

Board Adopted: 06/20/19
RCOE Approval: 07/14/19



Murrieta Valley USD

Local Control and Accountability Plan

2019/2020



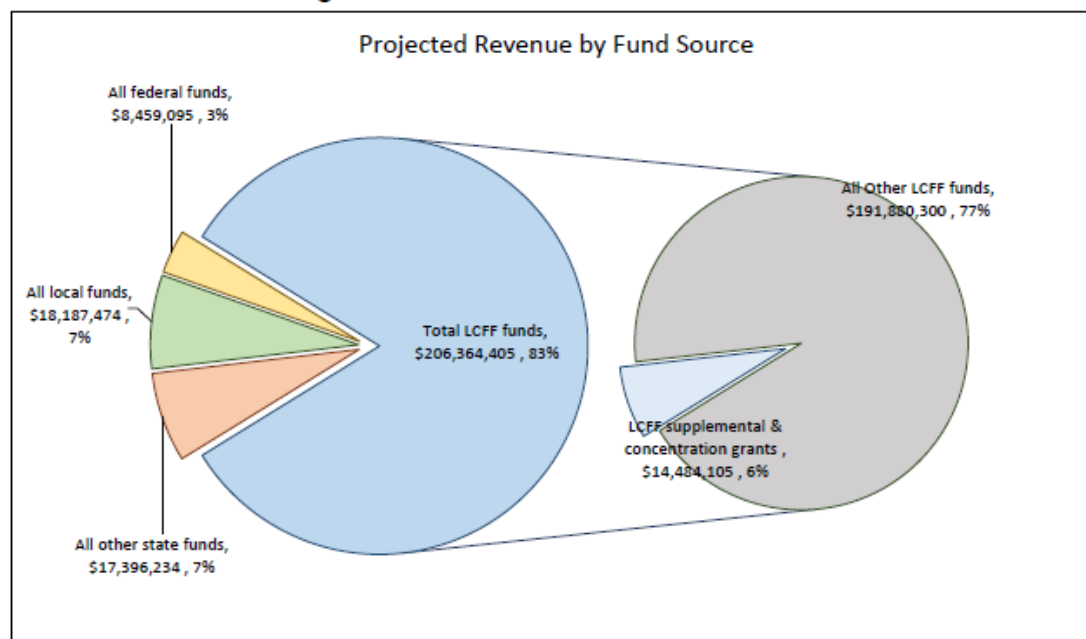
Board Approved June 20, 2019

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Murrieta Valley Unified School District
CDS Code: 3375200
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Mary Walters, (951) 696-1600, mwalters@murrieta.k12.ca.us

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

Budget Overview for the 2019-20 LCAP Year

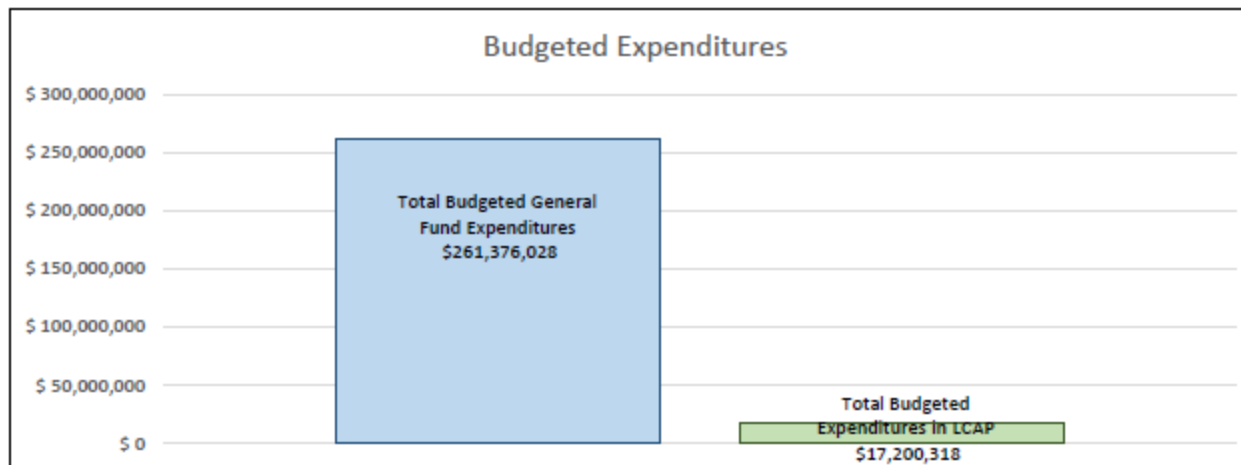


This chart shows the total general purpose revenue Murrieta Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Murrieta Valley Unified School District is \$250,407,208.00, of which \$206,364,405.00 is Local Control Funding Formula (LCFF), \$17,396,234.00 is other state funds, \$18,187,474.00 is local funds, and \$8,459,095.00 is federal funds. Of the \$206,364,405.00 in LCFF Funds, \$14,484,105.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Murrieta Valley Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Murrieta Valley Unified School District plans to spend \$261,376,028.00 for the 2019-20 school year. Of that amount, \$17,200,318.00 is tied to actions/services in the LCAP and \$244,175,710.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

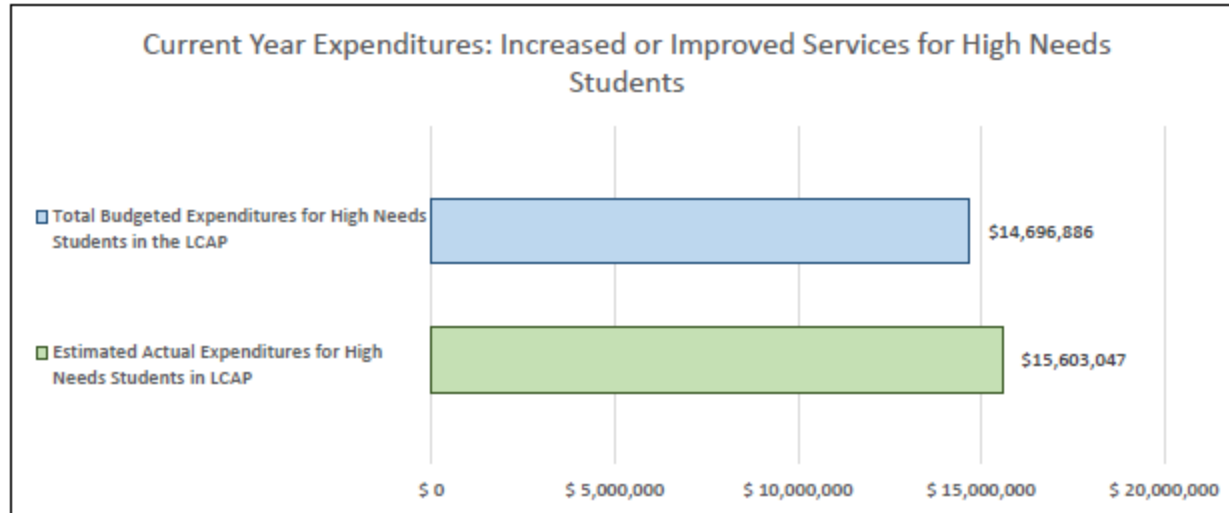
General operating costs support the educational needs of all students. Expenditures include salary and benefits for employees not specifically outlined in the LCAP including teachers, counselors, custodians, librarians, facilities/grounds maintenance staff, district and site support staff, as well as classified and certificated management. Expenditures in the general fund budget, not in the LCAP, also include operating expenditures such as utilities, debt service obligations, capital project expenditures, and materials/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Murrieta Valley Unified School District is projecting it will receive \$14,484,105.00 based on the enrollment of foster youth, English learner, and low-income students. Murrieta Valley Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Murrieta Valley Unified School District plans to spend \$17,200,318.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Murrieta Valley Unified School District's LCAP budgeted \$14,696,886.00 for planned actions to increase or improve services for high needs students. Murrieta Valley Unified School District estimates that it will actually spend \$15,603,047.00 for actions to increase or improve services for high needs students in 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)

[California School Dashboard](#): 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.

LEA Name

Contact Name and Title

Email and Phone

Murrieta Valley Unified School District

Mary Walters
Assistant Superintendent

mwalters@murrieta.k12.ca.us
(951) 696-1600

2017-20 Plan Summary The Story

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

Murrieta Valley Unified School District educates 23,839 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. 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. 5.4% of the students are English Learners and 32.8% qualify for free or reduced lunches. About 85.9% of 2018 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 4.4%

Pacific Islander .7%

Filipino 3.2%

Hispanic or Latino 37.7%

African American 5.2%

White (not Hispanic) 40.1%

Multiple or No Response 8.0%

LCFF and LCAP

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 demographics. MVUSD principally directs LCFF supplemental allocations to the unduplicated pupils. MVUSD has added African-American, Hispanic-Latino and Native American student groups to be monitored based upon data indicators to accelerate the achievement of these groups. In addition, our data indicates that we focus attention on our Foster Youth and Students with Disabilities (SWD).

The implementation of the California State Standards continues to be a focus in the areas of English Language Arts (ELA), Mathematics and Science to ensure all students (K-12) are provided with equitable learning experiences to achieve grade level standards. In order to meet this challenge, MVUSD continues to adopt new curriculum and supplemental materials in the areas of ELA and math; administered local formative/summative assessments including IABs; integrated and expanded instructional technology for both teacher and student use; and provided professional learning to increase the effectiveness of classroom instruction. Increasing expectations and learning experiences for all students is intended to better prepare students to succeed in pursuit of the post-

secondary path which includes career and college. MVUSD is embracing equity and on the journey to educate our staff on equitable practices to provide our identified students with equitable access to effective programs and services targeted to meet their needs of our identified student groups.

The Local Control and Accountability Plan (LCAP) is our blueprint to meet the eight state priorities and the local indicators. To this end, we have developed four (4) goal areas that include: student learning and achievement; prevention/intervention/acceleration; professional learning; and engagement, culture and climate. The MVUSD LCAP includes many of the programs, actions and services offered to our students, but it does not include a comprehensive list of all programs and services present in our district. The School Sites' Single Plans for Student Achievement (SPSA) are aligned to the four district LCAP goals that outlines site plans focused on the learning outcomes and closing the achievement gap for the unduplicated students. The Murrieta Valley Unified School District uses the LCAP to attend specifically to the unduplicated students and outlines the actions/services/programs designed to meet their learning needs. These efforts are primarily made possible with the allocation of supplemental LCFF funding. Other funding sources are necessary to support our district in providing programs and support to identified student groups through Title I, Title II, Title III, Title IV and CTE related grants.

Actions, programs and services in each of the four goals include, but are not limited to:

LCAP 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.

*K-3 Grade Span Adjustment *Counseling Support Services *Career Technical Education Programs and Pathways *AVID *College Readiness *Alternative Education at Murrieta Canyon Academy *School Site SPSA Allocations

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.

*Elementary Intervention Teachers *Secondary Additional Sections for English Learner Instruction, Intervention and Acceleration *English Learner Programs and Support *Intervention Programs (Read 180, iRead, APEX, Imagine Math) *Site SPSA Allocations

LCAP Goal 3: Professional Learning and Development. Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven research-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.

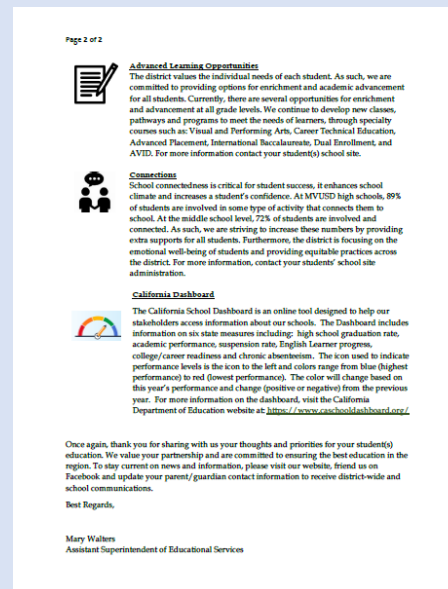
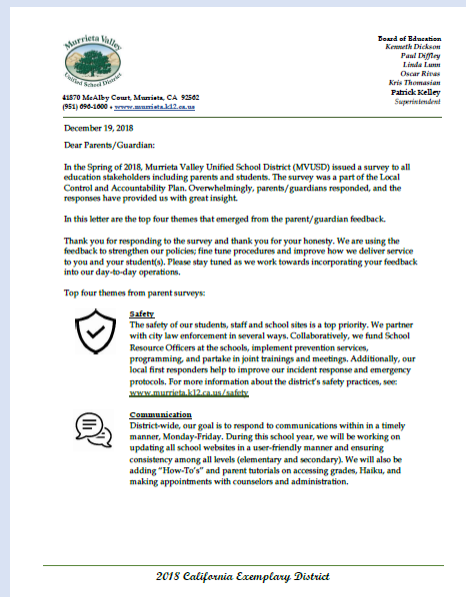
*Elementary Instructional Coaching Support *Data Standards Learning and Instruction Staff to support secondary teachers in ELA, Math and Science *Induction Program Support *Curriculum Teams and Training for Teachers * ELA/Math Assessments and Normed Scoring * Data Services (EADMS, Inspect, Schoolzilla, Tableau, CHKS) *Site SPSA Allocations

LCAP 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.

*Mental Health Services *Middle School Sections for Electives *Attention 2 Attendance *Foster and Homeless Youth Support Services *School Safety/Anti-Bullying *PBIS and Restorative Practices Training *Middle School Intramurals *Middle and High School Collaborative Teams Focused on Grading Practices *Equity, Equitable Practices, Cultural Proficiency and Mentoring *Stakeholder Engagement *Site SPSA Allocations

MVUSD has 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 Advisory Council, Middle and High School Student LCAP Advisory Councils, District English Learner Advisory Council, African-American Parent Advisory Council, Latino Parent Advisory Council, Classified Staff Breakout Advisory Council and Teachers' Breakout Advisory Council, we routinely engage the varied voices in our district to collaborate regarding needs, ideas, and perceptions as it relates to our school district's service.

From this engagement, adjustments and/or additions to actions and services have been made to the LCAP to improve services for district students. One example is the focus on equity to include the Excellence through Equity Conference, keynote speakers for our district's January Professional Development day and the Equity Institute for designated staff from all school sites. Through our varied stakeholder groups, the feedback has included 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. In addition, our stakeholders through the annual 2018 stakeholder survey provided feedback with four themes emerging: Safety, Communication about Individual Student Progress, Advanced Learning Opportunities and Connections. From this feedback, the district sent out a stakeholder response letter and has emphasized these areas during the 2018-19 school year.



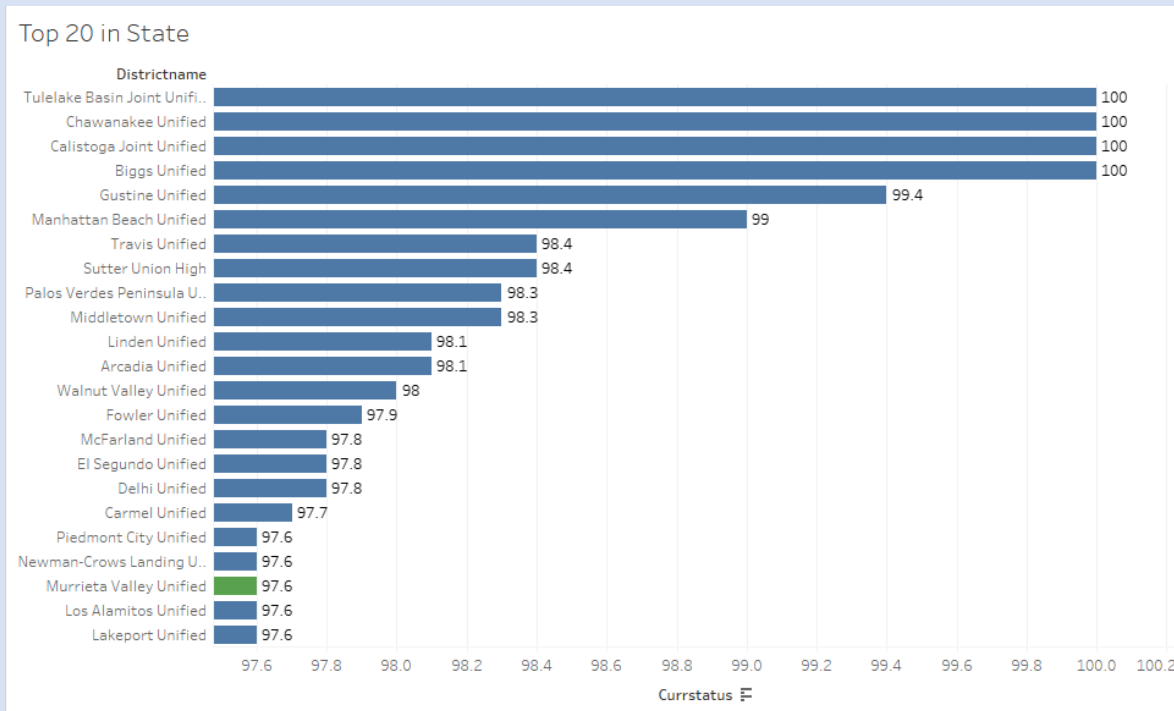
MVUSD has been identified for support in the following three areas:

- Differentiated assistance as a result of our **Foster Youth** progress based on four dashboard red indicators in ELA, math, chronic absenteeism and suspension rate. The district has reflected and is beginning to take steps to address these areas. Through this reflection, the district identified that a great number of students came from short-term facilities which housed high need students. At this time, the Foster Youth living in these facilities are no longer at that level of need and we expect next year's data to reflect this change. We are using the differentiated assistance process to improve services for our Foster Youth building upon the structures we began in the previous year.
- ESSA Additional Targeted Support and Improvement (ATSI) as a result of **Murrieta Mesa High School's Special Education** student progress based on two dashboard red indicators in ELA and math, and three dashboard orange indicators in College/Career Readiness, Graduation Rate and suspension rate. As part of our increased/improved services for the 2018-19 school year, the special education audit utilized the differentiated assistance process to analyze current supports and improve services for our special education students at Murrieta Mesa. In addition, special education is a key area of focus for our district due to the California Dashboard results. The audit process is being utilized district-wide to identify strengths and weaknesses of our current special education program and services and to identify areas and action plans for our areas of improvement.
- ESSA Comprehensive Support and Improvement (CSI) as a result of **Murrieta Canyon Academy's (MCA) graduation rate** of 53.78% resulting in a red indicator on the dashboard. Since the identification of MCA for this support, there has been a plan developed to address credit completion and graduation rate.

LCAP Highlights

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

Murrieta Valley Unified School District's cohort graduation rate for the 2017-18 school year was 97.6%. This graduation rate is a result of intentional efforts to provide students and their families with the necessary supports to ensure our students graduate from high school and are prepared for their next steps in life. As a result of this graduation rate, MVUSD is ranked as one of the top twenty school districts in the State of California for graduation rate.

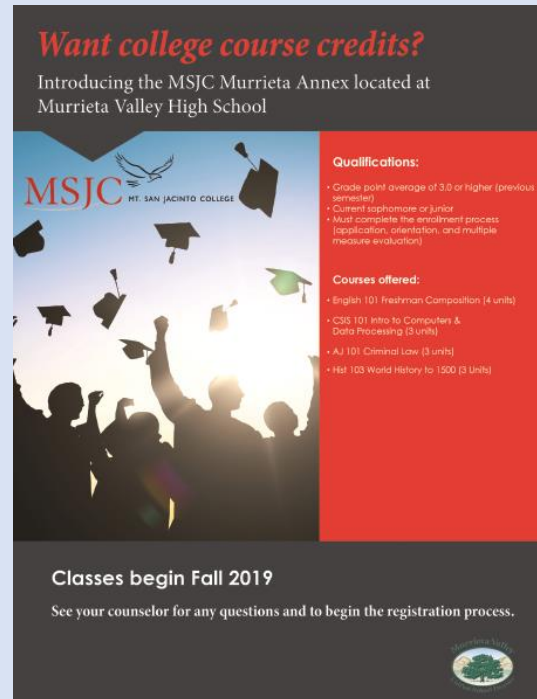


Murrieta Valley Unified School District is one of only nine school districts in the state of California who have met the qualifications to become an Arts Equity District by Create CA, a California arts education coalition. The MVUSD Board of Education adopted the Declaration of the Rights of Students to Equity in Arts Learning that demonstrates the district's commitment to providing students with a comprehensive education at all grade levels including dance, music, theatre, media and the visual arts.

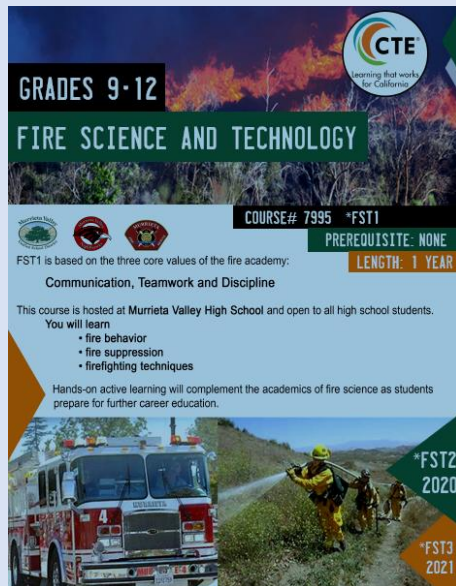
Avaxat Elementary School's counseling program met the criteria to become a Recognized ASCA Model Program (RAMP) by the American School Counselor Association. Avaxat is one of three schools to be recognized as a School of Distinction.

Riverside County Classified Employee of the Year – Ron Nelson was selected as the 2019 Riverside County Classified Employee of the Year. Ron is a campus security team member at Murrieta Valley High School. He has served at Murrieta Valley High School for seven years. He has helped create quarterly awards' breakfasts entitled *Campus Influencers* to recognize students with good citizenship. The goal of the program is to recognize students for their positive behavior. Students now realize security team members are on campus for their benefit.

Advanced Placement program enrollment has increased again this year district-wide from 29.73% (which was 5.6% growth over the previous year) by .5% to 30.24% due to the continued focus on providing all students with access to advanced courses. In addition, there has been a continued focus on ensuring our student groups have greater access to advanced coursework. As a result of these efforts, the English Learner AP enrollment increased by 5.14% (which was 4.74% growth over the previous year), Foster Youth increased by 26.77%, African American increased by 1.35% (which was 4.4% growth over the previous year), Students with Disabilities increased by 2.38% and Multi-Race increased by 9.16%. Additionally, Murrieta Mesa High School has been named an AP Capstone Diploma School and awards AP Capstone diplomas for students who complete the two-year AP Capstone program. The district has continued to support students taking advanced coursework evidenced by the superintendent's letter to all families and students in grades 8 through 11. As a result of this effort, this increased access to advanced coursework includes students being provided the scaffolding and supports to promote success in those courses that lead to students taking the AP exams. In addition to AP enrollment, district college dual enrollment coursework enrollment has increased by 2.47% to 12.5% and IB (International Baccalaureate) enrollment has increased by 3.51% with increased student group enrollment to 15.02%. To support college course enrollment, MVUSD is excited to be partnering with Mt. San Jacinto College (MSJC) to build a MSJC Annex housed at Murrieta Valley High School. The Annex will open in fall 2019 and have eight classrooms to provide MVUSD students and community members the ability to take college coursework in Murrieta at MVHS.



The Career Technical Education (CTE) program, which was an area for increased/improved services for the 2018-19 school year, in the District continues to enhance and expand three-course sequence pathways offered at all comprehensive high schools and the alternative school site. CTE pathways offered industry certifications for students through Certiport and Precision Exams in addition to First Aid/CPR/AED, Food Handler's and California Security Guard card. The District continues to align our CTE pathways with post-secondary partners through guided pathways and articulation credit when reasonable. This year, over 500 students earned college credit through CTE coursework. Seniors attended the Senior Workshop that offered sessions from a variety of businesses including: Arts, Media & Entertainment; Building & Construction; Business & Finance; Education; Environment & Utilities; Health Science; Hospitality; Information & Communication Technologies; Manufacturing & Product Development; Marketing & Sales; Public Services; and Personal Services. The Career Technical Education Complex at Vista Murrieta High School has been completed and houses JROTC, Robotics, Engineering, Health Services, Computer Science and Audio Technology programs. The District is working with the Murrieta Fire Department and the Riverside County Office of Education to offer a Fire Science pathway housed at Murrieta Valley High School. This pathway will begin in the fall with Fire Science I. The District has received donations of two fire trucks and a variety of equipment from the Murrieta Fire Department to ensure the program has the necessary equipment to be successful. The District has expanded the computer science/cyber security pathways to all high schools including our alternative school, Murrieta Canyon Academy, to offer Exploring Computer Science. Finally, the District plans to continue to build upon the success of the Career Technical Education "Annual Awards Night" that recognizes seniors who complete a CTE pathway and to reinforce the importance of CTE programs in our district and community. The CTE Advisory Council met twice during the school year to provide input for programs and funding.



GRADES 9-12
FIRE SCIENCE AND TECHNOLOGY

COURSE# 7995 *FST1
 PREREQUISITE: NONE
 LENGTH: 1 YEAR

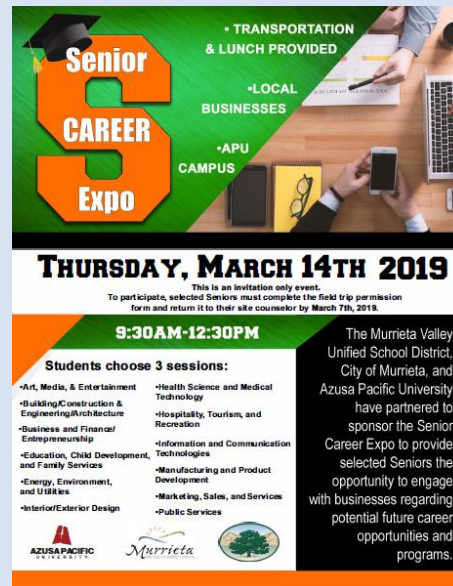
FST1 is based on the three core values of the fire academy:
 Communication, Teamwork and Discipline

This course is hosted at Murrieta Valley High School and open to all high school students.
 You will learn

- fire behavior
- fire suppression
- firefighting techniques

Hands-on active learning will complement the academics of fire science as students prepare for further career education.

