipends and transportation 3000-3999: Employee Benefits LCFF \$2,130</p>

		H) Maintain support for Intramural program stipends and transportation 5000-5999: Services And Other Operating Expenditures LCFF \$6,400	H) Maintain support for Intramural program stipends and transportation 5000-5999: Services And Other Operating Expenditures LCFF \$500
			I) Maintain support for MS, HS collaborative 4000-4999: Books And Supplies LCFF \$5,000
			J) Maintain support for MS, HS collaborative 5000-5999: Services And Other Operating Expenditures LCFF \$1,200
			K) Middle School Promotion Security 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,000
			L) Arts Program 4000-4999: Books And Supplies LCFF \$7,240

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 5 A) Safety and anti-bullying workshops and training B) Anti-Bullying workshop materials	ACTION 5 A, B) Anti-Bullying workshops/training and materials were not needed C) Provided Safety and anti-bullying presentations for students and staff	A) Safety and anti-bullying workshops and training 5000-5999: Services And Other Operating Expenditures LCFF \$3,000 B) Anti-Bullying workshop materials 4000-4999: Books And Supplies LCFF \$1,000	A) Safety and anti-bullying workshops and training 5000-5999: Services And Other Operating Expenditures LCFF \$0 B) Anti-Bullying workshop materials 4000-4999: Books And Supplies LCFF \$0 C) Anti-bullying Presentation Services 5800: Professional/Consulting Services

And Operating Expenditures
LCFF \$4,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 6 Maintain support to all schools for Attendance monitoring purposes. A) Attention to Attendance	ACTION 6 Maintained support to all schools for Attendance monitoring purposes. A) Purchased and implemented Attention to Attendance at all school sites. Program enabled sites to monitor attendance and communicate with families. B-C) Provided Arts Program Support.	A) Attention to Attendance 5000-5999: Services And Other Operating Expenditures LCFF \$142,400	A) Attention to Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF \$125,300
			B) Arts Program Support 4000-4999: Books And Supplies LCFF \$8,462
			C) Arts Program Support 5000-5999: Services And Other Operating Expenditures LCFF \$8,638

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACTION 7 Offer authentic methods to engage parents and students. Focused attention upon unduplicated student and underserved student populations. A) Stakeholder Engagement	ACTION 7 Implemented student and parent advisory groups focused on our targeted student populations. Each group met at least 4 times this year and provided input into our LCAP plan, actions and services. A key activity was the implementation of Step up to Success Event to assist parents with strategies to help their children be successful in school. A-E) Stakeholder Engagement	A) Stakeholder Engagement 4000-4999: Books And Supplies LCFF \$20,000	A) Stakeholder Engagement 4000-4999: Books And Supplies LCFF \$10,590
			B) Stakeholder Engagement 1000-1999: Certificated Personnel Salaries LCFF \$220
			C) Stakeholder Engagement 2000-2999: Classified Personnel Salaries LCFF \$125
			D) Stakeholder Engagement 3000-3999: Employee Benefits LCFF \$45

E) Stakeholder Engagement
5000-5999: Services And Other
Operating Expenditures LCFF
\$9,020

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ACTION 8 New to Goal 4 and will maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>ACTION 8 Maintained school site LCFF allocations tied to the individual School Plans for Engagement, Culture and Climate. Staff focused on actions and services to directly meet the needs of their unduplicated student populations. Sites focused on attendance, student activities, the Arts, PBIS, anti-bullying and school safety. .A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$2,500</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$1,600</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$878</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$27,469</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$30,801</p>	<p>A) School Site LCFF Allocations tied to SPSAs 1000-1999: Certificated Personnel Salaries LCFF \$51,000</p> <p>B) School Site LCFF Allocations tied to SPSAs 2000-2999: Classified Personnel Salaries LCFF \$19,000</p> <p>C) School Site LCFF Allocations tied to SPSAs 3000-3999: Employee Benefits LCFF \$12,000</p> <p>D) School Site LCFF Allocations tied to SPSAs 4000-4999: Books And Supplies LCFF \$38,000</p> <p>E) School Site LCFF Allocations tied to SPSAs 5000-5999: Services And Other Operating Expenditures LCFF \$60,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

4.1 The Special Education Mental Health Team continues to support students and families from Kindergarten through Adult Transition program, with focus on services for students with disabilities. Services provided include counseling for students, trainings and workshops for families and teachers/school staff members.

4.2 Increased Foster Youth Liaison services from 45% to 100%. Instituted specialized programs for Foster Youth. Assessed Foster Youth's academic progress for appropriate placement in classes.

4.3 The district PBIS team continues to hold PBIS/Boys Town training for district staff. Additionally, MCA staff and a team of district administrators were trained in Restorative Practices.

4.4 Middle school students continue to take advantage of the course offerings to include a variety of electives (including CTE related courses), intervention and acceleration opportunities to support and enhance student learning and success. Middle/High School Collaborative Teams have provided the school teams with opportunities to analyze data and discuss grading practices that is focused on student learning and mastery of standards.

4.5 Each middle school is provided with resources to support guest speakers to present on Anti-Bullying messaging.

4.6 A2A attendance program is in its second year of implementation. The program supports attendance through providing data tracking and communication resources for school staff.

4.7 Extensive efforts were made to further engage parent stakeholders. The Action Team Partnership (ATP) model training continued this year for the District Action Team Partnership Council and lead members of the African American Parent Advisory Council (AAPAC) and the Latino Parent Advisory Council (LPAC). All participants received training through the RCOE ATP program. There were regular meetings for all parent advisory councils and planning of two district-wide parent engagement events. There were regular meetings with District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC) to encourage parent and student input for programs and related actions and services focused on student learning. There were regular meetings with the LCAP Advisory Council to review district data, LCAP and related actions and services. LCAP Advisory parents assisted with the development of this year's Annual Parent Stakeholder Survey, provided input for the LCAP and all related actions and services.

There were regular high school student meetings with their LCAP Student Advisory Councils. Students assisted in the planning and implementation of the two district-wide parent engagement events and our district student stakeholder survey, provided input for the LCAP and all related actions and services.

4.8 Principals worked with Site Council and Leadership Teams to determine use of funds in line with district and site goals and with an effort of closing the achievement gap. Discussions occurred at monthly meetings to guide sites in the effective use of the funds and to reflect upon all site actions and expenditures that affected district initiatives. Principals developed site SPSA's aligned to the district LCAP with the same four goals with Goal 1 being Academic Achievement. There were discussions of specific student groups and their progress at principal monthly meetings with the Directors. Principals completed monthly reflections of Actions and Services that included the specific student groups of focus, district programs/initiatives and programs at each school. The following examples illustrate the kinds of purchases made for each district goal:

Engagement

- Materials/Resources for Coffee with the Principal
- Additional Counseling Days
- Resources for Family Math/ Literacy/STEAM nights
- Intramurals and club activities
- Additional electives to include CTE related courses
- After school enrichment activities

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

4.1 Effective in providing district-wide events such as the Social-Emotional Fair, Parenting Workshops on social-emotional topics serving 350 parents (with 150 parents registered for remainder of school year), Depression & Suicide Prevention support workshops for 60 parents, Summer Growth Institute for students in grades 5-10 with estimated 60 students attending in June, therapeutic mental health services in 8 Behavior-focused Special Day classes serving 70 students, and individual and/or group counseling provided for 382 special education students.

4.2 Effective in stabilizing and supporting group home students at all school sites. 17 Foster Youth will graduate with AB216/1806 qualifications. Effective for Foster Youth to be exposed to career and college field trips as well as motivational and support programs including RYLA, RCC Guardian Scholars, and Unity Day. Effectively maintained communication and collaboration with DPSS, probation, transferring school districts, group homes, and non-profit agencies to support education achievement and stability. Foster Youth showed a substantial increase in both Math (increased by 14.1 points) and Language Arts (increased by 16.8 points) scores.

4.3 Somewhat effective in Boys Town training - 57 staff members were trained and the goal was 75. Additionally, 10 administrators were trained in Restorative Practices.

4.4 Effective in providing students who participated in zero period with opportunities to take additional electives for prevention/intervention/acceleration. Students take additional core classes and elective courses to enhance their middle school experience and preparedness for high school. Middle schools were allotted an additional six sections to offer opportunities for additional electives that included math/ELA intervention, math acceleration, and additional electives including courses such as drama, art and robotics.

Effective for middle/high school collaborative staff to tackle major challenges facing unduplicated students and our identified student groups. The collaborative teams deliberate over data such as high failure rates. The teams discuss grading practices based upon student learning and mastery of standards. There is a core group of teacher facilitators who lead these discussions and are paving the way with piloting standards-based grading. The group of teachers piloting standards based grading practices has increased from 26 teachers to over 80 teachers next year.

4.5 Effective in providing grade level anti-bullying/resilience assemblies to all students at the four middle schools.

4.6 Effective in supporting a focus on attendance specifically Chronic Absenteeism. Attendance rates have increased slightly (95.3 % to 95.7%) over the past few years and Chronic Absenteeism (10.3% to 9.2%) has declined slightly over the past few years.

4.7 Effective in engaging parents and students in a variety of advisory councils including LCAP, ATP, AAPAC, LPAC, DELAC and SEPAC which each met over four times throughout the year. These advisories provided input that resulted in the planning and implementation of two district-wide parent engagement events. The first event, Celebrating Families, hosted by the LPAC was an amazing event that included a variety of performances and dinner drawing over 300 attendees. The second event, Step Up to Success, was hosted by AAPAC and LPAC. This Saturday event provided breakfast prepared by MMHS Culinary program followed by a menu of elementary, secondary and social emotional sessions for parents. The event was very well planned, but had limited number of attendees. Many students from all high schools assisted with the event including providing games and activities for younger children. The LCAP student advisory councils has proven most effective due to their input on requesting additional CTE options. Specifically, MCA will have a CTE focus and all comprehensive high schools are expanding CTE pathways to include the 3-course sequence and industry certifications.

4.8 Effective at providing sites opportunities to develop relevant and impactful actions and services for their school community. Effective at guiding and monitoring sites in the development and implementation of site SPSAs in developing actions and services directed toward specific student groups. Effective at creating dialogue about strategies for closing the achievement gap, as well as innovative ideas for supporting all students. Effective in providing equitable responses to the students with the greatest needs.

Engagement:

- Effective in using the funds to increase student engagement through intramurals and additional electives at the middle schools.
- Effective in enabling schools to focus on attendance and chronic absenteeism to improve student learning. Effective in maintaining strong attendance rates. Effective in decreasing chronic absenteeism at the K-3 level.
- Effective in making parent engagement a priority this year. Sites have been hosting parent informational events to share information about the schools, support services and to improve student learning and success.
- Effective at engaging targeted student populations and their families in meaningful activities.

- Effective in engaging English Learner families in relevant and meaningful meetings and opportunities, including a Summer Academy for EL's at one site.
 - Effective in supporting meetings with parents of struggling students to build shared strategies and plans.
- Overall parent satisfaction increased by 4% to 74%. School site SPSAs are aligned to the district's LCAP goals and communicate all expenditures that support this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.2 Foster Youth Liaison position was increased to a full time employee position. Adjustments were made to reflect actual cost of Foster Youth Liaison salaries.

4.3 Data Clerk funds were no longer needed. Due to the underused service of a Data Clerk and training support substitutes, PBIS funds were repurposed by \$12,060 to support the Arts program Teaching Artists.

4.3 Additional LCFF funds of \$120,000 were provided to fund Tier 3 Behavior Support. Will remain in Goal 4 Action 3.

4.4 Adjustments were made to reflect the actual costs for middle school zero period section salaries.

4.4 Due to decrease need in zero period supplies and intramural program transportation, funds were adjusted to meet the increased need for MS/HS Collaborative expenditures and middle school promotion security expenditures, respectively. Overall Action 4 remaining fund balance of \$7,240 will be repurposed to support the Arts program.

4.5 Reflects the objects where resources were actually utilized for anti-bullying presentation services.

4.6 Reflects the objects where resources were actually utilized for Attention to Attendance. Due to an actual lower than anticipated cost for Attention to Attendance, \$17,100 were repurposed to support the Arts Program.

4.7 Reflects the objects where resources were actually utilized for stakeholder engagement.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metrics

Chronic Absenteeism will be adjusted to decrease by .25% annually. This metric is located in Goal 4.

Suspension Incident Numbers metric is not going to be included any longer in the LCAP to conform with the State reporting metric of percent of students suspended one or more times. This metric will no longer be included in the LCAP.

Suspension Percentage Rate metric is going to be adjusted to maintain the current suspension percentage rate. This metric will include a focus on maintaining or decreasing the suspension rates for the student groups engaging in behaviors other than those requiring suspensions. This metric is located in Goal 4.

Expulsion Numbers is going to be adjusted to expulsion numbers to be less than 10 expulsions annually with a individualized "equity lens approach". This metric is located in Goal 4.

PBIS is going to be adjusted to include Restorative Practices as well as PBIS. This metric is located in Goal 4.

SWD Parent Engagement is going to be adjusted to maintain the current number of parents due to the large growth made this year. This metric is located in Goal 4.

SWD Parent Training for Behavior Class Parent Community is going to be adjusted to maintain the current number of parents participating in training due to the large growth made this year. This metric is located in Goal 4.

SWD Parent Implementation of Behavioral Strategies is going to be adjusted to maintain the current number of parents reporting implementation of strategies due to 100% reporting implementation this year. This metric is located in Goal 4.

SWD Student Participation in Summer Growth Institute is going to be adjusted to 5% growth annually due to the large increase made this year. This metric is located in Goal 4.

Annual Stakeholder Survey results is going to be adjusted to 1% annual growth for each of the survey results. A few new categories will be included. This metric is located in Goal 4.

Actions and Services

4.1 The budget will include Mental Health Coordinator services.

4.2 The budget will include Foster Youth Liaison and a Foster Youth Guidance Technician.

4.3 The budget will include additional Tier 3 Behavior Support services and support for classified substitutes for PBIS training needs.

4.4 The budget for Middle School materials and supplies for zero period will be reduced due to decreased needs for zero period. The support Middle School promotion security will be deleted from the budget due to it not being principally directed to the targeted students, not increased or improved services and not the most effective use of the funds. Budget will be increased to support MS and HS collaborative program needs.

4.5 The budget will be adjusted to support program needs for anti-bullying presentations.

4.6 The budget will be reduced due to decreased program costs for Attention to Attendance.

4.7 The budget will be increased to support Equity and Equitable Practices program needs.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Over the past four years, we have placed a tremendous emphasis on engaging stakeholders in an authentic and meaningful ways. From the start, we have worked to include the LCAP as a standing agenda item on all internal meeting agendas. These include but are not limited to Administrative Collaborative, Middle School and High School Principals meetings, Elementary Focus Group Principal meetings, Senior Cabinet, Board of Education meetings, quarterly Local Control and Accountability Advisory Council meetings and weekly meetings with Association Leaders. Moreover, we engage our teachers through Middle School Collaborative and High School Collaborative (Teachers, Administrators and Counselors) and elementary curriculum teams and elementary/secondary work teams. The above listed meetings occur either weekly, monthly or bi-monthly.

In the annual review process, we learned we needed to improve our intentional efforts to authentically engage parents, students and the community at large. In response to this need, we established relationships with key parent stakeholder groups that include: African American Parent Advisory, Latino American Parent Advisory, English Learner Parent Advisory, Special Education Parent Advisory, School Site Councils and Action Team Partnerships. Additionally, we developed our Local Control and Accountability Student Advisory Councils (all four high schools - students in grades 9-12). We also maintained a broader community outreach through the Career Technical Education Advisory Council, Special Education Parent Advisory Council and District English Learner Advisory Council. Though many of these stakeholders meetings had previously been in place, our new efforts created the space for the “voice” of these groups to be heard and to the greatest extent, their input realized in and through actions and services included in our LCAP.

Transparency is a key principle for all stakeholder meetings. During these connections, stakeholder survey data, student performance data, attendance data, suspension/expulsion data, graduation rate data and outcomes from studies conducted is shared. This data is disaggregated by overall performance, individual student group and/or program participation rates. Likewise, program effectiveness data is shared based upon student growth as demonstrated on local assessments and benchmarks. Various program presentations are provided to build understanding of what programs are offered to students. Finally, budget development discussions occur based upon the most current budget information provided by our district’s Business Services Division.

Through the annual data review and analysis, authentic conversations take place which identify key areas upon which to continue to focus or to begin to observe. It is in these “spaces” we have solidified our relationship with stakeholders. Parents, students, teachers

and administrators find it easy to communicate their perspectives and perceptions. The result is common language and common actions designed to meet the needs of students. As such, recommendations to maintain, increase or improve various actions and services are shared and developed. Additionally, we gain quantitative feedback annually through the Local Control and Accountability Survey. Each year, the number of respondents continues to grow. This year we had 4,539 stakeholders take part in the survey. Our LCAP Advisory Council updates the stakeholder surveys annually and analyzes results.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultation with our MVUSD parents, students and staff from a variety of groups had a great impact on the development of the 2018-19 LCAP. There were themes that emerged from authentic conversations with all stakeholders. These themes which are below formed the basis for our increased and/or improved services.

English Learners - Our increased and improved services for English Learners were developed with the input from parents, staff and students who are members of DELAC, LPAC and our LCAP Advisory and from input at our February Board Workshop. Specifically at our DELAC meetings, parents requested tutoring support and the parent workshops to assist them with helping their students.

Students with Disabilities - Our increased and improved services for Students with Disabilities were developed with the input from parents and staff who are members of SEPAC, Administrative Collaborative and from input at our February Board Workshop. Specifically at our SEPAC meetings, parents requested supports for social emotional and behavioral learning through parent workshops to be expanded this coming year.

Mental Health - Our increased and improved services to address mental health needs were developed with the input from parents, staff and students who are members of AAPAC, LPAC, Administrative Council, employee groups and our LCAP Advisory as well as from input at our February Board Workshop. Specifically, staff and parents communicated the need for increased mental health services, support and professional development for staff, students and their families.

Equity - Our increased and improved services to address Equity and Equitable Practices were developed with the input from parents, staff and students who are members of DELAC, SEPAC, AAPAC, LPAC, Equity Cohort, employee groups, Student LCAP Advisories, administrative groups and our LCAP Advisory as well as from input at our February Board Workshop. Specifically, parents, students and staff have requested training for all staff in Equity, Cultural Proficiency and Equitable Practices.

Intervention - Our increased and improved services for Intervention were developed with the input from parents, staff and students who are members of DELAC, SEPAC, AAPAC, LPAC, administrative groups and our LCAP Advisory as well as from input at our

February Board Workshop. Specifically, parents and staff requested additional professional development and programs to address the needs of struggling learners through differentiation and research based programs.

Career Technical Education - Our increased and improved services for Career Technical Education were developed with the input from parents, staff and students who are members of AAPAC, LPAC, Student LCAP Advisories and our LCAP Advisory as well as from input at our February Board Workshop. Specifically, students and parents requested access to CTE programs with opportunities for training and certifications that will lead to industry-related careers upon graduation.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

STUDENT LEARNING AND ACHIEVEMENT

Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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:

Identified Need:

Through the analysis of our academic achievement data such as local assessments of student performance, summative assessment results CAASPP (16-17), a-g completion rates, Advanced Placement enrollment and pass rates (AP), graduation rates, Early Assessment Program (EAP) results, Reading Inventory (RI) and other metrics; our district has identified the need to increase school readiness, academic learning/achievement, and civic, career and college readiness particularly with our underperforming student populations. Local assessment results help drive instruction.

Although 98.07% of students are graduating from high school, only 58.9% of students completed a-g requirements in 2016-17. From the 2016-2017 CAASPP results, of students in grades 3-8 and 11, 62% are at or above standard in ELA and 47% are at or above standard in math. A closer look at data reveals that there are performance gaps for our student groups including: English Learners (EL), Foster and Homeless Youth, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic and American Indian.

English Learner Reclassification rate in 2016-2017 declined by .2% to 5.5% and English Language Proficiency rate in 2016-2017 increased by 2% to 47%. English Learners continue to demonstrate the need for additional district resources and support.

AP enrollment rates increased in 2017-2018 to 29.73% with an increase in all student groups with the exception of the multi-race student group, but there is still a gap in enrollment rates for our student groups.