*FST2 2020
 *FST3 2021



Senior CAREER EXPO

- TRANSPORTATION & LUNCH PROVIDED
- LOCAL BUSINESSES
- APU CAMPUS

THURSDAY, MARCH 14TH 2019

This is an invitation only event.
 To participate, selected Seniors must complete the field trip permission form and return it to their site counselor by March 7th, 2019.

9:30AM-12:30PM

Students choose 3 sessions:

- Art, Media, & Entertainment
- Building/Construction & Engineering/Architecture
- Business and Finance/Entrepreneurship
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Interior/Exterior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Services
- Public Services

The Murrieta Valley Unified School District, City of Murrieta, and Azusa Pacific University have partnered to sponsor the Senior Career Expo to provide selected Seniors the opportunity to engage with businesses regarding potential future career opportunities and programs.



M.V.U.S.D.
 You are cordially invited to the
Career Technical Education Awards Night

May 13th, 2019
 7:00 pm

Murrieta Mesa
Gershwin Performing Arts Center

As a recognition of student dedication to complete a pathway
 Refreshments will be served at 6:30pm
 Photobooth opportunity before and after the event

Murrieta Mesa High School and Warm Springs Middle School continue to be AVID Sites of Distinction. Warm Springs Middle School continues to prepare for AVID Demonstration status. Participation in AVID increased overall by .4% district-wide. At the demonstration schools (MMHS and WSMS), the participation increased by 2.2% with socioeconomically disadvantaged students' participation increasing by 6.7% and Hispanic males increasing by .9%. Participation in AVID at the other secondary sites remained consistent overall with the prior year, but had increased enrollment in English Learners by 2.9% and African American students by 1.3%.

The district's focus on supporting English Learners was an area of increased/improved services for the 2018-19 school year. This focus resulted in the addition of middle school EL support classes and high school EL instructional aides. English Learner progress has resulted in robust conversations and review of data which has led to the implementation of new systems and supports for teachers and sites. These have included refining our reclassification process, annual student progress monitoring and placement practices. Additionally, there has been a variety of professional development to support teachers in implementing both integrated and designated instruction, including the use of EL supports within the curriculum and Ellevation Strategies.

This year, our district took part in the Federal Program Monitoring process for the following areas: Equity, English Learners, Title I, Title II, Physical Education, Adult Education, Uniform Complaint Procedures and Career Technical Education. This process led to abundance of reflection and growth. Particularly in the area of English Learners, the district gained a stronger understanding of how to move forward in the support of these students. Additionally, all of these review areas helped validate the positive things already occurring in our district and brought to light the systems and procedures that need to be enhanced. We are proud to say that there were no findings from our thorough audit.

Stakeholder Engagement through Parent Advisory Councils: MVUSD has continued extensive efforts to 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 from their input the second annual district-wide parent engagement event, Step Up to Success, was planned and implemented by AAPAC and LPAC. This evening event provided a menu of elementary, secondary and social emotional sessions for parents. The event was very well planned and had greater attendance than the previous year. Many students from all high schools assisted with the event including providing games and activities for younger children. Additionally, there were a variety of student performances from all school levels prior to the informational sessions.

There were regular meetings with District English Learner Advisory Council (DELAC), CTE Advisory Council and Special Education Parent Advisory Council (SEPAC) to encourage parent and student input for programs and related actions and services focused on student learning. The District, in partnership with SEPAC and the community, continued to hold the annual Special Olympics, the Social-Emotional Fair, and the Transition Fair. The purpose of the three events was to engage the Murrieta community members and special education caregivers, as well as strengthen the motivation, perseverance, positive attitude, goal-orientation, community connections, and effective interactions with non-disabled peers of SWD. Over 320 attendees participated in the Social-Emotional Fair & the Transition Fairs with over 40 community vendors. Approximately 650 athletes with severe disabilities participated in the Special Olympics which was an increase of 200 students as compared to the 2018 Special Olympics. The Murrieta Police Department, city officials, and local businesses directly participated in the Special Olympics.

The LCAP Advisory Council was expanded to include representatives from all school sites and groups within our district. There were regular meetings with the LCAP Advisory Council to review district data, LCAP related actions and services, and other information that was requested from the group. LCAP Advisory members assisted with the development of this year's Annual Stakeholder Survey, as well as provided input for the LCAP and all related actions and services. In addition to the larger LCAP Advisory Council, meetings continued this school year with the teachers' advisory council (MTA Breakout Group) to garner feedback and input for the LCAP and related actions and services. Additionally, we implemented a classified employee advisory council (CSEA Breakout Group) to garner input and feedback for the LCAP related actions and services. To ensure a thorough understanding of the LCAP and related actions and services for MVUSD, RCOE conducted a special LCAP workshop for Educational Services staff, MTA and CSEA members to review the LCAP document, funding, process, timeline and requirements so there was a common understanding of the purpose of the LCAP to meet the needs of our unduplicated students.

The LCAP Student Advisory Councils expanded from high school to include middle school this year. Students assisted in the planning and implementation of the district-wide parent engagement event, Step Up to Success. They also provided input for our district student stakeholder survey as well as for the LCAP and all related actions and services. Their input confirmed the continued need to focus on equity, equitable practices, student engagement and mental health/counseling services.

The District has continued to have a focus on equity with the Superintendent and Educational Services 2018-19 focus areas including Equity which was an area of increased/improved services for the 2018-19 school year. The District hosted an Equity Institute again this year and expanded its efforts to include representatives from all schools and departments to include a total of fifty-four staff. This Institute was 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 are going through an inside-out process to examine equity and practices to build the foundation for our district. This group has developed a mission statement that will become the Educational Services Mission Statement. The Institute is providing the staff the opportunity to develop district and site equity plans. These plans will be used at all sites and departments to help staff understand and discuss equity, as well as examine current practices in order to implement equitable practices that will benefit students and their learning. The plan for next year is to continue to offer the Equity Institute for new staff as well as offer sessions for the current Institute members to continue to support their efforts at the sites and departments district-wide. As a result of our district's equity efforts, we were asked to participate in a California Department of Education (CDE) Closing the Achievement Gap Forum with three other districts and present at the ACSA Leadership Assembly (picture of first slide below). We were able to share that the African American student 2018 graduation rate was 96.9% compared to the district rate of 97.6%, African American A-G rates were 60.9% compared to the district rate of 60.9% and college going rates from National Student Tracker for African American students were 71.4% compared to the district rate of 66.9%. We feel that the focus on our student groups is beginning to reap increased student performance in a variety of indicators.



Refer to Appendix E for the entire presentation.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

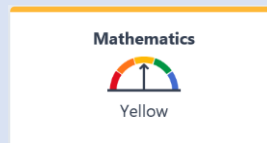
DISTRICT-WIDE



ENGLISH LANGUAGE ARTS (3-8 and 11)

The CDE categorizes MVUSD's performance on 3-8 and 11 English Language Arts Assessment as High, with the District's students scoring 19.4 points above Level 3 (i.e., Standard Met) with a decline of 3.5 points on the ELA component of the 2018 California Assessment of Student Performance and Progress. This is the first year that the ELA indicator includes grade 11.

- English Learner student group score low (18.4 points below Level 3) on the English Language Arts Assessment, however this represents an increase of +5.1 points.
- Homeless Youth student group score low (31.8 points below Level 3) on the English Language Arts Assessment, however this represents an increase of +13.7 points.

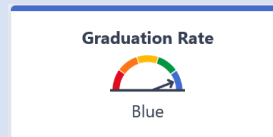


MATHEMATICS (3-8 and 11)

The CDE classifies MVUSD's performance on 3-8 and 11 Math Assessment as Medium, with the District's students scoring 10 points below Level 3 (i.e., Standard Met) on the Math component of the 2018 California Assessment of Student Performance and Progress. This representation indicates that students maintained progress with a slight increase of +0.7 points over the previous academic year. This is the first year that the math indicator includes grade 11.

- English Learner student group score low (41.1 points below Level 3) on the Math Assessment, however this represents an increase of +3.2 points.
- SED student group score low (35.4 points below Level 3) on the Math Assessment however, this represents an increase of +3 points.

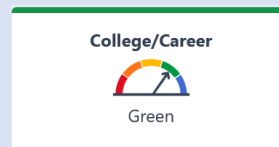
- Hispanic student group score low (28 points below Level 3) on the Math Assessment however, this represents an increase of +2.7 points.
- Pacific Islander student group score medium (20.8 points below Level 3) on the Math Assessment however, this represents an increase of +6 points.
- Two or More Races student group score high (0.3 points above Level 3) on the Math Assessment with an increase of +5.5 points.
- Asian student group score high (32.9 points above Level 3) on the Math Assessment with an increase of +3.9 points.
- Filipino student group score high (28 points above Level 3) on the Math Assessment with an increase of +5.2 points.



GRADUATION RATE (K-12)

The CDE classifies MVUSD's graduation rate as very high and is in the top 20 districts in the state for graduation rate. The graduation rate was very high at 97.6% with an increase of 1% from the previous year.

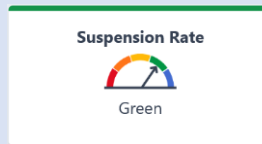
- Students with Disabilities student group graduation rate was medium at 86.5% with an increase of 5.3%.
- African American student group graduation rate was very high at 97.6% with an increase of 2.3%.
- Asian student group graduation rate was very high at 98% with an increase of 1.1%.
- Filipino student group graduation rate was very high at 97.9% with an increase of 2.6%.
- Two or More Races student group graduation rate was very high at 97.8% with an increase of 1.4%.
- White student group graduation rate was very high at 97.8% with an increase of 1.7%.



COLLEGE/CAREER READINESS

The CDE classifies MVUSD's college/career readiness indicator as high at 55.2% of our students prepared and maintained from the previous year with a decline of 1.1%.

- English Learner student group college/career readiness was low at 21.3% with a significant increase of 10.9%.
- Homeless Youth student group college/career readiness was low at 28.9% with a significant increase of 20.2%.
- African American student group college/career readiness was medium at 47.6% with a significant increase of 13.8%.
- Pacific Islander student group college/career readiness was medium at 47.4% with a significant increase of 14%.
- Two or More Races student group college/career readiness was high at 62.5% with an increase of 4.3%.



SUSPENSION RATE (K-12)

The CDE classifies the suspension rate at MVUSD during the 2017-18 academic year as Low, (1.7% of students suspended). MVUSD maintained with a slight increase of 0.2% overall suspension rate over the previous academic year.

- Suspension rate for English Learners was Very Low at 1.0% with a decline of 0.1%.
- Suspension rate for Hispanic students was Low at 1.8% with an increase of 0.4%.

STUDENT GROUPS WITH GREATEST PROGRESS

- English Learners showed improvement in English Language Arts, Mathematics, College/Career Readiness and Suspension Rates.
- African American student group showed improvement in Graduation Rates and College and Career Readiness.
- Homeless Youth showed improvement in English Language Arts and College/Career Readiness.
- Two or More Races student group showed improvement in Mathematics, Graduation Rates and College/Career Readiness.

DISTRICT PLANS TO BUILD UPON SUCCESS

MVUSD plans to build upon our success through the following initiatives:

- **EQUITY:** Continued participation in the Equity Institutes and Excellence through Equity Conference, development of district and site equity plans, participation on the CDE Closing the Achievement Gap Work Group. Implementation of cultural proficiency instruction and workshops for staff, students and families as a result of the input from several stakeholder groups including our student LCAP Advisory groups.
- **ENGLISH LEARNERS:** Fully implement revised annual reclassification and progress monitoring process, implement annual reclassification celebration for students and their families, ensure district-wide implementation of designated and integrated instruction, continue professional development for all staff, and consider expansion of EL aides to middle school.
- **STAKEHOLDER ENGAGEMENT:** Develop systems for coordinating efforts for all stakeholder groups, develop site-based stakeholder groups, refine stakeholder meetings to garner more input and continued outreach events such as Step Up to Success and the Social Emotional Fair.
- **CAREER TECHNICAL EDUCATION:** Continued expansion of CTE pathways to include fire science and building & construction, continued collaboration with post-secondary institutions to expand articulation and dual enrollment coursework, continued expansion of computer science to the elementary and middle school level, and expansion of introductory courses that lead to high school CTE pathways.

Referring to the California School Dashboard, 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



CHRONIC ABSENTEEISM (K-8)

The CDE classifies the chronic absenteeism rate at MVUSD during the 2017-18 academic year as Medium, (8.4%% of students chronically absent). MVUSD had an increase of 1.7% in chronic absenteeism rate over the previous academic year. (Orange)

- Foster Youth chronic absenteeism was Very High at 22.7% with an increase of 6.5%. (Red)
- Homeless Youth chronic absenteeism was Very High at 25.5%, but maintained with a slight decline of 0.2% (Red)
- African American students’ chronic absenteeism was Medium at 9.4% with an increase of 2.1%. (Orange)
- American Indian students’ chronic absenteeism was Low at 11.5% with a decline of 3.5%. (Yellow)
- Hispanic students’ chronic absenteeism was Medium at 9.6% with an increase 2.3%. (Orange)
- Pacific Islander students’ chronic absenteeism was Medium at 7.9% with an increase of 2.0%. (Orange)
- White students’ chronic absenteeism was Medium at 7.7% with an increase of 1.2%. (Orange)
- Two or More Races students’ chronic absenteeism was Medium at 8.8% with an increase of 1.5%. (Orange)
- English Learners’ chronic absenteeism was Medium at 8.6% with an increase of 2.2%. (Orange)
- Socio-economically Disadvantaged students’ chronic absenteeism was Low at 11.8% with an increase 2.2%. (Orange)
- Students with Disabilities chronic absenteeism was Low at 14.2% with an increase of 2.9%. (Orange)



MATHEMATICS (3-8 and 11)

The CDE classifies MVUSD’s performance on 3-8 and 11 Math Assessment as Medium, with the District’s students scoring 10 points below Level 3 (i.e., Standard Met) on the Math component of the 2018 California Assessment of Student Performance and Progress. This representation indicates that students maintained progress with a slight increase of +0.7 points over the previous academic year. This is the first year that the math indicator includes grade 11. (Yellow)

- SWD student group continues to perform well below level 3 on the Math assessment (Low 87.2 points below level 3, but maintained with a slight increase of 1.8 points). (Orange)

- African-American student group scored Low on the Math assessment (48.1 points below level 3, but maintained with a slight decline of 2.4 points). (Orange)
- Hispanic/Latino student group scored Low on the Math assessment (28 points below level 3, but maintained with a slight increase of 2.7 points). (Orange)
- Foster Youth continue to perform well below level 3 on the Math assessment (Very Low 104.8 points below level 3 with a significant decline of 37.6 points). (Red)
- Homeless Youth continue to perform well below level 3 on the Math assessment (Low 71.2 points below level 3 with a decline of 3.2 points). (Orange)
- American Indian students scored Medium on Math (18.4 points below level 3 with a decline of 13.8 points). (NA)
- English Learners scored Low on Math (41.1 points below level 3 with an increase of 3.2 points). (Yellow)
- Socio-economically Disadvantaged students scored Low on Math (35.4 points below level 3 with an increase of 3.0 points). (Yellow)



Red

DIFFERENTIATED ASSISTANCE: FOSTER YOUTH

- Foster Youth continue to perform well below level 3 on the ELA assessment (Very Low 72.9 points below level 3 with a significant decline of 53 points). (Red)
- Foster Youth continue to perform well below level 3 on the Math assessment (Very Low 104.8 points below level 3 with a significant decline of 37.6 points). (Red)
- Foster Youth chronic absenteeism was Very High at 22.7% with an increase of 6.5%. (Red)
- Foster Youth suspension rate is Very High at 8.1% with an increase of 4.4%. (Red)
- Foster Youth College/Career Readiness is Low at 28.6%. (NA)



Green

ESSA CSI: MURRIETA CANYON ACADEMY GRADUATION RATE

- MCA's graduation rate was 89.9%. (Green)



Red

Orange

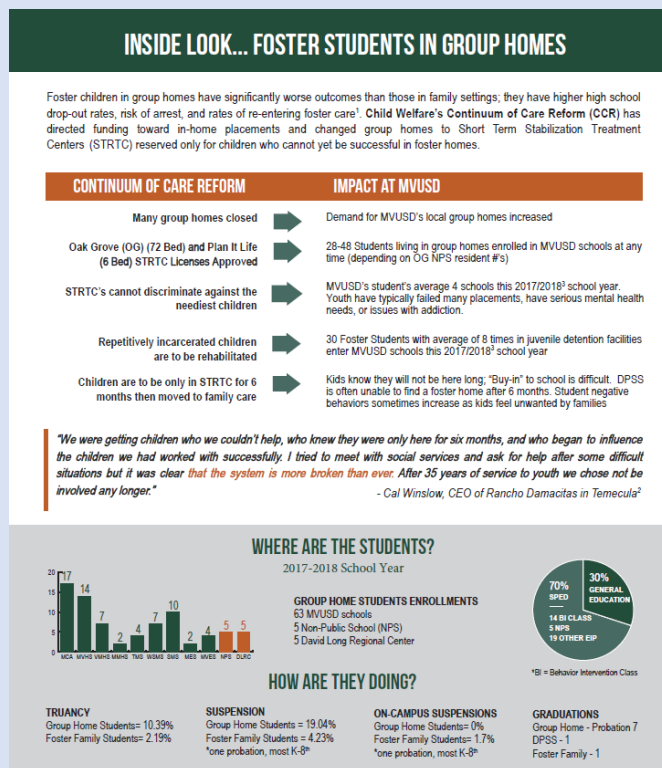
ESSA ATSI: MURRIETA MESA HIGH SCHOOL STUDENTS WITH DISABILITIES (SWD)

- SWD performance on the ELA assessment is Very Low at 65.8 points below level 3 with a decline of 11.1 points. (Red)
- SWD performance on the Math assessment is Very Low at 174.8 points below level 3 with a slight decline of 1.8 points. (Red)
- SWD suspension rate is High at 8.1% with an increase of 2.1%. (Orange)
- SWD graduation rate is Medium at 88.6% with a decline of 2.9%. (Orange)
- SWD College/Career Readiness is Very Low at 7.1% with an increase of 5%. (Orange)

DISTRICT STEPS TO ADDRESS GREATEST NEEDS

MVUSD plans to address our greatest needs through the following initiatives:

- **CHRONIC ABSENTEEISM:** Increase attendance support through the full-time District Student Support Coordinator of attendance focusing on the creation of a tiered system of support for chronically absent students. Tier 1 supports will be enhanced including improved communication regarding the importance of attendance and the addition of a chronic absenteeism letter campaign.
- **MATHEMATICS:** Implement and support new high school math curriculum, support teachers and enhance instructional practices through the math data and standards specialists, continue coaching and lesson study, continue implementation of IABs and technology-based assessments and support.
- **FOSTER YOUTH:** Through the differentiated assistance process, root cause analysis included in-depth interviews with foster students and stakeholders, identified targets for increased supports and actions including: staff training, increased relational connections and sense of school connectedness, increased collaboration between outside agencies, and increased information regarding student's needs upon enrollment.



- **MURRIETA CANYON ACADEMY GRADUATION RATE:** As part of the ESSA Comprehensive Support and Improvement (CSI) process, MCA is receiving support to increase graduation rates. As part of this process, MCA conducted root cause analysis and identified the following areas of focus: improve student connectedness/engagement, increase academic and social-emotional supports, intentional scheduling to provide optimum academic coursework that will result in credit completion and increased graduation rates.
- **MURRIETA MESA HIGH SCHOOL STUDENTS WITH DISABILITIES:** Murrieta Mesa High School (MMHS) is under ESSA Additional Targeted Support and Improvement (ATSI) for Students with Disabilities progress based on two dashboard red indicators in ELA and math, and three dashboard orange indicators in College/Career Readiness, Graduation Rate and suspension rate. With the support of RCOE, MVUSD and MMHS are utilizing the differentiated assistance model, Implementation Science and the SELPA Performance Indicator Review (PIR) process to determine a course of action to address these performance gaps. The District is supporting Murrieta Mesa High School and our district as a whole with the disaggregation of student data and collaborative problem solving meetings with all stakeholders to determine next steps and plan of action to address the needs of special education students at MMHS and district-wide.

Referring to the California School Dashboard, 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 continue persist in a variety of dashboard indicators between all students and our unduplicated/identified student groups.



ENGLISH LANGUAGE ARTS

All Students are High at 19.4 points above level 3. (Green)

- Foster Youth are Very Low at 72.9 points below level 3. (Red)
- Socioeconomically Disadvantaged are Low at 6.6 points below level 3. (Orange)
- Students with Disabilities are Low at 56.5 points below level 3. (Orange)
- African American are Low at 7.9 points below level 3. (Orange)



MATHEMATICS

All Students are Medium at 10 points below level 3. (Yellow)

- Foster Youth are Very Low 104.8 points below level 3. (Red)
- Homeless Youth are Low 71.2 points below level 3. (Orange)
- Students with Disabilities are Low 87.2 points below level 3. (Orange)
- African American are Low 48.1 points below level 3. (Orange)
- Hispanic are Low 28 points below level 3. (Orange)



GRADUATION RATE

All Students are Very High at 97.6%. (Blue)

- English Learner graduation rate is medium at 88.5%. (Orange)
- Homeless Youth are Medium at 84.4%. (Orange)



COLLEGE/CAREER READINESS

All Students are high at 55.2%. (Green)

- Students with Disabilities are Very Low at 7.6%. (Red)
- Hispanic/Latino are Medium at 46.8%. (Orange)
- Foster Youth are Low at 28.6%. (NA)
- Socioeconomically Disadvantaged are Medium at 45.9%. (Orange)



SUSPENSION RATE

All Students were Low at 1.7%. (Green)

- Foster Youth are Very High at 8.1%. (Red)
- Homeless Youth are Medium at 4.5%. (Orange)
- Socioeconomically Disadvantaged are Medium at 2.7%. (Orange)
- Students with Disabilities are Medium at 3.3%. (Orange)



CHRONIC ABSENTEEISM

All Students were Medium at 8.4%. (Orange)

- Foster Youth were Very Low at 22.7%. (Red)
- Homeless Youth were Very Low at 25.5%. (Red)

STUDENT GROUP PERFORMANCE GAPS

- Foster Youth had performance gaps in the areas of ELA, math, college/career readiness, suspension rate and chronic absenteeism.
- Homeless Youth had performance gaps in the areas of math, graduation rate, suspension rate, and chronic absenteeism.
- Socioeconomically Disadvantaged students had performance gaps in the areas of ELA, college/career readiness and suspension rate.
- Students with Disabilities had performance gaps in the areas of ELA, math, college/career readiness and suspension rate.
- African American students had performance gaps in the areas of ELA and math.
- Hispanic students had performance gaps in the areas of math and college/career readiness.

DISTRICT ACTIONS AND SERVICES PLANNED TO ADDRESS IDENTIFIED GAPS

MVUSD plans to address our performance gaps through the following initiatives:

- **CURRICULUM/STANDARDS:** Implement new middle school ELA and high school math curriculum, pilot and adopt middle school science and high school ELA curriculum, focus teacher training on meeting the needs of all students through the use of updated curriculum and materials, support teachers and enhance instructional practices through the subject-area data and standards specialists (DASS) at each secondary school, add a coordinator to oversee and support secondary curriculum and instruction as well as the DASS positions. Intervention strategies through curriculum and supplemental programs will continue to be an area of increased/improved services for the 2019-20 school year.
- **PROFESSIONAL DEVELOPMENT:** Focus K-12 training for administrators, teachers and classified staff on differentiation and the UDL model with the intention of enhancing tier I instruction and meeting individual student needs. Intervention strategies through professional development will continue to be an area of increased/improved services for the 2019-20 school year.
- **COUNSELING/MENTAL HEALTH:** Increase counseling and mental health services K-12, focus elementary efforts on monitoring students with performance gaps and providing tier II interventions, focus secondary efforts on monitoring students with performance gaps, providing tier II interventions and ensuring college/career readiness. All counselors will focus efforts on increasing attendance and providing behavioral supports for students who are risk for suspension. Additional emphasis on tier II behavioral interventions including restorative practices. This will continue to be an area of increased/improved services for the 2019-20 school year.
- **CULTURAL PROFICIENCY:** Supplement the current Equity Initiative with cultural proficiency instruction and workshops to equip staff in working with diverse students and families as well as conduct workshops to educate and equip students and their families.
- **COLLEGE/CAREER READINESS:** Continue to provide unduplicated students with access to advanced coursework and assessments, provide scaffolding for students who are in AP courses through the AP Readiness Saturday Program, continue to provide all secondary students with post-secondary planning utilizing the program CCGI, continue to enhance and expand CTE opportunities for students in middle and high school including a focus on computer science.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Murrieta Canyon Academy (MCA) (Alternative School)

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

District staff, Secondary Education Executive Director and Chief Financial Officer, provided MCA administration and staff with support in developing and submitting the CSI plan and application. The district utilized the same process as for differentiated assistance to identify the root cause of the low credit completion which resulted in a low graduation rate. The school-level needs assessment included analyzing dashboard data, CAASPP data, course completion data, staff and student surveys, meetings with staff, credentialing, and analyzing school systems that support student success. From the school-level needs assessment, social emotional support was identified as a barrier to student success, course completion and graduation.

MCA has implemented a scheduled time during the school day, Seminar, for students to get extra assistance from their teachers with assignments and assessments. Approximately 85% of students attending the Daily Program enter MCA needing credit recovery (course retake) to graduate. Credit Recovery classes are created for every period during the school day to ensure students have access. Credit recovery classes will be offered and cascaded in Apex (online curriculum provider) every six weeks to ensure students are on track as well as support students who need multiple recovery courses. There is an intentional focus on student scheduling to provide flexibility during the school day for students to repeat courses to obtain credits for graduation and for acceleration purposes. Additionally, intentionally teaching the executive functions of time management and goal setting will provide students with the necessary skills for academic success which will result in improve graduation rates and college/career readiness. The focus will be on individual student growth and creating a personalized learning experiences that ensure success for each student. MCA will utilize resources to increase social emotional supports to improve student connectedness and engagement on campus. With the focus being on social emotional support, there will be increased staffing through a mental health therapist who will provide mental health and social-emotional supports. The mental health support staff will provide professional development for all MCA staff so they are well equipped to provide the alternative education students with the social emotional supports to ensure they are successful. These evidenced based interventions and supports include mindfulness, circles, restorative practices, and multi-tiered systems of support.

The resource inequities are evident in the areas of social emotional supports and individualized student progress monitoring. As a result of these inequities, in year one, a teacher will be provided with release periods to oversee the data for credit recovery, attendance as it relates to course completions and data related to Save Rates at MCA. Apex Online learning is the curriculum program used for credit recovery. This teacher will oversee the entering of students as well as the data reporting for courses recovered using Apex. The data gathered will provide information on best practices to provide for student success in alternative education. In addition, tutoring during the school-day using proven strategies such as AVID will be utilized by teachers. MCA will use college tutors trained in AVID Tutorology to support MCA student needs. Additionally, a mental health therapist will be added to MCA's staff to provide students with individual and group social emotional supports.

For blended learning in our Daily Program and our Independent Studies Program, teachers will be provided Leading Edge Training. This professional development will enrich teacher's understanding of the National Standards for Online Teaching and the iNACOL Blended Teacher Competency Framework. This will give also enhance skills to facilitate online and blended learning courses which will support improved graduation rates at MCA.

Further professional development provided for teachers include Multi-tiered Support Systems (MTSS), Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices. Approximately 50% student population at MCA are considered at-risk of not graduating. With the added emotional and behavioral supports from teachers, connectivity and increased academic achievement will ensue to increase graduation rates. A committee will oversee the data and effectiveness of teachers' interventions. The committee will be overseen by an MCA teacher who will be provided a stipend. Regularly scheduled meetings via the PLC process will be held to determine adjustments to the CSI plan as it relates to student behaviors and their effect on graduation rates.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The CSI plan will be monitored, revised as needed, and evaluated by district and site leadership and staff through the PLC process, data analysis via established teacher and admin committees, and targeted discussions. At the end of each 6-week grading period, district and site staff will evaluate credit completion rates and overall student progress to monitor the effectiveness of the CSI plan. As a result of these meetings, systems will be reevaluated to ensure optimal student progress towards graduation. These systems will be continually assessed and supports adapted as needed for student success.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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.

18-19

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.

Metric/Indicator

AP Enrollment participation rate from

24.23% in 2015-16 to 24.1% in 2016-17.

Actual

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

Overall AP enrollment participation rate was 30.24%. (Met)

- SED was 23.82% (Not Met)
- EL was 18.7% (Met)
- FY was 30.77% (Met)
- AA was 24.23% (Met)
- Hispanic was 27.12% (Not Met)

Expected

18-19

Increase overall by .25% to 29.98%.

Baseline

AP enrollment 24.1% in 2016 - 17.

Increase overall and by subgroup .5% annually.

Metric/Indicator

CTE Pathway Participation: Increase by 1% annually

18-19

Increase CTE Pathway Participation from 1570 12th grade students in 2018-19 to 1585 12th grade student's in 2019-20. (Lagging data).

Pending results from CALPADS.

Baseline

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

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)

18-19

All Student AVID participation: Increase .5% to 21%.

Baseline

All Student AVID participation:

Increase from 21.5% in 2016-17

Actual

- Am Indian was 20% (Not Met)
- SWD was 5.01% (Met)
- Multi-Race was 35% (Met)

CTE Pathway Participation was 2457. (Met)

All AVID students participation was 22.2% (Met)

- SED was 37.2% (Not Met)
- EL was 15.1% (Not Met)
- FY was 22.2% (Not Met)
- AA was 31.9% (Met)
- Hispanic was 25.8% (Not Met)
- Am Indian was 30% (Met)
- Multi-Race was 18.9% (Not Met)

Refer to Appendix E for more detailed information.

Expected

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)

18-19

All Student AVID participation: Increase .5% to 10%.

Baseline

All Student AVID participation:
Increase from 8.9% in 2016-17

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

18-19

100% of TK-5th grade students will be taught to use use the AVID organizational tools

5th grade ELA proficiency will increase 1% to 59%.

5th grade math proficiency will increase 1% to 43%.

4th grade ELA proficiency will increase 1% to 46%.

4th grade math proficiency will increase 1% to 35%.

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.

Actual

All AVID students participation was 9.7% (Not Met)

- SED was 14.5% (Met)
- EL was 11.4% (Met)
- FY was 10.5% (Not Met)
- AA was 11.3% (Met)
- Hispanic was 15.2% (Not Met)
- Am Indian was 16% (Met)
- Multi-Race was 8.8% (Not Met)

Refer to Appendix E for more detailed information.

100% of all TK-5th grade students were taught to use the AVID organizational tools

- 5th grade ELA proficiency was 41.27% (Not Met)
- 5th grade math proficiency was 38.1% (Not Met)

- 4th grade ELA proficiency was 59.29% (Met)
- 4th grade math proficiency was 46.9% (Met)

Expected

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.

18-19

Middle School

6th grade student completion of Interest Profiler Milestone will increase by 1% to 88%

6th grade student completion of Saved Careers will increase by 1% to 81%

7th grade student completion of Saved Careers will increase to 75%

7th grade Goals Assessment will increase to 75%

8th grade Goals Assessment will increase to 75%

8th grade Learning Styles Assessment will increase by 1% to 85%

High School

9th grade student completion of Interest Profiler Milestone will increase by 1% to 88%

9th grade student completion of Academic Planner will increase to 75%

10th grade Multiple Intelligences will increase by 1% to 77%

10th grade College List will increase to 75%

11th grade Career List will increase to 75%

11th grade Do What you Are will increase to 75%

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

Actual

Middle School

- 6th grade interest profiler milestone is 87.03% (Not Met)
- 6th grade saved careers is 85% (Met)
- 7th grade saved careers is 81.95% (Met)
- 7th grade goals assessment is 85.28% (Met)
- 8th grade goals assessment is 72% (Not Met)
- 8th grade learning styles assessment is 89% (Met)

High School

- 9th grade interest profiler milestone is 73% (Not Met)
- 9th grade academic planner is 85% (Met)
- 10th grade multiple intelligences is 81% (Met)
- 10th grade college list is 51% (Not Met)
- 11th grade career list is 63% (Not Met)
- 11th grade Do What you Are is 81% (Met)
- 12th grade journal #12 is 75% (NA)
- 12th grade career goal #2 is 41.2% (NA)

Expected

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)

18-19

Proficiency increase = 54%

Results are pending as ELPAC data is currently unavailable.

Baseline

Baseline proficiency = 48%

Metric/Indicator

CTE Pathway Completer: Increase from 1%.

CTE Pathway Concentrator and Completer: Increase 1%

18-19

CTE Pathway Completer: Increase from 317 in 2018-19 to 320 in 2019-20. (Lagging data).

Actual

English Learner proficiency was 39.9% (Not Met - First ELPAC Assessment)

CTE Pathway Completer is 62 (Not Met)
CTE Pathway Concentrator and Completer is 245 (Not Met)

Expected

CTE Pathway Concentrator and Completer: Increase from 965 in 2016-17 to 974 in 2017-16 (Lagging data).

Results are pending as CALPADS data is currently unavailable.

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.

18-19

All Student A-G Completion: Increase by 1% to 59.9%

Baseline

All Student A-G Completion:

56% in 2015-16. (RCOE data)

Metric/Indicator

AP pass rate will increase 1% annually

18-19

Incremental increases from 64.2% in 2017-18 to 65.2% in 2018-19.

AP pass rate is pending AP results from College Board.

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)

Actual

Overall A-G completion was 62.05%. (Met)

- SED was 54.33% (Met)
- EL was 23.53% (Met)
- FY was NA
- AA was 61.79% (Met)
- Hispanic was 54.56% (Met)
- Am Indian was 60% (Met)
- SWD was 17.37% (Met)
- Multi-Race was 67.38% (Met)

Overall AP pass rate was 66.11% (Met)

Overall EAP ELA ready was 29.9% (Not Met) conditionally ready was 32.1% (Not Met)

- SED ready was 23% (Not Met) and conditionally ready was 29.6% (Not Met)
- EL ready was 0% (Not Met) and conditionally ready was 10% (Met)
- FY ready was NA and conditionally ready was NA

Expected

18-19

EAP ELA increase by 1% to 38.5% ready and 38.23% conditionally ready.

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)

18-19

EAP math increase by 1% to 12.55% ready and 23.75% conditionally ready.

Baseline

Currently 14% ready and 30% conditionally ready.

Metric/Indicator

PSAT

8th grade participation will increase minimally by 1% annually.

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

10th grade participation will

increase minimally by 1% annually.

18-19

Actual

- AA ready was 26% (Not Met) and conditionally ready was 28.6% (Not Met)
- Hispanic ready was 22.3% (Not Met) and conditionally ready was 33.4% (Not Met)
- Am Indian ready was NA and conditionally ready was NA
- SWD ready was 6.3% (Not Met) and conditionally ready was 14.1% (Not Met)
- Multi-Race ready was 31.1% (Not Met) and conditionally ready was 29.4% (Not Met)

Overall EAP Math ready was 10.33% (Not Met) conditionally ready was 25.01% (Met)

- SED ready was 5.84% (Not Met) and conditionally ready was 19.2% (Met)
- EL ready was 4% (Met) and conditionally ready was 6% (Not Met)
- FY ready was NA and conditionally ready was NA
- AA ready was 5.04% (Met) and conditionally ready was 25.21% (Met)
- Hispanic ready was 5.11% (Not Met) and conditionally ready was 20.88% (Met)
- Am Indian ready was NA and conditionally ready was NA
- SWD ready was 1.98% (Met) and conditionally ready was 3.47% (Not Met)
- Multi-Race ready was 12.71% (Not Met) and conditionally ready was 22.88% (Not Met)

PSAT

- 8th grade participation was 99% (Met)
- 8th grade score was 820 (Not Met)

- 10th grade participation was 100% (Met)
- 10th grade score was 919 (Not Met)

Expected

PSAT
8th grade participation maintain at 99%
8th grade score increase by 10 points to 833
10th grade participation maintain at 99%
10th grade score increase by 10 points to 936

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.

18-19

SAT
Number of students taken the
SAT in 2019 1673

ACT
Number of student taking the
ACT in 2019 668

Pending results from ACT

Actual

SAT
Number of students who took the SAT was 1513 (Not Met)

ACT
Number of student who took the ACT was 555 (Not Met)

Expected

Baseline

SAT

Number of students taken the SAT in 2017 2375

ACT

Number of student taking the ACT in 2017 656

Metric/Indicator

FAFSA

Increase completion rate by 1% minimally annually.

18-19

FAFSA

Completion rate increase by 1% to 76%

Baseline

FAFSA

Completion in 2017 74.7%

Metric/Indicator

Cohort Graduation

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

18-19

Cohort Graduation Rate

Actual

The FAFSA completion rate was 60%. (Not Met)

Overall cohort graduation rate is 97.6%. (Met)

- SED was 96.5% (Met)
- EL was 88.5% (Met)
- FY was 92.9% (Met)
- AA was 97.6% (Met)
- Hispanic was 96.9% (Met)
- Am Indian was NA (NA)
- SWD was 86.5% (Met)

Expected

2018: 95.3%

Pending due to CDE release of data

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)

18-19

HS Cohort Dropout Rate

2018: 3.3%

Pending due to CDE release of data

Baseline

HS Cohort Dropout Rate

2016: 3.8%

Metric/Indicator

MS Cohort Dropout Rate

Maintain middle school dropout rate annually.

18-19

Cohort Dropout Rate

2018: 0%

Actual

- Multi-Race was 97.8% (Met)

HS Dropout rate was 1.41% (Met)

Cohort Dropout 0% (Met)

Expected

Pending due to CDE release of data

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)

18-19

Two or More Failing Grades:

MS failing grades decrease by .25% to 9.65%

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)

18-19

Two or More Failing Grades:
9-12

HS failing grades decrease by .5% to 17.5%

Baseline

Two or More Failing Grades:
9-12

Actual

MS overall two or more failing grades was 12.1% (Not Met)

- SED was 18.2% (Not Met)
- EL was 22.4% (Not Met)
- FY was 23.1% (Met)
- AA was 15.3% (Not Met)
- Hispanic was 15.3% (Not Met)
- Am Indian was 10.3% (Met)
- SWD was 15.9% (Not Met)
- Multi-Race was 9.2% (Met)

Refer to Appendix E for more detailed information.

HS overall two or more failing grades was 17.2% (Met)

- SED was 24.2% (Met)
- EL was 35% (Met)
- FY was 27.3% (Met)
- AA was 22.2% (Met)
- Hispanic was 21.8% (Met)
- Am Indian was 13.8% (Met)
- SWD was 26.9% (Not Met)
- Multi-Race was 16% (Met)

Refer to Appendix E for more detailed information.

Expected

2017 18.6%

Metric/Indicator

Alternative Education Credit Completion

Increase credit completed per semester by average of 5 credits annually

18-19

Alternative Education Credit Completion

Alt Ed credit completion increase by 5 credits to 31.3

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.

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.

18-19

Reading Literacy

3rd grade RI Proficiency increase by 1% to 77.3%

Actual

Daily program credit completion is 30 credits per semester. (Not Met)
Independent Study program credit completion is 20 credits per semester. (Not Met)

Reading Literacy Targets

- 3rd Grade RI proficiency was 79.8% (Met)
- K completion was 67% (Met)
- 1st Grade completion was 64% (Met)
- 2nd Grade completion was 70% (Met)
- Grades 3-5 RI proficiency was 76.9% (Met)
- 6th Grade RI proficiency was 59.8% (Not Met)
- 7th Grade RI proficiency was 68.3% (Met)
- 8th Grade RI proficiency was 67.2% (Not Met)
- 9th Grade RI proficiency was 68.7% (Not Met)
- 10th Grade RI proficiency was 72.6% (Not Met)
- 11th Grade RI proficiency was 63.4% (Not Met)
- 12th Grade RI proficiency was 67% (Not Met)

Expected

K-2 iRead completion
K increase by 5% to 62%
1st grade increase by 5% to 54%
2nd grade increase by 5% to 62%

Grades 3-5 RI proficiency increase of 1% to 73.5%

6th grade RI proficiency increase of 1% to 61%
7th grade RI proficiency increase of 1% to 63%
8th grade RI proficiency increase of 1% to 69%
9th grade RI proficiency increase of 1% to 70%
10th grade RI proficiency increase of 1% to 75%

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.

Actual

Math Growth

- Grades 3-5 proficiency was 54.89% (Met)
- Grades 6-8 proficiency growth was 10.5% (Met)
- High School proficiency growth was 5% (Not Met)

Expected

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)

18-19

Math Growth Targets

Grades 3-5 MI proficiency will increase by 2% to 54%

Grades 6-8 proficiency increase will be 10%

High School proficiency increase will be 10%

Baseline

3-5 MI Targets

2017: 48%

(School Site data available in Appendix E)

Metric/Indicator

CAASPP: ELA Standard Met and Exceeded

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

18-19

CAASPP ELA Standard Met/Exceeded will increase by 1% to:

Grade 3: 58%

Grade 4: 59%

Grade 5: 62%

Grade 6: 56%

Actual

Overall CAASPP ELA Standard Met and Exceeded was 61% (Met)

- 3rd Grade was 63% (Met)
- 4th Grade was 65% (Met)
- 5th Grade was 61% (Not Met)
- 6th Grade was 56% (Met)
- 7th Grade was 59% (Not Met)
- 8th Grade was 58% (Not Met)
- 11th Grade was 62% (Not Met)

Expected

Grade 7: 64%
Grade 8: 60%
Grade 11: 76%

Baseline 2016

Grade 3: 54%
Grade 4: 58%
Grade 5: 61%
Grade 6: 61%
Grade 7: 59%
Grade 8: 60%
Grade 11: 74%

Metric/Indicator

CAASPP: Math Standard Met and Exceeded

Student growth will increase annually by 1% minimum.

(Student Group data available in Appendix E)

18-19

CAASPP Math Standard Met/Exceeded will increase by 1% to:

Grade 3: 57%
Grade 4: 52%
Grade 5: 49%
Grade 6: 45%

Actual

Overall CAASPP Math Standard Met and Exceeded was 49% (Met)

- 3rd Grade was 62% (Met)
- 4th Grade was 56% (Met)
- 5th Grade was 49% (Met)
- 6th Grade was 47% (Met)
- 7th Grade was 43% (Not Met)
- 8th Grade was 52% (Met)
- 11th Grade was 35% (Not Met)

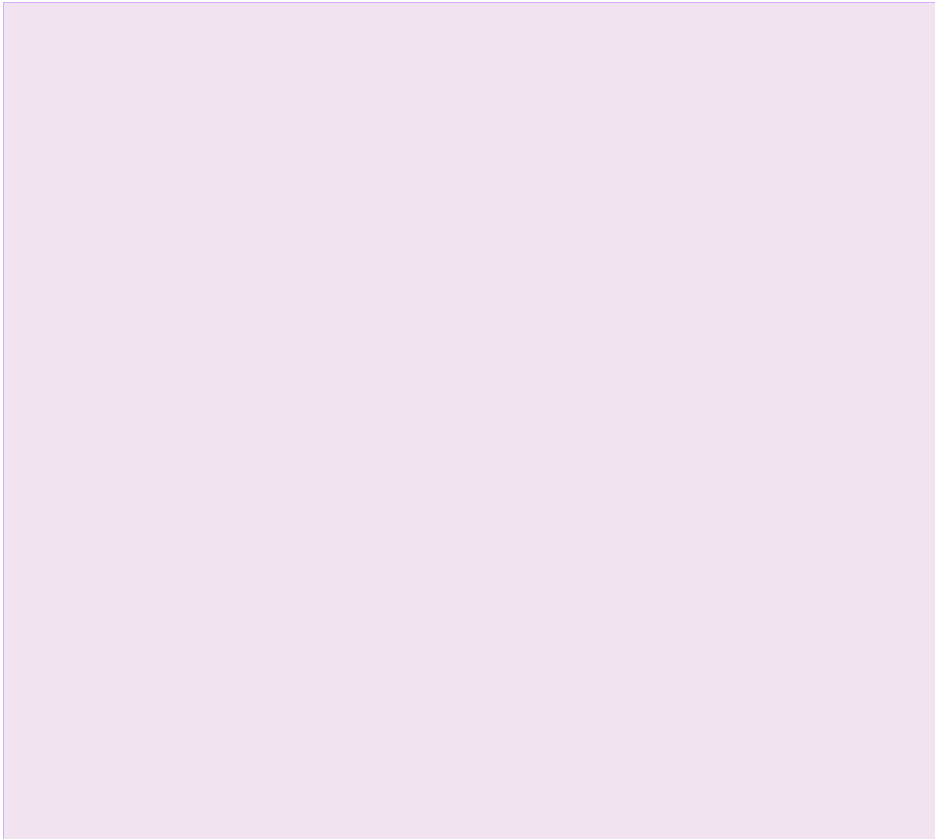
Expected

Grade 7: 51%
Grade 8: 48%
Grade 11: 36%

Baseline
2016

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>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.</p> <p>Advancement Via Individual Determination (AVID)</p> <p>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>Supported Advancement Via Individual Determination (AVID) and AVID strategies through teacher training. Offered priority registration to students from targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Increased overall student participation.</p> <p>Advancement Via Individual Determination (AVID)</p> <p>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) 1000-1999: Certificated Personnel Salaries LCFF \$43,920</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF \$170,816</p> <p>C) 3000-3999: Employee Benefits LCFF \$8,953</p> <p>D) 3000-3999: Employee Benefits LCFF \$17,594</p> <p>E) 4000-4999: Books And Supplies LCFF \$10,606</p> <p>F) 5000-5999: Services And Other Operating Expenditures LCFF \$130,909</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$31,643</p> <p>B) 2000-2999: Classified Personnel Salaries LCFF \$187,816</p> <p>C) 3000-3999: Employee Benefits LCFF \$5,510</p> <p>D) 3000-3999: Employee Benefits LCFF \$21,281</p> <p>E) 4000-4999: Books And Supplies LCFF \$13,456</p> <p>F) 5000-5999: Services And Other Operating Expenditures LCFF \$123,092</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>A) Coordinator Student Support Services B) Coordinator Student Support Services C) Coordinator Educational Services D) Coordinator Educational Services</p>	<p>Maintained 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. Re-designated a half-time Coordinator for Equity related services. Increased a full-time Coordinator for CTE Program related services.</p> <p>A) Coordinator Student Support/Educational Services/Equity B) Coordinator Student Support/Educational Services/Equity C) Coordinator Educational Services/CTE .5 D) Coordinator Educational Services/CTE .5 E) Coordinator Educational Services/CTE .5 F) Coordinator Educational Services/CTE .5</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$236,208</p> <p>B) 3000-3999: Employee Benefits LCFF \$59,214</p> <p>C) 1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies \$58,323</p> <p>D) 3000-3999: Employee Benefits Governors CTE Initiative: California Partnership Academies \$16,524</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$181,396</p> <p>B) 3000-3999: Employee Benefits LCFF \$42,984</p> <p>C) 1000-1999: Certificated Personnel Salaries Career Technical Education Incentive Grant (CTEIG) \$57,591</p> <p>D) 3000-3999: Employee Benefits Career Technical Education Incentive Grant (CTEIG) \$16,062</p> <p>E) 1000-1999: Certificated Personnel Salaries LCFF \$57,591</p> <p>F) 3000-3999: Employee Benefits LCFF 16,062</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Maintained additional counseling support services. Offered 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>A) 1000-1999: Certificated Personnel Salaries LCFF \$294,027</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$313,301</p>
		<p>B) 3000-3999: Employee Benefits LCFF \$94,787</p>	<p>B) 3000-3999: Employee Benefits LCFF \$98,997</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>Provided unduplicated students with access to outsourced/supplemental special programs. Offered priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness.</p> <p>A-D) Supplemental Special Programs: CSU Alliance, College Bound, UCR Bridge</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$7,700</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$3,220</p>
		<p>B) 3000-3999: Employee Benefits LCFF \$1,569</p>	<p>B) 3000-3999: Employee Benefits LCFF \$616</p>
		<p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$20,731</p>	<p>C) 5000-5999: Services And Other Operating Expenditures LCFF \$23,927</p>
			<p>D) 4000-4999: Books And Supplies LCFF \$2,142</p>
			<p>E) 2000-2999: Classified Personnel Salaries LCFF \$95</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees (unduplicated students) and Exam Rooms.</p> <p>A-B) Costs associated with Assessment: State Exams, Pre-ID Services, LCAP Printing Services</p> <p>C-D) Costs associated with Assessment report mailing: Clerical substitute</p>	<p>This is not applicable due to removal from LCAP.</p>	A) 5000-5999: Services And Other Operating Expenditures LCFF \$0	A) 5000-5999: Services And Other Operating Expenditures LCFF \$0
		B) 4000-4999: Books And Supplies LCFF \$0	B) 4000-4999: Books And Supplies LCFF \$0
		C) 2000-2999: Classified Personnel Salaries LCFF \$0	C) 2000-2999: Classified Personnel Salaries LCFF \$0
		D) 3000-3999: Employee Benefits LCFF \$0	D) 3000-3999: Employee Benefits LCFF \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment.</p> <p>A-D) Provide Support for Career Technical Education Programs</p> <p>E-F) Career Technical Education Teachers</p>	<p>Maintained support for Career Technical Education Implementation at all high schools to purchased materials and equipment.</p> <p>A-D), H Provide Support for Career Technical Education Programs</p> <p>E-G) Career Technical Education Teachers</p>	A) 1000-1999: Certificated Personnel Salaries LCFF \$9,900	A) 1000-1999: Certificated Personnel Salaries LCFF \$15,993
		B) 3000-3999: Employee Benefits LCFF \$2,018	B) 3000-3999: Employee Benefits LCFF \$3,052
		C) 4000-4999: Books And Supplies LCFF \$151,000	C) 4000-4999: Books And Supplies LCFF \$130,862
		D) 5000-5999: Services And Other Operating Expenditures LCFF \$96,405	D) 5000-5999: Services And Other Operating Expenditures LCFF \$109,020
		E) 1000-1999: Certificated Personnel Salaries LCFF \$1,444,380	E) 1000-1999: Certificated Personnel Salaries LCFF \$1,004,793
		F) 3000-3999: Employee Benefits LCFF \$414,875	F) 3000-3999: Employee Benefits LCFF \$292,153

			G) 5000-5999: Services And Other Operating Expenditures LCFF \$677,280
			H) 2000-2999: Classified Personnel Salaries LCFF \$396

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Maintained direct support (tutoring, counseling, mental health) to Murrieta Canyon Academy to meet the needs of unduplicated student population. Assisted with the continued implementation of a varied approach to student learning environments which captured the interests and passions of the students at MCA. A-D) Support to Murrieta Canyon Academy	A) 1000-1999: Certificated Personnel Salaries LCFF \$17,000 B) 3000-3999: Employee Benefits LCFF \$3,465 C) 4000-4999: Books And Supplies LCFF \$14,110 D) 5000-5999: Services And Other Operating Expenditures LCFF \$14,425	A) 1000-1999: Certificated Personnel Salaries LCFF \$5,565 B) 3000-3999: Employee Benefits LCFF \$955 C) 4000-4999: Books And Supplies LCFF \$8,103 D) 5000-5999: Services And Other Operating Expenditures LCFF \$15,264

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Maintained 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) 1000-1999: Certificated Personnel Salaries LCFF \$59,202 B) 2000-2999: Classified Personnel Salaries LCFF \$191,163 C) 3000-3999: Employee Benefits LCFF \$66,286	A) 1000-1999: Certificated Personnel Salaries LCFF \$28,746 B) 2000-2999: Classified Personnel Salaries LCFF \$135,338 C) 3000-3999: Employee Benefits LCFF \$38,785



D) 4000-4999: Books And Supplies LCFF \$299,307

D) 4000-4999: Books And Supplies LCFF \$281,982

E) 5000-5999: Services And Other Operating Expenditures LCFF \$120,389

E) 5000-5999: Services And Other Operating Expenditures LCFF \$232,481

Action 9

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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

Provided 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

A) 1000-1999: Certificated Personnel Salaries LCFF \$2,829,654

A) 1000-1999: Certificated Personnel Salaries LCFF \$3,272,012

B) 3000-3999: Employee Benefits LCFF \$883,165

B) 3000-3999: Employee Benefits LCFF \$973,079

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.