In all areas, the disaggregated data indicates the need to focus specifically on the progress and participation rates of our SED, EL, Foster and Homeless Youth, SWD and identified student groups of ethnic backgrounds.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students in the school district have access to the standards-aligned instructional materials.	100% of students in the school district have access to the standards-aligned instructional materials.	100% of students in the school district have access to the standards-aligned instructional materials.	100% of students in the school district have access to the standards-aligned instructional materials.	100% of students in the school district have access to the standards-aligned instructional materials.
AP Enrollment participation rate from 24.23% in 2015-16 to 24.1% in 2016-17.	AP enrollment 24.1% in 2016 - 17. Increase overall and by subgroup .5% annually.	Increase AP enrollment from 24.1% in 2017-18 to at least 24.6% in 2018-19. Increase overall and by subgroup .5% annually. AP enrollment increased to 29.73% in 2017-18. Per Annual Update, we will revise the metrics to an overall annual and student group increase of .25%.	Increase overall by .25% to 29.98%.	Increase overall by .25% to 30.23%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>CTE Pathway Participation: Increase by 1% annually</p>	<p>Increase CTE Pathway Participation from 1555 12th grade students in 2015-16. (Lagging data).</p>	<p>Increase CTE Pathway Participation from 1555 12th grade students in 2017-18 to 1570 12th grade student's in 2018-19. (Lagging data).</p> <p>Pending results from CALPADS.</p>	<p>Increase CTE Pathway Participation from 1570 12th grade students in 2018-19 to 1585 12th grade student's in 2019-20. (Lagging data).</p> <p>Pending results from CALPADS.</p>	<p>Increase CTE Pathway Participation from 1585 12th grade students in 2019-20 to 1600 12th grade student's in 2020-21. (Lagging data).</p> <p>Pending results from CALPADS.</p>
<p>Increase MMHS/ WSMS AVID Demo School participation .5% while ensuring an emphasis on equal or greater proportional representation for targeted student group.</p> <p>(Student Group data available in Appendix E)</p>	<p>All Student AVID participation: Increase from 21.5% in 2016-17</p>	<p>All Student AVID participation: Increase from 21.5% in 2017-18 to 22% in 2018-19.</p> <p>2017-18 participation was 20.5%.</p>	<p>All Student AVID participation: Increase .5% to 21%.</p>	<p>All Student AVID participation: Increase .5% to 21.5%</p>
<p>Increase AVID participation .5% at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted student group.</p> <p>(Student Group data available in Appendix E)</p>	<p>All Student AVID participation: Increase from 8.9% in 2016-17</p>	<p>All Student AVID participation: Increase from 8.9% in 2017-18 to 9.5% in 2018-19.</p> <p>2017-18 participation was 9.5%</p>	<p>All Student AVID participation: Increase .5% to 10%.</p>	<p>All Student AVID participation: Increase .5% to 10.5%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>AVID Avaxat Elementary: All (100%)</p> <p>students 2nd-5th grade will be taught to use the AVID Binder and agenda planner and be able to demonstrate this ability to 100% accuracy. Students will show a 1% positive improvement overtime in their mastery of standards in ELA and Math.</p> <p>100% of teachers will receive training in AVID</p>	<p>100% of 2nd-5th grade students will be taught to use the AVID Binder and agenda planner and demonstrate this ability with 100% accuracy.</p> <p>2nd – 3rd Grade Teachers will receive training in August 2017.</p>	<p>100% of 2-5th grade students will be taught to use the AVID Binder and agenda planner and demonstrate this ability with 100% accuracy. 5th grade students will demonstrate an increase of 1% positive growth to their mastery of standards in ELA and Math.</p> <p>TK-1st Grade teachers will receive training in August 2018.</p> <p>2017-18 5th grade ELA proficiency was 58% 5th grade math proficiency was 42%</p> <p>4th grade ELA proficiency was 45% 4th grade math proficiency was 34%</p> <p>Per Annual Update, we will revise the metric to include teaching 100% of the students to use AVID organizational tools</p>	<p>100% of TK-5th grade students will be taught to use use the AVID organizational tools</p> <p>5th grade ELA proficiency will increase 1% to 59%. 5th grade math proficiency will increase 1% to 43%.</p> <p>4th grade ELA proficiency will increase 1% to 46%. 4th grade math proficiency will increase 1% to 35%.</p>	<p>100% of TK-5th grade students will be taught to use the AVID organizational tools</p> <p>5th grade ELA proficiency will increase 1% to 60%. 5th grade math proficiency will increase 1% to 44%.</p> <p>4th grade ELA proficiency will increase 1% to 47%. 4th grade math proficiency will increase 1% to 36%</p> <p>3rd grade ELA proficiency will increase 1% 3rd grade math proficiency will increase 1%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Colleges: - Over time, students in grades 6-12 will complete the grade level Interest Profiler Milestones to 100% as demonstrated by their individual CCGI Profiles.</p>	<p>Middle School</p> <p>90% of students completed the Interest Profiler Milestone grade 6th</p> <p>74% of students completed the Saved Career in 6th grade</p> <p>70% of students completed the Work Values Sorter and 80% completed the Self-Knowledge in 7th grade</p> <p>68% of students completed the Saved Colleges in 7th grade</p> <p>81% of students completed the Career Key, 30% the School Finder and 44% the Programs/Majors in 8th grade</p> <p>High School</p> <p>81% of students completed the Interest Profiler Milestone, 31% in Plan of Study, 35% in Saved Careers and 32% in Pictures of Me in 9th Grade</p>	<p>Middle School</p> <p>6th grade student completion of Interest Profiler Milestone is 87%</p> <p>6th grade student completion of Saved Careers is 80%</p> <p>7th grade Work Values Sorter is no longer available</p> <p>7th grade Self-Knowledge is no longer available</p> <p>7th grade student completion of Saved Careers is 71%</p> <p>7th grade Goals Assessment is new and is at 14%</p> <p>8th grade Career Key, Self-Knowledge and Projected Majors is no longer available</p> <p>8th grade Goals Assessment is new and is at 35%</p> <p>8th grade Learning Styles Assessment is new and is at 84%</p> <p>High School</p>	<p>Middle School</p> <p>6th grade student completion of Interest Profiler Milestone will increase by 1% to 88%</p> <p>6th grade student completion of Saved Careers will increase by 1% to 81%</p> <p>7th grade student completion of Saved Careers will increase to 75%</p> <p>7th grade Goals Assessment will increase to 75%</p> <p>8th grade Goals Assessment will increase to 75%</p> <p>8th grade Learning Styles Assessment will increase by 1% to 85%</p> <p>High School</p> <p>9th grade student completion of Interest Profiler Milestone will increase by 1% to 88%</p> <p>9th grade student completion of Academic Planner will increase to 75%</p>	<p>Middle School</p> <p>6th grade student completion of Interest Profiler Milestone will increase by 1% to 89%</p> <p>6th grade student completion of Saved Careers will increase by 1% to 82%</p> <p>7th grade student completion of Saved Careers will increase by 1% to 76%</p> <p>7th grade Goals Assessment will increase by 1% to 76%</p> <p>8th grade Goals Assessment will increase by 1% to 76%</p> <p>8th grade Learning Styles Assessment will increase by 1% to 86%</p> <p>High School</p> <p>9th grade student completion of Interest Profiler Milestone will increase by 1% to 89%</p> <p>9th grade student completion of Academic Planner will increase by 1% to 76%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>28% of students completed the Career Cluster, 2% in Plan of Study, 8% in School Finder and 3% in Progress Majors in 10th grade</p> <p>53% students completed the Career Clusters, 8% in Plan of Study, 20% in Interest Profiler and 19% in Scholarship Finder in 11th grade</p> <p>6% of students completed of Plan of Study, 2% in Progress/Majors in 12th grade</p>	<p>9th grade student completion of Interest Profiler Milestone is 87%</p> <p>9th grade student completion of Plan of Study(Academic Planner) is 70%</p> <p>9th grade Saved Careers and Picture of Me is no longer available</p> <p>10th grade Career Cluster, Majors and School Finder are no longer available</p> <p>10th grade Multiple Intelligences is new and is at 76%</p> <p>10th grade College List is new and is at 50%</p> <p>11th grade Work Values Sorter and Plan of Study is no longer available</p> <p>11th grade Career List is new and is at 56%</p> <p>11th grade Do What you Are is new and is at 73%</p> <p>12th grade Plan of Study is no longer available</p>	<p>10th grade Multiple Intelligences will increase by 1% to 77%</p> <p>10th grade College List will increase to 75%</p> <p>11th grade Career List will increase to 75%</p> <p>11th grade Do What you Are will increase to 75%</p>	<p>10th grade Multiple Intelligences will increase by 1% to 78%</p> <p>10th grade College List will increase by 1% to 76%</p> <p>11th grade Career List will increase by 1% to 76%</p> <p>11th grade Do What you Are will increase by 1% to 76%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>These metrics are revised to reflect the current metrics available from CCGI. The target for each metric is 75% with a 1% annual increase once the 75% is attained.</p>		
<p>English Learners demonstrating at least one year of progress annually toward English fluency as measured by the state English proficiency test, will increase by 3% annually. (ELPAC)</p>	<p>Baseline proficiency = 48%</p>	<p>Proficiency increase = 51%</p> <p>Results are pending as ELPAC data is currently unavailable.</p>	<p>Proficiency increase = 54%</p> <p>Results are pending as ELPAC data is currently unavailable.</p>	<p>Proficiency increase = 57%</p> <p>Results are pending as ELPAC data is currently unavailable.</p>
<p>CTE Pathway Completer: Increase from 1%.</p> <p>CTE Pathway Concentrator and Completer: Increase 1%</p>	<p>CTE Pathway Completer: students 314. (Lagging data 2015-16).</p> <p>CTE Pathway Concentrator and Completer: 956. (Lagging data 2015-16)</p>	<p>CTE Pathway Completer: Increase from 314 in 2017-18 to 317 in 2018-19. (Lagging data).</p> <p>CTE Pathway Concentrator and Completer: Increase from 956 in 2016-17 to 965 in 2017-16 (Lagging data).</p> <p>Results are pending as CALPADS data is currently unavailable.</p>	<p>CTE Pathway Completer: Increase from 317 in 2018-19 to 320 in 2019-20. (Lagging data).</p> <p>CTE Pathway Concentrator and Completer: Increase from 965 in 2016-17 to 974 in 2017-16 (Lagging data).</p> <p>Results are pending as CALPADS data is currently unavailable.</p>	<p>CTE Pathway Completer: Increase from 320 in 2019-20 to 323 in 2020-21. (Lagging data).</p> <p>CTE Pathway Concentrator and Completer: Increase from 974 in 2016-17 to 983 in 2017-16 (Lagging data).</p> <p>Results are pending as CALPADS data is currently unavailable.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion will increase minimally 1% annually.	All Student A-G Completion: 56% in 2015-16. (RCOE data)	All Student A-G Completion: Increase from 57% in 2016-17 to 58% in 2017-18 (RCOE data) 2017-18 A-G completion rate was 58.9%	All Student A-G Completion: Increase by 1% to 59.9%	All Student A-G Completion: Increase by 1% to 60.9%
AP pass rate will increase 1% annually	Incremental increases from 63.2% in 2015-16. (Lagging data)	Incremental increases from 63.2% in 2016-17. AP pass rate is pending AP results from College Board.	Incremental increases from 64.2% in 2017-18 to 65.2% in 2018-19. AP pass rate is pending AP results from College Board.	Incremental increases from 65.2% in 2018-19 to 66.2% in 2019-20. AP pass rate is pending AP results from College Board.
EAP ELA College Readiness will increase minimally 1% annually. (Student Group data available in Appendix)	Currently 36% ready and 42% conditionally ready.	Increase 36% ready and 42% conditionally ready as reported in 2016-17 to 37% ready and 43% conditionally ready as reported in 2017-18. 2017-18 EAP ELA was 37.5% ready and 37.23% conditionally ready.	EAP ELA increase by 1% to 38.5% ready and 38.23% conditionally ready.	EAP ELA increase by 1% to 39.5% ready and 39.23% conditionally ready.
EAP Math College Readiness will increase minimally 1% annually. (Student Group data available in Appendix D)	Currently 14% ready and 30% conditionally ready.	Increase 14% ready and 30% conditionally ready as reported in 2016-17 to 15% ready and 31% conditionally ready as reported in 2017-18.	EAP math increase by 1% to 12.55% ready and 23.75% conditionally ready.	EAP math increase by 1% to 13.55% ready and 24.75% conditionally ready.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>2017-18 EAP math was 11.55% ready and 22.75% conditionally ready.</p>		
<p>PSAT</p> <p>8th grade participation will increase minimally by 1% annually.</p> <p>8th grade score will increase minimally by 10 points annually.</p> <p>10th grade participation will increase minimally by 1% annually.</p>	<p>PSAT</p> <p>8th grade participation in 2017 99%</p> <p>8th grade score 828</p> <p>10th grade participation in 2017 99%</p> <p>10th grade score 923</p>	<p>PSAT</p> <p>8th grade participation in 2018 99%</p> <p>8th grade score 836</p> <p>10th grade participation in 2018 99%</p> <p>10th grade score 932</p> <p>2017-18</p> <p>8th grade participation was 99%</p> <p>8th grade score 823</p> <p>10th grade participation was 99%</p> <p>10th grade score 926</p>	<p>PSAT</p> <p>8th grade participation maintain at 99%</p> <p>8th grade score increase by 10 points to 833</p> <p>10th grade participation maintain at 99%</p> <p>10th grade score increase by 10 points to 936</p>	<p>PSAT</p> <p>8th grade participation maintain at 99%</p> <p>8th grade score increase by 10 points to 843</p> <p>10th grade participation maintain at 99%</p> <p>10th grade score increase by 10 points to 946</p>
<p>10th grade score will increase minimally by 10 points annually.</p> <p>SAT</p> <p>Student participation numbers will increase 15 minimally annually.</p> <p>ACT</p>	<p>SAT</p> <p>Number of students taken the SAT in 2017 2375</p> <p>ACT</p> <p>Number of student taking the ACT in 2017 656</p>	<p>SAT</p> <p>Number of students taken the SAT in 2018 was 1658</p> <p>ACT</p> <p>Number of student taking the ACT in 2018 662</p> <p>Pending results from ACT</p>	<p>SAT</p> <p>Number of students taken the SAT in 2019 1673</p> <p>ACT</p> <p>Number of student taking the ACT in 2019 668</p> <p>Pending results from ACT</p>	<p>SAT</p> <p>Number of students taken the SAT in 2020 1688</p> <p>ACT</p> <p>Number of student taking the ACT in 2020 674</p> <p>Pending results from ACT</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student participation numbers will increase 4 minimally annually.				
FAFSA Increase completion rate by 1% minimally annually.	FAFSA Completion in 2017 74.7%	FAFSA Completion in 2018 75%	FAFSA Completion rate increase by 1% to 76%	FAFSA Completion rate increase by 1% to 77%
Cohort Graduation Increase rate by .25% annually. (Student Group data available in Appendix E)	Cohort Graduation Rate 2016: 94.8%	Cohort Graduation Rate 2017: 95.05% Results are pending due to CDE release of data in June 2018	Cohort Graduation Rate 2018: 95.3% Pending due to CDE release of data	Cohort Graduation Rate 2019: 95.55% Pending due to CDE release of data
HS Cohort Dropout Rate Decrease rate by .25% annually. (Student Group data available in Appendix E)	HS Cohort Dropout Rate 2016: 3.8%	HS Cohort Dropout Rate 2017: 3.55% Results are pending due to CDE release of data in June 2018	HS Cohort Dropout Rate 2018: 3.3% Pending due to CDE release of data	HS Cohort Dropout Rate 2019: 3.05% Pending due to CDE release of data
MS Cohort Dropout Rate Maintain middle school dropout rate annually. (Student Group data available in Appendix E)	Cohort Dropout Rate 2016: 0%	Cohort Dropout Rate 2017: 0% Results are pending due to CDE release of data in June 2018	Cohort Dropout Rate 2018: 0% Pending due to CDE release of data	Cohort Dropout Rate 2019: 0% Pending due to CDE release of data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Two or More Failing Grades: 6-8 Decrease failing grades by .5% annually overall. (Student Group data available in Appendix E)</p>	<p>Two or More Failing Grades: 6-8 2017 9.6%</p>	<p>Two or More Failing Grades: 6-8 2018 9.1%</p> <p>2017-18 MS failing grades is at 9.9% Per Annual Update, we will revise the metrics to an overall annual and student group decrease of .25%.</p>	<p>Two or More Failing Grades:</p> <p>MS failing grades decrease by .25% to 9.65%</p>	<p>Two or More Failing Grades:</p> <p>MS failing grades decrease by .25% to 9.4%</p>
<p>Two or More Failing Grades: 9-12</p> <p>Decrease failing grades by 1% annually overall. (Student Group data available in Appendix E)</p>	<p>Two or More Failing Grades: 9-12</p> <p>2017 18.6%</p>	<p>Two or More Failing Grades: 9-12</p> <p>2018 17.6%</p> <p>2017-18 HS failing grades is at 18%</p>	<p>Two or More Failing Grades: 9-12</p> <p>HS failing grades decrease by .5% to 17.5%</p>	<p>Two or More Failing Grades: 9-12</p> <p>HS failing grades decrease by .5% to 17%</p>
<p>Alternative Education Credit Completion</p> <p>Increase credit completed per semester by average of 5 credits annually</p>	<p>Alternative Education Credit Completion</p> <p>Semester One 2016 59 Seniors in daily program, not co-enrolled; average credit earned was 24.3 compared to 17 previous year.</p>	<p>Alternative Education Credit Completion</p> <p>2018 29.3</p> <p>2017-18 Alt Ed credit completion is 26.3</p>	<p>Alternative Education Credit Completion</p> <p>Alt Ed credit completion increase by 5 credits to 31.3</p>	<p>Alternative Education Credit Completion</p> <p>Alt Ed credit completion increase by 5 credits to 36.3</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Reading Literacy Targets</p> <p>3rd Grade students meeting proficiency (or advanced) will increase 2% annually.</p> <p>K-2 students completing iRead Levels by 5% annually.</p> <p>3-5 students meeting RI proficiency targets by 2% annually.</p> <p>6-8 students meeting RI proficiency targets by 1% minimally annually.</p>	<p>3rd Grade Reading Literacy Targets</p> <p>2017: 76%</p> <p>K-2 Reading Literacy 2017</p> <p>K: 59%</p> <p>1st: 56%</p> <p>2nd: 73%</p> <p>3-5 RI Targets 2017: 73%</p> <p>6-10 RI Targets 2017</p> <p>6th: 58%</p> <p>7th: 68%</p> <p>8th: 69%</p> <p>9th: 69%</p> <p>10th: 74%</p>	<p>3rd Grade Reading Literacy Targets</p> <p>2018: 78%</p> <p>K-2 Reading Literacy 2018</p> <p>K: 64%</p> <p>1st: 61%</p> <p>2nd: 78%</p> <p>3-5 RI Targets 2018: 75%</p> <p>6-10 RI Targets 2018</p> <p>6th: 59%</p> <p>7th: 69%</p> <p>8th: 70%</p> <p>9th: 70%</p> <p>10th: 75%</p> <p>2017-18 Reading Literacy</p> <p>3rd grade RI Proficiency was 76.3%</p> <p>K-2 iRead completion K was 57%</p> <p>1st grade was 49%</p> <p>2nd grade was 57%</p>	<p>Reading Literacy</p> <p>3rd grade RI Proficiency increase by 1% to 77.3%</p> <p>K-2 iRead completion K increase by 5% to 62%</p> <p>1st grade increase by 5% to 54%</p> <p>2nd grade increase by 5% to 62%</p> <p>Grades 3-5 RI proficiency increase of 1% to 73.5%</p> <p>6th grade RI proficiency increase of 1% to 61%</p> <p>7th grade RI proficiency increase of 1% to 63%</p> <p>8th grade RI proficiency increase of 1% to 69%</p> <p>9th grade RI proficiency increase of 1% to 70%</p> <p>10th grade RI proficiency increase of 1% to 75%</p>	<p>Reading Literacy</p> <p>3rd grade RI Proficiency increase by 1% to 78.3%</p> <p>K-2 iRead completion K increase by 5% to 67%</p> <p>1st grade increase by 5% to 59%</p> <p>2nd grade increase by 5% to 67%</p> <p>Grades 3-5 RI proficiency increase of 1% to 74.5%</p> <p>6th grade RI proficiency increase of 1% to 62%</p> <p>7th grade RI proficiency increase of 1% to 64%</p> <p>8th grade RI proficiency increase of 1% to 70%</p> <p>9th grade RI proficiency increase of 1% to 71%</p> <p>10th grade RI proficiency increase of 1% to 76%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Grades 3-5 RI proficiency was 72.5%</p> <p>6th grade RI proficiency was 60%</p> <p>7th grade RI proficiency was 62%</p> <p>8th grade RI proficiency was 68%</p> <p>9th grade RI proficiency was 69%</p> <p>10th grade RI proficiency was 74%</p> <p>Per Annual Update, we will revise the metrics to 3rd grade proficiency an annual increase of 1% and grades 3-5 RI proficiency to an annual increase of 1%</p>		
<p>Math Literacy Targets</p> <p>3-5 students meeting MI proficiency targets by 2% annually.</p> <p>6-8 proficiency rates in Think Through Math increase by 10% annually at each middle school.</p> <p>9th and 10th proficiency rates in Think Through Math increase by 8%</p>	<p>3-5 MI Targets</p> <p>2017: 48%</p> <p>(School Site data available in Appendix E)</p>	<p>3-5 MI Targets</p> <p>2018: 50%</p> <p>2017-18</p> <p>Grades 3-5 MI proficiency was 52%</p> <p>Grades 6-8 proficiency increase was 12.5%</p> <p>High School proficiency increase was 2%</p>	<p>Math Growth Targets</p> <p>Grades 3-5 MI proficiency will increase by 2% to 54%</p> <p>Grades 6-8 proficiency increase will be 10%</p> <p>High School proficiency increase will be 10%</p>	<p>Math Growth Targets</p> <p>Grades 3-5 MI proficiency will increase by 2% to 56%</p> <p>Grades 6-8 proficiency increase will be 10%</p> <p>High School proficiency increase will be 10%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>annually at each high school. (School Site data available in Appendix E)</p>		<p>Per Annual Update, we will revise the metrics for Grades 6-8 and high school to a proficiency growth from the beginning to end of the school year to 10%.</p>		
<p>CAASPP: ELA Standard Met and Exceeded</p> <p>Student growth will increase annually by 1% minimum. (Student Group data available in Appendix E)</p>	<p>2016</p> <p>Grade 3: 54%</p> <p>Grade 4: 58%</p> <p>Grade 5: 61%</p> <p>Grade 6: 61%</p> <p>Grade 7: 59%</p> <p>Grade 8: 60%</p> <p>Grade 11: 74%</p>	<p>2017</p> <p>Grade 3: 55%</p> <p>Grade 4: 59%</p> <p>Grade 5: 62%</p> <p>Grade 6: 62%</p> <p>Grade 7: 60%</p> <p>Grade 8: 61%</p> <p>Grade 11: 75%</p> <p>2017-18 CAASPP ELA Standard Met/Exceeded was:</p> <p>Grade 3: 57%</p> <p>Grade 4: 58%</p> <p>Grade 5: 61%</p> <p>Grade 6: 55%</p> <p>Grade 7: 63%</p>	<p>CAASPP ELA Standard Met/Exceeded will increase by 1% to:</p> <p>Grade 3: 58%</p> <p>Grade 4: 59%</p> <p>Grade 5: 62%</p> <p>Grade 6: 56%</p> <p>Grade 7: 64%</p> <p>Grade 8: 60%</p> <p>Grade 11: 76%</p>	<p>CAASPP ELA Standard Met/Exceeded will increase by 1% to:</p> <p>Grade 3: 59%</p> <p>Grade 4: 60%</p> <p>Grade 5: 63%</p> <p>Grade 6: 57%</p> <p>Grade 7: 65%</p> <p>Grade 8: 61%</p> <p>Grade 11: 77%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Grade 8: 59% Grade 11: 75%		
CAASPP: Math Standard Met and Exceeded Student growth will increase annually by 1% minimum. (Student Group data available in Appendix E)	2016 Grade 3: 54% Grade 4: 48% Grade 5 :43% Grade 6: 47% Grade 7: 45% Grade 8: 47% Grade 11: 41%	2017 Grade 3: 55% Grade 4: 49% Grade 5: 44% Grade 6: 48% Grade 7: 46% Grade 8: 48% Grade 11 42% 2017-18 CAASPP Math Standard Met/Exceeded was: Grade 3: 56% Grade 4: 51% Grade 5: 48% Grade 6: 44% Grade 7: 50% Grade 8: 47% Grade 11: 35%	CAASPP Math Standard Met/Exceeded will increase by 1% to: Grade 3: 57% Grade 4: 52% Grade 5: 49% Grade 6: 45% Grade 7: 51% Grade 8: 48% Grade 11: 36%	CAASPP Math Standard Met/Exceeded will increase by 1% to: Grade 3: 58% Grade 4: 53% Grade 5: 50% Grade 6: 46% Grade 7: 52% Grade 8: 49% Grade 11: 37%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: All Secondary Schools and Avaxat Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided. Offer priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided. Offer priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Support for Advancement Via Individual Determination (AVID) and AVID strategies through teacher training was provided. Offer priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

Continue to increased student participation.
 Advancement Via Individual Determination (AVID)
 A) Teacher Release Time for AVID Training and all sub related costs.
 B) AVID Tutors
 C) Teacher Release Time for AVID Training and all sub related costs.
 D) AVID Tutors
 E) AVID Supplies
 F) AVID licensing, conference and transportation related costs.

Continue to increased student participation.
 Advancement Via Individual Determination (AVID)
 A) Teacher Release Time for AVID Training and all sub related costs.
 B) AVID Tutors
 C) Teacher Release Time for AVID Training and all sub related costs.
 D) AVID Tutors
 E) AVID Supplies
 F) AVID licensing, conference and transportation related costs.

Continue to increased student participation.
 Advancement Via Individual Determination (AVID)
 A) Teacher Release Time for AVID Training and all sub related costs.
 B) AVID Tutors
 C) Teacher Release Time for AVID Training and all sub related costs.
 D) AVID Tutors
 E) AVID Supplies
 F) AVID licensing, conference and transportation related costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,725	\$43,920	\$43,920
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$163,336	\$170,816	\$170,816
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)
Amount	\$6,794	\$8,953	\$9,765
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)

Amount	\$16,828	\$17,594	\$17,594
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount	\$10,609	\$10,606	\$10,609
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies E)	4000-4999: Books And Supplies E)	4000-4999: Books And Supplies E)
Amount	\$135,565	\$130,909	\$130,094
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures F)	5000-5999: Services And Other Operating Expenditures F)	5000-5999: Services And Other Operating Expenditures F)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain Counselor on Special Assignment at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations includes College Board Related Efforts etc.

- A) Counselor Student Support Services
- B) Counselor Student Support Services
- C) Coordinator Student Support Services
- D) Coordinator Student Support Services

2018-19 Actions/Services

Maintain Coordinator of Student Support (Counseling Focus) at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations includes College Board Related Efforts etc.

- Adjust a half-time Coordinator for Equity related services.
- Increase a full-time Coordinator for CTE Program related services.
- A) Coordinator Student Support Services
- B) Coordinator Student Support Services
- C) Coordinator Educational Services
- D) Coordinator Educational Services

2019-20 Actions/Services

Maintain Coordinator of Student Support (Counseling Focus) at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations includes College Board Related Efforts etc.

- Adjust a half-time Coordinator for Equity related services.
- Increase a full-time Coordinator for CTE Program related services.
- A) Coordinator Student Support Services
- B) Coordinator Student Support Services
- C) Coordinator Educational Services
- D) Coordinator Educational Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,173	\$236,208	\$240,744
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$14,490	\$59,214	\$64,591
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$116,646	\$58,323	\$59,443
Source	LCFF	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$23,454	\$16,524	\$17,852
Source	LCFF	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness.</p> <p>A) One (1) Additional Counselor at each comprehensive high school B) One (1) Additional Counselor at each comprehensive high school</p>	<p>Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness.</p> <p>A) One (1) Additional Counselor at each comprehensive high school B) One (1) Additional Counselor at each comprehensive high school</p>	<p>Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness.</p> <p>A) One (1) Additional Counselor at each comprehensive high school B) One (1) Additional Counselor at each comprehensive high school</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$284,845	\$294,027	\$299,672
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$86,335	\$94,787	\$102,502
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Middle and High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness.
A-C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge

2018-19 Actions/Services

Provide outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness.
A-C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge

2019-20 Actions/Services

Provide outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness.
A-C) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,700	\$7,700	\$7,700
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$1,427	\$1,569	\$1,712
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$20,873	\$20,731	\$20,588
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures C)	5000-5999: Services And Other Operating Expenditures C)	5000-5999: Services And Other Operating Expenditures C)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, AP and IB Test Fees (unduplicated students) and Exam Rooms.
A) Costs associated with Assessment: State Exams, Pre-ID Services

2018-19 Actions/Services

Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, AP and IB Test Fees (unduplicated students) and Exam Rooms.
A-B) Costs associated with Assessment: State Exams, Pre-ID Services, LCAP Printing Services
C-D) Costs associated with Assessment report mailing: Clerical substitute

2019-20 Actions/Services

Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, AP and IB Test Fees (unduplicated students) and Exam Rooms.
A-B) Costs associated with Assessment: State Exams, Pre-ID Services, LCAP Printing Services
C-D) Costs associated with Assessment report mailing: Clerical substitute

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)
Amount		\$0	\$0

Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies B)	4000-4999: Books And Supplies B)
Amount		\$0	\$0
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries C)	2000-2999: Classified Personnel Salaries C)
Amount		\$0	\$0
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment. A-D) Provide Support for Career Technical Education Programs	Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment. A-D) Provide Support for Career Technical Education Programs E-F) Career Technical Education Teachers	Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment. A-D) Provide Support for Career Technical Education Programs E-F) Career Technical Education Teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,900	\$9,900	\$9,900
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$1,835	\$2,018	\$2,201
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$151,000	\$151,000	\$151,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)

Amount	\$96,588	\$96,405	\$96,222
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)
Amount		\$1,444,380	\$1,472,112
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries E)	1000-1999: Certificated Personnel Salaries E)
Amount		\$414,875	\$447,760
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits F)	3000-3999: Employee Benefits F)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

To create and implement a plan to provide direct support (tutoring, counseling, mental health) to Murrieta Canyon Academy to meet the needs of unduplicated student population. To design and implement a varied approach to student learning environments which capture the interests and passions of the students at MCA.
A-D) Support to Murrieta Canyon Academy

2018-19 Actions/Services

Maintain a plan to provide direct support (tutoring, counseling, mental health) to Murrieta Canyon Academy to meet the needs of unduplicated student population. To design and implement a varied approach to student learning environments which capture the interests and passions of the students at MCA.
A-D) Support to Murrieta Canyon Academy

2019-20 Actions/Services

Maintain a plan to provide direct support (tutoring, counseling, mental health) to Murrieta Canyon Academy to meet the needs of unduplicated student population. To design and implement a varied approach to student learning environments which capture the interests and passions of the students at MCA.
A-D) Support to Murrieta Canyon Academy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$3,151	\$3,465	\$3,779
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$14,424	\$14,110	\$13,796
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)
Amount	\$14,425	\$14,425	\$14,425
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services

2018-19 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services

2019-20 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services

directly to meet the needs of their unduplicated student populations.
A-E) School Site LCFF Allocations tied to SPSAs

directly to meet the needs of their unduplicated student populations.
A-E) School Site LCFF Allocations tied to SPSAs

directly to meet the needs of their unduplicated student populations.
A-E) School Site LCFF Allocations tied to SPSAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,424	\$59,202	\$58,308
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$218,856	\$191,163	\$187,173
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)
Amount	\$72,180	\$66,286	\$71,170
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)
Amount	\$343,967	\$299,307	\$299,307
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)

Amount	\$168,506	\$120,389	\$120,389
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary Schools
Specific Grade Spans: K-3

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of

2018-19 Actions/Services

Provide additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of

2019-20 Actions/Services

Provide additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate instruction to meet the learning needs of

all students including unduplicated student groups.
A-B) Maintain K-3 Class-size reductions

all students including unduplicated student groups.
A-B) Maintain K-3 Class-size reductions

all students including unduplicated student groups.
A-B) Maintain K-3 Class-size reductions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,332,471	\$2,829,654	\$2,883,983
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$656,389	\$883,165	\$942,453
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

PREVENTION / INTERVENTION / ACCELERATION

Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student access to required and desired areas of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Through the analysis of our academic achievement data such as local assessments of student performance, summative assessment results CAASPP (16-17), a-g completion rates, Advanced Placement enrollment and pass rates (AP), graduation rates, Early Assessment Program (EAP) results, Reading Inventory (RI) and other metrics; our district has identified the need to increase school readiness, academic learning/achievement, and civic, career and college readiness particularly with our under performing student populations. Local assessment results help drive instruction.

Although 98.07% of students are graduating from high school, only 58.9% of students completed a-g requirements in 2016-17. From the 2016-2017 CAASPP results, of students in grades 3-8 and 11, 62% are at or above standard in ELA and 47% are at or above standard in math.

While EAP ELA overall results are high at 74.8% at or above standard, results indicate a significant difference for targeted student groups. Particularly, the Hispanic student group EAP ELA results lag behind at 66.81% and the African-American results are 62.31%.

Socioeconomically Disadvantaged students also lagged behind at 62.77%, Student with Disabilities at 26.01% as well as the English Learner students at 21.28%.

While EAP math overall results are at 34.3% at or above standard, results indicate a significant difference for targeted student groups. Particularly, the Hispanic student group EAP math results lag behind at 23.59% and the African-American results are 21.1%. Socioeconomically disadvantaged students also lagged behind at 22.6%, Student with Disabilities at 4.73% as well as the English Learner students at 8.51%.

English Learner Reclassification rate in 2016-2017 declined by .2% to 5.5% and English Language Proficiency rate in 2016-2017 increased by 2% to 47%. English Learners continue to demonstrate the need for additional district resources and support.

AP enrollment rates increased in 2017-2018 to 29.73% with an increase in all student groups with the exception of the multi-race student group, but there is still a gap in enrollment rates for our student groups.

In all areas, the disaggregated data indicates the need to focus specifically on the progress and participation rates of our SED, EL, Foster and Homeless Youth, SWD and identified student groups of ethnic backgrounds. In particular, the data analysis indicated the need to strategically address the under performance of targeted student groups, while ensuring opportunities of acceleration for students prepared to do so.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Imagine Learning participation data: The percent of K-5</p> <p>Emerging (beginning and early intermediate) students using the Imagine Learning supplemental program will increase by 5% annually.</p> <p>This program will enable ELL to access the New</p>	<p>2016 – 2017 was the initial year of the pilot of this program and enabled us to create a baseline for future implementation. In 2016 – 2017, 44% of Emerging Language learners accessed the Imagine Learning Program.</p>	<p>2017 – 2018 will be the initial year of full implementation of this program.</p> <p>In 2017 – 2018, 64% of Emerging Language Learners (K-5) accessed the Imagine Learning Program.</p>	<p>Increase by 5% to 69% of Emerging Language Learners accessing the Imagine Learning Program.</p>	<p>Increase by 5% to 74% of Emerging Language Learners accessing the Imagine Learning Program.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standards and the ELD standards.				
Early literacy metric is being added to monitor reading K-2. This will be done with end of the year RI scores in 2nd grade. 2% annual increase will be the goal. This will be lagging data.	<p>In 2015 – 2016 the % of 2nd grade students meeting proficiency or advanced on the RI was 74% which exceeded the previous year’s goal. All student groups also exceeded their goals as follows:</p> <p>SED: 67%</p> <p>EL: 65%</p> <p>SWD: 56%</p> <p>AA: 74%</p> <p>Hisp: 75%</p>	<p>In 2016 – 2017 the % of 2nd grade students meeting proficiency or advanced on the RI was 73%. (Lagging Data)</p> <p>All student groups performed as follows:</p> <p>SED: 64%</p> <p>EL: 58%</p> <p>SWD: 43%</p> <p>AA: 70%</p> <p>Hisp: 67%</p> <p>As per the annual review, this metric will be adjusted to 1% annual growth.</p>	<p>The % of 2nd grade students meeting proficiency or advanced on the RI will increase by 1% to 74%. (Lagging Data)</p> <p>All student group goals are as follows:</p> <p>SED: 65%</p> <p>EL: 59%</p> <p>SWD: 44%</p> <p>AA: 71%</p> <p>Hisp: 68%</p>	<p>The % of 2nd grade students meeting proficiency or advanced on the RI will increase by 1% to 75%. (Lagging Data)</p> <p>All student group goals are as follows:</p> <p>SED: 66%</p> <p>EL: 60%</p> <p>SWD: 45%</p> <p>AA: 72%</p> <p>Hisp: 69%</p>
4th – 5th grade Read 180 intervention students will increase their rate of average growth by .1 over two years and the percentage of students exceeding their growth	The average growth rate of Read 180 students was 1.3 years with 75% of students exceeding their growth goal. (15-16)	<p>Average growth rate:</p> <p>1.4 years of growth and % of students exceeding growth goal: 78%</p> <p>Actual growth rate was 1.2 years with 65% of</p>	Average growth rate for all students will be 1.2 years or greater	Average growth rate for all students will be 1.2 years or greater

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>goals by 2% every year. Includes SWD.</p>		<p>students exceeding their growth goal</p> <p>As per the annual review, this growth metric will be adjusted to meet an annual growth rate for all students will be 1.2 years or greater. Data will be aggregated by grade span.</p>		
<p>3rd – 5th System 44 intervention students will increase their rate of accuracy by 1 point over two years and their percentage of students demonstrating improved accuracy by 2% every year.</p> <p>System 44 intervention students will increase their average change in fluency by 1 point over two years and their percentage of students demonstrating a 4+ point's gain in fluency by 2% every year. Includes SWD.</p>	<p>Average change in accuracy – 5 points</p> <p>% of students demonstrating improved accuracy – 76%</p> <p>Average change in fluency – 5 points</p> <p>% of students demonstrating a 4+ points gain in fluency – 58%</p>	<p>Average change in accuracy – 6</p> <p>% of students demonstrating improved accuracy – 80%</p> <p>Average change in fluency – 6 points</p> <p>% of students demonstrating a 4+ points gain in fluency – 62%</p> <p>Actual results: Average change in accuracy was 5 points with 76% of students demonstrating improved accuracy.</p>	<p>2% over all students increase to 36% Grade level span targets to be determined.</p>	<p>2% over all students increase to 38% Grade level span targets to be determined.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Average change in fluency was 5 points with 55% of students demonstrating a 4+ points gain in fluency.</p> <p>As per the annual review, this growth metric will be adjusted to monitor the % of students reaching advanced decoder. The baseline % for all grades of students reaching advanced decoder is 34%. Specific goals will be based on end of year data and will be aggregated by grade span. Expected annual growth will be 2% annually.</p>		
<p>Increase student enrollment in Advanced Placement including unduplicated and special needs students.</p> <p>Includes SWD.</p>	<p>2016-2017</p> <p>Baseline</p> <p>24.1%</p>	<p>2017-2018</p> <p>From To</p> <p>24.1% 24.6%</p> <p>Actual overall AP enrollment is 29.73% and student group enrollment is as follows: SWD 2.63% SED 24.68%</p>	<p>Increase by .25% to overall 29.98%</p> <p>SWD 2.88% SED 24.93% EL 14.25% Foster 4.25% AA 23.13% Hispanic 27.34%</p>	<p>Increase by .25% to overall 30.23%</p> <p>SWD 3.13% SED 25.17% EL 14.5% Foster 4.5% AA 23.38% Hispanic 27.59%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>EL 14% Foster 4% AA 22.88% Hispanic 27.09%</p> <p>Per the annual update, the metric will be adjusted to a .25% annual growth overall and for student groups.</p>		
<p>6th-10th grade students receiving ELA support will make an overall 1% growth annually as determined by RI</p> <p>Lexile proficiency level.</p> <p>Includes SWD.</p>	<p>2016-17 Baseline</p> <p>6th grade 10% 7th grade 9% 8th grade 6% 9th grade 5% 10th grade 4%</p>	<p>2017-18 Goal was 1% growth goal will be: 6th grade 11% 7th grade 10% 8th grade 7% 9th grade 6% 10th grade 5%</p> <p>Actual growth was: 6th grade 11% 7th grade 4% 8th grade 3% 9th grade 13% 10th grade 3%</p> <p>As per the annual review, this metric will no longer be used. Secondary data will be included and aggregated in the Read 180 goal.</p>	<p>As per the annual review, this metric will no longer be used. Secondary data will be included and aggregated in the Read 180 goal.</p>	<p>As per the annual review, this metric will no longer be used. Secondary data will be included and aggregated in the Read 180 goal.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																
6th -8th Math Intervention Course Proficiency Rates will show a minimum of 1% growth annually as demonstrated on the spring benchmark assessment. Includes SWD	<p>2016-17 Baseline</p> <table border="1"> <thead> <tr> <th>Sem</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>57.9</td> <td>36.3</td> <td>4.59</td> </tr> <tr> <td>Spring</td> <td>50</td> <td>42.1</td> <td>6.52</td> </tr> <tr> <td>Growth</td> <td>-7.9</td> <td>5.8</td> <td>1.98</td> </tr> </tbody> </table>	Sem	FBB	BB	B	Fall	57.9	36.3	4.59	Spring	50	42.1	6.52	Growth	-7.9	5.8	1.98	<p>2017-18 Goal was 8.9% growth from FBB to BB, 6.8% growth from BB to B and 3% growth in Basic</p> <p>6th -8th Math Intervention Course Proficiency Rates showed a 7% growth from Far Below Basic to Below Basic and Basic as demonstrated on the spring benchmark assessment.</p> <table border="1"> <thead> <tr> <th>Sem</th> <th>FBB</th> <th>BB</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>39.2%</td> <td>50.3%</td> <td>8.5%</td> </tr> <tr> <td>Spring</td> <td>32.2%</td> <td>54.4%</td> <td>11.7%</td> </tr> <tr> <td>Growth</td> <td>-7%</td> <td>4.1%</td> <td>3.2%</td> </tr> </tbody> </table> <p>As per the annual review, the metric will be adjusted to only monitor % growth from Far Below Basic. The goal will be an annual 1% growth from FBB.</p>	Sem	FBB	BB	B	Fall	39.2%	50.3%	8.5%	Spring	32.2%	54.4%	11.7%	Growth	-7%	4.1%	3.2%	Increase of 1% annual growth from FBB to 8%.	Increase of 1% annual growth from FBB to 9%.
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<p>HS Transitional Math Course Proficiency Rates will show a minimum of 1% growth annually. Includes SWD.</p>	<p>2016-17 Baseline:</p> <p>MMHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>43</td><td>44.55</td><td>9.23</td></tr> <tr><td>Spring</td><td>33.5</td><td>51.73</td><td>14.8</td></tr> <tr><td>Growth</td><td>-9.5</td><td>7.18</td><td>5.57</td></tr> </table> <p>MVHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>40.1</td><td>47.3</td><td>11</td></tr> <tr><td>Spring</td><td>40.7</td><td>53.3</td><td>6.03</td></tr> <tr><td>Growth</td><td>.6</td><td>6</td><td>-5</td></tr> </table> <p>VMHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>46.6</td><td>43.03</td><td>8.53</td></tr> <tr><td>Spring</td><td>40.02</td><td>48.8</td><td>9.27</td></tr> <tr><td>Growth</td><td>-6.58</td><td>8.77</td><td>.74</td></tr> </table>	Sem	FBB	BB	B	Fall	43	44.55	9.23	Spring	33.5	51.73	14.8	Growth	-9.5	7.18	5.57	Sem	FBB	BB	B	Fall	40.1	47.3	11	Spring	40.7	53.3	6.03	Growth	.6	6	-5	Sem	FBB	BB	B	Fall	46.6	43.03	8.53	Spring	40.02	48.8	9.27	Growth	-6.58	8.77	.74	<p>The goal was 1% annual growth in FBB to B</p> <p>MMHS 6.5% MVHS 1% VMHS 2%</p> <p>Actual Growth in Basic was: MMHS -8% MVHS -4.2% VMHS 7.8%</p> <p>MMHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>42.5%</td><td>49.5%</td><td>.1%</td></tr> <tr><td>Spring</td><td>29.1%</td><td>63.6%</td><td>7.3%</td></tr> <tr><td>Growth</td><td>-13.4%</td><td>14.1%</td><td>-8%</td></tr> </table> <p>MVHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>55.7%</td><td>34.2%</td><td>8.6%</td></tr> <tr><td>Spring</td><td>48.4%</td><td>45.6%</td><td>4.4%</td></tr> <tr><td>Growth</td><td>-7.3%</td><td>11.4%</td><td>-4.2%</td></tr> </table> <p>VMHS</p> <table border="1"> <tr><td>Sem</td><td>FBB</td><td>BB</td><td>B</td></tr> <tr><td>Fall</td><td>38.9%</td><td>50.2%</td><td>9.5%</td></tr> <tr><td>Spring</td><td>28.6%</td><td>51.7%</td><td>17.3%</td></tr> <tr><td>Growth</td><td>-10.3%</td><td>1.5%</td><td>7.8%</td></tr> </table> <p>As per the annual review, the metric will be adjusted to an average</p>	Sem	FBB	BB	B	Fall	42.5%	49.5%	.1%	Spring	29.1%	63.6%	7.3%	Growth	-13.4%	14.1%	-8%	Sem	FBB	BB	B	Fall	55.7%	34.2%	8.6%	Spring	48.4%	45.6%	4.4%	Growth	-7.3%	11.4%	-4.2%	Sem	FBB	BB	B	Fall	38.9%	50.2%	9.5%	Spring	28.6%	51.7%	17.3%	Growth	-10.3%	1.5%	7.8%	<p>Increase of 1% overall average growth from FBB to 11.3%.</p>	<p>Increase of 1% overall average growth from FBB to 12.3%.</p>
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Sem	FBB	BB	B																																																																																																	
Fall	46.6	43.03	8.53																																																																																																	
Spring	40.02	48.8	9.27																																																																																																	
Growth	-6.58	8.77	.74																																																																																																	
Sem	FBB	BB	B																																																																																																	
Fall	42.5%	49.5%	.1%																																																																																																	
Spring	29.1%	63.6%	7.3%																																																																																																	
Growth	-13.4%	14.1%	-8%																																																																																																	
Sem	FBB	BB	B																																																																																																	
Fall	55.7%	34.2%	8.6%																																																																																																	
Spring	48.4%	45.6%	4.4%																																																																																																	
Growth	-7.3%	11.4%	-4.2%																																																																																																	
Sem	FBB	BB	B																																																																																																	
Fall	38.9%	50.2%	9.5%																																																																																																	
Spring	28.6%	51.7%	17.3%																																																																																																	
Growth	-10.3%	1.5%	7.8%																																																																																																	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																
		increase of 1% growth from Far Below Basic to Below Basic. The average for 2017-18 is 10.3%.																																																		
<p>HS Proficiency Rates in Think Through Math will increase a minimum of 1% annually. Includes SWD.</p>	<p>2016-17 Baseline</p> <table border="1" data-bbox="489 467 846 589"> <thead> <tr> <th>School</th> <th>Fall</th> <th>Spring</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>18%</td> <td>23%</td> <td>5%</td> </tr> <tr> <td>MVHS</td> <td>18%</td> <td>21.3%</td> <td>3.3%</td> </tr> <tr> <td>VMHS</td> <td>20.3%</td> <td>25.1%</td> <td>4.8%</td> </tr> </tbody> </table> <p>Average Growth 4.4%</p>	School	Fall	Spring	Growth	MMHS	18%	23%	5%	MVHS	18%	21.3%	3.3%	VMHS	20.3%	25.1%	4.8%	<p>The goal was 1% annual growth as follows:</p> <table border="1" data-bbox="867 505 1213 643"> <thead> <tr> <th>School</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>6%</td> </tr> <tr> <td>MVHS</td> <td>4.3%</td> </tr> <tr> <td>VMHS</td> <td>5.8%</td> </tr> </tbody> </table> <p>Actual Growth was:</p> <table border="1" data-bbox="867 760 1213 898"> <thead> <tr> <th>School</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>3.5%</td> </tr> <tr> <td>MVHS</td> <td>4.2%</td> </tr> <tr> <td>VMHS</td> <td>4.2%</td> </tr> </tbody> </table>	School	Growth	MMHS	6%	MVHS	4.3%	VMHS	5.8%	School	Growth	MMHS	3.5%	MVHS	4.2%	VMHS	4.2%	<p>Increase of 1% annual growth to:</p> <table border="1" data-bbox="1245 505 1591 643"> <thead> <tr> <th>School</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>4.5%</td> </tr> <tr> <td>MVHS</td> <td>5.2%</td> </tr> <tr> <td>VMHS</td> <td>5.2%</td> </tr> </tbody> </table>	School	Growth	MMHS	4.5%	MVHS	5.2%	VMHS	5.2%	<p>Increase of 1% annual growth to:</p> <table border="1" data-bbox="1623 505 1969 643"> <thead> <tr> <th>School</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>MMHS</td> <td>5.5%</td> </tr> <tr> <td>MVHS</td> <td>6.2%</td> </tr> <tr> <td>VMHS</td> <td>6.2%</td> </tr> </tbody> </table>	School	Growth	MMHS	5.5%	MVHS	6.2%	VMHS	6.2%
School	Fall	Spring	Growth																																																	
MMHS	18%	23%	5%																																																	
MVHS	18%	21.3%	3.3%																																																	
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MVHS	6.2%																																																			
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<p>English Language Learner Progress Indicator (including reclassification rate) will increase 1% annually as reported on the California School Dashboard. (CSD)</p>	<p>2016-17 Baseline</p> <p>67.7%</p>	<p>The goal was 1% annual growth to 68.7%</p> <p>Actual performance was 77%</p>	<p>Increase of 1% annual growth to 78%</p>	<p>Increase of 1% annual growth to 79%</p>																																																
<p>English Language Learner Reclassification Rate</p>	<p>2016-2017 Reclassification Rate: 5.5%</p>	<p>Goal: Reclassification Rate: 6.5%</p>	<p>Increase by 1% to 7.5%</p>	<p>Increase by 1% to 8.5%</p> <p>Results are pending release of data from CDE</p>																																																

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase annually by 1%.		Results are pending release of data from CDE	Results are pending release of data from CDE	
% English Language Learner Progress toward English Proficiency as measured by the CDELTA. Reflects percentage of students moving one (1) or more levels. 2% increase annually.	2016-2017 Baseline: 2015-16 Data: English Learner Level Growth 43.5% of students moving one or more levels. (Lagging Data)	Goal: 45.5% of English Learner students will move one or more levels. Actual percentage growth was 47%	Increase by 2% to 49% growth	Increase by 2% to 51% growth

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A-B) Maintain up to four (4) sections at each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA.

2018-19 Actions/Services

A-B) Maintain up to four (4) sections at each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA.

2019-20 Actions/Services

A-B) Maintain up to four (4) sections at each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$220,796	\$216,042	\$220,190
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Employee Benefits A)
Amount	\$60,265	\$65,916	\$66,755
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A-B) Maintain up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

A-B) Maintain up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A-B) Maintain up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$318,415	\$303,518	\$309,349
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$83,530	\$90,255	\$97,173
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty text box for student selection]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty text box for location selection]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.</p> <p>A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training</p>	<p>In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.</p> <p>A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training</p>	<p>In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.</p> <p>A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$975,358	\$1,017,586	\$1,037,124
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$266,039	\$292,655	\$315,819
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$10,657	\$10,493	\$10,335
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)

Amount	\$1,975	\$2,139	\$2,297
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$120,000	\$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies A)	4000-4999: Books And Supplies A)	4000-4999: Books And Supplies A)
Amount	\$71,288	\$67,000	\$67,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty text box for student selection]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty text box for location selection]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle and High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain licenses for middle and high school intervention/acceleration programs:
 A) Imagine Math/Think Through Math
 B) APEX

2018-19 Actions/Services

Maintain licenses for middle and high school intervention/acceleration programs:
 A) Imagine Math/Think Through Math
 B-C) APEX/APEX PD

2019-20 Actions/Services

Maintain licenses for middle and high school intervention/acceleration programs:
 A) Imagine Math/Think Through Math
 B-C) APEX/APEX PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$97,000	\$97,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)
Amount	\$100,000	\$67,950	\$67,950
Source	Lottery	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)
Amount		\$2,200	\$2,200
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures C)	5800: Professional/Consulting Services And Operating Expenditures C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Comprehensive program of services for English Language Learners that includes counseling, intervention, parent engagement, curriculum and materials.
 A-B) Counselor of Student Support-English Learners
 C-D) EL Supplemental Program Support of Services (Middle and High Schools)
 E) Imagine Learning Support of Services K-12
 F-G) EL Intervention Teacher Training
 H) EL Parent Engagement

2018-19 Actions/Services

Comprehensive program of services for English Language Learners that includes counseling, intervention, parent engagement, curriculum and materials.
 A-B) Coordinator of Student Support-English Learners
 C-D) EL Supplemental Program Support of Services (Additional EL sections at Middle School)
 E) Imagine Learning Support of Services K-12 and costs associated with EL training
 F-G) EL Intervention Teacher Training, tutoring, EL support services substitutes
 H) EL Parent/Student Engagement

2019-20 Actions/Services

Comprehensive program of services for English Language Learners that includes counseling, intervention, parent engagement, curriculum and materials.
 A-B) Coordinator of Student Support-English Learners
 C-D) EL Supplemental Program Support of Services (Additional EL sections at Middle School)
 E) Imagine Learning Support of Services K-12 and costs associated with EL training
 F-G) EL Intervention Teacher Training, tutoring, EL support services substitutes
 H) EL Parent/Student Engagement

I-J) Middle School EL Sections
K-L) High School EL Sections

I-J) Middle School EL Sections
K-L) High School EL Sections

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,173	\$58,323	\$59,443
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$14,490	\$16,524	\$17,852
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$71,503	\$30,779	\$31,370
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$18,437	\$9,334	\$10,035
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount	\$155,300	\$155,132	\$155,132
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)

Amount	\$67,290	\$140,970	\$138,837
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries F)	1000-1999: Certificated Personnel Salaries F)	1000-1999: Certificated Personnel Salaries F)
Amount	\$12,470	\$28,730	\$30,863
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits G)	3000-3999: Employee Benefits G)	3000-3999: Employee Benefits G)
Amount	\$15,000	\$9,000	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies H)	4000-4999: Books And Supplies H)	4000-4999: Books And Supplies H)
Amount		\$128,868	\$131,342
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries I)	1000-1999: Certificated Personnel Salaries I)
Amount		\$38,786	\$41,720
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits J)	3000-3999: Employee Benefits J)
Amount		\$174,566	\$177,914
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries K)	1000-1999: Certificated Personnel Salaries K)

Amount		\$48,862	\$52,830
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits L)	3000-3999: Employee Benefits L)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

New to Goal 2 and will maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations.

2018-19 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations.

2019-20 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations.

A-E) School Site LCFF Allocations tied to SPSAs

A-E) School Site LCFF Allocations tied to SPSAs

A-E) School Site LCFF Allocations tied to SPSAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,375	\$83,750	\$82,482
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$75,846	\$87,587	\$85,757
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)
Amount	\$33,439	\$47,794	\$50,892
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)
Amount	\$34,514	\$58,299	\$58,299
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)
Amount	\$7,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

PROFESSIONAL DEVELOPMENT

Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning. Recruit and retain a diverse and highly qualified teaching staff and support staff to promote the implementation of best practices.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Through the implementation of the new California State Standards, the district has identified the need to provide professional development to all teachers to ensure they have the knowledge and skills necessary to provide quality instruction and services to all students. With the change in standards in math, ELA and science, teachers need support with understanding and implementing new instructional strategies. English Learner standards are also an area of need for teacher and administrator training. A closer at data reveals the need for helping teachers provide differentiation to meet the needs of our student groups: English Learners (EL), Foster and Homeless Youth, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic and American Indian.

The CDE audit of compliance matters in Special Education (SE) identified the need to train SE teachers and service providers in IEP development and implementation. With the use of the latest technology and associated programs, the need has been identified for

teachers to have training in technology and associated programs. Such training will ensure that teachers have the necessary knowledge and skills to provide a rich instructional environment to prepare students to be competitive in a global work environment.

A review of teacher professional development surveys validated the focus areas named above. Survey data from principals and teachers have indicated the need to continue with the implementation of relevant and robust professional development as well as the district induction program which serves to support new teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	Maintain 100% of district teachers appropriately assigned and fully credentialed	Maintain 100% of district teachers appropriately assigned and fully credentialed
100% participation in professional development offerings to identified faculty and staff.	85% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training.	86% participation in professional development program participation for identified teachers, administrators, and instructional classified staff Actual participation was 90% Per Annual Review, this metric will be adjust to an increase by 1% annually to 95%	Increase by 1% to 91% participation	Increase by 1% to 92% participation
90% participation in professional	93% designated AVID teacher involvement in	94% designated AVID teacher involvement in	Increase by 1% to 91% involvement	Increase by 1% to 92% involvement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
development offerings to AVID teachers and staff.	AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards.	<p>AVID program planning meetings</p> <p>Actual involvement was 90%</p> <p>Per Annual Review, this metric will be adjust to an increase by 1% annually to 95%</p>		
Maintain 100% participation of year-two teachers in the Induction Program.	100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential.	<p>100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential.</p> <p>Actual: 100% of teachers are on track to clear credential</p>	Maintain 100% of year-two teachers completing requirements to clear credential.	Maintain 100% of year-two teachers completing requirements to clear credential.
Maintain 100% access to EADMS and Inspect. Monitor number of teacher logins to determine levels of usage. Increase usage by 5% annually.	<p>Maintain 100% access to EADMS and Inspect.</p> <p>Teacher Logins: 4801</p>	<p>Maintain 100% access to EADMS and Inspect.</p> <p>Teacher Logins: 5,041</p> <p>Maintained 100% access</p> <p>Actual Logins were 5879 with 18% growth</p>	<p>Maintained 100% access</p> <p>Teacher Logins: 6172</p>	<p>Maintained 100% access</p> <p>Teacher Logins: 6481</p>
Maintain 100% participation in identified	100% Participation	Goal: 100% Participation	Maintain 100% Participation	Maintain 100% Participation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
local and state assessment related meetings.		Actual:100% Participation		
Implementation of California State Standards. Ensuring English Language Learners access to New State Standards and ELD standards.	Local indicator reporting through the California School Dashboard will occur in the 2017-2018 academic year using the Dashboard Reflection Tool regarding 2016-2017 standards implementation.	<p>Determined baseline ratings from 2016-2017 for implementation of California State Standards using the Dashboard Reflection Tool. Improve initial ratings one or more level in each content area towards "Full Implementation"</p> <p>Actual results are listed in annual review</p> <p>Per Annual Review this metric will be adjusted to include an annual review and reflection with maintaining or improving annual ratings in each content area.</p>	Complete annual review and reflection with maintaining or improving annual ratings in each content area.	Complete annual review and reflection with maintaining or improving annual ratings in each content area..

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Middle and High Schools and Avaxat Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .51 FTE will be maintained. .51 FTE coordination support for IB at MVHS will also be maintained. A-B) Maintain Coordination Support to AVID Program

2018-19 Actions/Services

In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .68 FTE will be maintained. .51 FTE coordination support for IB at MVHS will also be maintained. A-B) Maintain Coordination Support to AVID Program

2019-20 Actions/Services

In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .68 FTE will be maintained. .51 FTE coordination support for IB at MVHS will also be maintained. A-B) Maintain Coordination Support to AVID Program

C-D) Maintain coordination support to IB at MVHS

C-D) Maintain coordination support to IB at MVHS

C-D) Maintain coordination support to IB at MVHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,587	\$59,725	\$60,872
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$12,528	\$16,810	\$18,170
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$65,372	\$49,545	\$50,496
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$18,421	\$14,735	\$15,863
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies.
C) Provide professional development for TOSAs
D) TOSA materials and supplies

2018-19 Actions/Services

A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies.
C) Provide professional development for TOSAs
D) TOSA materials and supplies

2019-20 Actions/Services

A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies.
C) Provide professional development for TOSAs
D) TOSA materials and supplies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$454,206	\$595,311	\$606,741
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$125,903	\$175,490	\$189,044
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$24,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures C)	5000-5999: Services And Other Operating Expenditures C)	5000-5999: Services And Other Operating Expenditures C)
Amount	\$4,000	\$4,240	\$4,240
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A-B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR
C) Training and coaching materials

2018-19 Actions/Services

A-B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR
C) Training and coaching materials
D) Accreditation fees and program support

2019-20 Actions/Services

A-B) Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR
C) Training and coaching materials
D) Accreditation fees and program support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$225,000	\$196,212	\$193,242
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$41,693	\$39,988	\$42,958
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$20,023	\$1,510	\$1,510

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)
Amount		\$4,540	\$4,540
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

A-F) Maintain professional development on adopted curriculums, new standards and new teaching strategies.
 G-H) Training on supplemental curriculum such as MVP

2018-19 Actions/Services

A-C) Maintain professional development on adopted curriculums, assessments, new standards and new teaching strategies.