1.1 All schools sent teams of teachers and Administrators to the 2018 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. All Avaxat teachers have attended at least one AVID Summer Institute or appropriate AVID Path training. This has created a schoolwide willingness to adopt and implement WICOR strategies in the classroom. Teachers in all grade levels are providing opportunities and structures for students to organize materials and time, use 3 Column note-taking, utilize AE identified reading strategies, and collaborative work.

Additionally, Avaxat is developing a culture that holds students accountable to high academic and behavioral expectations. These expectations are reinforced with Universal Expectations posters, PBIS videos, Monday Mindset, college presentations and trips, and a rigorous curriculum that emphasizes the use of WICOR strategies. 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 K-12 guidance program. At the secondary level, lead counselors and the AP of Counseling meet monthly to align services, problem solve and communicate expectations. Elementary counselors attend a monthly PLC to review data as well as design PBIS lessons and activities. The Coordinator is also responsible for creating 4 all day PD's for all MVUSD Counseling staff.

The Coordinator of Equity is responsible for overseeing and instituting opportunities to address equity gaps to better meet the needs of all students. Work this year included participation in the RCOE Equity Institute with over 100 employees and parents. Additionally, the organization and facilitation of MVUSD's equity institute which included 80 plus district employees working together under expert leadership to evaluate and respond to how equity is addressed in MVUSD.

MVUSD hired a full-time coordinator of Career Technical Education (CTE) to align to the 11 Elements of a High Quality CTE model provided by the CDE. Coordinator is also responsible for grant management and building work-based learning opportunities (WBL).

1.3 Maintained one additional high school counselor per comprehensive high school site (3 FTE). The additional counselor at each high school have allowed all counselors to focus on meeting the needs of unduplicated students to ensure college/career readiness.

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.

All MVUSD students enrolled in AP class/es have the opportunity to participate in Saturday AP Readiness Workshops. These Saturday sessions are lead by AP Teachers with a high pass rate. Workshop sessions are for reinforcement and/or enrichment of the content that should have been covered at certain periods during the year. Eight Saturday sessions are held throughout the year. Transportation and lunch are provided to students free of cost and on average approximately 70 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). The Bridge program consists of curriculum that includes but is not limited to: AVID strategies (WICOR), organization, college readiness, how to cope with the stresses of high school, and the importance of how to become involved in your school. Ninety-nine students completed the 6-day program which concluded with a college field trip to a CSU and UC.

1.5 No longer in LCAP.

1.6 Increased support for CTE pathways, CTE course development and revision, certifications, professional development, and building industry sector partnerships. Planning and execution of the Senior Expo for students seeking full-time employment, certification or vocational/technical training.

1.7 Restorative practices training for circles with students within the classroom provided for all teachers to reduce disruptive behaviors within the classroom and to improve community and culture. Teachers conduct circles, have collaborative conversations with students and create a positive and community-like feel to the classroom. Restorative conferences were held when behaviors escalated to involve parents, staff members and students as needed. Behavior data is reviewed through site leadership and shared with whole staff. Adjustment are made based on results. Training is on-going for staff and students.

Hero Program implemented to monitor students attending seminar tutoring sessions. Seminar schedule for students created within the school day to assist students who are at risk of failing or who are in need of flexible scheduling to meet their needs. Two seminars per day in which students attend with one of their assigned teachers to complete assignments or take assessments. This flexibility allows choice by students to meet their needs academically.

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 administrative meetings to guide sites in the effective use of the funds and to reflect upon how intended actions align with district initiatives. Principals developed site SPSA's aligned to the district

LCAP with expenditures targeting the same four goals. The Directors of Elementary and Secondary Education approved all SPSA's, site budgets and expenditures prior to purchases being made.

There were discussions of specific student group data and progress at principal meetings to enhance collaboration and discussions around student group needs. Principals completed monthly reflections of actions and services that included focus student group actions, district initiatives, and programs at their school.

The following examples illustrate the kinds of purchases made for Goal 1: Achievement

- Instructional software licenses
- Resources to supplement curriculum, including NGSS
- Technology
- Vertical and content area alignment meetings
- College visits for targeted student groups
- Extended library hours

1.9 K-3 Grade Span Adjustment (GSA) was continued district-wide with the intent of providing teachers a smaller class size to better service their students learning needs. Smaller class size enables teachers to implement small group instruction and focus efforts on differentiation, meeting the needs of English Learners and providing targeted intervention.

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

1.1 AVID has been effective in continued support of a district-wide AVID program at all secondary school sites and Avaxat Elementary. It has also been effective in decreasing the number of "D/F" grades and increasing the number of students to fulfill college entrance requirements among AVID students. Overall GPA and A- G completion among AVID students has increased. MVUSD has experienced an increase in building capacity within AVID faculty as well as non-AVID faculty members district-wide. AVID implementation and has increased at all school sites. Both Warm Springs Middle School and Murrieta Mesa High School are recognized Sites of Distinction. This recognition represents a superior level of implementation and fidelity, demonstrating excellence in instructional practice and the promotion of college readiness schoolwide. Additionally, Murrieta Mesa High School is an AVID National Demonstration school that serve as a model of leadership, systems, instruction, and culture to other schools interested in implementing or expanding their AVID college preparation program. Attaining this designation places a school in the top 3% of approximately 5,600 AVID schools in 44 states, the District of Columbia, 16 countries and U.S. territories.

1.2 The Coordinator of Student Support is effective and has coordinated the following: shared site and district counseling calendars, K-12 articulation of counseling services, implementation of Sanford Harmony curriculum, social emotional and mental health training, Haiku counseling resource, College Kick Off for grades 6-12 with PSAT Test Administration for all students in grades 8 and 10, Freshman Summer Bridge program, FAFSA Campaign, AP Readiness Workshops, UC Course Submission, CCGI (California College Guidance Initiative) a web based college and career platform, counselor newsletter, CSUSM Alliance, Riverside County Education Collaborative (RCEC) Representative and district/site counseling goals.

The Coordinator for Equity effectively organized and implemented the Equity Institute among MVUSD staff. The District ELAC reconvened with many EL family stakeholders participating. Each site held ELAC meetings and LAT's were established for all secondary sites. Moreover, the District convened its Latino Parent Advisory Council and held 4 meetings this school year. Effective in implementing year two of a three-year plan for services, curriculum and professional development specific to the needs of English Learners. Middle School sites were provided class sections for EL support and coordination

The CTE coordinator effectively coordinated CTE for the Federal Program Monitoring (FPM) review, is working to get more courses articulated for college credit, A-G approval, and clarifying/increasing certifications. She also continued the Senior Career Expo bringing in new partners to work with our senior students who have identified their next steps as being community college, trade/tech school, or the workforce. She is transitioning to managing various grants (Perkins, CTEIG I & II, CCPT, and K12SWP) and the Senior Awards Ceremony for Pathway completers.

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.

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. Secondly students learn the requirements needed to meet Alliance guaranteed admission status. Additionally, the Alliance is effective in providing parents with an opportunity to focus on and understand the importance of attending a university.

The AP Readiness Saturday Workshops are effective. During the 2018-2019 school year, we experienced an increase in approximately 70 students per session participating.

The MVUSD Summer Bridge was effective in providing 99 students with the opportunity to learn the skills necessary to be a successful high school student upon entry. Students received a grade of elective credit. Workshops included: AVID strategies (WICOR), organization, college readiness, how to cope with the stresses of high school, and the importance of how to become involved in your school, counseling, creating goals, college systems and a culminating college field trip to a CSU and UC Campus.

1.5 No longer in LCAP.

1.6 CTE programs and pathway enhancement were effective. Sector meetings were instituted to increase collaboration with job alike throughout the district and improve horizontal alignment. Post-Secondary and industry partners participated and provided insight to their respective industries and feedback on our courses, pathways, and WBL. Students earned various industry certificates in Adobe, AutoCad, Food Handler's, BLS First Aid/CPR/AED (for practitioners, not just laypersons), and the California Guard Card. The Senior Career Expo location and format was modified to provide additional growth opportunities for more industry partners to participate.

Seniors who completed a pathway will be recognized at the district's annual CTE Awards Night to celebrate their accomplishments.

1.7 Effective in regards to all teachers being trained in restorative practices and restorative circles. Two staff members were trained in Restorative Conferencing. Students were trained in restorative circles as part of SOAR Days which acclimates students to MCA's culture and community. Restorative practices are used consistently in 50% of the classrooms. Circles for community purposes are used regularly both in the classroom and with staff in meetings.

The Hero Program was somewhat effective as a tool for attendance. Staff struggled with consistently monitoring. Due to being the first year of use, adjustments were necessary to create a successful system. Adjustments were implemented second semester and will again be adjusted for next year. The Hero Program will also be used for PBIS due to its ability to track positive rewards for student success. Teachers will meet to create plan for 2019-2020 school year.

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 and in developing SPSA 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.

Specific work within Goal 1: Achievement

- Effective for sites to provide the unduplicated students with additional programs, curriculum, technology resources and tutoring opportunities focused on their learning.

1.9 K-3 Grade Span Adjustment (GSA) was effective in improving engagement with 90% of teachers indicating that smaller class size improved student engagement. It was also effective in improving overall academic performance with 97% of teachers agreeing that smaller class size benefited low and high achieving students, English Learners, and students receiving special education services. Additionally, 85% of teachers agreed that smaller class sizes improved their ability to assess and monitor student achievement. This data was provided by a study conducted in our district by Hanover Research.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 There were minor differences in expenditures in specific budget categories, but the overall expenditures were about the same.

1.2 Coordinators of Student Support/Educational Services salaries reflect an overall increase of \$2779 in salaries and an overall decrease of \$168 for benefits. From CTEIG funds, Coordinator of Educational Services reflects a decrease of \$732 for salary and a decrease of \$462 for benefits.

1.3 Counseling services reflect an increase in expenditures of \$19,274 in salaries and \$4210 increase for benefits.

1.5 No longer in LCAP.

1.6 CTE teacher salaries and benefits along with RCOE contracted employees reflect an increase in expenditures of \$500,098.

1.7 Funds totaling \$19,113 have been re-purposed for Goal 1 staff to receive a negotiated off-schedule one-time 1% bonus.

1.8 School Site SPSA expenditures reflect a decrease in expenditures of \$19,015.

1.9 K-3 Class Size Reduction reflects an increase in expenditures of \$442,358 for salaries and \$89,914 increase for benefits.

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

English Learner Proficiency - This metric will be adjusted to reflect the ELPAC proficiency expectation for students to achieve level 4. The ELPAC level 4 baseline is 39.9% with a goal of a 3% annual increase which will be 42.9%.

Cohort Graduation Rate - This metric will be adjusted to maintain overall cohort graduation rate with a goal of .25% increase for the following student groups: English Learners to 88.75%, Foster Youth to 93.15% and Students with Disabilities to 86.75%. It also include MCA Cohort Graduation Rate to reflect 53.78% with an increase of 5% to 58.78%.

High School Dropout Rate - This metric will be adjusted to maintain the overall high school dropout rate at 1.41%.

Reading Literacy - This metric will be adjusted to include 11th and 12th grade RI results with the 1% growth goal. 11th grade will increase to 69.13% and 12th grade will increase to 73.63%.

Math Literacy - This metric will be adjusted for grades 3-5 from the MI to iReady Math Diagnostic. Baseline will be developed once end of year results are gathered.

Actions and Services

1.1 Budget will be increased to support the AVID program largely due to the increase in minimum wage which affects tutor salaries.

1.2 Budget will be increased to support step and column costs and increased retirement contributions. Budget will also reflect an additional coordinator who will be re-purposed from Goal 3 Action 2 TOSA coach. An additional coordinator will be budgeted to support the Data Standards Learning and Instructional (DSL) staff members.

1.3 Budget will be increased to support step and column costs and increased retirement contributions. This Action and Service will include underrepresented targeted populations including Hispanic, African American, SWDs, EL, and LI students.

1.4 Budget will be increased to support AP/IB test fee waivers, summer bridge and college readiness activities that were previously funded through the College Readiness Block Grant. This Action and Service will include underrepresented targeted populations including Hispanic, African American, SWDs, EL, and LI students.

1.5 No longer in LCAP.

1.6 Budget will be increased to support additional CTE teachers as well as to support step and column costs, increased retirement contributions and RCOE contract increases. This Action and Service will include underrepresented targeted populations including Hispanic, African American, SWDs, EL, and LI students.

1.7 Budget will be increased to support Murrieta Canyon Academy Comprehensive Support and Improvement through Title 1 ESSA CSI funds. This Action and Service tutoring, counseling, mental health and credit completion to meet the needs of unduplicated student populations and targeted populations (Hispanic, African American, SWDs, EL and LI students) to address ESSA CSI and results of root cause analysis.

1.8 Actions and services as well as budget will be utilized to support greatest needs and performance gaps. Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth. This Action and Service will include underrepresented targeted populations including Hispanic, African American, SWDs, EL, and LI students.

1.9 Budget will be increased to support step and column costs and increased retirement contributions. This Action and Service will include underrepresented targeted populations including Hispanic, African American, SWDs, EL, and LI students. MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Annual Update

LCAP Year Reviewed: 2018-19

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

Emerging Language Learners accessing Imagine Learning was 98.55%.
(Met)

Expected

18-19

Increase by 5% to 69% of Emerging Language Learners accessing 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.

18-19

The % of 2nd grade students meeting proficiency or advanced on the RI will increase by 1% to 74%. (Lagging Data)

All student group goals are as follows:

SED: 65%

EL: 59%

SWD: 44%

AA: 71%

Hisp: 68%

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%

Actual

Overall 2nd Grade RI proficiency was 76.54%. (Met)

- SED was 69.9% (Met)
- EL was 65.3% (Met)
- FY was NA (NA - 0 students)
- AA was 62.29% (Not Met)
- Hispanic was 72.89% (Met)
- Am Indian was 71.43% (NA)
- SWD was 48.06% (Met)
- Multi-Race was 83.82% (NA)

Expected

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.

18-19

Average growth rate for all students will be 1.2 years or greater

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.

18-19

2% over all students increase to 36%
Grade level span targets to be determined.

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%

Actual

Average growth for all students is 1.4 years. (Met)

The overall percentage of Grades 3-5 students meeting advanced decoder was 28%. (Not Met)
The overall percentage of Grades 6-8 students meeting advanced decoder was 33%. (Not Met)
The overall percentage of Grades 9-12 students meeting advanced decoder was 0%. (Not Met - 1 student)

Expected

Metric/Indicator

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

Includes SWD.

18-19

Increase by .25% to overall 29.98%

SWD 2.88%

SED 24.93%

EL 14.25%

Foster 4.25%

AA 23.13%

Hispanic 27.34%

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.

18-19

As per the annual review, this metric will no longer be used. Secondary data will be included and aggregated in the Read 180 goal.

Baseline

2016-17 Baseline

6th grade 10%

7th grade 9%

8th grade 6%

9th grade 5%

10th grade 4%

Actual

Overall AP enrollment participation rate was 30.24%. (Met)

- SED was 23.82% (Not Met)
- EL was 18.7% (Met)
- FY was 30.77% (Met)
- AA was 24.23% (Met)
- Hispanic was 27.12% (Not Met)
- Am Indian was 20% (Not Met)
- SWD was 5.01% (Met)
- Multi-Race was 35% (Met)

This metric is no longer being used.

Expected

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

18-19

Increase of 1% annual growth from FBB to 8%.

Baseline

2016-17 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.

18-19

Increase of 1% annual growth to:

School	Growth
DMMS	16%
SMS	12%
TMS	15%
WSMS	11%

Baseline

2016-17 Baseline

School	Growth
DMMS	17%
SMS	10%
TMS	13%
WSMS	8%

Average Growth 12%

Actual

Overall 6-8th Grade Math Intervention growth from FBB was 12.8%. (Met)

Refer to Appendix E for more detailed information.

Overall 6-8th Grade Math Proficiency Growth

- DMMS grew by 11.5% (Not Met)
- SMS grew by 11.3% (Not Met)
- TMS grew by 10.6% (Not Met)
- WSMS grew by 8.7% (Not Met)

Refer to Appendix E for more detailed information.

Expected

Metric/Indicator

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

18-19

Increase of 1% overall average growth from FBB to 11.3%.

Baseline

2016-17 Baseline:

MMHS

Semester	FBB	BB	B
Fall	43	44.55	9.23
Spring	33.5	51.73	14.8
Growth	-9.5	7.18	5.57

MVHS

Semester	FBB	BB	B
Fall	40.1	47.3	11
Spring	40.7	53.3	6.03
Growth	.6	6	-5

VMHS

Semester	FBB	BB	B
Fall	46.6	43.03	8.53
Spring	40.02	48.8	9.27
Growth	-6.58	8.77	.74

Metric/Indicator

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

18-19

Increase of 1% annual growth to:

School	Growth
MMHS	4.5%
MVHS	5.2%
VMHS	5.2%

Actual

Overall HS Transitional Math growth from FBB was 7.7%. (Not Met)

Refer to Appendix E for more detailed information.

School Growth was:

- MMHS grew by 6.8% (Met)
- MVHS grew by 6.5% (Met)
- VMHS grew by 6.3% (Met)

Refer to Appendix E for more detailed information.

Expected

Baseline

2016-17 Baseline

School	Fall	Spring	Growth
MMHS	18%	23%	5%
MVHS	18%	21.3%	3.3%
VMHS	20.3%	25.1%	4.8%

Average Growth 4.4%

Metric/Indicator

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

18-19

Increase of 1% annual growth to 78%

Baseline

2016-17 Baseline

67.7%

Metric/Indicator

English Language Learner Reclassification Rate

Increase annually by 1%.

18-19

Increase by 1% to 7.5%

Results are pending release of data from CDE

Baseline

2016-2017

Reclassification Rate: 5.5%

Actual

ELPAC results: (NA)

39.9% Level 4 – Well Developed

34.6% Level 3 – Moderately Developed

15.9% Level 2 – Somewhat Developed

9.7% Level 1 – Beginning Stage

English Learner reclassification rate was 11.5%. (Met)

Expected

Metric/Indicator

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

2% increase annually.

18-19

Increase by 2% to 49% growth

Baseline

2016-2017:

English Learner Level Growth 45% of students moving one or more levels. (Lagging Data)

Actual

ELPAC results: (NA)
 39.9% Level 4 – Well Developed
 34.6% Level 3 – Moderately Developed
 15.9% Level 2 – Somewhat Developed
 9.7% Level 1 – Beginning Stage

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
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.	A-B) Maintained 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 were available to be used for ELA intervention.	A) 1000-1999: Certificated Personnel Salaries LCFF \$216,042	A) 1000-1999: Certificated Personnel Salaries LCFF \$252,371
		B) 3000-3999: Employee Benefits LCFF \$65,916	B) 3000-3999: Employee Benefits LCFF \$73,343

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-B) Maintain up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.	A-B) Maintained up to seven (7) sections for intervention/acceleration classes in math, ELA, and Access/Bridge programs at each comprehensive high school.	A) 1000-1999: Certificated Personnel Salaries LCFF \$303,518 B) 3000-3999: Employee Benefits LCFF \$90,255	A) 1000-1999: Certificated Personnel Salaries LCFF \$311,282 B) 3000-3999: Employee Benefits LCFF \$93,286

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher. A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training D) Intervention Teachers Training	In order to provide direct intervention support to unduplicated students, each elementary school was provided with an Elementary Intervention Teacher. A) Maintain Elementary Intervention Teacher Services B) Maintain Elementary Intervention Teacher Services C) Intervention Teachers Training/Materials D) Intervention Teachers Training/Materials	A) 1000-1999: Certificated Personnel Salaries LCFF \$1,017,586 B) 3000-3999: Employee Benefits LCFF \$292,655 C) 1000-1999: Certificated Personnel Salaries LCFF \$10,493 D) 3000-3999: Employee Benefits LCFF \$2,139	A) 1000-1999: Certificated Personnel Salaries LCFF \$1,056,441 B) 3000-3999: Employee Benefits LCFF \$301,211 C) 5000-5999: Services And Other Operating Expenditures LCFF \$12,632 D) \$0 NA

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.	A-B) Maintained support for intervention materials: Math 180, Read 180 and iRead.	A) 4000-4999: Books And Supplies LCFF \$120,000 B) 5000-5999: Services And Other Operating Expenditures LCFF \$67,000	A) 4000-4999: Books And Supplies LCFF \$20,173 B) 5000-5999: Services And Other Operating Expenditures LCFF \$166,827

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain licenses for middle and high school intervention/acceleration programs: A) Imagine Math/Think Through Math B-C) APEX/APEX PD	Maintained licenses for middle and high school intervention/acceleration programs: A) Imagine Math/Think Through Math B-C) APEX/APEX PD	A) 5000-5999: Services And Other Operating Expenditures LCFF \$97,000	A) 5000-5999: Services And Other Operating Expenditures LCFF \$97,000
		B) 5000-5999: Services And Other Operating Expenditures Lottery \$67,950	B) 5000-5999: Services And Other Operating Expenditures Lottery \$67,950
		C) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,200	C) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,200

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Comprehensive program of services for English Language Learners included 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 M) Classified Substitutes	A) 1000-1999: Certificated Personnel Salaries LCFF \$58,323	A) 1000-1999: Certificated Personnel Salaries LCFF \$57,597
		B) 3000-3999: Employee Benefits LCFF \$16,524	B) 3000-3999: Employee Benefits LCFF \$16,033
		C) 1000-1999: Certificated Personnel Salaries LCFF \$30,779	C) 1000-1999: Certificated Personnel Salaries LCFF \$0
		D) 3000-3999: Employee Benefits LCFF \$9,334	D) 3000-3999: Employee Benefits LCFF \$0
		E) 5000-5999: Services And Other Operating Expenditures LCFF \$155,132	E) 5000-5999: Services And Other Operating Expenditures LCFF \$243,366
		F) 1000-1999: Certificated Personnel Salaries LCFF \$140,970	F) 1000-1999: Certificated Personnel Salaries LCFF 61,042
		G) 3000-3999: Employee Benefits LCFF \$28,730	G) 3000-3999: Employee Benefits LCFF \$11,852

		H) 4000-4999: Books And Supplies LCFF \$9,000	H) 4000-4999: Books And Supplies LCFF \$16,242
		I) 1000-1999: Certificated Personnel Salaries LCFF \$128,868	I) 1000-1999: Certificated Personnel Salaries LCFF \$198,024
		J) 3000-3999: Employee Benefits LCFF \$38,786	J) 3000-3999: Employee Benefits LCFF 59,162
		K) 1000-1999: Certificated Personnel Salaries LCFF \$174,566	K) 1000-1999: Certificated Personnel Salaries LCFF \$179,286
		L) 3000-3999: Employee Benefits LCFF \$48,862	L) 3000-3999: Employee Benefits LCFF \$49,552
			M) 2000-2999: Classified Personnel Salaries LCFF \$1,330

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Maintained 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) 1000-1999: Certificated Personnel Salaries LCFF \$83,750	A) 1000-1999: Certificated Personnel Salaries LCFF \$50,222
		B) 2000-2999: Classified Personnel Salaries LCFF \$87,587	B) 2000-2999: Classified Personnel Salaries LCFF \$146,839
		C) 3000-3999: Employee Benefits LCFF \$47,794	C) 3000-3999: Employee Benefits LCFF \$56,500
		D) 4000-4999: Books And Supplies LCFF \$58,299	D) 4000-4999: Books And Supplies LCFF \$58,320
		E) 5000-5999: Services And Other Operating Expenditures LCFF \$25,000	E) 4000-4999: Books And Supplies LCFF \$13,671

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 outlined an additional intervention math period for struggling students. The 4 additional sections at the middle schools provided students with math intervention to help fill their math achievement gaps. Imagine Math is being utilized by math teachers grade 6-10 in the intervention classes to fill student learning gaps.

2.2 The 7 additional sections provided intervention opportunities for students which include lower class sizes for Transitional Math (preparatory course for Math I) and Academic Seminar which is focused on providing incoming struggling 9th grade students with additional support in their content areas classes. Additionally, some sections provided students with opportunities to recover credits to ensure graduation.

2.3 Full-time Intervention teachers were maintained at the eleven elementary schools. Intervention teachers provided direct academic support for students who were at risk of not meeting standards. Intervention teachers also played a role in helping the sites look at data, progress monitor, and develop school-wide intervention plans.

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 programs. The iRead program is implemented as a "prevention" program for all K – 2 students. Read 180 is implemented for grade 3 – 12 as the district's primary intervention for struggling readers. This year, the district moved all classes to the Read 180 Universal Platform in order for students to have access to the newest edition of the curriculum. Math 180 is implemented a number of our elementary sites to build conceptual understanding and fill in gaps for appropriate fifth graders.

2.5 Imagine Math: The most recent benchmark data indicates middle school increased proficiency rate by 11% from the beginning of the school year to approximately March. High school rates increased by 5% in the same time frame. All 6th through 10th grade students were assessed and provided access to Imagine Math. Math Intervention classes utilize Imagine Math 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 Imagine Math program. In addition, there are 66 adult students utilizing Imagine Math 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 Murrieta Canyon Academy, the alternative education campus. 1415 course subscriptions were purchased and students are utilizing currently 1129 courses. There are approximately 1010 courses that have been completed successfully this school year.

2.6 EL Homework Club was implemented at all elementary sites to focus support on homework as requested by parents through a needs assessment. Imagine Learning implementation was enhanced to ensure all level 1's and 2's accessed the program. The

Elementary EL Focus Group continued to meet and refine practices around integrated and designated ELD, as well as focus on EL data and strategies for meeting their needs.

The district is working with one elementary site to investigate the potential implementation of a Dual Immersion program. This has included meetings with CAFE consultant and site visits to observe programs.

The secondary staff evaluated the current pathways for English Learners and recommended a new pathway that better supports all English Learners and A-G completion. Staff reviewed current EL curriculum, as well, and evaluated English 3D and determined that it was a better fit for student needs. This evaluation included staff visits to see the program in action. Staff reviewed the TELL assessment and determined its best use at the middle school level, to begin next school year. Secondary staff including Math, Elective, and World Language teachers took part in training on the ELD standards and how they can be implemented in the classroom.

Fifty high school students took a field trip to two colleges: Cal State Fullerton and Whittier College to promote a college going culture for our English Learners.

District continued implementing the EL Collaborative which is made up of K-12 educators who meet regularly to collaborate around EL needs and initiatives. Forty-five staff members attended the EL Symposium through RCOE.

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 administrative meetings to guide sites in the effective use of the funds and to reflect upon how intended actions align with district initiatives. Principals developed site SPSA's aligned to the district LCAP with expenditures targeting the same four goals. The Directors of Elementary and Secondary Education approved all SPSA's, site budgets and expenditures prior to purchases being made.

There were discussions of specific student group data and progress at principal meetings to enhance collaboration and discussions around student group needs. Principals completed monthly reflections of actions and services that included focus student group actions, district initiatives, and programs at their school.

The following examples illustrate the kinds of purchases made for Goal 2: Intervention

- Instructional Assistants to support intervention
- Materials for UA instruction
- Release for teachers to meet with parents of at-risk students
- Release for teachers to meet and discuss data
- After school and Saturday teacher-led tutoring
- LCAP "Connections" Camp
- Student monitoring systems
- Technology-based intervention programs
- Increased counseling hours

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

2.1 These intervention courses proved somewhat effective in providing additional support for struggling students and for acceleration. Teachers are utilizing TTM on a consistent basis in grades 6-10 to meet the individual needs of students. After close evaluation of the achievement data, the team determined that the intervention courses needed to be redesigned to ensure higher success rates for students. Teachers have worked together to design targeted learning that supports our struggling learners and increases proficiency. This redesigned course will begin in the 2019-2020 school year.

Additionally, the accelerated course was also redesigned to offer more flexibility in students' scheduling. Instead of a double blocked math course during 7th grade, this new course distributes three years of mathematical practices into a two-year course sequences which truly reflects an accelerated course. This newly designed accelerated course will begin in 2019-2020.

2.2 Math intervention was effective in providing students with supports to ensure preparation for and successful completion of Math I-III.

Academic Seminar was effective in providing 9th grade students with the extra support and organizational skills to be successful in high school coursework which is taught utilizing AVID strategies.

Students in need of credits have been successful in recovering credits in time for graduation.

2.3 Intervention teachers were highly effective in supporting struggling students with a focus on those in LCAP student 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.

As reflected in CAASPP results and local indicators, student progress at the elementary level was maintained or improved as a result of this support. In particular, access to Imagine Learning for English Learners increased significantly and students in Read 180 and System 44 continued to show progress.

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 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. 2nd grade end of year RI scores have continued to grow each year, including significant growth for student groups.

Read 180 and System 44 were effective in supporting our struggling readers in grades 3 – 12 with phonics and reading comprehension instruction. Students in the program continue to make strong gains in Lexile including gains of over a year, with 78% of students exceeding their growth goal.

Math 180 was effective in providing instruction for our lowest math students in fifth grade. Sites implemented different models this year and monitored data accordingly.

2.5 Imagine Math 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 Imagine Math for the 2019-20 school year in 6th-10th grade and work with Imagine Learning to align achievement levels and provide feedback for program improvement.

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.

2.6 EL Homework Club implementation was fairly effective but it was determined that it needed to begin earlier in the year at all elementary sites. For students and parents who participated, it was effective in supporting homework needs. The district was very effective at increasing access to Imagine Learning. Discussions led to the need for progress monitoring next year for consistency. EL Focus Groups was effective in continued district-wide common understanding of the needs and supports of our English Learners.

The work around a Dual Immersion program was effective in furthering staff understanding. This needs to continue and plans are in place to formalize training and further actions.

Bilingual aides were effective but there was a delay in hiring so next year will be the first full year of implementation. Teachers report that aides are successful in reaching more students providing individual assistance. District needs to formalize the expectations for these staff members as we move into next year.

Reflection on pathways and curriculum was effective and led to positive next steps including the implementation of Read 180 and English 3D in middle and high school. The TELL will also offer middle school staff better data around their English Learners.

Secondary training of content area teachers was effective in introducing the ELD standards to core content teachers and building their capacity to serve English Learners.

Collaboration and training of staff has been effective and led to K-12 articulation, improved programs, and increased implementation of designated support.

The high school field trip was effective in building student understanding of college expectations and culture. Students received a tour of the campus and learned about the admissions process.

Focus areas for next year will include data talks and goal setting with English Learners with the goal to improve performance on the ELPAC and increase re-designation rates. The district will be initiating a formal celebration for families of students who re-designate.

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 and in developing SPSA 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.

Specific work within Goal 2: Intervention

- Effective at increasing site 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 and therefore more social-emotional support for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Reflects an increase in expenditures for middle school intervention teacher salaries of \$36,329 and an increase of \$7,427 for benefits.

2.2 Reflects an increase in expenditures for high school intervention teacher salaries of \$7,764 and an increase of \$3,031 for benefits.

2.3 Reflects an increase in expenditures for elementary school intervention teacher salaries of \$38,855 and an increase of \$8,556 for benefits. \$12,632 in funds were re-purposed to convert Read 180 Universal licenses.

2.6 Reflects an adjustment for middle school EL sections to combine C-D with I-J and an increase for high school EL sections for teacher salaries, benefits, materials and conference costs. Reflects an increase in expenditures for middle and high school sections of \$54,129 in salaries and benefits. Reflects a slight decrease in expenditures of \$1217 for the coordinator salary and benefits.

2.7 Reflects an increase of School Site SPSA expenditures of \$23,122.

Funds totaling \$25,000 have been re-purposed from Goal 4 to provide Goal 2 staff with a negotiated off-schedule one-time 1% bonus.

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

Emerging Language Learners accessing Imagine Learning - This metric will be adjusted to maintaining access at 98.55%.

System 44 - This metric will be adjusted to 1% overall growth from the prior year for each grade span.

English Language Learner Progress Indicator - This metric is not currently in the dashboard so it will not be included in this year's LCAP.

English Language Learner Progress toward English Proficiency - This metric will be adjusted to reflect ELPAC proficiency levels with an annual increase in level 4 of 1% from 39.92% to 40.92%..

Actions and Services

2.1 Budget will be increased to support step and column costs and increased retirement contributions. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

2.2 Budget will be increased to support step and column costs and increased retirement contributions. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

2.3 Budget will be increased to support step and column costs and increased retirement contributions. Half of the funds for intervention teacher training will be allocated for intervention materials and resources. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

2.4 This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

2.5 Budget will be increased to support an increase cost for Imagine Math and APEX licenses. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

2.6 Budget will be increased to offer additional middle and high school EL classes to support the Level 3 and 4 EL students as well as stipends for staff to collaborate with ELAC and DELAC parents.

2.7 Actions and services as well as budget will be utilized to support greatest needs and performance gaps. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students. Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Annual Update

LCAP Year Reviewed: 2018-19

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. 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:

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.

18-19

Maintain 100% of district teachers appropriately assigned and fully credentialed

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 district teachers are appropriately assigned and fully credentialed. (Met)

93% of staff participated in professional development. (Met)

Expected

18-19
Increase by 1% to 91% participation

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.

18-19
Increase by 1% to 91% involvement

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.

18-19
Maintain 100% of year-two teachers completing requirements to 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.

18-19
Maintained 100% access

Teacher Logins: 6172

Actual

93% of AVID teachers and staff participated in PD. (Met)

100% of year-two teachers are on track to complete requirements to clear their credential. (Met)

Teachers have 100% access.
Teacher logins were 7330. (Met)

Expected

Baseline

Maintain 100% access to EADMS and Inspect.

Teacher Logins: 4801

Metric/Indicator

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

18-19

Maintain 100% Participation

Baseline

100% Participation

Metric/Indicator

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

18-19

Complete annual review and reflection with maintaining or improving annual ratings in each content area.

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 assessment related meetings. (Met)

This metric will no longer be included in the LCAP.

Completed Annual Review and Reflection with ratings maintained or improved in all areas. (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
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	In order to ensure systemic implementation of AVID programs at all secondary schools and Avaxat Elementary School, a district TOSA at .68 FTE was maintained. Additionally, .51 FTE coordination support for IB at MVHS was maintained. A-B) Maintain Coordination Support to AVID Program C-D) Maintain Coordination support to IB at MVHS	A) 1000-1999: Certificated Personnel Salaries LCFF \$59,725 B) 3000-3999: Employee Benefits LCFF \$16,810 C) 1000-1999: Certificated Personnel Salaries LCFF \$49,545 D) 3000-3999: Employee Benefits LCFF \$14,735	A) 1000-1999: Certificated Personnel Salaries LCFF \$61,843 B) 3000-3999: Employee Benefits LCFF \$17,420 C) 1000-1999: Certificated Personnel Salaries LCFF \$49,776 D) 3000-3999: Employee Benefits LCFF \$14,830

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	A-B) Maintained TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies. C) Provided professional development for TOSAs D) TOSA materials and supplies, support for trainings E-F) TOSA substitutes for training and conferences G-H) DASS Stipends and proportional pay	A) 1000-1999: Certificated Personnel Salaries LCFF \$595,311 B) 3000-3999: Employee Benefits LCFF \$175,490 C) 5000-5999: Services And Other Operating Expenditures LCFF \$15,000	A) 1000-1999: Certificated Personnel Salaries LCFF \$599,566 B) 3000-3999: Employee Benefits LCFF \$176,927 C) 5000-5999: Services And Other Operating Expenditures LCFF \$14,694

		D) 4000-4999: Books And Supplies LCFF \$4,240	D) 4000-4999: Books And Supplies LCFF \$2,279
			E) 1000-1999: Certificated Personnel Salaries LCFF \$1,935
			F) 3000-3999: Employee Benefits LCFF \$332
			G) 1000-1999: Certificated Personnel Salaries LCFF \$97,139
			H) 3000-3999: Employee Benefits LCFF \$19,712

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	A-B) Maintained induction programs for new teachers through MVUSD Induction and provided support to teachers through PAR C) Training and coaching materials D) Accreditation fees and program support	A) 1000-1999: Certificated Personnel Salaries LCFF \$196,212	A) 1000-1999: Certificated Personnel Salaries LCFF \$151,210
		B) 3000-3999: Employee Benefits LCFF \$39,988	B) 3000-3999: Employee Benefits LCFF \$32,644
		C) 4000-4999: Books And Supplies LCFF \$1,510	C) 4000-4999: Books And Supplies LCFF \$19,090
		D) 5000-5999: Services And Other Operating Expenditures LCFF \$4,540	D) 5000-5999: Services And Other Operating Expenditures LCFF \$39,306

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-C) Maintain professional development on adopted curriculums, assessments, new standards and new teaching strategies.	A-B) Maintained professional development on adopted curriculum, assessments, new standards and new teaching strategies.	A) 1000-1999: Certificated Personnel Salaries LCFF \$62,602	A) 1000-1999: Certificated Personnel Salaries LCFF \$34,956

	C) Classified substitutes/extra duty D) Materials and supplies E) Conferences and workshops	B) 3000-3999: Employee Benefits LCFF \$12,758	B) 1000-1999: Certificated Personnel Salaries LCFF \$181
		C) 5000-5999: Services And Other Operating Expenditures \$3200	C) 2000-2999: Classified Personnel Salaries LCFF \$6,344
			D) 4000-4999: Books And Supplies LCFF \$20,065
			E) 5000-5999: Services And Other Operating Expenditures LCFF \$17,015

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning. C-F) Provide support to professional development day.	A-B), Provided time for curriculum work teams to develop units, assessments, data review and planning. C-F) Provided support to professional development days. G-H) Provided time for curriculum work teams to develop units, assessments, data review and planning.	A) 1000-1999: Certificated Personnel Salaries LCFF \$103,422	A) 1000-1999: Certificated Personnel Salaries LCFF \$84,089
		B) 3000-3999: Employee Benefits LCFF \$21,077	B) 3000-3999: Employee Benefits LCFF \$14,773
		C) 1000-1999: Certificated Personnel Salaries LCFF \$1,320	C) 1000-1999: Certificated Personnel Salaries LCFF \$0
		D) 3000-3999: Employee Benefits LCFF \$269	D) 3000-3999: Employee Benefits LCFF \$0
		E) 4000-4999: Books And Supplies LCFF \$5,000	E) 4000-4999: Books And Supplies LCFF \$4,995
		F) 5000-5999: Services And Other Operating Expenditures LCFF \$18,411	F) 5000-5999: Services And Other Operating Expenditures LCFF \$20,005
			G) 2000-2999: Classified Personnel Salaries LCFF \$936
			H) 4000-4999: Books And Supplies LCFF \$6,873

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI B) Outsourced Data Support Services	A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI B) Outsourced Data Support Services	A) 5000-5999: Services And Other Operating Expenditures LCFF \$138,551 B) 5000-5999: Services And Other Operating Expenditures LCFF \$145,660	A) 5000-5999: Services And Other Operating Expenditures LCFF \$138,551 B) 5000-5999: Services And Other Operating Expenditures LCFF \$145,660

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-B) Assessment Related Support – ELPAC Substitutes C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings	No longer included in the LCAP	A) 1000-1999: Certificated Personnel Salaries LCFF \$0 B) 3000-3999: Employee Benefits LCFF \$0 C) 5000-5999: Services And Other Operating Expenditures LCFF \$0	A) 1000-1999: Certificated Personnel Salaries LCFF \$0 B) 3000-3999: Employee Benefits LCFF \$0 C) 5000-5999: Services And Other Operating Expenditures LCFF \$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.	A-B) Maintained Release Time for Math and English Scoring Team Members for two days each. C) Instructional Materials for English and Math teachers	A) 1000-1999: Certificated Personnel Salaries LCFF \$34,242 B) 3000-3999: Employee Benefits LCFF \$6,979	A) 1000-1999: Certificated Personnel Salaries LCFF \$22,383 B) 3000-3999: Employee Benefits LCFF \$3,838 C) 4000-4999: Books And Supplies LCFF \$15,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Maintained 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.</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$99,794</p>	<p>A) 1000-1999: Certificated Personnel Salaries LCFF \$95,164</p>
	<p>A-E) School Site LCFF Allocations tied to SPSAs</p>	<p>B) 2000-2999: Classified Personnel Salaries LCFF \$0</p>	<p>B) 2000-2999: Classified Personnel Salaries LCFF \$245</p>
	<p>C) 3000-3999: Employee Benefits LCFF \$24,052</p>	<p>C) 3000-3999: Employee Benefits LCFF \$21,640</p>	
	<p>D) 4000-4999: Books And Supplies LCFF \$4,500</p>	<p>D) 4000-4999: Books And Supplies LCFF \$861</p>	
	<p>E) 5000-5999: Services And Other Operating Expenditures LCFF \$76,489</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$78,061</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 Continued to maintain district-wide support for all secondary schools and one elementary school's implementation of the AVID program. Continued to provide school and staff support for the implementation of AVID strategies and program requirements. The AVID Coach serves as the liaison between sites and AVID RIMS.

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.

A focus of content area coaches this year included implementation of IAB assessments. The technology coach focused efforts on the implementation of the Alludo professional development model and technology workshops for teacher. The induction coach worked with the coordinator to support mentors and new teachers through collaboration and training.

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-hour per week of mentoring. This includes "Just-in-Time" mentoring to support the ongoing challenges faced by new teachers and the development of an Individual Learning Plan that supports long-term analysis of teaching practice targeting the knowledge and skills necessary to effectively teach the full range of learners in the classroom. There is an emphasis on 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. Mentors are trained to help candidates gather and use data to assess their teaching practice, including the use of video-based evidence. Support for PAR, interns, and non-induction new teachers is also provided through these resources.

3.4 There is a continued focus on standards implementation for mathematics, English Language Arts, and NGSS. Other key aspects of professional development this year include: EL instruction, differentiation, curriculum implementation, lesson study, and instructional practices that support the new standards and students with a variety of learning needs. Modules have been provided for principals to utilize with their staff to create consistent professional development across the district. The module topics have included: safety, EL instruction, circles and mental health support.

Additionally, 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.

Elements of Effective Instruction (EOEI) offerings, both onsite and online, continued to be expanded, and an array of follow-up opportunities were provided to support teachers' integration of research-based strategies. This included 16 webinars, which provided a

new way to make professional learning accessible for staff. The online, self-pace gamified professional learning environment, Alludo, also was expanded and now includes three levels and over 100 professional learning games for teachers. A “March Madness” competition increased the number of teachers participating at several school sites.

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 piloted and selected new materials for the 19-20 school year. Math curriculum teams re-evaluated the pathways and determined a plan for moving forward. Work teams supported the implementation of IAB’s and review of data.

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 continues to be implemented as a tool for analyzing and disaggregating student data to inform instruction. Efforts are in place to improve the input of data into EADMS so that it can be more effective. Fitnessgram testing data is being collected through the platform as well.

Hanover Research continues to support the development and annual analysis of the district’s Stakeholder Survey.

Schoolzilla and Mosaic have completed year-three of a three-year local data dashboard implementation service. This year reports were accessible to all site administrators and training was provided to support understanding. Key reports include attendance, D/F grades, CAASPP and Benchmark results, and program participation.

3.7 This is no longer included in the LCAP.

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.

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 administrative meetings to guide sites in the effective use of the funds and to reflect upon how intended actions align with district initiatives. Principals developed site SPSA's aligned to the district LCAP with expenditures targeting the same four goals. The Directors of Elementary and Secondary Education approved all SPSA’s, site budgets and expenditures prior to purchases being made.

There were discussions of specific student group data and progress at principal meetings to enhance collaboration and discussions around student group needs. Principals completed monthly reflections of actions and services that included focus student group actions, district initiatives, and programs at their school.

The following examples illustrate the kinds of purchases made for Goal 3: 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
- Instructional Assistant training
- Program support for AVID and Intervention classes

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

3.1 Effective in ensuring a district-wide articulated district-wide 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 implementing, and enforcing the district hiring policy of 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 the enhancement of elementary AVID at Avaxat Elementary School including training for all teachers, use of organizational tools school-wide, and focus on specific WICOR strategies. Instrumental in ensuring that Murrieta Mesa High School maintained its AVID Demonstration School designation and Site of Distinction recognition. Effective in providing support to Warm Springs Middle School in preparation for Emerging Demonstration school and Site of Distinction recognition.

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 impacted their instructional delivery and assessment practices based on their student data. Instructional Coaching support has effectively impacted the use of the Professional Learning Community by increasing the conversations around student data, mastery learning and enhancement of instructional practices.

While secondary instructional coaches have been effective, it has been determined that placing support at the site will have a greater impact on teacher practices and support. This will be addressed in this year's LCAP actions.

3.3 Induction support has been effective by focusing on the individual needs of new teachers and grounding support on the classroom context. Mentors experienced multiple trainings to guide the induction experience, including facilitating the collection of data to inform practice. Each candidate successfully gathered data to assess her/his teaching and student learning needs in order to identify goals for inquiry and used this to create an Individual Learning Plan (ILP) that drove professional development. The mentor then facilitated the selection of a variety of individualized learning experiences that catered to the teacher's professional needs and teaching context, using a wide variety of tools, including video observation and the Continuum of Teaching Practice. The teachers demonstrated their knowledge and skills to support the full range of learners in their classrooms during our table talk event during Colloquium, sharing

highlights of their ILP and 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. One hundred percent of current induction participants are on track to successfully complete the program.

3.4 The continued focus on district-wide standards implementation has been effective based on teacher survey response and principal walk throughs and reports. Modules have been effective as reported by principals. The principals appreciate the consistent messaging and that the modules are readily available to share with their staff members. Principal reports are reflecting the impact of the modules and overall professional development on instruction.

Follow up evaluation surveys of Elements of Effective Instruction (EOEI) and follow-up professional development opportunities, both onsite and online, indicate that teachers find the experience effective for improving their capacity to support student learning. The new webinar-based workshop options have been gaining increased attendance as teachers become more comfortable with the platform, and survey data indicates teachers welcome the flexibility webinar-based learning offers them. Online and gamified versions of the modules challenge teachers to apply the knowledge and skills they develop by uploading artifacts to the digital platform as evidence of professional growth. The evidence of application built into this model helps provide facilitator follow-up to ensure the strategies that are learned are implemented with fidelity. The incentivized approach to choice-based professional learning that Alludo provides helped increased the total number of teachers participating in professional learning experiences using this platform.

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 the creation of common rubrics and district-wide scoring sessions which enhanced the understanding of the standards. In addition, teachers have collaborated to develop common grade-level projects that culminate in a senior project/presentation which is a graduation requirement and supports preparedness for career and college.

Work teams were effective in adopting new curriculum and determining more effective math pathways. They were also effective in implementing IAB's district-wide.

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. It is important to focus continued efforts on integration between data systems so data is updated and more relevant for teachers. We need to analyze the usage of the Inspect portion of EADMS to determine program effectiveness. Teachers report concerns about depth of knowledge of questions, as well as alignment with CAASPP.

Hanover was not effective in supporting the development of the Stakeholder Survey, but they are effective in the analysis and reporting out of results.

Schoolzilla and Mosaic is becoming 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. More training is necessary for staff to be able to navigate the system and use the tool effectively.

3.7 This is no longer included in the LCAP.

3.8 This 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 and in developing SPSA 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.

Specific work within Goal 3: Professional Development

- Effective in providing teachers with opportunities to participate in a variety of trainings and workshops to assist with standards implementation.
- 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.
- Effective in providing time for teachers to come together with administration to discuss data and responses to data.
- Effective in training instructional assistants in best practices for working with students.
- Effective in offering tailored support to teachers implementing specific programs including AVID and intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 Reflects an increase in expenditures for AVID TOSA salary of \$2,131 and benefits increase of \$610. Reflects an increase in expenditures for IB coordination of \$231 in salary and \$95 in benefits.

3.2 Reflects an overall increase in expenditures of \$5,692 in salaries and benefits. Reflects a re-purposing of conference funds to cover substitutes for conferences and instructional materials. Reflects adjustment in coaching support to on-site staff which resulted in an increase of \$97,139 in salaries and \$19,712 in benefits.

3.5 Actual budget expenditures reflect a decrease of \$17,828.

3.7 This is no longer included in the LCAP.

3.9 Reflects a decrease in expenditures of \$8,864 for School Site SPSA expenditures.

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

Adjust the professional development metric to maintain overall professional development participation to 90% or more. Include UDL exposure, training and coaching to 90% or more. Include classified staff professional development participation and/or follow up to 60% or more.

Adjust the AVID professional development metric to maintain overall professional development participation to 90% or more.

Maintain 100% participation in identified local and state assessment related meetings. This metric will no longer be included in the LCAP due to it representing a base service.

Actions and Services

3.1 Budget will be increased to support AVID coordinator to support step and column costs and increased retirement contributions. Budget will reflect the removal of the IB coordinator from the LCAP. This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

3.2 Instructional coaching support - This action and service will be adjusted and budget will be increased to reflect a more site-based approach with a Data Standards Learning and Instruction (DSL) Staff at each secondary site with a section designated for math, ELA

and science. The technology instructional coach will be redesigned as a coordinator of technology and computer science to assist elementary and middle schools with computer science programs and will be moved to Goal 1 Action 2. Elementary coaching support will be maintained. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

3.3 This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

3.4 This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

3.5 This Action and Service will include underrepresented targeted populations including: Hispanic, African-American, SWDs, EL, and LI students.

3.6 Budget will be increased to reflect program cost increases and new outsourced data programs. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

3.7 This is no longer included in the LCAP.

3.9 Actions and services as well as budget will be utilized to support greatest needs and performance gaps. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students. Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Annual Update

LCAP Year Reviewed: **2018-19**

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

Continue 100% of School Facilities are maintained and in good repair

Baseline

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

100% of School Facilities are maintained and in good repair. (Met)

Metric/Indicator

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

Attendance rate is 95.3%. (Not Met)

Refer to Appendix E for more detailed information.

Expected

18-19
Increase 0.1% 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)

18-19
Decrease by .25% to 8.95%

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.