2019-20 Actions/Services

A-C) Maintain professional development on adopted curriculums, assessments, new standards and new teaching strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,097	\$62,602	\$61,654
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$10,395	\$12,758	\$13,706
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$21,711	\$3,200	\$3,200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C)	5000-5999: Services And Other Operating Expenditures C)	5000-5999: Services And Other Operating Expenditures C)
Amount	\$4,023		
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits D)		

Amount	\$30,332		
Budget Reference	1000-1999: Certificated Personnel Salaries E) 6264 Educator Effectiveness Grant		
Amount	\$5,621		
Budget Reference	3000-3999: Employee Benefits F) 6264 Educator Effectiveness Grant		
Amount	\$6,570		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures G) 6264 Educator Effectiveness Grant		
Amount	\$18,430		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures H)		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Middle and High Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning.
C-F) Provide support to professional development day.

2018-19 Actions/Services

A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning.
C-F) Provide support to professional development day.

2019-20 Actions/Services

A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning.
C-F) Provide support to professional development day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,328	\$103,422	\$101,857
Source	Other	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A) 6264 Educator Effectiveness Grant	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$10,994	\$21,077	\$22,643
Source	Other	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

	B) 6264 Educator Effectiveness Grant		
Amount	\$5,483	\$1,320	\$1,320
Source	Other	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C) 6264 Educator Effectiveness Grant	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$1,017	\$269	\$293
Source	Other	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D) 6264 Educator Effectiveness Grant	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount	\$2,500	\$5,000	\$5,000
Source	Other	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies E) 6264 Educator Effectiveness Grant	4000-4999: Books And Supplies E)	4000-4999: Books And Supplies E)
Amount	\$16,000	\$18,411	\$18,387
Source	Other	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures F) 6264 Educator Effectiveness Grant	5000-5999: Services And Other Operating Expenditures F)	5000-5999: Services And Other Operating Expenditures F)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A) Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI
B) Adrylan Communications – Inspect Data Analysis
C) Outsourced Data Support Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI
B) Outsourced Data Support Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI
B) Outsourced Data Support Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,875	\$138,551	\$138,551
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)
Amount	\$33,625	\$145,660	\$145,660
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)	5000-5999: Services And Other Operating Expenditures B)
Amount	\$156,600		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures C)		

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A-B) Assessment Related Support – CELDT Substitutes C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings	A-B) Assessment Related Support – ELPAC Substitutes C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings	A-B) Assessment Related Support – ELPAC Substitutes C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,532	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$2,693	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$7,000	\$0	\$0
Source	LCFF	LCFF	LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures C)

5000-5999: Services And Other Operating Expenditures C)

5000-5999: Services And Other Operating Expenditures C)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Secondary Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.

A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.

A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,823	\$34,242	\$33,723
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$5,525	\$6,979	\$7,497
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty input field for Students to be Served]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty input field for Location(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>New to Goal 3 and will maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations. A-E) School Site LCFF Allocations tied to SPSAs</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,043	\$99,794	\$98,284
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)
Amount	\$7,422	\$24,052	\$25,562
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)

Amount	\$5,999	\$4,500	\$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)	4000-4999: Books And Supplies D)
Amount	\$82,456	\$76,489	\$76,489
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

ENGAGEMENT, CULTURE AND CLIMATE

Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The district is committed to provide students with a safe and nurturing environment. The attendance data indicates that while overall ADA rates exceed 95% and most student groups exceeding or being extremely near 95%, there needs to be a focus on chronic absenteeism. For chronic absenteeism, Students with Disabilities (SWDs), Socioeconomically disadvantaged students and Foster/Homeless Youth students show the greatest need, while a grade level analysis shows us a need to focus on Pre-K, Kindergarten, and twelfth grade.

Suspension and expulsion rates are low overall; however, the African American, SWD, Foster Youth and Socioeconomically disadvantaged student groups tend to have higher rates of suspensions overall. Expulsions are low enough to where each case can be monitored on an individual basis.

Student behavior and mental health have been identified as high needs in the district based on students with mental health incidences and feedback from administrators and counselors K - 12. Based on this information, our district has identified the need for mental health services, PBIS and restorative practices professional development and the staffing to support students and families.

Stakeholder engagement continues to be an area of need specifically for our identified student groups. Efforts continue to engage students, parents and the community around supporting academic needs and equitable practices specifically for student groups: English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic and American Indian.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)	100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d)	100% of School Facilities maintained and in good repair pursuant to Education Code section 17002 (d) Actual: 100% of School Facilities are maintained and in good repair	Continue 100% of School Facilities are maintained and in good repair	Continue 100% of School Facilities are maintained and in good repair
Increase Attendance by 0.1% annually (Student Group Data located in Appendix E)	Attendance rate is 95.7% increased 0.2% from 2015- 2016	Attendance rate increase 0.1% from 2016-2017 to 95.8% Actual: 95.7% attendance rate	Increase 0.1% to 95.8%	Increase 0.1% to 95.9%
Decrease chronic absenteeism rates by 0.5% % annually (Student Group Data located in Appendix E)	Decreased Chronic Absenteeism rates to 8.7% in 2016-2017	Chronic Absenteeism rates decrease to 8.2% in 2017- 2018 Actual rate was 9.2%	Decrease by .25% to 8.95%	Decrease by .25% to 8.7%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Per Annual Review, this metric will be adjusted to an annual decrease of .25%		
Foster Youth – Attendance rate gap between foster youth and general student population will decrease by 0.2% annually.	2016-2017 Foster Youth Attendance Rate 93.8%	2017-2018 Foster Youth Attendance Rate 94% Actual rate was 94.4%	Decrease gap by .2% to a rate of 94.6%	Decrease gap by .2% to a rate of 94.8%
Decrease number suspensions by 50 incidents annually. (Student Group Data located in Appendix E)	Total Suspensions including In-house Suspension 432	Total Suspensions including In-house Suspension 382 Actual suspensions: 295 Per Annual Review, this metric will no longer be used	Per Annual Review, this metric will no longer be used	Per Annual Review, this metric will no longer be used
Decrease suspension rate by .1% annually	1.3% of district students have been suspended one or more times.	Decrease to 1.2% Actual rate was 1.2% Per Annual Review, this metric will be adjusted to maintain rate at 1.2%	Maintain at 1.2%	Maintain at 1.2%
Decrease number of expulsions by 2 instances annually	Total Expulsions 2015-16: 9 2016-17: 4 Decreased by 5	Total Expulsions 2016-17: 4 2017-18: 2 Decreased by 2	Less than 10 expulsions	Less than 10 expulsions

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Actual: 5</p> <p>Per Annual Review, this metric will be adjusted to be less than 10 expulsions annually.</p>		
<p>Increase number of staff trained in PBIS by 75 annually</p>	<p>2016-2017 79 Staff members trained in PBIS/Boys Town Total 267 since 2014-2015</p>	<p>75 Staff members trained in PBIS/Boys Town Total 342</p> <p>Actual trained 57 staff with a total of 324</p> <p>Per Annual Review, this metric will be adjusted to include restorative practices training</p>	<p>75 Additional Staff members trained in PBIS/Restorative Practices Total 399</p>	<p>75 Additional Staff members trained in PBIS/Restorative Practices Total 474</p>
<p>Increase SWDs Parent Engagement for Mental Health Related Workshops and Groups</p>	<p>Baseline: 2016-2017 School Year – 126 parent participants</p>	<p>2017-2018 – Increase parent participation by 20% (to 151)</p> <p>Actual participation was 350</p> <p>Per Annual Review, this metric will be adjusted to maintain 350 participants annually</p>	<p>Maintain at 350 participants</p>	<p>Maintain at 350 participants</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase SWDs Parent Involvement for parents of Behavior Class Students Related Workshops and Groups	Baseline: 2016-2017 School Year - 21 families	2017-2018 – Increase parent participation by 20% (to 25) Actual participation was 48. Per Annual Review, this metric will be adjusted to 48 participants annually.	Maintain at 48 participants	Maintain at 48 participants
Increase in SWD Parent Engagement/Implementation Strategies	Baseline for implementation 50%	2017-2018 – Increase implementation of strategies to 60 %. Actual was 100% implementation of strategies	Maintain at 100% implementation of strategies	Maintain at 100% implementation of strategies
Increase SWDs Student Involvement in Summer Growth Institute: Social Skills and mental health counseling	Baseline: 2016-2017 School Year - 32	2017-2018 – Increase student participation by 30% (to 42) Actual was 60 participants with a growth of 43% Per Annual Review, this metric will be adjusted to 5% annual growth	Increase by 5% to 63	Increase by 5% to 66
Conduct Annual Stakeholder Survey to ensure positive perception of school safety and school	Baseline 2016-17 Overall Satisfaction Parents 70% Students 70%	Goal: Overall Satisfaction Parents 75% Students 75%	Increase by 1% in each survey result annually	Increase by 1% in each survey result annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>connectedness. Use Hanover Annual Survey and CHKS bi-annually for this purpose. Areas measured include: Overall Satisfaction, School Safety and Engagement, Parent Engagement, Communication and Policies and involvement.</p> <p>Increase positive perceptions (satisfaction) in these areas 5% annually. Data reflects those participating in the survey.</p>	<p>Staff 81%</p> <p>School Safety and Engagement Parents 90%</p> <p>Parent Engagement Parents 73% Staff 98%</p> <p>Communication Parents 89% Students 70% Staff 70%</p> <p>Policies and Involvement Parents 70% Students 14% Staff 90%</p>	<p>Staff 86%</p> <p>School Safety and Engagement Parents 95%</p> <p>Parent Engagement Parents 78% Staff 100%</p> <p>Communication Parents 94% Students 75% Staff 75%</p> <p>Policies and Involvement Parents 75% Students 19% Staff 95%</p> <p>Actual Results:</p> <p>Overall Satisfaction Parents 74% (Not Met) Students 47% (Not Met) Staff 76% (Not Met)</p> <p>School Safety and Engagement Parents 81% (Not Met) Students 60% (New Metric)</p> <p>Parent Engagement Parents 71%(/Not Met) Staff 86%(Not Met)</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Staff Engagement (New Metric) Staff 58%</p> <p>Communication Parents 88%(Not Met) Students 66%(Not Met) Staff 68%(Not Met)</p> <p>Policies and Involvement Parents 64%(Not Met) Students 27%(Met) Staff 50%(Not Met)</p> <p>Per Annual Review, this metric will be adjusted to 1% annual growth in each category. A few categories have been added.</p>		
<p>Family Partnerships will continue for DELAC, AAPAC, LPAC, SEPAC and ATP with all groups meeting a minimum of four (4) times annually. LCAP Advisory Councils (Stakeholder Reps and Student) will meet a minimum of four (4) times annually.</p>	<p>Baseline Advisory Councils (Stakeholder Reps and Student): DELAC: 3 AAPAC: 1 LPAC: 1 ATP: 5 SEPAC: 7 LCAP: 5 LCAP Student: 0</p>	<p>Goal: All advisory councils will meet a minimum of 4 times annually</p> <p>Actual: DELAC: 4 AAPAC: 4 LPAC: 4 ATP: 6 SEPAC: 10 LCAP: 5 LCAP Student: 4</p>	<p>Maintain: All advisory councils will meet a minimum of 4 times annually</p>	<p>Maintain: All advisory councils will meet a minimum of 4 times annually</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain mental health services to SWDs and their families who require this support. A-B) Mental Health Therapist

Maintain mental health services to SWDs and their families who require this support.

Maintain mental health services to SWDs and their families who require this support.

A-B) Coordinator of Student Support to focus on Mental Health

A-B) Coordinator of Student Support to focus on Mental Health

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,210	\$119,562	\$121,858
Source	Mental Health Funds	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries A) 6512 Mental Health Funds	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$30,742	\$33,643	\$36,364
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B) 6512 Mental Health Funds	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount			
Source			
Budget Reference			
Amount			
Source			
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A-B) Foster Youth Liaison

2018-19 Actions/Services

Foster Youth classified support
A-B) Foster Youth Liaison and Guidance
Technician

2019-20 Actions/Services

Foster Youth classified support
A-B) Foster Youth Liaison and Guidance
Technician

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,364	\$151,550	\$153,384
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries A)	2000-2999: Classified Personnel Salaries A)	2000-2999: Classified Personnel Salaries A)
Amount	\$4,261	\$54,048	\$58,768
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A-B) PBIS Training to support PBIS implementation: Substitutes
C-D) Data Clerk
E) PBIS Training to support PBIS implementation: Conferences and Workshops
F) PBIS Books and materials

2018-19 Actions/Services

A-C) PBIS/Restorative Practices Training to support implementation: Substitutes
D) PBIS/Restorative Practices Training to support implementation: Conferences and Workshops
E) PBIS/Restorative Practices Books and Materials
F) Tier 3 Behavior Support

2019-20 Actions/Services

A-C) PBIS/Restorative Practices Training to support implementation: Substitutes
D) PBIS/Restorative Practices Training to support implementation: Conferences and Workshops
E) PBIS/Restorative Practices Books and Materials
F) Tier 3 Behavior Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,656	\$14,000	\$13,788
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$2,345	\$2,000	\$1,958
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	2000-2999: Classified Personnel Salaries B)	2000-2999: Classified Personnel Salaries B)
Amount	\$7,946	\$3,420	\$3,674
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)
Amount	\$2,053	\$10,580	\$10,580
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	4000-4999: Books And Supplies E)	4000-4999: Books And Supplies E)
Amount	\$5,000	\$120,000	\$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies F)	5000-5999: Services And Other Operating Expenditures F)	5000-5999: Services And Other Operating Expenditures F)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Middle Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

A-B) Maintain purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Up to six (6) sections per MS site.
C) Materials and supplies for zero period.
D-E) Maintain support for MS, HS collaborative.
F-H) Maintain support for Intramural program stipends and transportation

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

A-B) Maintain purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Up to six (6) sections per MS site.
C-E) Maintain support for MS, HS collaborative.
F-H) Maintain support for Intramural program stipends and transportation.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A-B) Maintain purposeful elective opportunities in the arts, site interventions, STEM and other programs that connect students to school through the use of zero period sections. Up to six (6) sections per MS site.
C-E) Maintain support for MS, HS collaborative.
F-H) Maintain support for Intramural program stipends and transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$379,059	\$371,151	\$378,277
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount	\$106,417	\$75,640	\$84,091
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$25,000	\$40,010	\$39,404
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies C)	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$10,124	\$8,154	\$8,760
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount	\$1,876	\$22,000	\$22,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits E)	5000-5999: Services And Other Operating Expenditures E)	5000-5999: Services And Other Operating Expenditures E)

Amount	\$13,498	\$16,614	\$16,363
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries F)	1000-1999: Certificated Personnel Salaries F)	1000-1999: Certificated Personnel Salaries F)
Amount	\$2,502	\$3,386	\$3,637
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits G)	3000-3999: Employee Benefits G)	3000-3999: Employee Benefits G)
Amount	\$6,400	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures H)	5000-5999: Services And Other Operating Expenditures H)	5000-5999: Services And Other Operating Expenditures H)
Amount			
Source			
Budget Reference			
Amount			
Source			
Budget Reference			

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A) Safety and anti-bullying workshops and training
B) Anti-Bullying workshop materials

2018-19 Actions/Services

A) Safety and anti-bullying presentations

2019-20 Actions/Services

A) Safety and anti-bullying presentations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)	5000-5999: Services And Other Operating Expenditures A)
Amount	\$1,000		
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies B)		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

2018-19 Actions/Services

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

2019-20 Actions/Services

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$142,400	\$125,300	\$125,300
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer authentic methods to engage parents and students. Focused attention upon unduplicated student and underserved student populations. A) Stakeholder Engagement	Offer authentic methods to engage parents and students. Provide all stakeholders training in Equity and Equitable Practices. Focused attention upon unduplicated student and underserved student populations. A-D) Stakeholder/Student Engagement and Equity and Equitable Practices	Offer authentic methods to engage parents and students. Provide all stakeholders training in Equity and Equitable Practices. Focused attention upon unduplicated student and underserved student populations. A-D) Stakeholder/Student Engagement and Equity and Equitable Practices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$11,132	\$10,963
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies A)	1000-1999: Certificated Personnel Salaries A)	1000-1999: Certificated Personnel Salaries A)
Amount		\$2,269	\$2,437
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount		\$14,499	\$14,500
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)

Amount		\$40,000	\$40,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

New to Goal 4 and will maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the

2018-19 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations.

2019-20 Actions/Services

Maintain site LCFF allocations tied to School Plans for Student Achievement in order to provide actions and services directly to meet the needs of their unduplicated student populations.

needs of their unduplicated student populations.
A-E) School Site LCFF Allocations tied to SPSAs

A-E) School Site LCFF Allocations tied to SPSAs

A-E) School Site LCFF Allocations tied to SPSAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$100,282	\$98,764
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,600	\$31,140	\$30,490
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$878	\$31,755	\$33,923
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$27,469	\$30,020	\$30,020
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$30,801	\$38,616	\$38,616
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$13,146,269

Percentage to Increase or Improve Services

7.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Murrieta Valley Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income, Foster Youth and identified ethnic student groups by implementing the actions and services indicated below. These services represent both District-wide and School specific programs. All of the services are principally directed to and effective in supporting our English Language Learners, Foster Youth, Socio-economically disadvantaged students and identified ethnic student groups.

Goal 1:1

Providing support to students of unduplicated students through AVID. Services are principally directed to and effective in meetings goals for unduplicated students and identified ethnic student groups. AVID is provided to all secondary schools District-wide and to one elementary school.

Justification: Students who participate in our AVID program have demonstrated a decline in the number of D and F grades in all subject areas, we observe an increase of AVID students in successful completion of A-G courses. Currently our AVID graduation rate is 100% and our AVID student admission into college/university is 99%. At our AVID Elementary School (Avaxat) early CAASPP results indicate +21 change from last year ELA in 3rd grade and +9 change from last year in Math 3rd grade. These results are highly encouraging. The research shows AVID is a “Best Practice in Innovative Programming” (Hanover Research, December 2012). Specifically the findings show, “Advancement Via Individual Determination (AVID), a college readiness program aimed at

disadvantaged students of moderate academic ability, boasts significant graduation and college attendance rates for program participants. In a study of 'best practices' AVID schools, researchers identified several aspects central to program success. These included targeted recruitment efforts and the identification and retention of qualified tutors. Nearly every 'best practice' school examined in the study employed AVID graduates as tutors, as these individuals were widely considered to be most knowledgeable on students' attitudes and needs." (Best Practices in Innovative Programming, December 2012). In Murrieta Valley Unified School District, we are committed to adhering to the prescribed implementation guidance. As a result, we have achieved and continue to achieve outstanding outcomes for all of our AVID participants.

Most Effective Use of Funds: Because we are see our unduplicated students and identified ethic student groups (K-3), (4-5), (6-8) and (9-12) in progress to or already achieving the desired outcome of college admission as a result of their commitment to participate in the AVID program and the most current research we have reviewed indicates that among the students with the greatest needs AVID remains a "Best Practice in Innovative Programming", we conclude this is the most effective use of these resources.

(State Priorities: 3, 4, 5, 6 and 7)

Goal 1:2-3

Additional Counseling personnel at the district level and one (1) counselor at each comprehensive high school for the purpose of further defining and developing a menu of services specifically to meet the needs of the unduplicated students and identified ethnic groups to ensure college and career readiness. Efforts are principally directed to and effective in meetings goals for unduplicated students. This is a District-wide service provided to each high school. Funds to support this effort are being used District-wide at the secondary level.

Justification: The additional counselor at each of the comprehensive high schools has resulted in an increase of 5.6% AP enrollment to 29.73% district-wide and an increase of 2.9% A-G completion rates to 58.9% district-wide. In a study entitled, College and Career Readiness Structures, December 2016, the authors conclude "school counselors play a critical role in helping to inspire students and guide them in their preparation for the transition to college and careers. The College Board's Advocacy and Policy Center (CBAPC) lists eight components to comprehensive college and career readiness counseling that may be applied across all primary, middle and high school grades. These include helping students to: build college and career aspirations; plan and prepare for rigorous academic program and work; engage in career enrichment to nurture interests; explore college and career options; prepare for assessments; plan with their families for college affordability; ensure a smooth college and career admission process; and transition from high school to college and careers." Further in that same study the authors maintain, "according to the National Office for School Counselor Advocacy (NOSCA) ...high school counselors must 'create access to college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options'." The secondary counseling services team in MVUSD has created a comprehensive Counseling Strategic Plan based upon the above best practices. To ensure that this plan is implemented to fidelity, the

District Coordinator of Counseling Services provides oversight. Moreover, the provision of an additional counselor at each comprehensive high school ensures greater success that these objectives are achieved.

Most Effective Use of Funds: Because we desire to ensure that unduplicated students meet with their school counselor a minimum of four (4) times each year, it is critical that each counselor serves a student ratio that allows for this occur. This increased contact allows for early intervention and support processes to be in place. This is the most effective use of these resources.

(State Priorities: 4, 5, 6 and 7)

Goal 1:4

Access to outsourced/supplemental programs "College Bound" and CSU San Marcos Alliance. This action is principally directed to and effective in meetings goals for unduplicated students and our identified ethnic student groups. Additionally, students have participated in the UCR Advanced Placement Bridge Program. Support for transportation and lunch were provided through this funding source. This service is provided to all middle and high school students district-wide.

Justification: We have provided students and families of our unduplicated students with scholarships to assist participation in the College Bound Program. Parents and students report the increased benefits they have gained regarding college preparation, admission and completion. "According to a 2009 report by the Alliance for Excellent Education, approximately 29 percent of American students – 1.2 million students each year – do not graduate high school on time. This percentage is higher among minority students: just over half of African-American and Hispanic students receive a high school diploma on time. There is also strong evidence that the high school dropout rate is stratified by income level. Research has shown that a 16- to 24-year-old from a family in the highest income quartile is roughly seven times as likely as a 16-to 24-year old from the lowest family income quartile to graduate high school" (Hanover Research, College Bound September 2011). The following are the Key Findings found in this research:

In the Civic Enterprises survey examined for this report, students cited the following as the top reasons they dropped out of school:

- o High school classes were not interesting
- o Lack of motivation to work hard
- o Personal events
- o Falling too far behind
- o Poor attendance, contributing to disengagement
- o Too much freedom and not enough structure
- o Lack of parental involvement

Activities that have been successful in reducing high school dropout rates include:

- o Mentoring programs: Research has shown that mentoring programs – particularly those which facilitate the development of strong teacher-student relationships – have been effective in reducing high school dropout rates.
- o Service-learning programs: Service-oriented activities have been shown to help students develop emotionally, socially and intellectually. Moreover, alumni of service-learning programs are more likely to become involved in their communities after high school.
- o After-school opportunities: Research has shown that after-school activities for at-risk students contribute to positive effects on their academic success and social behavior, and also provide valuable enrichment opportunities.
- o Individualized Instruction: Individualized instructional programs, which are tailored to students' specific learning needs, have been effective in reducing dropout rates, particularly among at-risk students.

The key factor for any successful mentoring or tutoring program is a strong and trusting relationship between the mentor and mentee or tutor and tutee. The most successful tutoring programs involve the student's classroom teachers. Teacher involvement may be facilitated in a variety of ways: teachers themselves may act as tutors, for instance, or they may take on an active role in communicating and coordinating with tutors. Activities that have been found successful in bolstering student achievement on standardized tests include school-based tutoring programs, arts programs and physical activities.

The above key findings speak directly to the program of increased services offered through the College Bound program in which our students participate. Although our African American student graduation rate declined in 2015-2016, through these and other efforts we are assured the decline will be temporary in nature. In addition, the alliance we have forged with California State University, San Marcos ensures the automatic acceptance of those students who meet the conditions outlined in our Memorandum of Understanding.

These requirements include:

- o Enrolled in the district since 9th grade
- o A-G coursework – Requirements for admission to the University of California
- o Minimum CSU eligibility index requirements
- o Early Assessment Program (eliminates remediation)
- o SAT reasoning or ACT
- o FAFSA or equivalent
- o Cumulative 3.0 high school GPA

Most Effective Use of Funds: Because the research supports intentional efforts to focus on targeted student populations who are more likely to not graduate high school; the parent and students alike report the effective impact of College Bound program on their progress towards completing high school graduation requirements, A-G requirements, SAT/ACT participation; and the opportunity for said students to acquire admission into the colleges and universities of their choice, this is an effective use of these resources. The experiences of both parents and students provide a knowledge base on how to advocate for themselves in the process toward reaching college goals. This is an effective use of resources.

(State Priorities: 3, 4, 5, 6, and 7)

Goal 1:6

Providing Career Technical Education pathways with a three-course sequence has resulted in certifications and/or pathways to community colleges, technical colleges or the workplace. We continue to track the number of CTE pathway completers and are beginning to track certifications and articulation agreements. Course opportunities and access are principally directed to and effective in meeting career and workplace goals for unduplicated students. Funds are being used District-wide at the high school level.

Justification: The California Department of Education (CTE) and the California State Board of Education support Career Technical Education based on the California Career Technical Education Framework. This Framework provides guidance for CTE pathways, courses, curricula and assessments. Based on the 2005 Achieve, Inc. study, 82% of employers states that most high school graduates will need further education to advance in their companies. Further from the Achieve, Inc. study, 84% of high school graduates not in college believe that they will need to pursue more formal education or training to adapt their knowledge and skills to meet employer's ever evolving requirements. According to the U.S. Chamber of Commerce, 80% of the 23 million jobs to be created in the next 10 years will require some postsecondary training or education or both.

From the CTE Framework, "CTE offers students a powerful, authentic education and an entry point to a rewarding career. Through hands-on experience, mastery by doing, learning in context, and connections with adult mentors, CTE engages students in learning essential skills in an applied venue. By providing career exploration and work-based learning, CTE enhances student's ability to choose and appropriate major and institution for postsecondary education and training, thus increasing the student's chances of finding good jobs that lead to rewarding careers.

The unique qualities of CTE include opportunities for students to: acquire the technical skills required for direct employment in business and industry; maximize achievement through contextual learning; learn to function efficiently in predictable and unpredictable circumstances; experience mentorship by an adult; gain employment experience and references for job applications; increase potential for high school graduation; and prepare for success in postsecondary training and education." Career Technical Education Framework for California Public Schools Grades Seven through Twelve Pages 3-4.

Most Effective Use of Funds: Because of the outcomes we have tracked following students who are enrolled in our CTE Pathways, the research surrounding CTE states, we continue to build our CTE pathways to include a three-course sequence with a capstone course that is UC approved, articulated with a community college course or ends in an industry certification. Our local industry partners recommend industry certifications and will assist with work-based learning experiences where possible. We conclude, this is an effective use of the funds to prepare unduplicated students for post-high school career success and life responsibilities. In addition, College and Career Readiness is one of our District's focus areas.

(State Priorities: 4, 5, 6 and 7)

Goal 1:7

Murrieta Canyon Academy is the Alternative Education campus in Murrieta Valley Unified School District. The principle purpose of this school environment is to provide alternative educational options to students who experienced little success at the comprehensive high school, to students who require a flexible schedule and for students who perform best in a smaller school atmosphere. We find that the unduplicated student count is relatively high for a campus its size. As such and in response, we have allocated additional resources to meet the needs of our most at-risk students. Funds are used in a school-wide manner.

Justification: Research shows that students who experience multiple years of failing courses, who demonstrate inappropriate disciplinary behaviors and/or who are likely to encumber family responsibilities that the average student does not, benefit from an alternative school setting. Other characteristics that often describe this student population include but are not limited to: poor attendance, drug or alcohol concerns and little to no parent involvement. At the opposite end of this continuum we find students who excel yet find the traditional school environment confining, who are elite athletes requiring a significant amount of time to practice, and/or who want to accelerate through high school in order to enter the workforce or college early. And of course, there are a magnitude of students who fit somewhere in between. These students often share one thing in common, the need for "choice". Murrieta Canyon Academy provides students with a multitude of options designed to meet their individual learning needs. Research provides a recommendation of "best practices" to employ in these alternative environments.

These include but are not limited to:

- o Establish collaborative partnerships
- o Integrate life skills development
- o Set up an effective system of positive student management
- o Utilize innovative teaching strategies
- o Develop a curriculum responsive to the needs of the student population

- o Provide appropriate assessment and support services
- o Provide for an environment that is conducive to learning
- o Ensure effective, qualified staff
- o Establish an effective transition process for students entering and exiting the program

--Moore, R. and J. King, 2005. "Tennessee's Alternative Schools".

--McCreight, C. McCreight Research Synthesis: Best Practices for Alternative Education Programs in Texas. 1999

In order to create alternative options for students, Murrieta Canyon Academy necessitates additional resources to provide creative and effective opportunities for its student population. The students at Murrieta Canyon Academy who serve on the Student LCAP Advisory Council have noted that when they are provided the opportunity to personally and positively connect with their teachers, the impact to their learning is favorable. Furthermore, this stakeholder group suggested the traditional A-G pathway would be enhanced with a variety of "career" pathways resulting in gainful employment upon graduation.

Most Effective Use of Funds: Because the research shows that "alternative learners" should be provided "alternative learning environments", because our students at this school have asked for enhancement to the program and because it is the desire of our school district to provide choice to all students, we believe this is an effective use of our resources.

(State Priorities: 4, 5, 6, and 7)

Goal 1:8; Goal 2:7; Goal 3:9; and Goal 4:8

School site LCFF supplemental dollars allocated to meet the local needs of unduplicated students at every school. Use of funds outlined in the school Single Plan for Student Achievement/Site LCAP. School sites are empowered to design and implement student prevention, intervention, and acceleration efforts for the unduplicated students and their families. SPSA are developed around the same four goals outlined in the district's LCAP. All efforts are principally directed to and effective in meetings goals for unduplicated students. Funds are being used district-wide.

Justification: The Local Control and Accountability Plan (LCAP) requires that the district's goals and actions be based on data, making a local needs assessment an essential part of planning in the new world of local control and accountability. (Fiscal Report, October 17, 2014). As such, providing the local school site the ability to review its local student achievement data (with all site stakeholders) to then determine a response to the specific needs of their student populations, is an effective approach and use of state provided resources. To this end, in MVUSD, each school site is allotted LCFF supplemental dollars based upon the individual school unduplicated student count. Under the leadership of the site administration, schools develop their Single Plan for Student Achievement

(site LCAP) to reflect the needs of their unduplicated students and other targeted ethnic groups. In this way, the SPSA is aligned to the district's LCAP as per the provisions outlined in Assembly Bill 97 which states that, "the superintendent of the school district shall review school plans submitted pursuant to Section 64001 for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted pursuant to Section 64001. Additionally, the LCAP template states: 'to facilitate alignment between the LCAP and school plans'. (Fiscal Report, February 21, 2014). Oversight at the district level ensures the appropriate use of funds through a "prior approval process". This process entails linking programs and services offered at the individual school site directly back to the SPSA. Progress Monitoring of the impact of the actions and services provided by the school sites takes place on a regular basis during site visits, grade-span principal meetings and at Board of Education meetings.

Most Effective Use of Funds: Because school sites can provide support and services to the unique needs of their student populations, teacher professional growth and parent interests, we see this as an effective use of resources.

(State Priorities: 2, 3, 4, 5, 6, and 7)

Goal 1:9

Funds are being applied district-wide to ensure Grade Span Average for all K-3 classes is less than 32:1. Class size reduction enables teachers to more effectively differentiate to meet student needs. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. Our experience has shown teachers utilize small group instruction regularly in classrooms. This action is principally directed to and effective in meeting its goals for unduplicated pupils.

Justification: Funds directed towards class size reduction provide opportunities for Tier I support of all students and principally directed to the unduplicated students whose needs for re-teaching and intervention within the regular classroom will be the focus of continued teacher training and emphasis. Unfortunately, the body of research undertaken on the topic has been highly criticized for having flawed methodologies, making it unreliable. The most common failing of such research is disregard for the impact of other student variables, such as income level, in student achievement. Also problematic is the lack of research comparing CSR directly to other interventions, in order to determine what the more effective strategy may be. (Hanover Research, Class Size and Student Performance Literature Review, 2012) Hanover Research has continued to study the effect of CSR on student learning. As such and exclusively for our program, Hanover Research will conduct an ongoing study of this practice and its impact on the literacy outcomes in both math and ELA utilizing programs of service provided in our district in the construct of the methodology. This study continues to be in place with no analysis completed at this time. That said, there has been recent studies which state, "Of the rigorous studies that cite a positive relationship between class size and student achievement, the effects were strongest among students in early grades, minority students, and students eligible for free- or reduced-price lunch. (Hanover Research, Impacts of School and Class Size on Student Outcomes, January 2015). Research also shows that lower class sizes in kindergarten can increase student achievement,

and that disadvantaged students can see even larger gains (Finn & Achilles, 1990, Finn & Achilles, 1999; Jepsen & Rivkin, 2007). This research is encouraging as it speaks specifically to the manner in which we have implemented CSR within our elementary schools.

Most Effective Use of Funds: Because we are seeing dramatic improvement in the literacy growth goals for our unduplicated students and identified ethnic student groups (K-3) and the most current research we have reviewed indicates that among the students with the greatest needs CSR positively impacts student learning, we conclude this is the most effective use of these resources.

(State Priorities: 4, 5, 6 and 7)

Goal 2:1, 2, 4, 5, and 6

Providing targeted intervention programs designed to support unduplicated students' achievement in literacy and math with specific consideration to language and other needs at both the elementary, middle and high school levels. Imagine Learning, Imagine Math [TTM], Intervention Teachers, Read 180, Math 180 and iRead services are principally directed to and effective in meeting goals for unduplicated students and identified ethnic student groups. Teachers have been trained to utilize the rotational model of instruction in our math intervention classrooms, as it is used in Read 180 class environments. These services are provided District-wide and are principally directed toward our unduplicated students.

Providing funding for the middle and high schools to offer additional sections to provide an elective class for English Learners so the students receive designated English language instruction during the school day. Designated English Language Development in the Murrieta Valley Unified School District is a protected time during the regular school day when our teachers use the California ELD Standards as the focal standards to support content instruction. This is done in order to develop the critical English Language skills, knowledge, and abilities needed for content learning in English. The EL students attend their core English class and the designated English language class to provide students with the necessary support to learn and become proficient in English, reclassified as well as be successful in their core academic classes. The purpose of the designated English Language class is to provide students with the following teaching practices:

- Intellectual quality
- Academic English focus
- Extended language interaction
- Focus on meaning and forms
- Scaffolding
- Clear lesson objectives
- Corrective feedback

(California Department of Education 2014 - ELD Framework Chapter 2, Figure 2.23)

These services are provided District-wide and are principally directed toward our English Learner students.

Justification: Student performance on local benchmarks in classrooms which implement these models (Imagine Math [Think Through Math] and Math 180) to fidelity demonstrate regular and routine growth in mathematics for our unduplicated students. Additionally, Imagine Learning is a supplemental program provided to all elementary school sites. We have seen promising improvement of our English Learners in K-5 on meeting both their progress toward English Language Fluency as well as their performance in Math and English Language Arts. For this student group and through the utilization of supplemental funds, parent connectedness has greatly improved and third-party studies have found evidence of effectiveness (Hanover Research, Tier 2 Intervention Programs, December 2012). Read 180 is currently prevalent in U.S. schools and there is a large body of research that supports positive effects. (Hanover Research, Tier 2 Intervention Programs, December 2012).

In the 2016–17 school year, there were approximately 1.332 million English learners in California public schools, which is less than the year 2015–16. The CDE provides assistance to local schools and districts to achieve the following goals:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. (California Department of Education – Facts about English Learners in California – CalEdFacts)

Most Effective Use of Funds: Because we are seeing improvement in English Learner reclassification rates and in the math and ELA literacy growth goals for our unduplicated students and identified ethnic student groups (K-12) and the most current research we have reviewed indicates that among the students with the greatest needs Tier 2 interventions positively impact student learning, we conclude this is the most effective use of these resources.

(State Priorities: 4, 5, 6 and 7)

Goal 2:3

Providing a full time Intervention Teacher at each elementary school to address the reading and math needs of unduplicated students and identified ethnic groups. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and effective in meeting goals for unduplicated students. This is a service that is provided district-wide at the K-5 level.

Justification: Murrieta Valley Unified School District has provided an Elementary Intervention Teacher at each of our eleven elementary schools. These teachers meet the needs of the students who are not meeting standards or nearly meeting standards on local and state assessments. The primary student groups receiving this support are English Learners, Socio-Economically Disadvantaged and Foster/Homeless Youth. Additionally, under-served African-American and Latino students are also targeted to receive this support.

The teachers perform the following activities:

- o Develop lessons in collaboration with classroom teachers
- o Configure lessons to meet the individual needs of students
- o Work one-on-one or in small groups with students assigned who need intervention
- o Communicate the results of testing and evaluation of students to their teacher and school administrators
- o Participate with the classroom teacher, administrators and parents to identify how much intervention help a student needs
- o Prepare and present professional development and training on intervention strategies that all teachers can use

Our successful K-5 student “growth” can be attributed in part to the efforts of our intervention teachers. (MVUSD Annual Review: Literacy and Math Targets). Research shows that early intervention prevents learners from becoming struggling readers. (Foorman, B. (Ed.). (2003). Our school district was recognized as a California Exemplary District in 2018. One of our Model Programs that helped to earn that distinction was our Elementary Data-based System of Intervention.

Most Effective Use of Funds: Because our unduplicated K-5 students are annually meeting growth targets at levels they did not achieve prior to the addition of the Elementary Intervention Teacher, we conclude this is an effective use of these resources. (State Priorities: 1, 4, 5, 6 and 7)

Goal 3:1-6, 8

Teacher support and training related to Induction and California Standards Implementation is necessary to ensure effective classroom instruction. In these settings/trainings, teachers learn best practices to accommodate the mathematical shifts, the implementation of the Next Generation Science Standards and gain understanding of the new ELA/ELD standards and adopted curriculums as well as the related assessment requirements and changes. Moreover, through Lesson Study, teacher teams plan, implement and assess the effectiveness of an agreed upon standard and method for instructing the standard. In these spaces, teachers confer as professionals to gain the greatest understanding and practice to teach standards with which students continue to struggle. Funds for these efforts are being used in a districtwide manner.

Justification: Teachers learn how to differentiate their instructional practices in order to meet the needs of every learner in their classroom, specifically the students with the greatest needs. Moreover, teachers are trained in the use of data to inform their instructional practices, provide students with timely intervention and gauge the performance of all learners on the State Standards. There is an unequivocal connection between teacher quality and increased student learning. What teachers know and can do is the most important influence on what students learn. Research has shown that teachers are the most important variable affecting student achievement that schools have within their control (Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). This is especially true in schools with a high percentage of English Language Learners, students in poverty and foster youth.

Most Effective Use of Funds: Professional development has contributed to student growth in both ELA and math. Teachers respond that they feel better equipped to provide effective standards-based instruction. Induction teachers communicate a strong understanding of district expectations and feel they are better prepared to meet the learning needs of all students.

This is a district-wide use of LCFF supplemental resources. This is a most effective use of these funds.

(State Priorities: 2, 4 and 7)

Goal 4:2

Providing a full-time Foster Youth Liaison to monitor and support the needs of our Foster and McKinney Vento Youth. Efforts are principally directed to and effective in meetings goals for Foster and Homeless Youth. Over 230 students have been identified as being enrolled and in foster care and 292 identified as McKinney Vento Eligible during the 2017-2018 school year. Staff training on McKinney Vento Identification and trauma informed practices continue to improve the identification and success of our students. Timely AB216 and AB1806 evaluations for 11th and 12th grade entering students has increased our number of foster and homeless youth on track for graduation. Increased collaboration within schools and with outside agencies has improved student engagement and outcomes.

Funds for this service are being used District-wide. Services to our foster youth have been and continue to be effective in the following ways:

- o Identifying students enrolled and in foster care or McKinney Vento Eligible
- o Bringing the Foster Students, related legislation and their educational needs to stakeholders
- o Providing home to school support involving collaboration with DPSS, probation, group-homes etc.
- o Increasing opportunities for school engagement, leadership, and career planning through activities and field trips
- o Increasing access to RCOE Strategic Tutoring program and in-school educational support for Foster and McKinney Vento Youth

Justification: AB 490: Addresses many of the barriers to equal education and facilitates stability and educational opportunities for students in foster care. AB 854: Changes the role of Foster Youth Services at the county level and reassigns counseling, mentoring and tutoring services to be provided by school districts through LCFF. In addition, eligibility for services was expanded to foster students living with relatives. AB167/216: Provides exemption from local graduation requirements if a foster student has transferred schools after the student's second year of high school (calculated by either number of credits or length of enrollment).

Most Effective Use of Funds: Because of the academic and behavioral growth as noted by our Annual Review, we conclude that this is the most effective use of these funds. These actions and services directly impact and support one of our key student groups - Foster Youth.

(State Priorities: 4, 5, 6 and 7)

Goal 4:1, 3, 5, 6

Positive Behavior Intervention Supports (PBIS), anti-bullying programs, restorative practices and systematic efforts to improve attendance and behavior have a direct impact on our positive attendance, chronic absenteeism and decreased suspension rates. Although PBIS is implemented district-wide, unduplicated student populations and their families receive the benefit of these efforts. To supplement the Tier I and II support provided by PBIS and attendance efforts, there is a focus on mental health services for those students whose needs cannot be met by universal supports. Funds for this effort are being used in a district-wide manner.

Providing funding for a mental health coordinator will provide our Foster Youth, English Learners, Low Income and additional at-risk students and families with increased mental health services and support. The mental health coordinator will not only provide school sites with needed assistance with providing systematic mental health services, but the coordinator will provide direct group and individual services to our at-risk students with a focus on our unduplicated students. The coordinator will also work collaboratively with local agencies and law enforcement to ensure school safety measures are in place to support mental health needs and prevention.

School-based mental health is becoming a vital part of student support systems with the exponential growing needs in our community. According to the most recent data in 2005, over one-third of school districts used school or district staff to provide mental health services, and over one-fourth used outside agencies to provide mental health services in the schools. Although many students are mentally healthy, the Center for Mental Health in Schools estimates that between 12 and 22 percent of school-aged children and youth have a diagnosable mental health disorder.

Because children and youth spend the majority of their time in school, schools play an increasingly critical role in supporting these students and providing a safe, nonstigmatizing, and supportive natural environment in which children, youth, and families have access to prevention, early intervention, and treatment through school-based mental health programs. A study by the U.S. Department of Health and Human Services Office of Adolescent Health indicated that adolescents are more comfortable accessing health care services through school-based clinics and like the idea of accessing a range of health and social services in a single location. Further, schools provide a natural setting in which students can receive needed supports and services and where families are comfortable and trusting in accessing these supports and services. Provision of such services ensures that students continue to have an environment where they can thrive and gain educational benefit in both social/emotional and academic learning.

The ways school districts implement school-based mental health services vary. They may hire school-based therapists or social workers. They can provide access to prevention programming, early identification of mental health challenges, and treatment options. They can also partner with community mental health organizations and agencies to develop an integrated, comprehensive program of support and services to do the following:

- Develop evidence-based programs to provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance use, and so on.
- Develop early intervention services for students in need of additional supports such as skill groups to deal with grief, anger, anxiety, sadness, and so on.
- Develop treatment programs and services that address the various mental health needs of students.
- Develop student and family supports and resources.
- Develop a school culture in which teachers and other student support staff are trained to recognize the early warning signs of mental health issues with students.
- Develop a referral process to ensure that all students have equitable access to services and supports.

Further, early identification and referral resources may reflect a school climate that is comfortable talking about and addressing emotional health, which again may reduce the stigma often associated with receiving mental health treatment. (Youth Topics, Mental Health, School Based Supports, Youth.Gov)

Funds for this effort are being used in a district-wide manner.

Justification: The research regarding Positive Behavior Intervention Supports and anti-bullying programs overwhelmingly proclaims that when implemented to fidelity there is a positive impact on student behavior. Hanover Research reports, “PBIS is a proactive approach to improving student behavior that is reinforced by additional interventions for small groups and individual students with further needs. The approach is strongly supported by the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS TA Center), established by the U.S. Department of Education’s Office of Special Education Programs. (Practices for School-wide PBIS Implementation, Hanover Research, March 2015).

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Research has demonstrated positive outcomes in the following with implementation of restorative practices with youth: taking ownership of process/bypassing adults, improving relationships, preventing destructive ways of engaging conflict, and conducting meaningful dialogue. (Ortega, Lyubansky, Nettles, Espelage, 2016)

Up to 20% of Americans under the age of 18 suffer from mental, behavioral or emotional disorders. (Mental Health Needs of Children and Youth, American Institutes for Research, September 2017) "When programs are able to identify and address student mental and behavioral challenges early, students are more likely to gain resiliency skills and be successful in school and life." (Mental Health Needs of Children and Youth, American Institutes for Research, September 2017) Furthermore, there is a growing body of research proving that social and emotional learning is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers. –California Department of Education

Most Effective Use of Funds: Because our district's suspension rate continues to be one of the lowest if not the lowest in the County, because our schools continue to implement the use of the PBIS system within a MTSS framework, attendance services and mental health services, and because teachers and administrators report the impact of the use of the practice and services has been favorable across all grade levels and within the culture of the school campuses, this is a most effective use of these resources.

(State Priorities: 5 and 6)

Goal 4:4

Middle School Transformation efforts continue to prove valuable to opportunities for unduplicated students to better connect to their schools. Middle schools have expanded their course offerings to include a variety of electives (including CTE related courses), intervention/support courses and acceleration courses to support and enhance student learning and success. These opportunities include but are not limited to: zero-period course offerings, academic intervention, and intramural athletics.

Middle School Collaborative has provided the middle school teams with opportunities to analyze data, brainstorm and develop plans to enhance the middle school programs to support student learning. The focus continues to be on grading practices. We have expanded the Middle School Collaborative to include High School with a focus on student learning and grading practices. As a result several teachers are piloting standards based grading practices at the middle and high school level. Funds are being used in a district-wide manner at the middle and high school level.

Justification: Although these programs are available to all middle school pupils district-wide, school sites make the intentional effort to provide unduplicated students primary participation. The addition of zero period course offerings have allowed struggling students often from the targeted student groups to continue to take electives while accessing necessary interventions. According to multiple research studies, engaged students experience improved academic achievement and satisfaction, are more likely to persist through academic struggles, earn higher standardized test scores, have better social skills and are less likely to drop out of school. (Engage Kids with 7 Times the Effect, Edutopia, August 25, 2014)

Teachers collaborate and share best practices regarding grading practices. The continued discussion on common grading practices provided teachers with time for reflection of their practices and how they can adjust their practices to be more equitable. Riverside County Office of Education has developed a team, which we are a member, to transform grading practices in our county. Doug Reeves 2011 found that effective grading policies reduced students' failures leading to a cascade of unexpected benefits: reduced discipline problems, increased college credits, more elective courses, improved teacher morale... (School Leaders Guide to Standards-Based Grading, Heflebower, T., Hoegh, J.K., and Warrick, P., 2014)

Most Effective Use of Funds: Middle school student engagement is vital to keeping on track academically for success in high school and college/career readiness upon graduation. Adding zero period courses, interventions and intramural opportunities provides middle school students with a number of opportunities to be engaged and supported. In particular, the middle schools have focused on targeting students from our priority groups to ensure they are connected to school and an adult on campus and they receive the supports necessary to be successful.

Providing middle and high school teachers' exposure to grading practices' discussions is enabling our school staff to begin to examine their grading practices to make changes from their current practices to those that are focused on student learning and mastery of standards. Research shows that changing grading practices will increase student engagement and achievement.

(State Priorities: 5 and 6)

Goal 4:7

Stakeholder Engagement is critical to the successful implementation of any and all programs and services principally directed towards our unduplicated students and identified ethnic groups. To this end, we have created several stakeholder groups many of which represent the needs of particular student groups. These include but are not limited to: African-American Parent Advisory, English Learner Parent Advisory, Students with Special Needs Parent Advisory and Action Team Partnerships, LCAP Student Advisories at each of the high schools and employee group advisories. Each high school has a Student LCAP Advisory Council. Unduplicated students make-up the councils and the students provide great insight into the effectiveness of the various actions and services provided to them through the LCAP.

A key area of stakeholder engagement this year is focused on equity and equitable practices. We will be sending a large group of stakeholders including all site principals to the Excellence Through Equity Conference. We will continue to provide equity training for a second cohort of participants in a five-day in-depth collaborative study of equity that includes self-reflection. We plan to develop a series of small activities to be implemented at all sites to foster the conversation of equity and equitable practices. Finally, we are hiring an Equity/EL Coordinator to implement these efforts on a consistent basis. Funds for this effort are being used in a district-wide manner.

Justification: Although parent councils are available to all families district-wide (PTA and School Site Council), the district makes the intentional effort to engage families of unduplicated students and under-served ethnic groups in this way. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. (National Educators' Association)

Our efforts to promote conversations around equity are based on a need for building an understanding of why equity work is needed. "Before people can conceive of the how, they must first understand the why. That is, in order to figure out how to address inequity, we must understand why inequity exists - what we are doing or not doing that keeps it alive." (Community: The Structure of Belonging, P. Block, 2008) At this stage in our equity work, we are committed to helping all stakeholders understand the "why".

Our school district was recognized as a California Exemplary District in 2018. One of our Model Programs that helped to earn that distinction was our Intentional and Authentic Parent, Student and Teacher Engagement Promoting Equitable Practices to Close Achievement/Participation Gaps.

Most Effective Use of Funds: Based upon our experiences, the research and outcomes in our student performance data, student enrollment rates, suspension rates and absenteeism rates, this is a most effective use of these resources.

(State Priorities: 3, 4, 5,6 and 7)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$10,697,180

Percentage to Increase or Improve Services

6.20%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Murrieta Valley Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income, Foster Youth and identified ethnic student groups by implementing the actions and services indicated below. These services represent both District-wide and School specific programs. All of the services are principally directed to and effective in supporting our English Language Learners, Foster Youth, Socio-economically disadvantaged students and identified ethnic student groups.

Goal 1:10

Funds are being applied district-wide to ensure Grade Span Average for all K-3 classes is less than 32:1. Class size reduction enables teachers to more effectively differentiate to meet student needs. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. Our experience has shown teachers utilize small group instruction regularly in classrooms. This action is principally directed to and effective in meeting its goals for unduplicated pupils.

Justification: Funds directed towards class size reduction provide opportunities for Tier I support of all students and principally directed to the unduplicated students whose needs for re-teaching and intervention within the regular classroom will be the focus of continued teacher training and emphasis. Unfortunately, the body of research undertaken on the topic has been highly criticized for having flawed methodologies, making it unreliable. The most common failing of such research is disregard for the impact of other student variables, such as income level, in student achievement. Also problematic is the lack of research comparing CSR directly to

other interventions, in order to determine what the more effective strategy may be. (Hanover Research, Class Size and Student Performance Literature Review, 2012) Hanover Research has continued to study the effect of CSR on student learning. As such and exclusively for our program, Hanover Research will conduct an ongoing study of this practice and its impact on the literacy outcomes in both math and ELA utilizing programs of service provided in our district in the construct of the methodology. That said, there has been recent studies which state, "Of the rigorous studies that cite a positive relationship between class size and student achievement, the effects were strongest among students in early grades, minority students, and students eligible for free- or reduced- price lunch. (Hanover Research, Impacts of School and Class Size on Student Outcomes, January 2015). This student is encouraging as it speaks specifically to the manner in which we have implemented CSR within our elementary schools.

Most Effective Use of Funds: Because we are seeing dramatic improvement in the literacy growth goals for our unduplicated students and identified ethnic student groups (K-3) and the most current research we have reviewed indicates that among the students with the greatest needs CSR positively impacts student learning, we conclude this is the most effective use of these resources.

State Priorities: 4, 5, 6 and 7

Goal 2:1-2 and 4-7

Providing targeted intervention programs designed to support unduplicated students' achievement in literacy and math with specific consideration to language and other needs at both the elementary, middle and high school levels. Imagine Learning, Imagine Math [TTM], Intervention Teachers, Read 180, Math 180 and iRead services are principally directed to and effective in meeting goals for unduplicated students and identified ethnic student groups. Teachers have been trained to utilize the rotational model of instruction in our math intervention classrooms, as it is used in Read 180 class environments. These services are provided District-wide and are principally directed toward our unduplicated students.

Justification: Student performance on local benchmarks in classrooms which implement these models (Imagine Math [Think Through Math] and Math 180) to fidelity demonstrate regular and routine growth in mathematics for our unduplicated students. Additionally, through the piloting of Imagine Learning at two elementary school sites, we have seen tremendous improvement of our English Learners in K-5 on meeting both their progress toward English Language Fluency as well as their performance in Math and English Language Arts. For this student population and through the utilization of supplemental funds, parent connectedness has greatly improved and third-party studies have found evidence of effectiveness (Hanover Research, Tier 2 Intervention Programs, December 2012). Read 180 is currently prevalent in U.S. schools and there is a large body of research that supports positive effects. (Hanover Research, Tier 2 Intervention Programs, December 2012).

Most Effective Use of Funds: Because we are seeing improvement in the math and ELA literacy growth goals for our unduplicated students and identified ethnic student groups (K-3), (4-5), (6-8) and (9-10) and the most current research we have reviewed indicates that among the students with the greatest needs Tier 2 interventions positively impact student learning, we conclude this is the most effective use of these resources.

State Priorities: 4, 5, 6 and 7

Goal 1:1

Providing support to students of unduplicated students through AVID. Services are principally directed to and effective in meetings goals for unduplicated students and identified ethnic student groups. AVID is provided to all secondary schools District-wide and to one elementary school.

Justification: Students who participate in our AVID program have demonstrated a decline in the number of D and F grades in all subject areas, we observe an increase of AVID students in successful completion of A-G courses. Currently our AVID graduation rate is 100% and our AVID student admission into college/university is 99%. At our AVID Elementary School (Avaxat) early CAASPP results indicate +21 change from last year ELA in 3rd grade and +9 change from last year in Math 3rd grade. These results are highly encouraging. The research shows AVID is a “Best Practice in Innovative Programming” (Hanover Research, December 2012). Specifically the findings show, “Advancement Via Individual Determination (AVID), a college readiness program aimed at disadvantaged students of moderate academic ability, boasts significant graduation and college attendance rates for program participants. In a study of ‘best practices’ AVID schools, researchers identified several aspects central to program success. These included targeted recruitment efforts and the identification and retention of qualified tutors. Nearly every ‘best practice’ school examined in the study employed AVID graduates as tutors, as these individuals were widely considered to be most knowledgeable on students’ attitudes and needs.” (Best Practices in Innovative Programming, December 2012). In Murrieta Valley Unified School District, we are committed to adhering to the prescribed implementation guidance. As a result we have achieved and continue to achieve outstanding outcomes for all of our AVID participants.