18-19
Decrease gap by .2% to a rate of 94.6%

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)

18-19
Per Annual Review, this metric will no longer be used

Baseline
Total Suspensions including
In-house Suspension 432

Metric/Indicator
Decrease suspension rate by .1% annually

18-19
Maintain at 1.2%

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

Actual

Chronic Absenteeism is 10.5%. (Not Met)
Refer to Appendix E for more detailed information.

Foster Youth attendance rate is 94.1%. (Not Met)

This metric is no longer being used.

Suspension rate is 1%. (Met)
Refer to Appendix E for more detailed information.

Expected

Metric/Indicator

Decrease number of expulsions by 2 instances annually

18-19

Less than 10 expulsions

Baseline

Total Expulsions

2015-16: 9

2016-17: 4

Decreased by 5

Metric/Indicator

Increase number of staff trained in PBIS by 75 annually

18-19

75 Additional Staff members trained in PBIS/Restorative Practices

Total 399

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

18-19

Maintain at 350 participants

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

18-19

Maintain at 48 participants

Baseline

Baseline: 2016-2017 School Year - 21 families

Actual

Number of expulsions is 2. (Met)

161 additional staff members were trained in PBIS/Restorative Practices. (Met)

387 Participants in Mental Health Related Workshops and Groups. (Met)

There was 1 participant in Behavior Class Student Related Workshops and Groups. (Not Met)

Expected

Metric/Indicator

Increase in SWD Parent Engagement/Implementation Strategies

18-19

Maintain at 100% implementation of strategies

Baseline

Baseline for implementation 50%

Metric/Indicator

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

18-19

Increase by 5% to 63

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.

Increase positive perceptions (satisfaction) in these areas 5% annually. Data reflects those participating in the survey.

18-19

Increase by 1% in each survey result annually.

Baseline

Baseline 2016-17

Overall Satisfaction

Parents 70%

Students 70%

Staff 81%

School Safety and Engagement

Parents 90%

Parent Engagement

Parents 73%

Actual

100% implementation of strategies. (Met)

63 students attended the summer growth institute. (Met)

Hanover Stakeholder Survey Data and Analysis:**Overall Satisfaction (Very and Completely):**

- Parents were 90% (Met)
- Students were 85% (Not Met)
- Certificated Staff were 92% (Met)
- Classified Staff were 94% (Met)

School Safety and Engagement:

- Parents were 87% (Not Met)
- Students were 80% (NA)

Parent Engagement:

- Parents were 75% (Not Met)
- Certificated Staff were 85% (Not Met)
- Classified Staff were 84% (Not Met)

Communication:

- Parents were 76% (Not Met)
- Students were 75% (Met)

Policies and Involvement:

- Parents were 58% (Not Met)
- Students were 54% (Met)
- Certificated Staff were 71% (Not Met)

Expected

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.

18-19

Maintain: All advisory councils will meet a minimum of 4 times annually

Baseline

Baseline

Advisory Councils (Stakeholder Reps and Student):

DELAC: 3

AAPAC: 1

LPAC: 1

ATP: 5

SEPAC: 7

LCAP: 5

LCAP Student: 0

Actual

- Classified Staff were 48% (Not Met)

Advisory Council Meetings:

- DELAC: 4 (Met)
- AAPAC: 4 (Met)
- LPAC: 4 (Met)
- ATP: 4 (Met)
- SEPAC: 4 (Met)
- LCAP: 5 (Met)
- LCAP MS/HS Student: 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
Maintain mental health services to SWDs and their families who require this support. A-B) Mental Health Therapist C-D) Coordinator of Student Support to focus on Mental Health	Maintained mental health services for students and their families who require this support. A-B) Coordinator of Student Support to focus on Mental Health	1000-1999: Certificated Personnel Salaries LCFF \$119,562 3000-3999: Employee Benefits LCFF \$33,643	A) 1000-1999: Certificated Personnel Salaries LCFF \$115,138 B) 3000-3999: Employee Benefits LCFF \$33,016

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster Youth classified support A-B) Foster Youth Liaison and Guidance Technician	Maintained Foster Youth support A-B) Foster Youth Liaison and Guidance Technician	A) 2000-2999: Classified Personnel Salaries LCFF \$151,550 B) 3000-3999: Employee Benefits LCFF \$54,048	A) 2000-2999: Classified Personnel Salaries LCFF \$114,990 B) 3000-3999: Employee Benefits LCFF \$43,346

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	A-C) PBIS/Restorative Practices Training: Substitutes D) PBIS/Restorative Practices Training: Conferences and Workshops E) PBIS/Restorative Practices Books and Materials F) Tier 3 Behavior Support and Equity/Restorative Practices related expenses	A) 1000-1999: Certificated Personnel Salaries LCFF \$14,000 B) 2000-2999: Classified Personnel Salaries LCFF \$2,000 C) 3000-3999: Employee Benefits LCFF \$3,420	A) 1000-1999: Certificated Personnel Salaries LCFF 18,883 B) 2000-2999: Classified Personnel Salaries LCFF \$2,000 C) 3000-3999: Employee Benefits LCFF \$3,746



D) 5000-5999: Services And Other Operating Expenditures LCFF \$10,580

D) 5000-5999: Services And Other Operating Expenditures LCFF \$15,922

E) 4000-4999: Books And Supplies LCFF \$5,000

E) 4000-4999: Books And Supplies LCFF \$5,887

F) 5000-5999: Services And Other Operating Expenditures LCFF \$120,000

F) 5000-5999: Services And Other Operating Expenditures LCFF \$108,562

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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-D) Support for MS promotion security.
E-G) Maintain support for MS, HS collaborative.
H-J) Maintain support for Intramural program stipends and transportation.

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. Up to six (6) sections per MS site.
C-D) Support for MS promotion security. Removed from LCAP.
E-H) Maintained support for MS, HS collaborative.
I-K) Maintained support for Intramural program stipends and transportation.

A) 1000-1999: Certificated Personnel Salaries LCFF \$371,151

A) 1000-1999: Certificated Personnel Salaries LCFF \$362,758

3000-3999: Employee Benefits LCFF \$75,640

B) 3000-3999: Employee Benefits LCFF 73,856

E) 1000-1999: Certificated Personnel Salaries LCFF \$40,010

E) 1000-1999: Certificated Personnel Salaries LCFF \$14,434

F) 3000-3999: Employee Benefits LCFF \$8,154

F) 3000-3999: Employee Benefits LCFF \$2,051

G) 5000-5999: Services And Other Operating Expenditures LCFF \$22,000

G) 4000-4999: Books And Supplies LCFF \$2,649

H) 1000-1999: Certificated Personnel Salaries LCFF \$16,614

H) 5000-5999: Services And Other Operating Expenditures LCFF \$51,030

I) 3000-3999: Employee Benefits LCFF \$3,386

I) 1000-1999: Certificated Personnel Salaries LCFF \$17,498

J) 5000-5999: Services And Other Operating Expenditures LCFF \$2,000

J) 3000-3999: Employee Benefits LCFF \$3,569

K) 5000-5999: Services And Other Operating Expenditures LCFF \$933

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A) Safety and anti-bullying presentations

A) Conducted safety and anti-bullying presentations at middle schools

A) 5000-5999: Services And Other Operating Expenditures LCFF \$4,000

A) 5000-5999: Services And Other Operating Expenditures LCFF \$2,400

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

Maintained support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

5000-5999: Services And Other Operating Expenditures LCFF \$125,300

A) 5000-5999: Services And Other Operating Expenditures LCFF \$125,300

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Offered authentic methods to engage parents and students. Provided all stakeholders training in Equity and Equitable Practices. Focused attention upon unduplicated student and underserved student populations.

A) 1000-1999: Certificated Personnel Salaries LCFF \$11,132

A) 1000-1999: Certificated Personnel Salaries LCFF \$15,372

B) 3000-3999: Employee Benefits LCFF \$2,269

B) 2000-2999: Classified Personnel Salaries LCFF \$2,789

A-D) Stakeholder/Student Engagement and Equity and Equitable Practices

A-D) Stakeholder/Student Engagement and Equity and Equitable Practices

C) 4000-4999: Books And Supplies LCFF \$14,499

C) 3000-3999: Employee Benefits LCFF \$2,893

D) 5000-5999: Services And Other Operating Expenditures LCFF \$40,000

D) 4000-4999: Books And Supplies LCFF \$19,845

E) 5000-5999: Services And Other Operating Expenditures LCFF \$27,001

Action 8

Planned 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

Actual Actions/Services
 Maintained 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

Budgeted Expenditures

Estimated Actual Expenditures

A) 1000-1999: Certificated Personnel Salaries LCFF \$100,282

A) 1000-1999: Certificated Personnel Salaries LCFF \$105,594

B) 2000-2999: Classified Personnel Salaries LCFF \$31,140

B) 2000-2999: Classified Personnel Salaries LCFF \$39,646

C) 3000-3999: Employee Benefits LCFF \$31,755

C) 3000-3999: Employee Benefits LCFF \$34,145

D) 4000-4999: Books And Supplies LCFF \$30,020

D) 4000-4999: Books And Supplies LCFF \$25,893

E) 5000-5999: Services And Other Operating Expenditures LCFF \$38,616

E) 5000-5999: Services And Other Operating Expenditures LCFF \$85,168

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 Coordinators focused on providing mental health services to our unduplicated students and students with special needs as well as providing students and their families with the following support: Breakthrough Student Assistance Program, referrals to outside agencies, group counseling, behavior intervention services, stakeholder mental health trainings, crisis response services and school site support.

4.2 Foster Youth Liaison's contract decreased from 100% to 60% this year, but hired a full-time clerical staff person to support Foster Youth services. These staff members work with Foster Youth Agencies, RCOE support staff, group homes and community agencies to provide high-risk Foster Youth with necessary services to stabilize them so they can better access the comprehensive school as well as the academic and co-curricular programs.

4.3 The district continues to offer PBIS training for district staff. Additionally, district staff provide Restorative Practices and Mental Health First Aid training for district and school site staff.

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 The focus for anti-bullying and social media education has been on the middle school. Each middle school hosted guest speakers to present on Anti-Bullying and appropriate use of Social Media. Active Shooter/Dangerous intruder training was conducted at all school sites. District safety presentations have been conducted in the community and parent/stakeholder groups.

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

4.7 There was Intentional and Authentic Parent, Student, and Teacher Engagement Promoting Equitable Practices to Close Achievement/Participation Gaps.

This model program is designed to authentically engage our stakeholders, particularly our teacher, student, and diverse 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,

Special Education Parent Advisory, Title I Advisory, Action Team Partnerships and Teachers Breakout Advisory, we engage the varied voices in our district to hear of their needs, ideas, and perceptions as it relates to our school district's programs and services.

There were regular meetings (four or more per year) for all parent advisory councils and for planning district-wide parent engagement events. Parent representatives received training through the RCOE ATP program. At least twenty parent representatives accompanied district staff to the Excellent Through Equity conference.

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

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

There were regular high school and middle school student meetings with LCAP Student Advisory Councils. Students assisted in the planning and implementation of the district-wide parent engagement event Step Up to Success and provided input on our district student stakeholder survey, 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 administrative meetings to guide sites in the effective use of the funds and to reflect upon how intended actions align with district initiatives. Principals developed site SPSA's aligned to the district LCAP with expenditures targeting the same four goals. The Directors of Elementary and Secondary Education approved all SPSA's, site budgets and expenditures prior to purchases being made.

There were discussions of specific student group data and progress at principal meetings to enhance collaboration and discussions around student group needs. Principals completed monthly reflections of actions and services that included focus student group actions, district initiatives, and programs at their school.

The following examples illustrate the kinds of purchases made for Goal 4: 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
- Special initiatives: Kindness and Attendance Challenge
- Visual and Performing Arts opportunities

- CADA attendance and PLUS training
- Ballet Folklorico
- Equity training

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

4.1 Effective in providing students, families and staff with the needed support through direct services and referrals. The Coordinators have provided a variety of trainings including: Mental Health First Aid, Restorative Practices, Suicide Prevention and PBIS. The Coordinators have provided students and their families with targeted support in the following areas: individual and family meetings, Insight drug and alcohol intervention, boys/girls groups and mental health support. In addition, the Coordinators provide sites with crisis response services, outside agency referrals and additional support when needed.

4.2 Effective in stabilizing and supporting Foster Youth at all school sites. 13 Foster Youth are receiving intensive private tutoring through a private agency outside of school.

Nine 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, Unity Day, and the state Foster Youth in Education Summit and Youth Academy. Effectively maintained communication and collaboration with DPSS, probation, transferring school districts, group homes, and non-profit agencies to support their education, achievement and stability. Foster Youth showed a substantial decrease of 2.1% in suspension rate. The Chronic Absenteeism rate dropped by 1.3% from last year.

4.3 Effective in providing continued PBIS training and additionally provided IIRP Restorative Practices and Mental Health First Aid Training. Training has been extended to include Administration, Teachers, Classified Staff and parents. Approximately 160 staff members have been trained in Restorative Practices and Mental Health First Aid.

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.

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.

4.5 Effective in providing anti-bullying presentations with an emphasis on appropriate use of social media to students at all 4 middle schools. Also, partnered with a parent group to offer a parent night on Social Media and Anti-bullying with over 400 attendees. Dangerous intruder/active shooter presentations were given throughout the year at site staff meetings and Professional development days. Safety training was provided to all district security.

4.6 Somewhat effective in supporting improved attendance and reducing Chronic Absenteeism. Average Daily Attendance is relatively unchanged from historic averages at 95.4%. The Chronic Absenteeism rate increased from past years. Data comparison is difficult because of the change in the method of calculation to include all students who have attended 31 days or more at any point in the school year.

4.7 The district was effective in engaging parents and students in a variety of advisory councils including LCAP (all stakeholders), ATP, AAPAC, LPAC, DELAC, Title I Advisory, and SEPAC. These advisories provided input that resulted in the planning and implementation of a district-wide parent engagement and education event. This annual event, Step Up to Success, was hosted by AAPAC and LPAC. Moving the event to an evening at the beginning of the year, and including student performances, improved stakeholder attendance. The program continued to provide parents at all grade spans relevant information about how to support their children's academic and social emotional needs.

The LCAP student advisory councils have proven most effective due to their input on school programs and policies, as well as their identification of the need for more equitable practices on sites.

Stakeholder input, overall, has been effective in influencing our understanding of new needs and led to new initiatives. Examples which illustrate outcomes of intentionally engaging stakeholders include: offering extended learning opportunities for students, increasing support in English Learner support classes, expanding Career Technical Education options, providing parents with information they need to support their students' learning at home, and strengthening our partnerships with families in relevant and supportive ways with a focus on growing Cultural Proficiency for all school district employees.

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 and in developing SPSA 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.

Specific work within Goal 4: 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. Sites have been hosting parent events to share information about support services and interventions.
- 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 The SWD mental health therapist was taken out of the LCAP because the primary service group was SWD. Budget reflects a decrease in expenditures for coordinator salaries by \$4,424 and in benefits by \$627.

4.2 Budget reflects a decrease in expenditures for salary by \$36,560 and in benefits by \$10,702. This is a result of the Foster Youth Liaison going to part-time.

4.5 Budget reflects a decrease in expenditures of \$1,600 due to support from PTA donations for a cyberbully guest speaker.

4.7 Budget was completely utilized and other Goal 4 funds were re-purposed to provide for equity conferences and stakeholder engagement costs.

4.8 Budget reflects an increase in school site SPSA expenditures by \$58,633.

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

The metric for PBIS training for staff will be adjusted to maintain at 75 additional staff members trained in PBIS/Restorative Practices annually.

The metric for SWD Summer Growth Institute will no longer be included in the LCAP due to a restructure and the Summer Growth Institute no longer being offered.

Stakeholder Survey Responses - Maintain for satisfaction rates of 80% or above. Increase by 1% annually for any metric below 80%.

Actions and Services

4.1 This action and service will be increased to provide additional mental health support for the secondary schools district-wide. Three mental health therapists will be supported by LCFF supplemental funds and one mental health therapist will be supported from Title IV funds. Coordinator costs will be increased due to step and column costs and increased retirement contributions. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

4.2 This action and service will be increased by \$50,000 to support differentiated assistance activities to support our Foster Youth. Budget will continue to reflect part-time status for the FY liaison and full-time guidance technician that will include an increase due to step and column costs and increased retirement contributions over the actual expenditures in the 18-19 school year.

4.3 The action and service budget will be increased and adjusted to reflect the need for continued PBIS/restorative practices training. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

4.4 Budget will be increased due to step and column costs and increased retirement contributions. Budget will no longer include promotion security. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

4.5 Budget will be increased to bring in additional guest speakers. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students.

4.6 Budget will be increased to support increased attendance program costs.

4.7 Budget will be increased to support a mentoring program and continued support of Equity conferences and Cohort 1 training.

4.8 Budget will be decreased, but the actions and services will be utilized to support greatest needs and performance gaps. This Action and Service will include underrepresented targeted populations including Hispanic, African-American, SWDs, EL, and LI students. Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Stakeholder Engagement

LCAP Year: 2019-20

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?

MVUSD has 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, principal meetings, Senior Cabinet, Board of Education meetings, quarterly Local Control and Accountability Advisory Council meetings and regular breakout LCAP 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.

MVUSD has continued extensive efforts to 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 advisory leaders received training through the RCOE ATP program. There were regular meetings for all parent advisory councils and from their input the second annual district-wide parent engagement event, Step Up to Success, was planned and implemented by AAPAC and LPAC. Additionally, there were regular meetings with District English Learner Advisory Council (DELAC), CTE Advisory Council, Title I Advisory and Special Education Parent Advisory Council (SEPAC) to encourage parent and student input for programs and related actions and services focused on student learning.

The LCAP Advisory Council was expanded to include representatives from all school sites and groups within our district. There were regular meetings with the LCAP Advisory Council to review district data, LCAP related actions and services, and other information that was requested from the group. LCAP Advisory members assisted with the development of this year's Annual Stakeholder Survey, as well as provided input for the LCAP and all related actions and services. In addition to the larger LCAP Advisory Council, meetings continued this school year with the teachers' advisory council (MTA Breakout Group) to garner feedback and input for the LCAP and related actions and services. Additionally, we implemented a classified employee advisory council (CSEA Breakout Group) to garner input and feedback for the LCAP related actions and services. To ensure a thorough understanding of the LCAP and related actions and services for MVUSD, RCOE conducted a special LCAP workshop for Educational Services staff, MTA and CSEA members to review the LCAP document, funding, process, timeline and requirements so there was a common understanding of the purpose of the LCAP to meet the needs of our unduplicated students.

The LCAP Student Advisory Councils expanded from high school to include middle school this year. Students assisted in the planning and implementation of the district-wide parent engagement event, Step Up to Success. They also provided input for our district student stakeholder survey as well as for the LCAP and all related actions and services. Their input confirmed the continued need to focus on equity, equitable practices, student engagement and mental health/counseling services.

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 address. Parents, students, teachers and administrators 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 Stakeholder Survey. Each year, the number of respondents continues to grow. This year we had 9,659 stakeholders take part in the survey including 4638 students, 3577 parents and 1354 staff.

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 contributed to the development of the 2019-20 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 - This year, our services on behalf of English Learners provided integrated and designated supports, professional development for staff, parent workshops in Spanish, EL bilingual aides at the high school and EL after school tutoring. The 2019-20 LCAP actions and services includes: continued professional development, continued instruction with integrated and designated supports, expansion of EL aides to the middle school (supported by Title III), continued EL tutoring and the implementation of an annual reclassification celebration. These actions and services were developed with the input from all stakeholders including parents, staff and students who are members of DELAC, LPAC and our LCAP Advisory and from input at our annual Board Workshop. Based on stakeholder input, the LCAP continues to provide services for English Learners.

Equity/Cultural Proficiency - Our services to address Equity, Equitable Practices and Cultural Proficiency were developed with the input from parents, staff and students who are members of DELAC, SEPAC, AAPAC, LPAC, Equity Institute members, employee groups, student LCAP advisories, administrative groups and our LCAP Advisory as well as from input at our annual Board Workshop. Specifically, parents, students and staff have requested training for all staff in Equity, Cultural Proficiency and Equitable Practices. In particular, our student LCAP advisories and AAPAC have emphasized the need for Cultural Proficiency instruction for our student bodies, parents and staff. Based on stakeholder input, there will be a continued emphasis on equity and a greater emphasis on cultural proficiency.

Students with Disabilities - Our 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 annual Board Workshop. Specifically at our SEPAC meetings, parents requested continued support for social emotional and behavioral learning through parent workshops. As a result of the audit and special education meetings, staff are requesting professional development in the areas of differentiation to enhance student achievement and college/career readiness. Requests for social emotional support and training in differentiation are shared as an area of need in various staff meetings and training district-wide. Based on stakeholder input, there will be actions supporting social emotional needs as well as training focused on differentiation and Universal Design for Learning (UDL).

Counseling/Mental Health - Our services to address mental health needs were greatly emphasized and these services were developed with the input from parents, staff and students who are members of AAPAC, LPAC, Administrative Council, employee groups, LCAP Advisory groups and our student LCAP advisories as well as from input at our annual Board Workshop. Staff, parents and students have overwhelmingly communicated the need for increased mental health services, support and professional development for staff, students and their families. Based on stakeholder input, the district will be providing full-time elementary counselors at each school site and full-time mental health staff at the high schools who will service middle schools as well.

Professional Development - Our services to enhance our professional development offerings were developed primarily from input from classified and certificated staff. In particular, classified staff have expressed the need for comprehensive professional development opportunities. Teachers have expressed the need for training in differentiation, UDL and behavioral supports. Our parents and students shared that our staff would benefit from equity and cultural proficiency training to benefit all students and student engagement/learning. Based on stakeholder input, there will be actions and services to provide a variety of professional development to meet staff needs including a focus on classified training.

Foster Youth - Our services to address Foster Youth learning and achievement were a result of Foster Youth performance on the California Dashboard. Our stakeholders including staff, students and parents that included Equity Institute members, Administrative Collaborative and LCAP Advisory groups provided input for the need of additional services to increase social emotional and academic supports to assist students in their success both academically and social emotionally. They have also suggested centralized enrollment for Foster Youth and site-based designated staff to service Foster Youth and advocate for their needs. Based on stakeholder input, there will be actions and services to provide for centralized enrollment and site-based support.

Stakeholder Engagement - Our services to involve and increase stakeholder engagement were a result of our annual stakeholder survey and input from parents, students and staff who are members of our employee groups, AAPAC, LPAC, SEPAC, DELAC, Equity Institute members, LCAP advisory groups. These groups emphasized the need to provide systematic stakeholder input and engagement to improve services for students to enhance student learning and achievement. The feedback from the annual stakeholder survey was analyzed to produce key focus areas for this school year and communication was sent to all stakeholders. Parent Advisories have expanded and student LCAP advisories were expanded to include middle school. Based on stakeholder input, the district's focus for the administrative retreat and for next year will be on stakeholder engagement and efforts will be made to coordinate stakeholder group communication and initiatives.

Career Technical Education - Our services for Career Technical Education were developed with the input from parents, staff and students who are members of CTE advisory council, community/business partners, student LCAP advisories and our LCAP Advisory as well as from input at our annual Board Workshop. Specifically, students and parents requested enhanced CTE programs with opportunities for training and certifications that will lead to industry-related careers upon graduation. Based on stakeholder input, the district will be implementing a fire science pathway as well as continued expansion of current CTE pathways.

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)

Unchanged Goal

Goal 1

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 there is a continued need to focus on student learning and academic achievement. Our overall performance on the California Dashboard in ELA is green and in math is yellow. There is still work to be done to bring all students to proficiency level. This is more apparent when we look at performance gaps which exist for our unduplicated student populations and student groups of focus in the following areas: ELA achievement, math achievement and college/career readiness. Local indicators also demonstrate this continued need for the focus on student learning and achievement.