Most Effective Use of Funds: Because we are see our unduplicated students and identified ethic student groups (K-3), (4-5), (6-8) and (9-12) in progress to or already achieving the desired outcome of college admission as a result of their commitment to participate in the AVID program and the most current research we have reviewed indicates that among the students with the greatest needs AVID remains a “Best Practice in Innovative Programing”, we conclude this is the most effective use of these resources.

State Priorities: 3, 4, 5, 6 and 7

Goal 1:6

Providing Career Technical Education 3 course sequence resulting in certification and/or pathway to community college, technical college or the workplace. We continue to track the number of completers of our CTE program. 2016-2017 was the first year we implemented our Three-Course Sequence. Course opportunities and access are principally directed to and effective in meetings career and workplace goals for unduplicated students. Funds are being used District-wide at the high school level.

Justification: The California Department of Education (CTE) and the California State Board of Education support Career Technical Education based on the California Career Technical Education Framework. This Framework provides guidance for CTE pathways, courses, curricula and assessments. Based on the 2005 Achieve, Inc. study, 82% of employers states that most high school graduates will need further education to advance in their companies. Further from the Achieve. Inc. study, 84% of high school graduates not in college believe that they will need to pursue more formal education or training to adapt their knowledge and skills to meet employer's ever evolving requirements. According to the U.S. Chamber of Commerce, 80% of the 23 million jobs to be created in the next 10 years will require some postsecondary training or education or both.

From the CTE Framework, "CTE offers students a powerful, authentic education and an entry point to a rewarding career. Through hands-on experience, mastery by doing, learning in context, and connections with adult mentors, CTE engages students in learning essential skills in an applied venue. By providing career exploration and work-based learning, CTE enhances student's ability to choose and appropriate major and institution for postsecondary education and training, thus increasing the student's chances of finding good jobs that lead to rewarding careers.

The unique qualities of CTE include opportunities for students to: acquire the technical skills required for direct employment in business and industry; maximize achievement through contextual learning; learn to function efficiently in predictable and unpredictable circumstances; experience mentorship by an adult; gain employment experience and references for job applications; increase potential for high school graduation; and prepare for success in postsecondary training and education." Career Technical Education Framework for California Public Schools Grades Seven through Twelve Pages 3-4.

Most Effective Use of Funds: Because of the outcomes we have tracked following students who are enrolled in our CTE-Three Course Sequence Pathways, the research surrounding CTE states, we continue to build our CTE pathways to include a 3-course sequence with a capstone course that is UC approved, articulated with a community college course or ends in an industry certification. Our local industry partners recommend industry certifications and will assist with work-based learning experiences where possible. We conclude, this is an effective use of the funds to prepare unduplicated students for post-high school career success and life responsibilities. In addition, College and Career Readiness is one of our District's indicators.

State Priorities: 4, 5, 6 and 7

Goal 1:4

Access to outsourced/supplemental programs "College Bound" and CSU San Marcos Alliance. This action is principally directed to and effective in meetings goals for unduplicated students and our identified ethnic student groups. Additionally, students have participated in the UCR Advance Placement Bridge Program. Support for transportation and lunch were provided through this funding source. This service is provided to all middle and high school students District-wide.

Justification: We have provided students and families of our unduplicated students with scholarships to assist participation in the College Bound Program. Parents and students report the increased benefits they have gained regarding college preparation, admission and completion. “According to a 2009 report by the Alliance for Excellent Education, approximately 29 percent of American students – 1.2 million students each year – do not graduate high school on time. This percentage is higher among minority students: just over half of African-American and Hispanic students receive a high school diploma on time. There is also strong evidence that the high school dropout rate is stratified by income level. Research has shown that a 16- to 24-year-old from a family in the highest income quartile is roughly seven times as likely as a 16- to 24-year old from the lowest family income quartile to graduate high school” (Hanover Research, College Bound September 2011). The following are the Key Findings found in this research:

In the Civic Enterprises survey examined for this report, students cited the following as the top reasons they dropped out of school:

- o High school classes were not interesting
- o Lack of motivation to work hard
- o Personal events
- o Falling too far behind
- o Poor attendance, contributing to disengagement
- o Too much freedom and not enough structure
- o Lack of parental involvement

Activities that have been successful in reducing high school dropout rates include:

- o Mentoring programs: Research has shown that mentoring programs – particularly those which facilitate the development of strong teacher-student relationships – have been effective in reducing high school dropout rates.
- o Service-learning programs: Service-oriented activities have been shown to help students develop emotionally, socially and intellectually. Moreover, alumni of service-learning programs are more likely to become involved in their communities after high school.
- o After-school opportunities: Research has shown that after-school activities for at-risk students contribute to positive effects on their academic success and social behavior, and also provide valuable enrichment opportunities.
- o Individualized Instruction: Individualized instructional programs, which are tailored to students’ specific learning needs, have been effective in reducing dropout rates, particularly among at-risk students.

The key factor for any successful mentoring or tutoring program is a strong and trusting relationship between the mentor and mentee or tutor and tutee. The most successful tutoring programs involve the student’s classroom teachers. Teacher involvement may be facilitated in a variety of ways: teachers themselves may act as tutors, for instance, or they may take on an active role in communicating and coordinating with tutors. Activities that have been found successful in bolstering student achievement on standardized tests include school-based tutoring programs, arts programs and physical activities.

The above key findings speak directly to the program of increased services offered through the College Bound program in which our students participate. Although our African American student graduation rate declined in 2015-2016, through these and other efforts we are assured the decline will be temporary in nature. In addition, the alliance we have forged with California State University, San Marcos ensures the automatic acceptance of those students who meet the conditions outlined in our Memorandum of Understanding.

These requirements include:

- o Enrolled in the district since 9th grade
- o A-G coursework – Requirements for admission to the University of California
- o Minimum CSU eligibility index requirements
- o Early Assessment Program (eliminates remediation)
- o SAT reasoning or ACT
- o FAFSA or equivalent
- o Cumulative 3.0 high school GPA

Most Effective Use of Funds: Because the research supports intentional efforts to focus on targeted student populations who are more likely to not graduate high school; the parent and students alike report the effective impact of College Bound program on their progress towards completing high school graduation requirements, a-g requirements, SAT/ACT participation; and the opportunity for said students to acquire admission into the colleges and universities of their choice, this is an effective use of these resources. The experiences of both parents and students provide a knowledge base on how to advocate for themselves in the process toward reaching college goals. This is an effective use of resources.

State Priorities: 3, 4, 5, 6, and 7

Goal 1:9; Goal 2:7; Goal 3:10; and Goal 4:8

School site LCFF supplemental dollars allocated to meet the local needs of unduplicated students at every school. Use of funds outlined in the school Single Plan for Student Achievement/Site LCAP. School sites are empowered to design and implement student prevention, intervention, and acceleration efforts for the unduplicated students and their families. SPSA are developed around the same four goals outlined in the Districts LCAP. All efforts are principally directed to and effective in meeting goals for unduplicated students. Funds are being used District-wide.

Justification: The Local Control and Accountability Plan (LCAP) requires that the district's goals and actions be based on data, making a local needs assessment an essential part of planning in the new world of local control and accountability. (Fiscal Report, October 17, 2014). As such, providing the local school site the ability to review its local student achievement data (with all site stakeholders) to then determine a response to the specific needs of their student populations, is an effective approach and use of state provided

resources. To this end, in MVUSD, each school site is allotted LCFF supplemental dollars based upon the individual school unduplicated student count. Under the leadership of the site administration, schools develop their Single Plan for Student Achievement (site LCAP) to reflect the needs of their unduplicated students and other targeted ethnic groups. In this way, the SPSA is aligned to the District LCAP as per the provisions outlined in Assembly Bill 97 which states that, “the superintendent of the school district shall review school plans submitted pursuant to Section 64001 for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted pursuant to Section 64001. Additionally, the LCAP template states: ‘to facilitate alignment between the LCAP and school plans’. (Fiscal Report, February 21, 2014). Oversight at the district level ensures the appropriate use of funds through a “prior approval process”. This process entails linking programs and services offered at the individual school site directly back to the SPSA. Progress Monitoring of the impact of the actions and services provided by the school sites takes place on a regular basis during site visits, grade-span principal meetings and at Board of Education meetings.

Most Effective Use of Funds: Because school sites can provide support and services to the unique needs of their student populations, teacher professional growth and parent interests, we see this as an effective use of resources.

State Priorities: 2, 3, 4, 5, 6, and 7

Goal 1:2-3

Additional Counseling personnel at the district level and one (1) counselor at each comprehensive high school for the purpose of further defining and developing a menu of services specifically to meet the needs of the unduplicated students and identified ethnic groups to ensure college and career readiness. Efforts are principally directed to and effective in meetings goals for unduplicated students. This is a District-wide service provided to each high school. Funds to support this effort are being used District-wide at the secondary level.

Justification: In a study entitled, *College and Career Readiness Structures*, December 2016, the authors conclude “school counselors play a critical role in helping to inspire students and guide them in their preparation for the transition to college and careers. The College Board’s Advocacy and Policy Center (CBAPC) lists eight components to comprehensive college and career readiness counseling that may be applied across all primary, middle and high school grades. These include helping students to: build college and career aspirations; plan and prepare for rigorous academic program and work; engage in career enrichment to nurture interests; explore college and career options; prepare for assessments; plan with their families for college affordability; ensure a smooth college and career admission process; and transition from high school to college and careers.” Further in that same study the authors maintain, “according to the National Office for School Counselor Advocacy (NOSCA) ...high school counselors must ‘create access to college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options’.” The secondary counseling services team in MVUSD has created a comprehensive Counseling Strategic Plan based upon the above best practices. To ensure that this plan is implemented to fidelity, the District Coordinator of Counseling Services provides oversight.

Moreover, the provision of an additional counselor at each comprehensive high school ensures greater success that these objectives are achieved.

Most Effective Use of Funds: Because we desire to ensure that unduplicated students meet with their school counselor a minimum of four (4) times each year, it is critical that each counselor serves a student ratio that allows for this occur. This increased contact allows for early intervention and support processes to be in place. This is the most effective use of these resources.

State Priorities: 4, 5, 6 and 7

Goal 1:7

Murrieta Canyon Academy is the Alternative Education campus in Murrieta Valley Unified School District. The principle purpose of this school environment is to provide alternative educational options to students who experienced little success at the comprehensive high school, to students who require a flexible schedule and for students who perform best in a smaller school atmosphere. We find that the unduplicated student count is relatively high for a campus its size. As such and in response, we have allocated additional resources to meet the needs of our most at-risk students. Funds are used in a school wide manner.

Justification: Research shows that students who experience multiple years of failing courses, who demonstrate inappropriate disciplinary behaviors and/or who are likely to encumber family responsibilities that the average student does not, benefit from an alternative school setting. Other characteristics that often describe this student population include but are not limited to: poor attendance, drug or alcohol concerns and little to no parent involvement. At the opposite end of this continuum we find students who excel yet find the traditional school environment confining, who are elite athletics requiring a significant amount of time to practice, and/or who want to accelerate through high school in order to enter the workforce or college early. And of course, there are a magnitude of students who fit somewhere in between. These students often share one thing in common, the need for “choice”. Murrieta Canyon Academy provides students with a multitude of options designed to meet their individual learning needs. Research provides a recommendation of “best practices” to employ in these alternative environments.

These include but are not limited to:

- o Establish collaborative partnerships
- o Integrate life skills development
- o Set up an effective system of positive student management
- o Utilize innovative teaching strategies
- o Develop a curriculum responsive to the needs of the student population
- o Provide appropriate assessment and support services

- o Provide for an environment that is conducive to learning
- o Ensure effective, qualified staff
- o Establish an effective transition process for students entering and exiting the program

- --Moore, R. and J. King, 2005. "Tennessee's Alternative Schools".
- --McCreight, C. McCreight Research Synthesis: Best Practices for Alternative Education Programs in Texas. 1999

In order to create alternative options for students, Murrieta Canyon Academy necessitates additional resources to provide creative and effective opportunities for its student population. The students at Murrieta Canyon Academy who serve on the Student LCAP Advisory Council have noted that when they are provided the opportunity to personally and positively connect with their teachers, the impact to their learning is favorable. Furthermore, this stakeholder group suggested the traditional A-G pathway would be enhanced with a variety of "career" pathways resulting in gainful employment upon graduation.

Most Effective Use of Funds: Because the research shows that "alternative learners" should be provided "alternative learning environments", because our students at this school have asked for enhancement to the program and because it is the desire of our school district to provide choice to all students, we believe this is an effective use of our resources.

State Priorities: 4, 5, 6, and 7

Goal 2:3

Providing a full time Intervention Teacher at each elementary school to address the reading literacy and math fluency needs of unduplicated students and identified ethnic groups. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and effective in meetings goals for unduplicated students. This is a service that is provided District-Wide at the K-5 level.

Justification: Murrieta Valley Unified School District has provided an Elementary Intervention Teacher at each of our eleven elementary schools. These teachers meet the needs of the students who are performing on local assessments and state assessments not meeting standards or nearly meeting standards. The primary student groups receiving this support are English Learners, Socio-economically disadvantaged and foster youth. Additionally, underserved African-American and Latino students are also targeted to receive this support.

The teachers perform the following activities:

- o Develop lessons in collaboration with classroom teachers
- o Configure lessons to meet the individual needs of students
- o Work one-on-one or in small groups with students assigned who need intervention

- o Communicate the results of testing and evaluation of students to their teacher and school administrators
- o Participate with the classroom teacher, administrators and parents to identify how much intervention help a student needs
- o Prepare and present professional development and training on intervention strategies that all teachers can use

Our successful K-5 student “growth” can be attributed in part to the efforts of our intervention teachers. (MVUSD Annual Review: Literacy and Math Targets, pages 28-33). Research shows that early intervention prevents learners becoming struggling readers. (Foorman, B. (Ed.). (2003). Preventing and remediating reading difficulties. Baltimore, MD: York Press.

Most Effective Use of Funds: Because our unduplicated K-5 students are annually meeting growth targets at levels they did not achieve prior to the addition of the Elementary Intervention Teacher, we conclude this is an effective use of these resources.

State Priorities: 4, 5, 6 and 7

Providing a Coordinator of Student Support to focus

Goal 4:2

Providing a part-time Foster Youth Liaison to monitor and support the needs of our Foster Youth and Homeless. Efforts are principally directed to and effective in meeting goals for Foster and Homeless Youth. Over 150 students are currently identified as being enrolled and in foster care during the 2016-2017 school year. On average 13 students enroll, 12 students withdrew, 6 students’ status changes due to reunification or adoption, and an average of 2 students who are currently attending MVUSD schools are identified by school personnel to be in foster or group homes (excluded in CALPADS). Funds for this service are being used District-wide.

Services to our foster youth have been and continue to be effective in the following ways:

- o Effective in identifying student enrolled and in foster care
- o Effective in bringing the Foster Students and Education and related legislation/ message to stakeholders
- o Effective in beginning the development of a home to school support plan for foster youth
- o Effective in beginning the development of tutoring program for foster youth

Justification: AB 490: Addresses many of the barriers to equal education and to facilitate stability and educational opportunity for students in foster care. AB 854: Changes the role of Foster Youth Services at the county level and reassigns counseling, mentoring and tutoring services to be provided by school districts through LCFF. In addition, eligibility for services was expanded to foster students living with relatives. AB167/216: Provides exemption from local graduation requirements if a foster student has transferred schools after the student's second year of high school (calculated by either number of credits or length of enrollment).

Most Effective Use of Funds: This is the most effective use of these funds.

State Priorities: 4, 5, 6 and 7

Goal 4:4

Middle School Transformation efforts continue to prove valuable to opportunities for unduplicated students to better connect to their schools. Middle schools have expanded their course offerings to include a variety of electives (including CTE related courses), intervention/support courses and acceleration courses to support and enhance student learning and success. These opportunities include but are not limited to: zero-period course offerings, academic intervention, and intramural athletics. Middle School Collaborative has provided the middle school teams with opportunities to analyze data, brainstorm and develop plans to enhance the middle school programs to support student learning. This year the focus was on grading practices. As a result several teachers will meet over the summer to plan a pilot standards based grading program at the middle school level. Funds are being used in a district-wide manner at the middle school level.

Justification: Although these programs are available to all middle school pupils district-wide, school sites make the intentional effort to provide unduplicated students primary participation. Parents who participated in the Annual Stakeholder Survey report that if transportation were provided, they would participate in the zero-period offerings. Teachers use the time afforded to collaborate and share best practices. The discussion on common grading practices experienced positive movement as a result of these engaged conversations.

Most Effective Use of Funds This is an effective use of these resources.

State Priorities: 5 and 6

Goal 3:1, 3-4, 6, 9-10.

Teacher support and training related to Induction and California Standards Implementation is necessary to ensure effective classroom instruction. In these settings/trainings, teachers learn best practices to accommodate the mathematical shifts, the implementation of the Next Generation Science Standards and gain understanding of the new ELA/ELD standards and adopted curriculums. Moreover, through Lesson Study, teacher teams plan, implement and assess the effectiveness of an agreed upon standard and method for instructing the standard. In these spaces, teachers confer as professionals to gain the greatest understanding and practice to teach standards with which students continue to struggle. Funds for this efforts are being used in a districtwide manner.

Justification: Teachers learn how to differentiate their instructional practices in order to meet the needs of every learner in their classroom, specifically the students with the greatest needs. Moreover, teachers are trained in the use of data to inform their

instructional practices, provide students with timely intervention and gauge the performance of all learners on the State Standards. There is an unequivocal connection between teacher quality and increased student learning. What teachers know and can do is the most important influence on what students learn. Research has shown that teachers are the most important variable affecting student achievement that schools have within their control

(Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). This is especially true in schools with a high percentage of English Language Learners, students in poverty and foster youth. Research also shows that lower class sizes in kindergarten can increase student achievement, and that disadvantaged students can see even larger gains (Finn & Achilles, 1990, Finn & Achilles, 1999; Jepsen & Rivkin, 2007).

Most Effective Use of Funds: This is a district-wide use of LCFF supplemental resources. This is a most effective use of these funds.
State Priorities: 2, 4 and 7

Goal 4:7

Parent Engagement is critical to the successful implementation of any and all programs and services principally directed towards our unduplicated students and identified ethnic groups. To this end, we have created several parent stakeholder groups who represent the needs of particular student groups. These include but are not limited to: African-American Parent Advisory, English Learner Parent Advisory, Students with Special Needs Parent Advisory and Action Team Partnerships. Additionally, the district uses these resources to engage our students. Each high school has a Student LCAP Advisory Council. Unduplicated students make-up the councils and the students provide great insight into the effectiveness of the various actions and services provided to them through the LCAP. Funds for this effort are being used in a districtwide manner.

Justification: Although parent councils are available to all families district-wide (PTA and School Site Council), the district makes the intentional effort to engage families of unduplicated students and underserved ethnic groups in this way. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.—National Educators Association-- Furthermore, there is a growing body of research proving that social and emotional learning is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers. – California Department of Education—

Most Effective Use of Funds: Based upon our experiences, the research and outcomes in our suspension rates and absenteeism rates, this is a most effective use of these resources.

State Priorities: 3 and 6

Goal 4:3-6

Positive Behavior Intervention Supports show to have a direct impact on our positive attendance and decreased suspension rates. Although PBIS is implemented district-wide, unduplicated student populations and their families receive the benefit of these efforts. Funds for this effort are being used in a district-wide manner.

Justification: The research regarding Positive Behavior Intervention Supports overwhelmingly proclaims that when implemented to fidelity there is a positive impact on student behavior. Hanover Research reports, "PBIS is a proactive approach to improving student behavior that is reinforced by additional interventions for small groups and individual students with further needs. The approach is strongly supported by the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS TA Center), established by the U.S. Department of Education's Office of Special Education Programs. (Practices for School-wide PBIS Implementation, Hanover Research, March 2015).

Most Effective Use of Funds: Because our district's suspension rate continues to be one of the lowest if not the lowest in the County, because our schools continue to implement the use of the PBIS system, and because teachers and administrators report the impact of the use of the practice has been favorable across all grade levels and within the culture of the school campuses, this is a most effective use of these resources.

State Priorities: 5 and 6

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All

activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year. **Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any

subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	10,885,004.00	11,263,507.00	10,885,004.00	14,696,886.00	15,012,604.00	40,594,494.00
	73,265.00	261,091.00	73,265.00	0.00	0.00	73,265.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	74,847.00	77,295.00	152,142.00
LCFF	10,524,207.00	10,902,416.00	10,524,207.00	14,554,089.00	14,867,359.00	39,945,655.00
Lottery	100,000.00	100,000.00	100,000.00	67,950.00	67,950.00	235,900.00
Other	187,532.00	0.00	187,532.00	0.00	0.00	187,532.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	10,885,004.00	11,263,507.00	10,885,004.00	14,696,886.00	15,012,604.00	40,594,494.00
1000-1999: Certificated Personnel Salaries	6,179,802.00	6,391,511.00	6,179,802.00	9,035,514.00	8,958,586.00	24,173,902.00
2000-2999: Classified Personnel Salaries	601,158.00	667,771.00	601,158.00	634,256.00	629,578.00	1,864,992.00
3000-3999: Employee Benefits	1,770,837.00	1,830,372.00	1,770,837.00	2,732,978.00	3,137,337.00	7,641,152.00
4000-4999: Books And Supplies	780,505.00	586,592.00	780,505.00	728,095.00	726,781.00	2,235,381.00
5000-5999: Services And Other Operating Expenditures	1,546,132.00	1,476,687.00	1,546,132.00	1,563,843.00	1,558,122.00	4,668,097.00
5800: Professional/Consulting Services And Operating Expenditures	6,570.00	310,574.00	6,570.00	2,200.00	2,200.00	10,970.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	10,885,004.00	11,263,507.00	10,885,004.00	14,696,886.00	15,012,604.00	40,594,494.00
1000-1999: Certificated Personnel Salaries		30,332.00	81,562.00	30,332.00	0.00	0.00	30,332.00
1000-1999: Certificated Personnel Salaries	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	58,323.00	59,443.00	117,766.00
1000-1999: Certificated Personnel Salaries	LCFF	6,084,659.00	6,309,949.00	6,084,659.00	8,977,191.00	8,899,143.00	23,960,993.00
1000-1999: Certificated Personnel Salaries	Other	64,811.00	0.00	64,811.00	0.00	0.00	64,811.00
2000-2999: Classified Personnel Salaries		0.00	92,210.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	508,948.00	575,561.00	508,948.00	634,256.00	629,578.00	1,772,782.00
2000-2999: Classified Personnel Salaries	Other	92,210.00	0.00	92,210.00	0.00	0.00	92,210.00
3000-3999: Employee Benefits		36,363.00	44,889.00	36,363.00	0.00	0.00	36,363.00
3000-3999: Employee Benefits	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	16,524.00	17,852.00	34,376.00
3000-3999: Employee Benefits	LCFF	1,722,463.00	1,785,483.00	1,722,463.00	2,716,454.00	3,119,485.00	7,558,402.00
3000-3999: Employee Benefits	Other	12,011.00	0.00	12,011.00	0.00	0.00	12,011.00
4000-4999: Books And Supplies		0.00	5,964.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	778,005.00	580,496.00	778,005.00	728,095.00	726,781.00	2,232,881.00
4000-4999: Books And Supplies	Lottery	0.00	132.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
5000-5999: Services And Other Operating Expenditures		0.00	21,016.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF	1,430,132.00	1,355,803.00	1,430,132.00	1,495,893.00	1,490,172.00	4,416,197.00
5000-5999: Services And Other Operating Expenditures	Lottery	100,000.00	99,868.00	100,000.00	67,950.00	67,950.00	235,900.00
5000-5999: Services And Other Operating Expenditures	Other	16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
5800: Professional/Consulting Services And Operating Expenditures		6,570.00	15,450.00	6,570.00	0.00	0.00	6,570.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	295,124.00	0.00	2,200.00	2,200.00	4,400.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,197,916.00	5,311,904.00	5,197,916.00	7,788,625.00	7,988,581.00	21,021,723.00
Goal 2	2,940,160.00	3,019,412.00	2,940,160.00	3,495,058.00	3,571,955.00	10,007,168.00
Goal 3	1,768,827.00	1,689,966.00	1,768,827.00	1,931,432.00	1,961,001.00	5,723,859.00
Goal 4	978,101.00	1,242,225.00	978,101.00	1,481,771.00	1,491,067.00	4,246,022.00
Goal 5			0.00	0.00		

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

Appendix C: Program Descriptions

ATP: (Action Team Partnerships) Strategic effort to thoughtfully and authentically engage parent stakeholders.	High School Access Bridge: Provides year round academic support identified students enrolled in AP, DE or IB classes.
AP: (Advanced Placement) Courses offering college-level curriculum and examinations to high school students	Intervention Teacher: Full-time teacher assigned to the elementary school to provide intervention support to unduplicated students and identified ethnic groups who are not meeting reading literacy and math fluency targets.
AVID: (Advancement via Individual Determination) The AVID program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education to under-represented students.	Additional HS Counselor Support: Ensures that high risk students are provided intensive academic and behavioral support through individual student case management.
College Bound: Outsourced program designed to assist students and families with preparing for and navigating through the myriad of activities associated with being prepared to attend university.	Mental Health Support: Mental Health Services or Educationally Related Mental Health Services (ERMHS) are mental health supports/services offered to students with special needs. These services are provided when students have significant socio-emotional or socio-behavioral needs that impede their ability to benefit from their special education instruction and other services.
CSU San Marcos Alliance: Partnership with CSU San Marcos designed to encouragement college admission to that institution. Students who commit to CSU San Marcos and complete the requirements for admission receive preferential admission.	MYP: (Middle Years Program) school site program offered at Murrieta Valley High School which allows those students who participate to be successful in further IB/AP studies while also meeting the requirements of national/state systems (i.e. California State Standards).
CTE: (Career Technical Education) Education programs which are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.	PBIS: (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.
Cultural Competency: Knowledge of infusing culturally responsive practices into working with students, families and co-workers.	STEM: Science, Technology , Engineering and Mathematics
DE: (Dual Enrollment) School Site program offered at Vista Murrieta High School which allows both high school and college credit for certain courses.	TOSA: (Teacher on Special Assignment) Instructional expert released to provide coaching/direct support to the classroom
ELD: (English Language Development) Direct instruction for English Language Learners)	VAPA: Visual and Performing Arts
ELL: English Language Learner whose primary language is other than English and who has yet to become proficient in English.	Think Through Math: Math intervention program offered in grades 6-10 designed to fill math fluency gaps and provide learners opportunities to meet/exceed proficiency targets.
Foster Youth Liaison: Part-time support to ensure Foster Youth needs are met in accordance with the law.	LCAP: Local Control and Accountability Plan







Appendix C: Common Local Academic Acronyms Used

1	AA	African American	30	EHC	E. Hale Curran ES, STEM Program
2	ACT	American College Test	31	EL	English Learner
3	ADA	Average Daily Attendance	32	ELA	English Language Arts
4	A-G	UC/CSU Approved Courses	33	ELD	English-language development
5	AI	Academic Improvement	34	ELL	English Language Learner
6	AP	Advanced Placement	35	ES	Elementary School
7	APEX	Outsourced Assessment Program	36	ES/MS/HS	Elementary, Middle and High School
8	API	Academic Performance Index	37	ESGI	Outsourced Assessment Program
9	ATP	Adult Transition Program	38	ESSA	Every Student Succeeds Act
10	AVID	Advancement Via Individual Determination	39	FAFSA	Free Application for Federal Student Aid
11	CAASPP	California Assessment of Student Performance and Progress	40	FTE	Full Time Equivalent
12	CALPADS	California Longitudinal Pupil Achievement Data System	41	GE	General Education
13	CAPA	California Alternate Performance Assessment	42	GPA	Grade Point Average
14	CCES	Cole Canyon Elementary, International Baccalaureate	43	HOUSSE	High Objective Uniform State Standard of Evaluation
15	CCGI	California Colleges Guidance Initiative	44	HQT	Highly Qualified Teacher
16	CCR	California Code of Regulations	45	IB	International Baccalaureate
17	CDE	California Department of Education	46	ICLE PD	International Center for Leadership in Education - Professional Development
18	CELDT	California English Language Development Test	47	IEP	Individualized Education Plan
19	CHKS	California Healthy Kids Survey	48	LCAP	Local Control and Accountability Plan
20	COE	California Department of Education	49	LCFF	Local Control Funding Formula
21	CSU	California State University	50	LEAs	Local Educational Agency
22	CTE	Career Technical Education	51	LI	Low Income
23	CUE	Computer Using Educators	52	LJM	Lisa J. Mails, Arts Focus
24	DE	Dual Enrollment	53	LMS	Learning Management System
25	DELAC	District English Learner Advisory Council	54	LTEL	Long Term English Learner
26	DMMS	Dorothy McElhinney Middle School, Arts Focus	55	MS/CADA	Middle School California Association of Directors of Activities
27	EADMS	Outsourced Assessment Program	56	MSJC	Mt. San Jacinto College
28	EAMO	Expected Annual Measurable Outcomes	57	MMHS	Murrieta Mesa High School, Career Pathways, AVID Demonstration
29	EAP	Early Assessment Program	58	MTA	Murrieta Teacher Association



Appendix C: Common Local Academic Acronyms Used (page 2)

59	MVHS	Murrieta Valley High School, International Baccalaureate	77	SMI	Scholastic Math Inventory
60	MVUSD	Murrieta Valley Unified School District	78	SMS	Shivela Middle School, STEM Program
61	MYP	Middle Years Program	79	SPED/MH	Special Education-Mental Health
62	NGSS	Next Generation Science Standards	80	SPSA	School Plan for Student Achievement
63	PAR	Peer Assistance and Review	81	SRI	Scholastic Reading Inventory
64	PBIS	Positive Behavior Interventions and Supports	82	SRO	School Resource Officer
65	PELD	Project and English Learner Directors	83	STEM	Science Technology Engineering and Math
66	PLC	Professional Learning Community	84	SWP	School Wide Programs
67	PRE-ID	Pre-Identification	85	SWD	Students with Disabilities
68	PSAT	Preliminary Student Achievement Test	86	TK	Transitional Kindergarten
69	PTA/PTSA	Parent Teacher Association/Parent Teacher Student Association	87	TOMS	Test Operations Management System
70	RCAN	Riverside County Assessment Network	88	TOSA	Teacher on Special Assignment
71	RCOE	Riverside County Office of Education	89	TTM	Think Through Math
72	SARC	School Accountability Report Card	90	UC	University of California
73	SAT	Student Achievement Test	91	VAPA	Visual and Performing Arts
74	SBAC	Smarter Balanced Assessment Consortium	92	VMHS	Vista Murrieta High School, Dual Enrollment
75	SE	Special Education	93	WSMS	Warm Springs Middle School, AVID Demonstration
76	SED	Socially Economically Disadvantaged			

Appendix D: Overall Data by Student Groups

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.4%	Declined -0.3%
English Learner Progress (1-12)		High 77%	Increased +2.6%
Graduation Rate (9-12)		Very High 96.5%	Maintained -0.4%
College/Career (9-12) <small>Select for one year of available data</small>	N/A	High 55%	N/A
English Language Arts (3-8)		High 15.3 points above level 3	Maintained +0.1 points
Mathematics (3-8)		Medium 3.8 points below level 3	Increased +3.8 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Appendix E

- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2016 and 2017 – All Grades
- Middle School AVID Participation Data
- High School AVID Participation Data
- D/F Rates and Goals
- Two or More Failing Grades
- Think Through Math Data by School Site
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 3
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 4
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 5
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 6
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 7
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 8
- Percentage of Students who Met or Exceeded Performance Standards in ELA an Mathematics by Subgroup in 2016 and 2017 – Grade 11
- Average Daily Attendance Rate

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – All Grades

STUDENT GROUP	ELA								MATH							
	2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF
	%	#	%	#	%	%	#		%	#	%	#	%	%	#	
Gender																
Male	51%	5,951	54%	5,939	3%	56%	6,112	2%	42%	5,929	46%	5,915	4%	47%	6,095	1%
Female	64%	5,852	68%	5,851	4%	67%	5,852	-1%	41%	5,834	46%	5,835	5%	46%	5,837	0%
Race/Ethnicity																
American Indian or Alaska Native	58%	36	68%	34	10%	58%	31	-10%	37%	36	37%	35	0%	55%	31	18%
Asian	69%	524	72%	502	3%	72%	535	0%	60%	523	64%	501	4%	64%	536	0%
Black or African American	44%	618	47%	613	3%	49%	626	2%	26%	619	27%	611	1%	30%	625	3%
Hispanic or Latino	50%	4,038	54%	4,186	4%	53%		-1%	32%	4,030	38%	4,173	6%	38%	4,342	0%
Fillipino	70%	445	79%	413	9%	80%	379	1%	56%	445	61%	415	5%	60%	379	-1%
Native Hawaiian or Pacific Islander	43%	82	55%	87	12%	60%	89	5%	40%	81	35%	87	-5%	36%	89	1%
White	62%	5,422	66%	5,233	4%	68%	5,115	2%	47%	5,392	52%	5,209	5%	53%	5,104	1%
Two or More Races	58%	637	65%	717	7%	63%	814	-2%	46%	636	50%	714	4%	48%	811	-2%
Disability Status																
Not Disabled	63%	10,402	67%	10,301	4%	68%	10,302	1%	46%	10,369	51%	10,274	5%	52%	10,281	1%
Disabled	19%	1,401	22%	1,489	3%	21%	1,662	-1%	13%	1,394	15%	1,496	2%	16%	1,651	1%
Economic Disadvantage Status																
Not Economically Disadvantaged	64%	7,728	68%	7,826	4%	68%	8,141	0%	48%	7,698	52%	7,798	4%	52%	8,120	0%
Economically Disadvantaged	46%	4,075	48%	3,964	2%	49%	3,823	1%	30%	4,065	34%	3,952	4%	35%	3,812	1%
English Proficiency Status																
Not EL	59%	11,190	63%	11,061	4%	64%	11,310	1%	43%	11,146	48%	11,017	5%	48%	11,277	0%
EL (In U.S. Less than 12 Months)	30%	33	9%	11	-21%	14%	14	5%	24%	36	25%	12	1%	40%	15	15%
EL (In U.S. 12 Months or More)	22%	504	32%	648	10%	23%	599	-9%	19%	506	24%	649	5%	20%	598	-4%
All Students	57%	11,803	61%	11,790	4%	62%	11,964	1%	42%	11,763	46%	11,750	4%	47%	11,932	1%

Appendix E: Middle School AVID Participation Data

MVUSD MIDDLE SCHOOL AVID PARTICIPATION DATA														
Site	Total Pop/ AVID Pop %age	Male: Total /AVID %age	Female: Total/AVID %age	SED: Total/ AVID %age	EL: Total/AVID %age	Foster: Total/ AVID %age	Hispanic Male: Total/ AVID %age	Hispanic Female: Total/AVID %age	Af Am Male: Total/ AVID %age	Af Am Female: Total/ AVID %age	Am In Female: Total/ AVID %age	Am In Male: Total/ AVID %age	Multiple Races Female: Total/ AVID %age	Multiple Races Male: Total/ AVID %age
McElhinney 2015-16	123/1314 9.3%	54/629 8.6%	69/685 10%	21/292 7.2%	2/12 16.7%	0/2 0%	22/205 10.7%	37/225 16.4%	4/74 5.4%	6/68 8.8%	0/8 0%	0/12 0%		
McElhinney 2016-17	105/1337 7.9%	47/675 7%	58/622 8.8%	36/334 10.8%	4/29 13.8%	0/3 0%	27/225 12%	28/208 13.5%	2/81 2.4%	4/58 6.8%	0/7 0%	0/13 0%	2/61 3.3%	6/75 8%
McElhinney 2017-18	112/1417 7.9%	43/685 6.3%	69/734 9.5%	31/295 10.5%	2/35 5.7%	5/10 50%	22/223 10%	27/233 11.6%	1/68 1.5%	8/61 13.1%	0/10 0%	0/15 0%	5/73 6.8%	2/69 2.9%
Change	-	-7%	.7%	-3%	-8.1 %	50%	-2%	-1.9%	-9%	6.3%	-	-	3.5%	-5.1%
Shivela 2015-16	142/1422 10%	61/745 8.2%	81/677 12%	82/608 13.5%	4/57 7%	0/11 0%	25/299 8.4%	47/303 15.5%	6/58 10.3%	5/60 8.3%	2/13 1.5%	0/14 0%		
Shivela 2016-17	135/1437 9%	56/740 7.5%	79/697 11%	86/505 17%	26/188 13.8%	1/12 8%	28/229 12%	47/245 19%	5/75 6.7%	13/60 21.7%	3/21 14.3 %	4/22 18%	11/50 22%	6/67 9%
Shivela 2017-18	124/1446 8.6%	56/741 7.6%	68/705 9.6%	83/656 12.6%	6/79 7.6%	1/17 5.9%	34/326 10.4%	43/293 14.7%	3/42 7.1%	6/41 14.6%	0/3 0%	¼ 25%	4/51 7.8%	4/53 7.5%
Change	-4%	.1%	-1.4%	-4.4%	-6.2%	-2.1%	-1.6%	-4.3%	.4%	-7.1%	-14.3%	7%	-14.2%	-1.5%
Thompson 2015-16	79/1609 4.9%	41/830 4.9%	38/779 4.9%	40/444 9%	3/92 3.2%	2/5 40%	24/274 8.8%	21/230 9.1%	4/38 10.5%	2/40 5%	0/9 0%	1/5 20%		
Thompson 2016-17	77/1695 4.5%	42/879 4.8%	35/816 4.3%	32/417 7.8%	0/51 0%	1/4 25%	21/294 7.1%	26/254 10.2%	1/14 7.1%	0/16 0%	0/5 0%	0/6 0%		
Thompson 2017-18	94/1713 5.5%	43/876 4.9%	51/837 6.1%	41/489 8.4%	0/65 0%	0/1 0%	20/309 6.5%	29/267 10.9%	1/38 2.6%	3/47 6.4%	1/12 8.3%	0/6 0%	6/69 8.7%	1/64 1.6%
Change	1%	.1%	1.8%	.6%	-	-25%	-6%	.7%	-4.5%	6.4%	8.3%	-	8.7%	1.6%
Warm Springs 2015-16	223/872 25.6%	109/44 5 24.5%	114/426 26.8%	112/38 4 29.2%	12/26 46%	0/3 0%	48/176 27.3%	54/180 30%	12/44 27.3%	7/39 18%	0/11 0%	2/4 50%		
Warm Springs 2016-17	222/884 25.1%	89/451 19.7%	133/433 30.7%	118/35 7 33.1%	16/39 41%	2/6 33.3%	48/175 27.4%	74/182 40.7%	13/46 28.3%	8/43 18.6%	2/9 22.2%	1/8 12.5%	15/47 31.9%	9/56 16.1%
Warm Springs 2017-18	218/926 23.5%	86/461 18.7%	132/465 28.4%	127/39 6 32.1%	19/63 30.2%	3/12 25%	39/162 38.4%	76/198 38.4%	11/28 39.3%	11/33 33.3%	0/0 0%	1/3 33.3%	13/63 20.6%	7/56 13%
Change	-1.6%	-1%	-2.3%	-1%	-10.8%	-8.3%	11%	-2.3%	11%	14.7%	-22.2%	20.8%	-11.3%	-3.1%

Appendix E: High School AVID Participation Data

MVUSD HIGH SCHOOL AVID PARTICIPATION DATA														
Site	Total Pop/AVID Pop %age	Male: Total/AVID %age	Female: Total/AVID %age	SED: Total/AVID %age	EL: Total/AVID %age	Foster: Total/AVID %age	Hispanic Male: Total/AVID %age	Hispanic Female: Total/AVID %age	Af Am Male: Total/AVID %age	Af Am Female: Total/AVID %age	Am In Female: Total/AVID %age	Am In Male: Total/AVID %age	Multiple Races Female: Total/AVID %age	Multiple Races Male: Total/AVID %age
Murrieta Mesa 2015-16	427/2207 19.3%	218/1152 18.9%	209/1055 19.8%	155/568 27.3%	4/43 9.3%	0/6 0%	103/418 24.6%	100/384 26%	34/116 29.3%	26/107 24.3%	2/15 13.3%	5/23 21.7%		
Murrieta Mesa 2016-17	458/2277 20%	225/1201 18.7%	233/1076 21.6%	174/599 29.0%	12/68 17.6%	5/12 41.6%	104/444 23.4%	114/394 28.9%	39/109 35.7%	36/108 33.3%	2/18 11.1%	2/25 8%	27/81 33.3%	19/98 19.3
Murrieta Mesa 2017-18	458/2366 18.8%	206/1253 16.4%	239/1113 21.5%	188/445 42.2%	12/60 18.2	1/3 33%	95/480 19.6%	122/426 28.6	19/86 22.1%	22/60 36.7	2/5 40%	3/15 20%	20/97 20.6%	25/125 20%
Change	-1.2%	-2.3%	-1%	13.2%	.6%	-8.6%	-3.8%	-3%	-13.6%	3.4%	28.9%	12%	-12.7%	.7%
Murrieta Valley 2015-16	228/2496 9%	105/1306 8%	123/1190 10.3%	133/446 29.8%	5/35 14.3%	1/5 20%	45/357 12.6%	57/336 17%	6/61 9.8%	11/57 19.3%	1/14 7.1%	1/10 10%		
Murrieta Valley 2016-17	173/2467 7%	73/1283 5.7%	100/1184 8.4%	58/443 13.1%	5/49 10.2%	3/16 18.8%	43/382 11.3%	58/363 16%	3/59 5%	8/58 13.8%	1/20 5%	2/17 11.8%		
Murrieta Valley 2017-18	211/2392 8.8%	89/1236 7.2%	122/1156 10.6%	86/555 15.5%	6/48 12.5%	1/13 7.7%	55/380 14.5%	79/370 21.4%	3/31 9.7%	5/37 13.5%	0/4 0%	0/3 0%	3/49 6.1%	1/59 1.7%
Change	+1.8%	+1.5%	+2.2%	+2.4%	+2.3%	-11.1%	+3.2%	+5.4%	+4.7%	-0.3%	-5%	-11.8%		
Vista Murrieta 2015-16	420/3547 11.8%	163/1775 9.2%	257/1772 14.5%	172/974 17.7%	3/55 5.5%	1/4 25%	76/598 12.7%	113/554 20.4%	14/187 7.5%	28/200 14%	2/40 5%	2/31 6.5%		
Vista Murrieta 2016-17	438/3487 12.5%	167/1718 9.7%	271/1769 15.3%	134/821 16.3%	7/72 9.7%	0/6 0%	81/583 13.9%	128/583 22%	18/188 9.6%	31/211 14.7%	3/30 10%	5/34 14.7%	26/180 14.4%	25/171 14.6%
Vista Murrieta 2017-18	445/3385 13.1%	184/1680 11.0%	260/1705 15.2%	160/964 16.6%	10/83 12.0%	1/11 9.1%	89/585 15.2%	135/580 23.3%	13/132 9.8%	24/142 17.0%	1/4 25.0%	0/2 0.0%	23/172 13.4%	22/183 12.0%
Change	.6%	1.3%	-1%	.3%	2.3%	9.1%	1.3%	1.3%	.2%	2.3%	15%	-14.7%	-1%	-2.6%
Site	Total Pop/AVID Pop %age	Male: Total/AVID %age	Female: Total/AVI D %age	SED: Total/AVI D %age	EL: Total/AVID %age	Foster: Total/AVID %age	Hispanic Male: Total/AVI D %age	Hispanic Female: Total/AVI D %age	Af Am Male: Total/AVID %age	Af Am Female: Total/AVID %age	Am In Female: Total/AVID %age	Am In Male: Total/AVID %age	Multiple Races Female: Total/AVI D %age	Multiple Races Male: Total/AVID %age

Appendix E: High School AVID Participation Data (page 2)

Non-Demo School #s and %ages 2016-17	984/10354 9.5%	423/5226 8%	564/5130 11%	375/2573 14.6%	27/316 8.5%	8/51 17.6%	221/1742 12.7%	304/1684 18%	24/354 6.8%	47/353 13.3%	4/65 6.2%	11/66 16.7%	44/422 10.4%	36/443 8.1%
Non-Demo School #s and %ages 2017-18	986/10353 9.5%	415/5218 8%	570/5137 11.1%	401/2959 13.6%	24/310 7.7%	8/52 15.4%	220/1823 12.1%	313/1743 18%	21/311 6.8%	46/328 14%	2/33 6%	1/30 3.3%	41/414 10%	30/428 7%
Change	-	-	.1%	-1%	-8%	-2.2%	-6%	-	-	.7%	-2%	-14.4%	-4%	-1.1%
Demo School #s and %ages 2016-17	665/3330 20%	295/1729 17%	370/1601 23.1%	292/956 30.5%	31/116 26.7%	5/21 23.8%	133/642 20.7%	195/634 30.8%	35/102 34.3%	38/97 39.2%	1/1 100%	1/7 14.3%	33/154 21.4%	33/171 19.3%
Demo School #s and %ages 2017-18	676/3292 20.5%	292/1714 17%	371/1578 23.5%	315/841 37.5%	31/123 25.2%	4/15 26.7%	134/642 20.9%	198/624 31.7%	30/114 26.3%	33/93 35.5%	2/5 40%	4/18 22.2%	33/160 20.6%	32/181 17.7%
Change	-.5%	-	.4%	7%	-1.5%	2.9%	.2%	.9%	-8%	-3.7%	-60%	7.9%	-8%	-1.6%

Appendix E: D/F Rates and Goals

LCAP D/F Rates and Goals - Dorothy McElhinney Middle School											
	2014-15 1st Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12%	12.10%	11.00%		15.36%	11%			9.10%
McElhinney Overall	10.24%	15.52%		10.40%	8.30%	5.61%	7.14%		6.20%	4.70%	
SED	39.88%	41.07%	21%	17.60%	14.20%	10.37%	11.82%	19.60%	10.20%	7.70%	15.00%
EL	9.52%	19.05%	17%	15%	29%	0.00%	0.00%	24.70%	8.80%	12.10%	19.10%
Foster	0% (1 student)	0% (1 student)	25%	100% (1 student)	0.00%	33%	100% (1 student)	50%	0.00%	20.00%	19.5% (25)
African Am	16.90%	21.13%	10%	26.00%	16.80%	10.00%	15.00%	21.30%	5.60%	7.60%	14.40%
Hispanic	14.18%	19.33%	17%	12%	10.80%	7.08%	9.72%	14.40%	9.30%	6.40%	11.60%
Am Indian	66.67% (3 students)	100% (3 students)	40%	100% (1 student)	20%	0%	0% (1 student)	41.90%	0.00%	0.00%	0% (16)
SWD	21.23%	32.88%		20%	10.60%	8.55%	9.15%	TBD	9.70%	7.40%	17.30%
Multi-Race						6.93%	6.00%		5.80%	5.80%	9.00%
Chronic Absenteeism						2.80%	3.10%			4.30%	
Attendance						97.50%	96.90%			97.20%	

Appendix E: D/F Rates and Goals (page 2)

LCAP D/F Rates and Goals -Shivela Middle School											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12%	12.10%	11.00%		15.36%	11%			9.10%
Shivela Overall	17.05%	23.56%		17.20%	13.30%	14.18%	13.15%		15.70%	15.50%	
SED	43.77%	41.81%	21%	26.60%	18.20%	19.24%	18.60%	19.60%	20.30%	20.60%	15.00%
EL	26.98%	34.92%	17%	31%	30%	23.64%	22.64%	24.70%	28.00%	22.10%	19.10%
Foster	50% (2 students)	50% (2 students)	25%	62.5% (8 students)	28.60%	42.86% (7)	25%	50%	42.90%	50.00%	19.5% (25)
African Am	4.65%	25.58%	10%	24.40%	14.40%	18.68%	12.22%	21.30%	15.40%	16.30%	14.40%
Hispanic	23.65%	28.52%	17%	20%	15.70%	17.60%	17.17%	14.40%	17.30%	18.80%	11.60%
Am Indian	100% (4 students)	80% (5 students)	40%	50% (4 students)	30%	0%	20%	41.90%	42.90%	42.90%	0% (16)
SWD	35.51%	40.65%		31%	19.60%	25.42%	20.24%	TBD	19.20%	18.50%	17.30%
Multi-Race						15.79%	19.23%		13.70%	15.70%	9.00%
Chronic Absenteeism						6.50%	8%			10.70%	
Attendance						96.70%	95.90%			96.30%	

Appendix E: D/F Rates and Goals (page 3)

LCAP D/F Rates and Goals - Thompson Middle School											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12%	12.10%	11.00%		15.36%	11%			9.10%
Thompson Overall	13.51%	15.62%		10.30%	11.30%	9.02%	10.17%		9.70%	9.40%	
SED	53.44%	40.38%	21%	19.60%	18.80%	16.22%	18.96%	19.60%	15.60%	16.30%	15.00%
EL	29.09%	34.55%	17%	26%	16%	34.69%	28.85%	24.70%	12.30%	23.40%	19.10%
Foster	25% (4 students)	50% (4 students)	25%	0% (1 student)	NA	16.67%	75.00%	50%	0.00%	0.00%	19.5% (25)
African Am	3.85%	28.85%	10%	20.00%	10.30%	15.91%	19.57%	21.30%	11.50%	13.10%	14.40%
Hispanic	20.48%	21.87%	17%	14%	16.60%	10.48%	14.10%	14.40%	12.30%	13.20%	11.60%
Am Indian	28.57% (7 students)	42.87% (7 students)	40%	NA	8%	0.00%	0.00%	41.90%	12.50%	12.50%	0% (16)
SWD	66.20%	56.90%		21%	14.60%	15.25%	12.90%	22%	11.40%	8.00%	17.30%
Multi-Race						8.43%	7.70%		7.60%	7.60%	9.00%
Chronic Absenteeism						4.70%	5.40%			8.60%	
Attendance						96.60%	96.20%			96.70%	

Appendix E: D/F Rates and Goals (page 4)

LCAP D/F Rates and Goals - Warm Springs Middle School											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12%	12.10%	11.00%		15.36%	11%			9.10%
Warm Springs Overall	20.43%	22.00%		10.00%	11.00%	9.57%	11.34%		15.30%	12.40%	
SED	46.55%	35.81%	21%	15.70%	15.70%	13.26%	15.88%	19.60%	21.20%	18.20%	15.00%
EL	37.83%	32.43%	17%	18%	36%	11.11%	14.29%	24.70%	14.10%	19.40%	19.10%
Foster	83.33% (6 students)	66.67% (6 students)	25%	0% (1 student)	50.00%	0.00%	33.33%	50%	27.30%	41.70%	19.5% (25)
African Am	27.66%	27.66%	10%	15.20%	12.50%	14.81%	13.56%	21.30%	24.10%	15.80%	14.40%
Hispanic	26.85%	29.86%	17%	13%	15.40%	11.30%	13.97%	14.40%	14.80%	14.00%	11.60%
Am Indian	0% (1 student)	0% (1 student)	40%	0% (2 students)	0%	0%	0%	41.90%	0.00%	0.00%	0% (16)
SWD	42.19%	42.19%		16%	13.60%	17.90%	15.66%	TBD	15.00%	13.10%	17.30%
Multi-Race						7.79%	12.00%		12.10%	7.70%	9.00%
Chronic Absenteeism						7.60%	7.50%			9.30%	
Attendance						96.20%	95.80%			96.40%	

Appendix E: D/F Rates and Goals (page 5)

LCAP D/F Rates and Goals - Murrieta Mesa High School											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	20%	17.20%	16.60%		15%	16.20%			17.60%
Murrieta Mesa HS Overall	22.25%	22.02%		18.00%	18.20%	18.62%	21.65%		24.30%	18.80%	
SED	30.30%	28.51%	30%	28.00%	22.50%	27.50%	32.27%	26.90%	33.10%	26.50%	25.60%
EL	24.64%	18.84%	27%	42%	33%	40.00%	38.71%	34.60%	32.70%	27.30%	39.00%
Foster	66.67% (3 students)	100% (3 students)	50%	100% (2 students)	0.00%	27.27%	50.00%	45.70%	53.80%	27.30%	25.4% (34)
African Am	30.49%	33.54%	29%	28.30%	22.40%	20.45%	27.01%	25.20%	29.50%	21.70%	22.60%
Hispanic	26.91%	26.53%	23%	23%	22.30%	22.46%	23.68%	21.50%	27.90%	21.20%	22.00%
Am Indian	56.25% (16 students)	50% (16 students)	45%	35.7% (14 students)	26%	15.38%	25.00%	39.60%	0.00%	20.00%	24% (28)
SWD	31.33%	32.13%		26%	18.20%	30.00%	26.91%	28%	31.90%	31.20%	35.20%
Multi-Race						19%	25%		25.90%	17.10%	15.90%
Chronic Absenteeism						11.50%	11.40%			15.40%	
Attendance						95.40%	95%			95.10%	

Appendix E: D/F Rates and Goals (page 6)

LCAP D/F Rates and Goals - Murrieta Valley High School											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	20%	17.20%	16.60%		15%	16%			17.60%
Murrieta Valley HS Overall	31.31%	18.81%	12%	17.50%	16.30%	18.04%	16.39%		19.70%	16.90%	
SED	40.28%	27.94%	30%	31.40%	25.10%	27.05%	26.10%	26.90%	27.60%	25.20%	25.60%
EL	37.84%	32.43%	27%	41%	44%	48.08%	41.51%	34.60%	42.00%	43.80%	39.00%
Foster	75% (4 students)	50% (4 students)	50%	40% (5 students)	14.30%	0%	66.70%	46%	36.40%	60.00%	25.4% (34)
African Am	50.57%	37.93%	29%	22.60%	20.40%	13.00%	16.67%	25.20%	24.70%	23.60%	22.60%
Hispanic	36.71%	24.08%	23%	25%	23.80%	25.10%	22.66%	21.50%	25.00%	21.20%	22.00%
Am Indian	50% (10 students)	40% (10 students)	45%	55.6% (9 students)	31%	42.86%	14.29%	39.60%	28.60%	28.60%	24% (28)
SWD	48.02%	27.23%		36%	22.30%	37.90%	23.59%	28%	28.80%	21.80%	35.20%
Multi-Race						17.76%	15.46%		17.10%	18.00%	15.90%
Chronic Absenteeism						8.50%	11.70%			11.40%	
Attendance						95.60%	94.90%			95.90%	

Appendix E: D/F Rates and Goals (page 7)

LCAP D/F Rates and Goals - Vista Murrieta High School											
	2014-15 1st Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	20%	17.20%	16.60%		15%	16%			17.60%
Vista Murrieta HS Overall	17.85%	19.53%	12%	16.30%	15.20%	17.21%	16.59%		20.50%	17.50%	
SED	23.68%	25.30%	30%	25.60%	19.80%	23.79%	20.90%	26.90%	26.40%	23.70%	25.60%
EL	30.77%	28.85%	27%	27%	34%	35.00%	25.00%	34.60%	31.70%	31.30%	39.00%
Foster	50% (4 students)	75% (4 students)	50%	37.5% (8 students)	16.70%	62.5% (8)	66.70%	46%	50.00%	28.60%	25.4% (34)
African Am	28.36%	32.84%	29%	26.20%	15.80%	25.94%	23.68%	25.20%	31.10%	24.00%	22.60%
Hispanic	22.53%	24.33%	23%	21%	19.10%	20.44%	19.32%	21.50%	25.90%	23.80%	22.00%
Am Indian	42.86% (14 students)	42.86% (14 students)	45%	37.5% (8 students)	11%	28.57%	50.00%	39.60%	33.30%	20.00%	24% (28)
SWD	26.86%	32.29%		26%	20.30%	36.34%	25.30%	28%	26.20%	24.20%	35.20%
Multi-Race						15.44%	14.93%		16.30%	12.90%	15.90%
Chronic Absenteeism						6.60%	8%			8.50%	
Attendance						96.50%	95.80%			96.50%	

Appendix E: D/F Rates and Goals (page 8)

LCAP D/F Rates and Goals -Murrieta Canyon Academy											
	2014-15 First Semester D/F Rates	2014-15 2nd Semester D/F Rates	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2015-16 District LCAP D/F Rate Goal	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2016-17 District LCAP D/F Rate Goal	2017-18 1st 12-Weeks D/F Rates	2017-18 1st Semester D/F Rates	2017-18 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	17.20%	16.60%	20%		15%	16%			17.60%
MCA			19.80%	28.20%		40.74%	31.66%		38.50%	30.30%	
SED			42.30%	40.50%	30%	49.32%	37.18%	26.90%	40.80%	34.80%	25.60%
EL			0%	0%	27%	37.50%	50.00%	34.60%	100.00%	50.00%	39.00%
Foster			na	NA	50%	14.29%	50.00%	46%	25.00%	16.70%	25.4% (34)
African Am			22.20%	20.00%	29%	62.50%	45.00%	25.20%	33.30%	0.00%	22.60%
Hispanic			17%	40.00%	23%	45.65%	31.53%	21.50%	43.90%	35.90%	22.00%
Am Indian			0	0%	45%	0%	0%	39.60%	0.00%	0.00%	24% (28)
SWD			36%	33.30%		75.86%	22.22%	TBD	25.00%	17.60%	35.20%
Multi-Race						16.67%	18.18%		20.00%	20.00%	15.90%
Chronic Absenteeism						44.80%	52.70%			47.70%	
Attendance						84.50%	82.90%			86.80%	

Note: Percentages are affected by lower student counts.