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%. Actual AP enrollment was 30.24%.	Increase overall by .25% to 30.49%.
CTE Pathway Participation: Increase by 1% annually	Increase CTE Pathway Participation from 1555 12th grade students in 2015-16. (Lagging data).	Increase CTE Pathway Participation from 1555 12th grade students in 2017-18 to 1570 12th grade student's in 2018-19. (Lagging data). Pending results from CALPADS.	Increase CTE Pathway Participation from 1570 12th grade students in 2018-19 to 1585 12th grade student's in 2019-20. (Lagging data). Actual: CTE participation in 12th grade is 616.	Increase CTE 12th grade pathway participation by 1% to 622.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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:</p> <p>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>Actual AVID participation was 22.2%.</p>	<p>All Student AVID participation: Increase .5% to 22.7% and all student group participation by .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:</p> <p>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>Actual AVID participation was 9.7%</p>	<p>All Student AVID participation: Increase .5% to 10.2% and all student group participation by .5%.</p>
<p>AVID Avaxat Elementary: All (100%) students 2nd-5th grade will be taught to use the AVID Binder and agenda planner and be</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>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</p>	<p>100% of TK-5th grade students will be taught to use use the AVID organizational tools</p>	<p>100% of TK-5th grade students will be taught to use the AVID organizational tools</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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>2nd – 3rd Grade Teachers will receive training in August 2017.</p>	<p>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>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>Actual: 100% of TK-5th grade students were taught to use the AVID organizational tools</p> <p>5th grade ELA proficiency was 41.27%. 5th grade math proficiency was 38.1%.</p> <p>4th grade ELA proficiency was 59.29%. 4th grade math proficiency was 46.9%.</p> <p>3rd grade ELA proficiency was 59.31%. 3rd grade math proficiency was 54.65%.</p>	<p>5th grade ELA proficiency will increase 1% to 42.27%. 5th grade math proficiency will increase 1% to 39.1%.</p> <p>4th grade ELA proficiency will increase 1% to 60.29%. 4th grade math proficiency will increase 1% to 47.9%</p> <p>3rd grade ELA proficiency will increase 1% to 60.31%. 3rd grade math proficiency will increase 1% to 55.65%.</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>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>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</p>	<p>Middle School</p> <p>6th grade student completion of Interest Profiler Milestone will increase by 1% to 88.03%</p> <p>6th grade student completion of Saved Careers will increase by 1% to 86%</p> <p>7th grade student completion of Saved Careers will increase by 1% to 82.95%</p> <p>7th grade Goals Assessment will increase by 1% to 86.28%</p> <p>8th grade Goals Assessment will increase by 1% to 73%</p> <p>8th grade Learning Styles Assessment will increase by 1% to 90%</p> <p>High School</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<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>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>8th grade Learning Styles Assessment is new and is at 84%</p> <p>High School</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>Profiler Milestone will increase by 1% to 88%</p> <p>9th grade student completion of Academic Planner will increase to 75%</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>Actual:</p> <p>Middle School</p> <p>6th grade interest profiler milestone was 87.03%</p> <p>6th grade saved careers was 85%</p> <p>7th grade saved careers was 81.95%</p> <p>7th grade goals assessment was 85.28%</p> <p>8th grade goals assessment was 72%</p>	<p>9th grade student completion of Interest Profiler Milestone will increase by 1% to 74%</p> <p>9th grade student completion of Academic Planner will increase by 1% to 86%</p> <p>10th grade Multiple Intelligences will increase by 1% to 82%</p> <p>10th grade College List will increase by 1% to 52%</p> <p>11th grade Career List will increase by 1% to 64%</p> <p>11th grade Do What you Are will increase by 1% to 82%</p> <p>12th grade journal #12 will increase by 1% to 76%</p> <p>11th grade career goal #2 will increase by 1% to 42.2%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<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>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>8th grade learning styles assessment was 89%</p> <p>High School 9th grade interest profiler milestone was 73%</p> <p>9th grade academic planner was 85%</p> <p>10th grade multiple intelligences was 81%</p> <p>10th grade college list was 51%</p> <p>11th grade career list was 63%</p> <p>11th grade Do What you Are was 81%</p> <p>12th grade journal #12 was 75%</p> <p>12th grade career goal #2 was 41.2%</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>Actual: ELPAC data is now being used and indicates 39.9% EL proficiency.</p>	<p>Increase EL proficiency by 3% to 42.9%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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>Actual: CTE Pathway Completer was 62.</p> <p>CTE Pathway Concentrator and Completer was 687.</p>	<p>CTE Pathway Completer: Increase by 1% to 63.</p> <p>CTE Pathway Concentrator and Completer: Increase by 1% to 694.</p>
<p>A-G Completion will increase minimally 1% annually.</p>	<p>All Student A-G Completion: 56% in 2015-16. (RCOE data)</p>	<p>All Student A-G Completion: Increase from 57% in 2016-17 to 58% in 2017-18 (RCOE data)</p> <p>2017-18 A-G completion rate was 58.9%</p>	<p>All Student A-G Completion: Increase by 1% to 59.9%</p> <p>Actual: A-G completion rate was 62.05%</p>	<p>All Student A-G Completion: Increase by 1% to 63.05%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>AP pass rate will increase 1% annually</p>	<p>Incremental increases from 63.2% in 2015-16. (Lagging data)</p>	<p>Incremental increases from 63.2% in 2016-17.</p> <p>AP pass rate is pending AP results from College Board.</p>	<p>Incremental increases from 64.2% in 2017-18 to 65.2% in 2018-19.</p> <p>AP pass rate is pending AP results from College Board.</p> <p>Actual: AP pass rate was 66.1%.</p>	<p>AP pass rate increase by 1% to 67.1%</p>
<p>EAP ELA College Readiness will increase minimally 1% annually.</p> <p>(Student Group data available in Appendix)</p>	<p>Currently 36% ready and 42% conditionally ready.</p>	<p>Increase 36% ready and 42% conditionally ready as reported in 2016-17 to 37% ready and 43% conditionally ready as reported in 2017-18.</p> <p>2017-18 EAP ELA was 37.5% ready and 37.23% conditionally ready.</p>	<p>EAP ELA increase by 1% to 38.5% ready and 38.23% conditionally ready.</p> <p>Actual: EAP ELA ready was 29.87% and conditionally ready was 32.11%.</p>	<p>EAP ELA increase by 1% to 30.87% ready and 33.11% conditionally ready.</p>
<p>EAP Math College Readiness will increase minimally 1% annually.</p> <p>(Student Group data available in Appendix D)</p>	<p>Currently 14% ready and 30% conditionally ready.</p>	<p>Increase 14% ready and 30% conditionally ready as reported in 2016-17 to 15% ready and 31% conditionally ready as reported in 2017-18.</p> <p>2017-18 EAP math was 11.55% ready and 22.75% conditionally ready.</p>	<p>EAP math increase by 1% to 12.55% ready and 23.75% conditionally ready.</p> <p>Actual: EAP Math ready was 10.33% and conditionally ready was 25.01%.</p>	<p>EAP math increase by 1% to 11.33% ready and 26.01% conditionally ready.</p>
<p>PSAT</p>	<p>PSAT</p>	<p>PSAT</p>	<p>PSAT</p>	<p>PSAT</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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>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>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>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>Actual:</p> <p>8th grade participation was 99% 8th grade score was 820</p> <p>10th grade participation was 100%</p> <p>10th grade score was 919</p>	<p>8th grade participation maintain at 99%</p> <p>8th grade score increase by 10 points to 830</p> <p>10th grade participation maintain at 99%</p> <p>10th grade score increase by 10 points to 929</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 taking 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 taking the SAT will increase by 15 to 1528</p> <p>ACT</p> <p>Number of student taking the ACT will increase by 4 to 559</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Student participation numbers will increase 4 minimally annually.</p>			<p>Actual: SAT Number of students who took the SAT was 1513</p> <p>ACT Number of student who took the ACT was 555</p>	
<p>FAFSA</p> <p>Increase completion rate by 1% minimally annually.</p>	<p>FAFSA</p> <p>Completion in 2017 74.7%</p>	<p>FAFSA</p> <p>Completion in 2018 75%</p>	<p>FAFSA</p> <p>Completion rate increase by 1% to 76%</p> <p>Actual: Completion rate was 60%.</p>	<p>FAFSA</p> <p>Completion rate increase by 1% to 61%</p>
<p>Cohort Graduation</p> <p>Increase rate by .25% annually. (Student Group data available in Appendix D)</p>	<p>Cohort Graduation Rate 2016: 94.8%</p>	<p>Cohort Graduation Rate 2017: 95.05%</p> <p>Results are pending due to CDE release of data in June 2018</p>	<p>Cohort Graduation Rate 2018: 95.3%</p> <p>Pending due to CDE release of data</p> <p>Actual: Cohort graduation rate was 97.6%</p> <p>MCA cohort graduation rate was 53.78%</p>	<p>Cohort Graduation Rate 2019: Maintain at 97.6%</p> <p>Increase the following by .25%</p> <p>EL to 88.75%</p> <p>FY to 93.15%</p> <p>SWD 86.75%</p> <p>MCA Cohort Graduation Rate: Increase MCA by 5% to 58.78%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>HS Cohort Dropout Rate Decrease rate by .25% annually. (Student Group data available in Appendix D)</p>	<p>HS Cohort Dropout Rate 2016: 3.8%</p>	<p>HS Cohort Dropout Rate 2017: 3.55%</p> <p>Results are pending due to CDE release of data in June 2018</p>	<p>HS Cohort Dropout Rate 2018: 3.3%</p> <p>Pending due to CDE release of data</p> <p>Actual: Cohort dropout rate was 1.41%</p>	<p>HS Cohort Dropout Rate 2019: Maintain at 1.41%</p>
<p>MS Cohort Dropout Rate</p> <p>Maintain middle school dropout rate annually.</p>	<p>Cohort Dropout Rate 2016: 0%</p>	<p>Cohort Dropout Rate 2017: 0%</p> <p>Results are pending due to CDE release of data in June 2018</p>	<p>MS Cohort Dropout Rate 2018: 0%</p> <p>Pending due to CDE release of data</p> <p>Actual: MS Cohort Dropout Rate was 0%</p>	<p>MS Cohort Dropout Rate 2019: Maintain at 0%</p>
<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%</p>	<p>MS Two or More Failing Grades:</p> <p>MS failing grades decrease by .25% to 9.65%</p> <p>Actual:</p>	<p>MS Two or More Failing Grades:</p> <p>MS failing grades decrease by .25% to 11.85%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Per Annual Update, we will revise the metrics to an overall annual and student group decrease of .25%.	MS Two or More Failing Grades was 12.1%	
Two or More Failing Grades: 9-12 Decrease failing grades by 1% annually overall. (Student Group data available in Appendix E)	Two or More Failing Grades: 9-12 2017 18.6%	Two or More Failing Grades: 9-12 2018 17.6% 2017-18 HS failing grades is at 18%	HS Two or More Failing Grades: 9-12 HS failing grades decrease by .5% to 17.5% Actual: HS Two or More Failing Grades was 17.2%	Two or More Failing Grades: 9-12 HS failing grades decrease by .5% to 16.7%
Alternative Education Credit Completion Increase credit completed per semester by average of 5 credits annually	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.	Alternative Education Credit Completion 2018 29.3 2017-18 Alt Ed credit completion is 26.3	Alternative Education Credit Completion Alt Ed credit completion increase by 5 credits to 31.3 Actual: Daily Program was 30 credits Independent Study was 20 credits	Alternative Education Credit Completion Alt Ed Daily Program credit completion increase by 5 credits to 35 Alt Ed Independent Study Program credit completion increase by 5 credits to 25
Reading Literacy Targets	3rd Grade Reading Literacy Targets	3rd Grade Reading Literacy Targets	Reading Literacy	Reading Literacy

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd Grade students meeting proficiency (or advanced) will increase 2% annually.	2017: 76%	2018: 78%	3rd grade RI Proficiency increase by 1% to 77.3%	3rd grade RI Proficiency increase by 1% to 80.8%
K-2 students completing iRead Levels by 5% annually.	K-2 Reading Literacy 2017 K: 59% 1st: 56% 2nd: 73%	K-2 Reading Literacy 2018 K: 64% 1st: 61% 2nd: 78%	K-2 iRead completion K increase by 5% to 62%	K-2 iRead completion K increase by 5% to 72%
3-5 students meeting RI proficiency targets by 2% annually.	3-5 RI Targets 2017: 73%	3-5 RI Targets 2018: 75%	1st grade increase by 5% to 54%	1st grade increase by 5% to 69%
6-8 students meeting RI proficiency targets by 1% minimally annually.	6-10 RI Targets 2017 6th: 58% 7th: 68% 8th: 69% 9th: 69% 10th: 74%	6-10 RI Targets 2018 6th: 59% 7th: 69% 8th: 70% 9th: 70% 10th: 75%	2nd grade increase by 5% to 62%	2nd grade increase by 5% to 75%
		2017-18 Reading Literacy	Grades 3-5 RI proficiency increase of 1% to 73.5%	Grades 3-5 RI proficiency increase of 1% to 77.9%
		3rd grade RI Proficiency was 76.3%	6th grade RI proficiency increase of 1% to 61%	6th grade RI proficiency increase of 1% to 67.12%
		K-2 iRead completion K was 57% 1st grade was 49% 2nd grade was 57%	7th grade RI proficiency increase of 1% to 63%	7th grade RI proficiency increase of 1% to 70.88%
		Grades 3-5 RI proficiency was 72.5%	8th grade RI proficiency increase of 1% to 69%	8th grade RI proficiency increase of 1% to 72.41%
			9th grade RI proficiency increase of 1% to 70%	9th grade RI proficiency increase of 1% to 73.25%
			10th grade RI proficiency increase of 1% to 75%	10th grade RI proficiency increase of 1% to 77.87%
			Actual: 3rd grade RI Proficiency was 79.8%	11th grade RI proficiency increase of 1% to 69.13%
			K-2 iRead completion K was --% 1st grade was --%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<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>2nd grade was --%</p> <p>Grades 3-5 RI proficiency was 76.9%</p> <p>6th grade RI proficiency was 66.12%</p> <p>7th grade RI proficiency was 69.88%</p> <p>8th grade RI proficiency was 71.41%</p> <p>9th grade RI proficiency was 72.25%</p> <p>10th grade RI proficiency was 76.87%</p> <p>11th grade RI proficiency was 68.13%</p> <p>12th grade RI proficiency was 72.63%</p>	<p>12th grade RI proficiency increase of 1% to 73.63%</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</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>Actual</p>	<p>Math Growth Targets</p> <p>Grades 3-5 iReady baseline will be established and goal will be developed</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
Math increase by 8% annually at each high school. (School Site data available in Appendix E)		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%.	Grades 3-5 MI proficiency was 54.89% Grades 6-8 proficiency had an 11% increase High School proficiency had a 5% increase	
CAASPP: ELA 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: 58% Grade 5: 61% Grade 6: 61% Grade 7: 59% Grade 8: 60% Grade 11: 74%	2017 Grade 3: 55% Grade 4: 59% Grade 5: 62% Grade 6: 62% Grade 7: 60% Grade 8: 61% Grade 11: 75% 2017-18 CAASPP ELA Standard Met/Exceeded was: Grade 3: 57% Grade 4: 58% Grade 5: 61% Grade 6: 55%	CAASPP ELA Standard Met/Exceeded will increase by 1% to: Grade 3: 58% Grade 4: 59% Grade 5: 62% Grade 6: 56% Grade 7: 64% Grade 8: 60% Grade 11: 76% Actual: Grade 3: 63% Grade 4: 65% Grade 5: 61% Grade 6: 56%	CAASPP ELA Standard Met/Exceeded will increase by 1% to: Grade 3: 64% Grade 4: 66% Grade 5: 62% Grade 6: 57% Grade 7: 60% Grade 8: 59% Grade 11: 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Grade 7: 63% Grade 8: 59% Grade 11: 75%	Grade 7: 59% Grade 8: 58% Grade 11: 62%	
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%	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% Actual: Grade 3: 62% Grade 4: 56% Grade 5: 49% Grade 6: 47%	CAASPP Math Standard Met/Exceeded will increase by 1% to: Grade 3: 63% Grade 4: 57% Grade 5: 50% Grade 6: 48% Grade 7: 44% Grade 8: 53% Grade 11: 36%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Grade 7: 50% Grade 8: 47% Grade 11: 35%	Grade 7: 43% Grade 8: 52% Grade 11: 35%	

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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). Continue to increased student participation.

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). Continue to increased student participation.

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.

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.

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	\$37,620
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	\$204,511
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	\$7,826
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	\$21,065
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	\$11,500
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	\$142,325
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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

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-6, FAFSA, CTE, and Outsourced Programs for targeted student populations includes College Board Related Efforts etc.
A) Counselor 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.

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 (Hispanic, African American, SWDs, EL, and LI students) includes College Board Related Efforts etc.

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

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

Maintain a half-time Coordinator for Equity and CTE
 Maintain a half-time Coordinator for CTE out of CTEIG Grant.
 Increase a full-time Coordinators for Ed Services secondary Data Standards Learning and Instruction (DSLII) and Technology
 A) Coordinators Student Support/Equity/CTE
 B) Coordinators Student Support/Equity/CTE
 C) Coordinator Ed Services/CTE (.5)
 D) Coordinator Ed Services/CTE (.5)
 E) Coordinators of DSLI/Technology
 F) Coordinators of DSLI/Technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,173	\$236,208	\$245,214
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	\$62,432
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	\$59,790
Source	LCFF	Governors CTE Initiative: California Partnership Academies	Career Technical Education Incentive Grant (CTEIG)
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	\$17,274
Source	LCFF	Governors CTE Initiative: California Partnership Academies	Career Technical Education Incentive Grant (CTEIG)
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount			\$252,411
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries E)
Amount			\$71,850
Source			LCFF
Budget Reference			3000-3999: Employee Benefits F)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 Comprehensive 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

Modified Action

2017-18 Actions/Services

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.
A) One (1) Additional Counselor at each comprehensive high school
B) One (1) Additional Counselor at each comprehensive high school

2018-19 Actions/Services

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.
A) One (1) Additional Counselor at each comprehensive high school
B) One (1) Additional Counselor at each comprehensive high school

2019-20 Actions/Services

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.
A) One (1) Additional Counselor at each comprehensive high school
B) One (1) Additional Counselor at each comprehensive high school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$284,845	\$294,027	\$314,021
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	\$104,286
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Middle and High Schools
[Add Location(s) selection here]

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

Modified 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 and AP/IB exam fee waivers. Offer priority participation to students from the underrepresented targeted populations including (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, civic, college, and career readiness.
A-D) Supplemental Special Programs: CSU Alliance, UCR Bridge, Summer Bridge; and AP/IB exam support and fee waivers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,700	\$7,700	\$33,200
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	\$6,908
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	\$144,793
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			\$7,590
Source			LCFF
Budget Reference			4000-4999: Books And Supplies D)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Middle and High Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

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

Modified Action

2018-19 Actions/Services

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-B) Costs associated with Assessment: State Exams, Pre-ID Services, LCAP Printing Services
C-D) Costs associated with Assessment report mailing: Clerical substitute

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

Modified Action

2019-20 Actions/Services

This Action is no longer in of the LCAP

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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

2018-19 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
E-F) Career Technical Education Teachers

2019-20 Actions/Services

Maintain support for Career Technical Education Implementation at all high schools to purchased materials and equipment. Focus on recruiting students who are unduplicated and from targeted populations (Hispanic, African-American, SWDs, EL, and LI students)
A-D) Provide Support for Career Technical Education Programs
E-G 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	\$2,059
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	\$191,500
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	\$55,864
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	\$1,149,329
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries E)	1000-1999: Certificated Personnel Salaries E)
Amount		\$414,875	\$350,517
Source		LCFF	LCFF

Budget Reference		3000-3999: Employee Benefits F)	3000-3999: Employee Benefits F)
Amount			\$775,000
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures G)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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))

Schoolwide

Location(s):

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

Specific Schools: Murrieta Canyon Academy

Actions/Services

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

New Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 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

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

Enhance current plan to provide direct support (tutoring, counseling, mental health, credit completion) to Murrieta Canyon Academy to meet the needs of unduplicated student population and targeted populations (Hispanic, African-American, SWDs, EL and LI students) to address ESSA CSI and results of root cause analysis. To design and implement a varied approach to student learning environments which capture the interests and passions of the students at MCA.
A-G) 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	\$3,537
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	\$44,000
Source	LCFF	LCFF	Title I
Budget Reference	4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)	1000-1999: Certificated Personnel Salaries C)
Amount	\$14,425	\$14,425	\$5,000
Source	LCFF	LCFF	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)	2000-2999: Classified Personnel Salaries D)
Amount			\$10,705
Source			Title I
Budget Reference			3000-3999: Employee Benefits E)
Amount			\$17,000
Source			Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures F)
Amount			\$4,119
Source			Title I
Budget Reference			7000-7439: Other Outgo G)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 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

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

Unchanged Action

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.
A-E) School Site LCFF Allocations tied to SPSAs

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

Modified Action

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 and targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will

address ESSA CSI for graduation rate, all schools will address DA for Foster Youth. A-E) School Site LCFF Allocations tied to SPSAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,424	\$59,202	\$40,385
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	\$120,131
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	\$50,136
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	\$219,498
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	\$235,047
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified 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

2018-19 Actions/Services

Provide additional teachers at the K-3 level for all elementary schools in order to provide greater opportunity to differentiate

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

instruction to meet the learning needs of all students including unduplicated student groups.
A-B) Maintain K-3 Class-size reductions

instruction to meet the learning needs of all students including unduplicated student groups and targeted populations (Hispanic, African-American, SWDs, EL, and LI students)
A-B) Maintain K-3 Class-size reductions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,332,471	\$2,829,654	\$3,326,960
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	\$1,035,822
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)

Unchanged 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 there is a continued need to focus on prevention, intervention and acceleration. Our overall performance on the California Dashboard in ELA is green and in math is yellow. However, There is still work to be done to bring all students to proficiency level. This is more apparent when we look at performance gaps which exist for our unduplicated student populations and student groups of focus in the following areas: ELA achievement, math achievement and college/career readiness. Local indicators also demonstrate this continued need for the focus on prevention and intervention.

There continues to be a need to focus on mathematics curriculum and instruction as this area is yellow on our dashboard which stands out in comparison to our ELA performance which is green on the dashboard. When you look at the performance gaps for mathematics, student groups are mostly in orange and red on the dashboard. While ELA performance is in green on the dashboard, the following student groups are in red or orange: Foster Youth, SED, SWD and African American.

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 State Standards and the ELD standards.</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>Actual: 98.55% of Emerging Language Learners accessed the Imagine Learning Program.</p>	<p>Maintain percent of Emerging Language Learners accessing the Imagine Learning Program at 98.55%</p>
<p>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>	<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: SED: 67%</p> <p>EL: 65%</p> <p>SWD: 56%</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: SED: 64%</p> <p>EL: 58%</p> <p>SWD: 43%</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: SED: 65%</p> <p>EL: 59%</p> <p>SWD: 44%</p>	<p>The % of 2nd grade students meeting proficiency or advanced on the RI will increase by 1% to 77.5%. (Lagging Data)</p> <p>All student group goals are as follows: SED: 70.9%</p> <p>EL: 66.3%</p> <p>SWD: 49.1%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>AA: 74%</p> <p>Hisp: 75%</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>AA: 71%</p> <p>Hisp: 68%</p> <p>Actual:</p> <p>The % of 2nd grade students meeting proficiency or advanced on the RI was 76.5%.</p> <p>All student groups proficiency was as follows:</p> <p>SED: 69.9%</p> <p>EL: 65.31%</p> <p>SWD: 48.1%</p> <p>AA: 62.3%</p> <p>Hisp: 72.9%</p>	<p>AA: 63.3%</p> <p>Hisp: 73.9%</p>
<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</p>	<p>The average growth rate of Read 180 students was 1.3 years with 75% of students exceeding their growth goal. (15-16)</p>	<p>Average growth rate: 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>	<p>Average growth rate for all students will be 1.2 years or greater</p> <p>Actual:</p> <p>Average growth rate for Read 180 for all</p>	<p>Average growth rate for all students will be 1.2 years or greater</p>

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>students was 1.4 years of growth.</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</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:</p>	<p>2% over all students increase to 36% Grade level span targets to be determined.</p> <p>Actual:</p> <p>Overall percent of System 44 students reaching advanced decoder was 28%.</p> <p>Elementary: 28%</p> <p>Middle School: 33%</p> <p>High School: 0%</p>	<p>Overall increase of 1% percent of System 44 students reaching advanced decoder to 30%</p> <p>Elementary: 29%</p> <p>Middle School: 34%</p> <p>High School: 1%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>fluency by 2% every year. Includes SWD.</p>		<p>Average change in accuracy was 5 points with 76% of students demonstrating improved accuracy.</p> <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</p>	<p>2016-2017 Baseline</p>	<p>2017-2018 From To</p>	<p>Increase by .25% to overall 29.98% SWD 2.88%</p>	<p>Increase AP Enrollment by .25% to overall 30.49%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>unduplicated and special needs students.</p> <p>Includes SWD.</p>	<p>24.1%</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% 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>SED 24.93% EL 14.25% Foster 4.25% AA 23.13% Hispanic 27.34%</p> <p>Actual: Increase AP Enrollment was 30.24%</p> <p>SWD 5.01% SED 23.82% EL 18.7% FY 30.77% AA 24.23% Hispanic 27.12%</p>	<p>SWD 5.26% SED 24.07% EL 18.95% FY 31.02% AA 24.48% Hispanic 27.37%</p>
<p>6th-10th grade students receiving ELA support will make an overall 1% growth annually as determined by RI 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>Actual: This metric is no longer being used</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																																
		<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>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>	<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>1.7%</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%	1.7%	Growth	-7%	4.1%	3.2%	<p>Increase of 1% annual growth from FBB to 8%.</p> <p>Actual:</p> <p>6-8th Grade Math Intervention growth from FBB was 12.8%.</p>	<p>Increase of 1% annual growth from FBB to 13.8%.</p>
Sem	FBB	BB	B																																	
Fall	57.9	36.3	4.59																																	
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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> <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>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> </tbody> </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	<p>The goal was 1% annual growth in FBB to B</p> <p>MMHS 6.5% MVHS 1% VMHS 2%</p>	<p>Increase of 1% overall average growth from FBB to 11.3%.</p> <p>Actual:</p>	<p>Increase of 1% overall average growth from FBB to 8.7%.</p>																																																	
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Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

MVHS

Sem	FBB	BB	B
Fall	40.1	47.3	11
Spring	40.7	53.3	6.03
Growth	.6	6	-5

VMHS

Sem	FBB	BB	B
Fall	46.6	43.03	8.53
Spring	40.02	48.8	9.27
Growth	-6.58	8.77	.74

Actual Growth in Basic was:

MMHS -0.8%
 MVHS -4.2%
 VMHS 7.8%

MMHS

Sem	FBB	BB	B
Fall	42.5%	49.5%	8.1%
Spring	29.1%	63.6%	7.3%
Growth	-13.4%	14.1%	-0.8%

MVHS

Sem	FBB	BB	B
Fall	55.7%	34.2%	8.6%
Spring	8.4%	45.6%	4.4%
Growth	-7.3%	11.4%	-4.2%

VMHS

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%

As per the annual review, the metric will be adjusted to an average increase of 1% growth from Far Below Basic to Below Basic. The average for 2017-18 is 10.3%.

HS Transitional Math growth from FBB was 7.7%.