Appendix E: Two or More Failing Grades 2017

LCAP Goal 1 MS 2 or More D/F Rates				
	2014-15	2015-16	2016-17	2017-18
District Overall	14.24%	12.10%	9.60%	9.90%
SED	24.60%	20.60%	15.50%	16.00%
EL	22.73%	25.70%	19.60%	20.80%
Foster	30.77%	54.50%	20.00%	30.80%
African Am	12.10%	22.30%	14.90%	12.10%
Hispanic	19.70%	15.40%	12.10%	13.10%
Am Indian	46.70%	42.90%	0%	20%
SWD	NA	23.00%	17.80%	13.30%
Multi-Race	NA	NA	9.50%	9.62%

LCAP Goal 1 HS 2 or More D/F Rates				
	2014-15	2015-16	2016-17	2017-18
District Overall	22.90%	17.20%	18.60%	18.00%
SED	33.30%	27.90%	26.60%	25.30%
EL	29.80%	35.60%	40%	36%
Foster	58.30%	46.70%	26.40%	40.50%
African Am	32.30%	26.20%	23.60%	23.50%
Hispanic	27.40%	22.50%	23%	22.50%
Am Indian	48.80%	40.60%	25%	24%
SWD	NA	29.00%	36%	26.60%
Multi-Race	NA	NA	16.90%	18.55%

Appendix E: Think Through Math Data by School Site

High School Think Through Math Data 2018										
	Placement Test Fall 2017					Benchmark March 2018				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MMHS	20.1%	44.4%	18.4%	15.7%	1.5%	17.7%	43.2%	18.4%	19.6%	1.1%
MVHS	27.0%	42.1%	16.3%	13.2%	1.4%	21.9%	43.9%	15.5%	17.7%	0.9%
VMHS	21.2%	44.4%	18.3%	14.9%	1.2%	14.6%	44.9%	20.2%	18.9%	1.4%
MCA	28.9%	44.3%	16.5%	10.3%	0.0%	31.6%	47.4%	15.8%	5.3%	0.0%
Average	24.3%	43.8%	17.4%	13.5%	1.03%	21.5%	44.9%	17.5%	15.4%	0.9%
								1% growth		2% Growth

High School Transitional Math Think Through Math Data 2018										
	Placement Test Fall 2017					Benchmark March 2018				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MMHS	42.5%	49.5%	8.1%	0.0%	0.0%	29.1%	63.6%	7.3%	0.0%	0.0%
MVHS	55.7%	34.2%	8.6%	1.5%	0.0%	48.4%	45.6%	4.4%	1.6%	0.0%
VMHS	38.9%	50.2%	9.5%	1.5%	0.0%	28.6%	51.7%	17.3%	2.4%	0.0%
MCA										
Average	45.7%	44.6%	8.7%	1.0%	0.0%	35.4%	53.6%	9.7%	1.3%	0.0%
								10.3% growth		

Appendix E: Think Through Math Data by School Site

Middle School Think Through Math Data 2018										
	Placement Test Fall 2017					Benchmark March 2018				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
DMMS	12.8%	41.4%	24.7%	19.4%	1.8%	6.8%	33.0%	24.1%	34.4%	1.7%
SMS	18.4%	42.8%	20.3%	17.3%	1.2%	15.6%	35.9%	18.4%	28.2%	1.9%
TMS	15.7%	41.3%	22.3%	19.5%	1.2%	10.3%	35.2%	19.3%	33.3%	2.0%
WSMS	22.9%	38.9%	18.3%	18.0%	1.9%	16.6%	36.1%	17.1%	27.9%	2.3%
Average	17.5%	41.1%	21.4%	18.6%	1.5%	12.3%	35.1%	19.7%	31.0%	2.0%
							6% growth		12.5% Growth	

Middle School Intervention Math Think Through Math Data 2018										
	Placement Test Fall 2017					Benchmark March 2018				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
DMMS	39.6%	53.2%	7.3%	0.0%	0.0%	32.4%	56.3%	8.9%	2.4%	0.0%
SMS	29.6%	63.6%	6.8%	0.0%	0.0%	31.1%	55.4%	13.4%	0.0%	0.0%
TMS	41.9%	49.1%	5.5%	3.5%	0.0%	36.8%	52.3%	9.5%	1.4%	0.0%
WSMS	45.5%	35.1%	14.3%	5.1%	0.0%	28.4%	53.4%	15.0%	2.5%	0.0%
Average	39.2%	50.3%	8.5%	2.2%	0.0%	32.2%	54.4%	11.7%	1.6%	0.0%
							4.1% growth		2.6% growth	

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 3

STUDENT GROUP	ELA									MATH								
	2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF		
	%	#	%	#		%	#		%	#	%	#		%	#			
Gender																		
Male	47%	752	49%	773	2%	54%	779	5%	54%	752	57%	772	3%	59%	777	2%		
Female	52%	803	57%	691	5%	61%	712	4%	47%	798	51%	689	4%	53%	711	2%		
Race/Ethnicity																		
American Indian or Alaska Native	-	4	-	1	-	-	-	-	-	4	-	1	-	-	-	-		
Asian	51%	68	67%	51	16%	62%	81	-5%	62%	68	73%	51	11%	70%	82	-3%		
Black or African American	36%	72	35%	85	-1%	45%	60	10%	32%	72	38%	85	6%	37%	60	-1%		
Hispanic or Latino	44%	530	49%	545	5%	48%	577	-1%	43%	528	48%	543	5%	47%	574	-1%		
Fillipino	56%	48	64%	36	8%	86%	22	22%	60%	48	72%	36	12%	64%	22	-8%		
Native Hawaiian or Pacific Islander		10	55%	11	-	45%	11	-10%	-	10	55%	11	-	36%	11	-19%		
White	55%	719	56%	638	1%	66%	623	10%	55%	716	58%	638	3%	66%	622	8%		
Two or More Races	46%	104	61%	96	15%	51%	110	-10%	55%	104	62%	95	7%	51%	110	-11%		
Disability Status																		
Not Disabled	54%	1,338	58%	1,222	4%	63%	1,251	5%	55%	1,333	59%	1,220	4%	61%	1,250	2%		
Disabled	23%	217	26%	242	3%	27%	240	1%	24%	217	29%	241	5%	30%	238	1%		
Economic Disadvantage Status																		
Not Economically Disadvantaged	59%	974	61%	901	2%	66%	958	5%	59%	970	61%	898	2%	64%	956	3%		
Economically Disadvantaged	34%	581	39%	563	5%	42%	533	3%	36%	580	42%	563	6%	42%	532	0%		
English Proficiency Status																		
Not EL	52%	1,381	55%	1,305	3%	60%	1,336	5%	53%	1,376	56%	1,303	3%	59%	1,333	3%		
EL (In U.S. Less than 12 Months)	-	3	-	1	-	-	-	-	-	3	-	1	-	-	-	-		
EL (In U.S. 12 Months or More)	30%	155	36%	145	6%	30%	144	-6%	31%	155	36%	145	5%	30%	143	-6%		
All Students	50%	1,555	53%	1,464	3%	57%	1,491	4%	50%	1,550	54%	1,461	4%	56%	1,488	2%		

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 4

STUDENT GROUP		ELA								MATH							
		2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF
		%	#	%	#	%	%	#	%	%	#	%	%	#	%	%	#
Gender																	
	Male	45%	772	54%	758	9%	54%	813	0%	43%	772	51%	758	8%	53%	812	2%
	Female	59%	782	60%	827	1%	61%	727	1%	41%	782	46%	829	5%	48%	727	2%
Race/Ethnicity																	
	American Indian or Alaska Native	-	6	-	3	-	-	-	-	-	6	-	4	-	-	-	-
	Asian	65%	68	60%	67	-5%	79%	52	19%	60%	68	57%	68	-3%	77%	52	20%
	Black or African American	47%	78	46%	79	-1%	34%	92	-12%	29%	79	29%	79	0%	30%	92	1%
	Hispanic or Latino	44%	541	50%	565	6%	52%	598	2%	34%	541	41%	565	7%	43%	598	2%
	Fillipino	59%	51	69%	51	10%	76%	38	7%	61%	51	67%	51	6%	68%	38	1%
	Native Hawaiian or Pacific Islander	54%	13	-	8	-	50%	12	-	38%	13	-	8	-	42%	12	-
	White	57%	715	63%	697	6%	62%	635	-1%	47%	715	53%	697	6%	57%	634	4%
	Two or More Races	47%	81	59%	114	12%	61%	110	2%	42%	80	53%	114	11%	62%	110	9%
Disability Status																	
	Not Disabled	58%	1,325	63%	1,341	5%	66%	1,258	3%	47%	1,324	53%	1,343	6%	58%	1,257	5%
	Disabled	19%	229	27%	244	8%	21%	282	-6%	16%	230	19%	244	3%	20%	282	1%
Economic Disadvantage Status																	
	Not Economically Disadvantaged	60%	955	66%	1,015	6%	64%	980	-2%	50%	953	56%	1,016	6%	58%	980	2%
	Economically Disadvantaged	40%	599	42%	570	2%	46%	560	4%	29%	601	35%	571	6%	38%	559	3%
English Proficiency Status																	
	Not EL	55%	1,396	60%	1,403	5%	60%	1,415	0%	44%	1,395	50%	1,404	6%	54%	1,414	4%
	EL (In U.S. Less than 12 Months)		9		3	-	-	-	-		10		3		0%	-	0%
	EL (In U.S. 12 Months or More)	25%	133	38%	169	13%	26%	117	-12%	24%	133	31%	169	7%	16%	117	-15%
All Students		52%	1,554	58%	1,585	6%	57%	1,540	-1%	42%	1,554	48%	1,587	6%	51%	1,539	3%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 5

STUDENT GROUP	ELA								MATH																								
	2015		2016		DIFF		2017		DIFF		2015		2016		DIFF		2017		DIFF														
	%	#	%	#	%	%	#	%	%	%	%	#	%	#	%	%	#	%	%														
Gender																																	
Male	55%	795	53%	803	-2%	56%	780	3%	46%	794	44%	803	-2%	50%	779	6%	Female	68%	787	70%	808	2%	66%	836	-4%	43%	785	43%	806	0%	45%	836	2%
Race/Ethnicity																																	
American Indian or Alaska Native	-	3	-	5	-	-	-	-	-	3	-	5	-	-	-	-	Asian	68%	68	74%	69	6%	67%	67	-7%	54%	68	56%	68	2%	60%	68	4%
Black or African American	38%	76	53%	79	15%	47%	77	-6%	24%	76	30%	79	6%	26%	78	-4%	Hispanic or Latino	54%	565	53%	575	-1%	55%	593	2%	33%	564	33%	575	0%	42%	592	9%
Fillipino	80%	40	77%	53	-3%	71%	49	-6%	68%	40	53%	53	-15%	65%	49	12%	Native Hawaiian or Pacific Islander	36%	11	58%	12	22%	64%	11	6%	36%	11	42%	12	6%	45%	11	3%
White	67%	731	67%	729	0%	66%	687	-1%	53%	729	51%	728	-2%	51%	686	0%	Two or More Races	68%	88	62%	89	-6%	65%	127	3%	56%	88	39%	89	-17%	51%	126	12%
Disability Status																																	
Not Disabled	67%	1,367	69%	1,368	2%	68%	1,357	-1%	49%	1,365	49%	1,366	0%	53%	1,357	4%	Disabled	26%	215	21%	243	-5%	26%	259	5%	18%	214	10%	243	-8%	18%	258	8%
Economic Disadvantage Status																																	
Not Economically Disadvantaged	67%	994	70%	1,020	3%	67%	1,089	-3%	51%	991	50%	1,018	-1%	53%	1,089	3%	Economically Disadvantaged	52%	588	47%	591	-5%	49%	527	2%	34%	588	30%	591	-4%	35%	526	5%
English Proficiency Status																																	
Not EL	62%	1,520	64%	1,447	2%	64%	1,497	0%	46%	1,516	46%	1,445	0%	49%	1,494	3%	EL (In U.S. Less than 12 Months)	-	6	-	1	-	-	-	-	-	6	-	1	-	-	-	-
EL (In U.S. 12 Months or More)	30%	50	36%	145	6%	25%	112	-11%	10%	51	19%	145	9%	21%	112	2%	All Students	61%	1,582	62%	1,611	1%	61%	1,616	-1%	45%	1,579	43%	1,609	-2%	47%	1,539	4%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 6

STUDENT GROUP	ELA								MATH							
	2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF
	%	#	%	#	%	%	#	%	%	#	%	#	%	%	#	%
Gender																
Male	40%	873	55%	861	15%	45%	862	-10%	38%	870	48%	860	10%	43%	861	-5%
Female	56%	812	67%	834	11%	65%	885	-2%	41%	809	45%	833	4%	45%	883	0%
Race/Ethnicity																
American Indian or Alaska Native	-	5	-	5	-	-		-	-	5	-	5	-	-	-	-
Asian	68%	74	72%	68	4%	68%	79	-4%	58%	74	57%	68	-1%	62%	79	5%
Black or African American	35%	83	46%	85	11%	52%	87	6%	25%	82	24%	85	-1%	38%	87	14%
Hispanic or Latino	39%	593	53%	618	14%	46%	641	-7%	27%	594	38%	616	11%	33%	640	-5%
Fillipino	65%	66	85%	52	20%	76%	59	-9%	56%	66	69%	52	13%	71%	59	2%
Native Hawaiian or Pacific Islander		8	58%	12		50%	12	-8%		8	25%	12		25%	12	0%
White	53%	759	66%	746	13%	61%	758	-5%	48%	753	53%	746	5%	51%	756	-2%
Two or More Races	43%	97	64%	108	21%	50%	106	-14%	41%	97	55%	108	14%	43%	106	-12%
Disability Status																
Not Disabled	53%	1,483	66%	1,498	13%	63%	1,481	-3%	44%	1,478	51%	1,497	7%	51%	1,480	0%
Disabled	9%	202	22%	197	13%	12%	266	-10%	7%	201	12%	196	5%	8%	264	-4%
Economic Disadvantage Status																
Not Economically Disadvantaged	54%	1,121	67%	1,115	13%	62%	1,147	-5%	48%	1,116	55%	1,114	7%	50%	1,146	-5%
Economically Disadvantaged	36%	564	50%	580	14%	43%	600	-7%	24%	563	31%	579	7%	33%	598	2%
English Proficiency Status																
Not EL	49%	1,608	62%	1,629	13%	57%	1,640	-5%	41%	1,601	48%	1,627	7%	46%	1,637	-2%
EL (In U.S. Less than 12 Months)	-	0	-	2	-	-	-	-	-	0	-	2	-	-	-	-
EL (In U.S. 12 Months or More)	8%	61	32%	53	24%	17%	96	-15%	6%	62	21%	53	15%	15%	96	-6%
All Students	48%	1,685	61%	1,695	13%	55%	1,747	-6%	40%	1,679	47%	1,693	7%	44%	1,744	-3%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 7

STUDENT GROUP	ELA								MATH							
	2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF
	%	#	%	#	%	%	#	%	%	#	%	#	%	%	#	%
Gender																
Male	47%	839	50%	869	3%	58%	896	8%	39%	839	43%	863	4%	51%	894	8%
Female	65%	838	68%	821	3%	68%	835	0%	41%	835	45%	818	4%	49%	834	4%
Race/Ethnicity																
American Indian or Alaska Native		5		3		0%		0%		5		3		0%	-	0%
Asian	67%	67	70%	77	3%	73%	74	3%	63%	66	60%	77	-3%	72%	74	12%
Black or African American	31%	70	48%	87	17%	45%	87	-3%	19%	70	30%	87	11%	28%	87	-2%
Hispanic or Latino	50%	602	48%	599	-2%	54%	628	6%	30%	603	34%	597	4%	41%	626	7%
Fillipino	69%	62	78%	73	9%	87%	55	9%	58%	62	59%	73	1%	65%	55	6%
Native Hawaiian or Pacific Islander	27%	16	-	8	-	-	13		33%	15		8		54%	113	
White	61%	754	65%	745	4%	70%	744	5%	45%	751	51%	740	6%	58%	744	7%
Two or More Races	61%	101	62%	97	1%	67%	118	5%	53%	102	41%	95	-12%	49%	117	8%
Disability Status																
Not Disabled	62%	1,466	65%	1,489	3%	69%	1,519	4%	44%	1,463	49%	1,481	5%	55%	1,517	6%
Disabled	15%	211	12%	201	-3%	19%	212	7%	9%	211	9%	200	0%	14%	211	5%
Economic Disadvantage Status																
Not Economically Disadvantaged	61%	1,120	66%	1,117	5%	68%	1,192	2%	45%	1,121	51%	1,110	6%	55%	1,189	4%
Economically Disadvantaged	46%	557	45%	573	-1%	51%	539	6%	29%	553	30%	571	1%	39%	539	9%
English Proficiency Status																
Not EL	57%	1,621	61%	1,618	4%	64%	1,688	3%	41%	1,618	46%	1,609	5%	51%	1,685	5%
EL (In U.S. Less than 12 Months)		5		2		0%	-	0%		6		2		0%	-	0%
EL (In U.S. 12 Months or More)	10%	42	15%	61	5%	25%	37	10%	12%	43	8%	61	-4%	24%	37	16%
All Students	56%	1,677	59%	1,690	3%	63%	1,731	4%	40%	1,674	44%	1,681	4%	50%	1,722	6%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 8

STUDENT GROUP	ELA								MATH							
	2015		2016		DIFF		2017		2015		2016		DIFF		2017	
	%	#	%	#	%	%	#	%	%	#	%	#	%	%	#	%
Gender																
Male	48%	971	49%	887	1%	52%	930	3%	40%	972	43%	886	3%	46%	928	3%
Female	65%	872	70%	897	5%	67%	873	-3%	41%	874	51%	895	10%	48%	870	-3%
Race/Ethnicity																
American Indian or Alaska Native	-	5	-	4	-	-	-	-	-	5	-	4	-	-	-	-
Asian	74%	86	71%	73	-3%	71%	83	0%	64%	86	67%	73	3%	61%	83	-6%
Black or African American	42%	100	42%	83	0%	49%	93	7%	28%	100	25%	84	-3%	33%	93	8%
Hispanic or Latino	48%	607	54%	645	6%	51%	641	-3%	30%	611	39%	644	9%	39%	638	0%
Fillipino	68%	88	81%	69	13%	78%	74	-3%	52%	88	65%	69	13%	59%	74	-6%
Native Hawaiian or Pacific Islander	41%	17	42%	19	1%	50%	-	8%	35%	17	26%	19	-9%	0%	-	-26%
White	60%	859	63%	782	3%	64%	782	1%	45%	858	51%	779	6%	53%	780	2%
Two or More Races	63%	81	66%	109	3%	58%	115	-8%	42%	81	62%	109	20%	40%	115	-22%
Disability Status																
Not Disabled	61%	1,641	66%	1,564	5%	65%	1,573	-1%	44%	1,644	52%	1,563	8%	52%	1,569	0%
Disabled	15%	202	17%	220	2%	18%	230	1%	10%	202	12%	218	2%	13%	229	1%
Economic Disadvantage Status																
Not Economically Disadvantaged	62%	1,225	65%	1,207	3%	64%	1,244	-1%	45%	1,226	53%	1,205	8%	52%	1,240	-1%
Economically Disadvantaged	44%	618	49%	577	5%	49%	559	0%	30%	620	35%	576	5%	34%	558	-1%
English Proficiency Status																
Not EL	57%	1,790	61%	1,729	4%	61%	1,751	0%	41%	1,790	48%	1,726	7%	48%	1,746	0%
EL (In U.S. Less than 12 Months)	-	2	-	2	-	-	-	-	-	3	-	2	-	-	-	-
EL (In U.S. 12 Months or More)	5%	45	13%	48	8%	6%	48	-7%	7%	45	15%	48	8%	13%	48	-2%
All Students	56%	1,843	60%	1,784	4%	59%	1,803	-1%	40%	1,846	47%	1,781	7%	47%	1,798	0%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Subgroup in 2015, 2016 and 2017 – Grade 11

STUDENT GROUP	ELA									MATH								
	2015		2016		DIFF	2017		DIFF	2015		2016		DIFF	2017		DIFF		
	%	#	%	#	%	%	#	%	%	#	%	#	%	%	#	%		
Gender																		
Male	71%	949	69%	988	-2%	70%	1,052	1%	39%	930	39%	973	0%	32%	1,044	-7%		
Female	81%	958	80%	973	-1%	80%	984	0%	36%	951	43%	965	7%	36%	976	-7%		
Race/Ethnicity																		
American Indian or Alaska Native		8	85%	13		0%				8	15%	13		0%	-	-15%		
Asian	82%	93	86%	97	4%	83%	99	-3%	58%	93	74%	96	16%	56%	98	-18%		
Black or African American	61%	139	58%	115	-3%	62%	130	4%	24%	140	19%	112	-5%	21%	128	2%		
Hispanic or Latino	71%	600	69%	639	-2%	67%	681	-2%	30%	589	32%	633	2%	24%	674	-8%		
Fillipino	84%	90	91%	79	7%	83%	82	-8%	48%	90	52%	81	4%	43%	82	-9%		
Native Hawaiian or Pacific Islander		7	53%	17		76%	21	23%		7	19%	17		29%	21	10%		
White	80%	885	78%	896	-2%	80%	886	2%	42%	870	48%	881	6%	41%	882	-7%		
Two or More Races	82%	85	78%	104	-4%	84%	128	6%	33%	84	39%	104	6%	39%	127	0%		
Disability Status																		
Not Disabled	79%	1,782	78%	1,819	-1%	79%	1,863	1%	40%	1,762	44%	1,804	4%	37%	1,851	-7%		
Disabled	29%	125	26%	142	-3%	26%	173	0%	5%	119	5%	134	0%	5%	169	0%		
Economic Disadvantage Status																		
Not Economically Disadvantaged	79%	1,339	78%	1,451	-1%	79%	1,531	1%	41%	1,321	44%	1,437	3%	38%	1,520	-6%		
Economically Disadvantaged	68%	568	64%	510	-4%	67%	505	3%	28%	560	32%	501	4%	23%	500	-9%		
English Proficiency Status																		
Not EL	77%	1,874	75%	1,930	-2%	76%	1,983	1%	38%	1,850	42%	1,903	4%	35%	1,968	-7%		
EL (In U.S. Less than 12 Months)		8		0		0%	-	0%		8		1		0%	-	0%		
EL (In U.S. 12 Months or More)	17%	18	12%	27	-5%	22%	45	10%	0%	17	14%	28	14%	9%	45	-5%		
All Students	76%	1,907	74%	1,961	-2%	75%	2,036	1%	38%	1,881	41%	1,938	3%	34%	2,020	-7%		

Appendix E: Percentage of Student Attendance by Subgroups

LCAP Goal 4 Attendance				
	2014-15	2015-16	2016-17	2017-18
District Overall	95.30%	95.65%	95.70%	95.70%
SED	95.25%	95.20%	95.40%	95.40%
EL	95.53%	96.00%	96%	96%
Foster	NA	95%	93.80%	94.40%
African Am	96.08%	96.17%	96.20%	96.20%
Hispanic	95.32%	95.50%	96%	95.60%
Am Indian	94.35	95%	95.10%	95%
SWD	94.40%	94.47%	95%	94.20%
Multi-Race	NA	NA	96.00%	96.00%

LCAP Goal 4 Chronic Absenteeism				
	2014-15	2015-16	2016-17	2017-18
District Overall	10.30%	9.20%	8.70%	9.20%
SED	10.90%	10.20%	10.80%	11.50%
EL	10.80%	8.40%	9%	9.20%
Foster	NA	17%	14.30%	15.90%
African Am	9.70%	8.30%	9.30%	8.70%
Hispanic	11.60%	9.90%	9.20%	10.30%
Am Indian	18.70%	12%	11%	8.60%
SWD	15.80%	14.40%	13.50%	16.40%
Multi-Race	10.40%	NA	8.30%	8.80%

Appendix E: Percentage of Student Suspensions by Subgroups

	2014-15	2015-16	2016-17	2017-18	2018-19 Goal
District Overall	1.94%	not reported	1.30%	1.20%	1.1%
SED	2.69%	2.60%	2.00%	2.00%	1.9%
EL	0.95%	1%	1.00%	0.8%	0.7%
Foster	NA	26.97%	7.10%	5.90%	4.9%
African Am	4.04%	4.80%	2.40%	2.10%	2%
Hispanic	1.92%	1.70%	1%	1.40%	1.3%
Am Indian	2.88	15%	2.70%	1.40%	1.3%
SWD	4.24%	6.70%	2.6%	2.80%	2.70%
Multi-Race	NA	NA	1.50%	1.20%	1.10%