HS Proficiency Rates in Think Through Math will increase a minimum of

2016-17 Baseline

School	Fall	Spring	Growth
MMHS	18%	23%	5%

The goal was 1% annual growth as follows:

School Growth

Increase of 1% annual growth to:

School Growth

Increase of 1% annual growth to:

School Growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1% annually. Includes SWD.	MVHS 18% 21.3% 3.3% VMHS 20.3% 25.1% 4.8% Average Growth 4.4%	MMHS 6% MVHS 4.3% VMHS 5.8% Actual Growth was: School Growth MMHS 3.5% MVHS 4.2% VMHS 4.2%	MMHS 4.5% MVHS 5.2% VMHS 5.2% Actual proficiency growth was: School Growth MMHS 6.8% MVHS 6.5% VMHS 6.3%	MMHS 7.8% MVHS 7.5% VMHS 7.3%
English Language Learner Progress Indicator (including reclassification rate) will increase 1% annually as reported on the California School Dashboard. (CSD)	2016-17 Baseline 67.7%	The goal was 1% annual growth to 68.7% Actual performance was 77%	Increase of 1% annual growth to 78% Actual: This metric is no longer being used because it is currently not in use on the California Dashboard	This metric is no longer being used
English Language Learner Reclassification Rate Increase annually by 1%.	2016-2017 Reclassification Rate: 5.5%	Goal: Reclassification Rate: 6.5% Results are pending release of data from CDE	Increase by 1% to 7.5% Actual: EL reclassification rate was 11.5%	Increase EL reclassification rate by 1% to 12.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>% English Language Learner Progress toward English Proficiency as measured by the CDELTA. Reflects percentage of students moving one (1) or more levels.</p> <p>2% increase annually.</p>	<p>2016-2017 Baseline:</p> <p>2015-16 Data: English Learner Level Growth 43.5% of students moving one or more levels. (Lagging Data)</p>	<p>Goal: 47% of English Learner students will move one or more levels.</p> <p>Actual percentage growth was 47%</p>	<p>Increase by 2% to 49% growth</p> <p>Actual: This metric is not available due to the new ELPAC assessment</p> <p>Actual percentage of students achieving level 4 on ELPAC was 39.92%</p>	<p>Increase percentage of students achieving level 4 on ELPAC by 1% to 40.92%</p>

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified 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. These sections are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$220,796	\$216,042	\$255,349
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	\$60,265	\$65,916	\$75,499
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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

Unchanged Action

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

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.

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.

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. These sections are for our unduplicated students and for students from the targeted

populations (Hispanic, African-American, SWDs, EL, and LI students).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$318,415	\$303,518	\$315,987
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	\$96,512
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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Elementary Schools</p>
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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

Modified Action

2017-18 Actions/Services

In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.
 A) Maintain Elementary Intervention Teacher Services
 B) Maintain Elementary Intervention Teacher Services
 C) Intervention Teachers Training
 D) Intervention Teachers Training

2018-19 Actions/Services

In order to provide direct intervention support to unduplicated students, each elementary school will be provided with an Elementary Intervention Teacher.
 A) Maintain Elementary Intervention Teacher Services
 B) Maintain Elementary Intervention Teacher Services
 C) Intervention Teachers Training
 D) Intervention Teachers Training

2019-20 Actions/Services

In order to provide direct intervention support to unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students), each elementary school will be provided with an Elementary Intervention Teacher.
 A) Maintain Elementary Intervention Teacher Services
 B) Maintain Elementary Intervention Teacher Services
 C) Intervention Teachers Training
 D) Intervention Teachers Training
 E) Intervention Teachers Resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$975,358	\$1,017,586	\$1,068,624
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	\$311,092
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	\$6,000
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	\$1,248
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)
Amount			\$5,384
Source			LCFF
Budget Reference			4000-4999: Books And Supplies E)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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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

Unchanged Action

2017-18 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.

2018-19 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead.

2019-20 Actions/Services

A-B) Maintain support for intervention materials: Math 180, Read 180 and iRead. These materials are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$120,000	\$187,000
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	\$0
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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. These licenses are for our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are:
A) Imagine Math
B-C) APEX/APEX PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$97,000	\$100,000
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	\$78,550
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

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
I-J) Middle School EL Sections
K-L) High School EL Sections

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-H) Imagine Learning Support of Services K-12 and costs associated with EL training, tutoring, additional EL sections, EL support services substitutes, Parent/Student Engagement, stipends
I-J) Middle School EL Sections
K-L) High School EL Sections

Budgeted Expenditures

Year 2017-18

Amount \$53,173

2018-19

\$58,323

2019-20

\$59,790

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	\$17,275
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	\$0
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	\$0
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	\$65,000
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)
Amount	\$67,290	\$140,970	\$226,500
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	\$47,112
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	\$19,300
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	\$198,113
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries I)	1000-1999: Certificated Personnel Salaries I)
Amount		\$38,786	\$60,656
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits J)	3000-3999: Employee Benefits J)
Amount		\$174,566	\$181,070
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries K)	1000-1999: Certificated Personnel Salaries K)
Amount		\$48,862	\$51,324
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified 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.
A-E) School Site LCFF Allocations tied to SPSAs

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.
A-E) School Site LCFF Allocations tied to SPSAs

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 and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,375	\$83,750	\$112,630
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	\$160,098
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	\$79,544
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	\$30,964
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	\$16,974
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)

Unchanged 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 analysis of our academic achievement data there is a continued need to focus on professional development. Our overall performance on the California Dashboard in ELA is green and in math is yellow. There is still work to be done to bring all students to proficiency level. This is more apparent when we look at performance gaps which exist for our unduplicated student populations and student groups of focus in the following areas: ELA achievement, math achievement and college/career readiness.

As a result of our analysis, there needs to be a continued focus on professional development for mathematics, ELA and NGSS. Additionally, professional development needs to focus on English Learner instruction, differentiation, lesson study and instructional practices that support the new standards and students with a variety of learning needs. Local indicators, including our stakeholder survey, also demonstrate this continued need for the focus on professional development to support student learning and achievement as well as student engagement. On our stakeholder survey, 60% of certificated staff and 73% of classified staff shared that they would like access to more professional development. Our classified staff have shared the need for professional development in programs

and applications to help them be more proficient in their work as well as computer-based instructional/intervention programs so they can assist students in their learning.

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 Actual: 100% of district teachers are 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 Actual: 93% of staff participated in professional development.	Maintain professional development participation at 90% or more. Professional development regarding UDL exposure, training and coaching participation at 90% or more. Classified staff professional development participation at 60% or more.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
90% participation in professional development offerings to AVID teachers and staff.	93% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards.	94% designated AVID teacher involvement in AVID program planning meetings Actual involvement was 90% Per Annual Review, this metric will be adjust to an increase by 1% annually to 95%	Increase by 1% to 91% involvement Actual: 93% of AVID staff participated in professional development.	Maintain AVID professional development participation at 90% or more.
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.	100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential. Actual: 100% of teachers are on track to clear credential	Maintain 100% of year-two teachers completing requirements to clear credential. Actual: 100% of year-two teachers are on track 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	Maintain 100% access to EADMS and Inspect. Teacher Logins: 4801	Maintain 100% access to EADMS and Inspect. Teacher Logins: 5,041	Maintained 100% access Teacher Logins: 6172	Maintained 100% access Increase Teacher Logins by 5% to 7696

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
usage. Increase usage by 5% annually.		<p>Maintained 100% access</p> <p>Actual Logins were 5879 with 18% growth</p>	<p>Actual: Maintained 100% access</p> <p>Teacher Logins: 7330</p>	
Maintain 100% participation in identified local and state assessment related meetings.	100% Participation	<p>Goal: 100% Participation</p> <p>Actual:100% Participation</p>	<p>Maintain 100% Participation</p> <p>Actual: NA</p>	This metric is no longer included in the LCAP.
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>	<p>Complete annual review and reflection with maintaining or improving annual ratings in each content area.</p> <p>Actual: Completed 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.

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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 and Avaxat Elementary

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

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 .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

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

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. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).
 A-B) Maintain Coordination Support to AVID Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,587	\$59,725	\$63,711
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	\$18,090
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	\$0
Source	LCFF	LCFF	NA
Budget Reference	1000-1999: Certificated Personnel Salaries C)	1000-1999: Certificated Personnel Salaries C)	NA

Amount	\$18,421	\$14,735	\$0
Source	LCFF	LCFF	NA
Budget Reference	3000-3999: Employee Benefits D)	3000-3999: Employee Benefits D)	NA

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies.

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

Modified Action

2018-19 Actions/Services

A-B) Maintain TOSA Instructional Coaching Support for implementation of New Standards, curriculum and strategies.

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

Modified Action

2019-20 Actions/Services

Redesignate secondary coaches to a site-based approach with a Data Standards Learning and Instruction (DSLII) Staff at

C) Provide professional development for TOSAs
 D) TOSA materials and supplies

C) Provide professional development for TOSAs
 D) TOSA materials and supplies

each secondary site with a section designated for math, ELA and science. Adjust technology coach to coordinator which has been moved to Goal 1. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).
 A-B) Maintain Elementary TOSA Instructional Coaching Support and re-purposed coaches to implement new DSLI staff at each secondary school.
 C) Provide professional development for TOSAs
 D) TOSA materials and supplies
 E-F) Secondary site DSLI staff support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$454,206	\$595,311	\$545,073
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	\$142,505
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)
Amount			\$117,386
Source			Low Performing Student Block Grant
Budget Reference			1000-1999: Certificated Personnel Salaries E)
Amount			\$24,415
Source			Low Performing Student Block Grant
Budget Reference			3000-3999: Employee Benefits F)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
 [Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

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

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).
 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	\$195,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

	A)	A)	A)
Amount	\$41,693	\$39,988	\$40,560
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	\$1,400
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	\$4,510
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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-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-B) Maintain professional development on adopted curriculums, new standards and new teaching strategies.

2019-20 Actions/Services

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

A-B) Maintain professional development on adopted curriculums, new standards and new teaching strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,097	\$59,279	\$58,878
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	\$12,081	\$12,247
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$21,711	\$0	\$0

Source	LCFF	NA	NA
Budget Reference	1000-1999: Certificated Personnel Salaries C)	NA	NA
Amount	\$4,023	\$0	\$0
Source	LCFF	NA	NA
Budget Reference	3000-3999: Employee Benefits D)	NA	NA
Amount	\$30,332	\$0	\$0
Budget Reference	1000-1999: Certificated Personnel Salaries E) 6264 Educator Effectiveness Grant	NA	NA
Amount	\$5,621	\$0	\$0
Budget Reference	3000-3999: Employee Benefits F) 6264 Educator Effectiveness Grant	NA	NA
Amount	\$6,570	\$0	\$0
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures G) 6264 Educator Effectiveness Grant	NA	NA
Amount	\$18,430	\$0	\$0
Source	LCFF	NA	NA
Budget Reference	5000-5999: Services And Other Operating Expenditures H)	NA	NA

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

A-B) Provide time for curriculum work teams to develop units, assessments, data review and planning.
C-D) Provide support to professional development day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,328	\$103,422	\$102,722
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	\$21,366
Source	Other	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B) 6264 Educator Effectiveness Grant	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount	\$5,483	\$1,320	\$5,000
Source	Other	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries C) 6264 Educator Effectiveness Grant	1000-1999: Certificated Personnel Salaries C)	4000-4999: Books And Supplies C)
Amount	\$1,017	\$269	\$20,000
Source	Other	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D) 6264 Educator Effectiveness Grant	3000-3999: Employee Benefits D)	5000-5999: Services And Other Operating Expenditures D)

Amount	\$2,500	\$5,000	\$0
Source	Other	LCFF	NA
Budget Reference	4000-4999: Books And Supplies E) 6264 Educator Effectiveness Grant	4000-4999: Books And Supplies E)	NA
Amount	\$16,000	\$18,411	\$0
Source	Other	LCFF	NA
Budget Reference	5000-5999: Services And Other Operating Expenditures F) 6264 Educator Effectiveness Grant	5000-5999: Services And Other Operating Expenditures F)	NA

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

A) Formative Benchmark Progress Monitoring Data Systems – EADMS and ESGI
 B) Adrylan Communications – Inspect Data Analysis
 C) Outsourced Data Support Services

2018-19 Actions/Services

A) Formative Benchmark Progress Monitoring Data Systems – EADMS, Inspect Data Analysis, and ESGI
 B) Outsourced Data Support Services

2019-20 Actions/Services

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

 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	\$138,550
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	\$193,790
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

	B)	B)	B)
Amount	\$156,600	\$0	\$0
Source	LCFF	NA	NA
Budget Reference	5000-5999: Services And Other Operating Expenditures C)	NA	NA

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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) Assessment Related Support – CELDT Substitutes

2018-19 Actions/Services

A-B) Assessment Related Support – ELPAC Substitutes

2019-20 Actions/Services

This action is no longer in the LCAP.

C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings

C) Coordinator of Assessment County and State LCAP and Assessment Related Meetings

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)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Secondary Schools
[Add Location(s) selection here]

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

Unchanged Action

2017-18 Actions/Services

A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.

2018-19 Actions/Services

A-B) Maintain Release Time for Math and English Scoring Team Members for two days each.

2019-20 Actions/Services

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	\$34,123
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	\$7,098
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified Action

2017-18 Actions/Services

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

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.
A-E) School Site LCFF Allocations tied to SPSAs

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 and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,043	\$99,794	\$91,239
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	\$23,338
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	\$10,628
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	\$76,505
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)

Unchanged 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 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 which is an identified area of greatest need due to an orange indicator on the California Dashboard. All of our unduplicated and targeted student groups are in orange or red for chronic absenteeism. A grade level analysis shows a need to focus on Pre-K, Kindergarten, and twelfth grade.

Suspension and expulsion rates are low overall with a green indicator on the California Dashboard. However, Foster Youth rates are very high with a red indicator. Homeless Youth, Socioeconomically disadvantaged and Students with Disabilities student groups are medium with an orange indicator. This continues to be a necessary area of focus for these identified student groups.

Student behavior, mental health and social emotional learning have been identified as areas of high need based on input from stakeholders at a variety of meetings including: AAPAC, LPAC, SEPAC, Administrative Collaborative, Student LCAP advisories, principal meetings, and teacher meetings. Input specifies that there are adequate Tier I supports, but there is a need for Tier II and III interventions for students with more substantial needs.

Stakeholder engagement continues to be an area of need specifically for our identified student groups. About 50% of parents and students state they have input regarding school and district programs, policies and procedures. About 48% of classified staff share they have input regarding school programs, policies and procedures and 38% of them state they have input regarding district programs, policies and procedures. About 71% of certificated staff state they have input regarding school programs, policies and procedures and 53% of them state they have input regarding district programs, policies and procedures. This data demonstrates a need to develop more systematic efforts to engage all stakeholders in developing and enhancing site and district programs.

Efforts continue to engage students, parents and the community around supporting academic needs, equitable practices and cultural proficiency. In particular our student LCAP advisories, AAPAC and LPAC consistently communicate the need for equitable practices and cultural proficiency based on their experiences.

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 Actual: 100% of School Facilities were maintained and in good repair	Continue 100% of School Facilities are maintained and in good repair

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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% Actual: Attendance Rate was 95.7%	Increase 0.1% to 95.8%
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% Per Annual Review, this metric will be adjusted to an annual decrease of .25%	Decrease by .25% to 8.95% Actual: Chronic Absenteeism was 10.3%	Decrease by .25% to 10.05%
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% Actual: FY Attendance Rate was 94.1%	Decrease gap by .2% to a rate of 94.3%
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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% Actual: Suspension Rate was 1.0%	Maintain at 1.2% or less.
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 Actual: 5 Per Annual Review, this metric will be adjusted to be less than 10 expulsions annually.	Less than 10 expulsions Actual: 2 expulsions	Maintain at less than 10 expulsions
Increase number of staff trained in PBIS by 75 annually	2016-2017 79 Staff members trained in PBIS/Boys Town Total 267 since 2014-2015	75 Staff members trained in PBIS/Boys Town Total 342 Actual trained 57 staff with a total of 324 Per Annual Review, this metric will be adjusted to	75 Additional Staff members trained in PBIS/Restorative Practices Total 399 Actual: 161 additional staff members were trained	Maintain 75 Additional Staff members trained in PBIS/Restorative Practices

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		include restorative practices training	in PBIS/Restorative Practices	
Increase SWDs Parent Engagement for Mental Health Related Workshops and Groups	Baseline: 2016-2017 School Year – 126 parent participants	2017-2018 – Increase parent participation by 20% (to 151) Actual participation was 350 Per Annual Review, this metric will be adjusted to maintain 350 participants annually	Maintain at 350 participants Actual: 387 participants	Maintain at 350 participants
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 Actual: 1 participant	Increase participation to 48 participants
Increase in SWD Parent Engagement/Implementation Strategies	Baseline for implementation 50%	2017-2018 – Increase implementation of strategies to 60 %.	Maintain at 100% implementation of strategies Actual:	Maintain at 100% implementation of strategies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Actual was 100% implementation of strategies	100% implementation of strategies	
Increase SWDs Student Involvement in Summer Growth Institute: Social Skills and mental health counseling	Baseline: 2016-2017 School Year - 32	<p>2017-2018 – Increase student participation by 30% (to 42)</p> <p>Actual was 60 participants with a growth of 43%</p> <p>Per Annual Review, this metric will be adjusted to 5% annual growth</p>	<p>Increase by 5% to 63</p> <p>Actual: 63 students attended Summer Growth Institute</p> <p>This metric will no longer be included in the LCAP</p>	This metric will no longer be included in the LCAP
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.	<p>Baseline 2016-17</p> <p>Overall Satisfaction Parents 70% Students 70% 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%</p>	<p>Goal:</p> <p>Overall Satisfaction Parents 75% Students 75% 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%</p>	<p>Increase by 5% Annually. Pending Hanover Stakeholder Survey Data and Analysis</p> <p>Actual: Overall Satisfaction Parents 90% Students 85% Certificated Staff 92% Classified Staff 94%</p> <p>School Safety and Engagement Parents 87% Students 80%</p>	<p>Maintain for percentages at 80% or above and 1% increase for metrics below 80%</p> <p>Goal: Overall Satisfaction Parents 90% Students 85% Certificated Staff 92% Classified Staff 94%</p> <p>School Safety and Engagement Parents 87% Students 80%</p> <p>Parent Engagement</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Increase positive perceptions (satisfaction) in these areas 5% annually. Data reflects those participating in the survey.</p>	<p>Staff 70%</p> <p>Policies and Involvement Parents 70% Students 14% Staff 90%</p>	<p>Staff 75%</p> <p>Policies and Involvement Parents 75% Students 19% Staff 95%</p> <p>Actual results pending Hanover Stakeholder Survey Data and Analysis</p>	<p>Parent Engagement Parents 73% Certificated Staff 85% Classified Staff 84%</p> <p>Communication Parents 76% Students 75%</p> <p>Policies and Involvement Parents 58% Students 54% Certificated Staff 71% Classified Staff 48%</p> <p>The metric is being adjusted to maintain for percentages at 80% or above and 1% increase for metrics below 80%</p>	<p>Parents 74% Certificated Staff 85% Classified Staff 84%</p> <p>Communication Parents 77% Students 76%</p> <p>Policies and Involvement Parents 59% Students 55% Certificated Staff 72% Classified Staff 49%</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</p> <p>Advisory Councils (Stakeholder Reps and Student):</p> <p>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>Actual: DELAC: 4 AAPAC: 4 LPAC: 4 ATP: 4 SEPAC: 4 LCAP: 5 LCAP MS/HS Student: 4</p>	<p>Maintain: All advisory councils will meet a minimum of 4 times annually</p>

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

2017-18 Actions/Services

Maintain mental health services to SWDs and their families who require this support. A-B) Mental Health Therapist

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

Modified Action

2018-19 Actions/Services

Maintain mental health services to SWDs and their families who require this support. A-B) Mental Health Therapist C-D) Coordinator of Student Support to focus on Mental Health

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

Modified Action

2019-20 Actions/Services

Increase mental health services for students and their families who require this support. Each additional mental health therapist will be housed at the high schools. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic,

African-American, SWDs, EL, and LI students).
 A-D) Mental Health Therapists
 E-F) Coordinator of Student Support to focus on Mental Health

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,210	\$119,562	\$257,126
Source	Other	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries A) 6512 Mental Health Funds	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$30,742	\$33,643	\$108,819
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B) 6512 Mental Health Funds	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$85,709
Source			Title IV
Budget Reference			2000-2999: Classified Personnel Salaries C)
Amount			\$36,273
Source			Title IV
Budget Reference			3000-3999: Employee Benefits D)

Amount			\$119,580
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries E)
Amount			\$36,700
Source			LCFF
Budget Reference			3000-3999: Employee Benefits 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

2017-18 Actions/Services

A-B) Foster Youth Liaison

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

Modified Action

2018-19 Actions/Services

Foster Youth classified support

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

Modified Action

2019-20 Actions/Services

Increase support and services for Foster Youth due to DA and to address results of



A-B) Foster Youth Liaison and Guidance Technician

root cause analysis. The focus of this service is on our Foster Youth. Foster Youth classified support A-B) Foster Youth Liaison and Guidance Technician C-F) Foster Youth support and services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,364	\$151,550	\$118,807
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	\$48,286
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount			\$13,200
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries C)
Amount			\$2,745
Source			LCFF
Budget Reference			3000-3999: Employee Benefits D)

Amount			\$2,604
Source			LCFF
Budget Reference			4000-4999: Books And Supplies E)
Amount			\$31,450
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures F)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 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

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

Increase support for PBIS/Restorative Practices/Tier 3 Behavior Support. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African American, SWDs, EL, and LI students).

A-C) PBIS/Restorative Practices Training to support implementation: Substitutes
 D) PBIS/Restorative Practices Books and Materials
 E) PBIS/Restorative Practices Training to support implementation: Conferences and Workshops
 F) Tier 3 Behavior Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,656	\$14,000	\$34,320
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	\$11,000
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	\$10,553
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	\$12,280
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D)	5000-5999: Services And Other Operating Expenditures D)	4000-4999: Books And Supplies D)
Amount	\$5,000	\$5,000	\$11,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures E)	4000-4999: Books And Supplies E)	5000-5999: Services And Other Operating Expenditures E)
Amount	\$5,000	\$120,000	\$100,000
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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 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

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-D) Support for MS promotion security.
E-G) Maintain support for MS, HS collaborative.
H-J) Maintain support for Intramural program stipends and transportation.

2019-20 Actions/Services

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).
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-F) Maintain support for MS, HS collaborative.
G-I) Maintain support for Intramural program stipends and transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$379,059	\$371,151	\$377,864

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	\$78,597
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	\$40,427
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies C)	1000-1999: Certificated Personnel Salaries E)	1000-1999: Certificated Personnel Salaries C)
Amount	\$10,124	\$8,154	\$8,408
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries D)	3000-3999: Employee Benefits F)	3000-3999: Employee Benefits D)
Amount	\$1,876	\$22,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits E)	5000-5999: Services And Other Operating Expenditures G)	4000-4999: Books And Supplies E)
Amount	\$13,498	\$16,614	\$24,328
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries F)	1000-1999: Certificated Personnel Salaries H)	5000-5999: Services And Other Operating Expenditures F)

Amount	\$2,502	\$3,386	\$16,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits G)	3000-3999: Employee Benefits I)	1000-1999: Certificated Personnel Salaries G)
Amount	\$6,400	\$2,000	\$3,328
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures H)	5000-5999: Services And Other Operating Expenditures J)	3000-3999: Employee Benefits H)
Amount			\$2,672
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures I)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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) 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

The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).

A) Safety and anti-bullying presentations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$4,000	\$10,000
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	\$0	\$0
Source	LCFF	NA	NA
Budget Reference	4000-4999: Books And Supplies B)	NA	NA

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

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

Modified Action

2018-19 Actions/Services

Maintain support to all schools for Attendance monitoring purposes.
A) Attention to Attendance

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

Modified Action

2019-20 Actions/Services

Maintain support to all schools for Attendance monitoring purposes. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African American, SWDs, EL, and LI students).
A) Attention to Attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$142,400	\$125,300	\$136,300
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

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

Modified Action

2018-19 Actions/Services

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

Modified Action

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, Equitable Practices and Cultural Proficiency. Focused attention upon unduplicated student and underserved student populations. The focus of this service is on our unduplicated students and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students).
A-E) Stakeholder/Student Engagement and Equity and Equitable Practices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$11,132	\$14,112
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	\$3,530
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits B)	3000-3999: Employee Benefits B)
Amount		\$14,499	\$22,999
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies C)	4000-4999: Books And Supplies C)

Amount		\$40,000	\$56,925
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures D)	5000-5999: Services And Other Operating Expenditures D)
Amount			\$1,912
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries E)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified 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 needs of their unduplicated student populations.
A-E) School Site LCFF Allocations tied to SPSAs

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.
A-E) School Site LCFF Allocations tied to SPSAs

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 and for students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for SWD, MCA will address ESSA CSI for graduation rate, all schools will address DA for Foster Youth.
A-E) School Site LCFF Allocations tied to SPSAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$100,282	\$30,780
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

	A)	A)	A)
Amount	\$1,600	\$31,140	\$40,262
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	\$878	\$31,755	\$13,090
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)	3000-3999: Employee Benefits C)
Amount	\$27,469	\$30,020	\$39,116
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	\$30,801	\$38,616	\$31,422
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)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$14,484,105

Percentage to Increase or Improve Services

7.55%

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 the 2019-20 Local Control and Accountability Plan (LCAP) to target LCFF Supplemental Funds to meet the needs of English Learners, Low Income, Foster Youth, Homeless Youth and identified student groups by implementing the actions and services indicated below. The 2019-20 LCAP actions and services are principally directed to and effective in supporting our unduplicated populations. These services are the most effective use of the LCFF Supplemental Funds as described and supported below.

Goal 1:1

This action and service provides support to unduplicated students through the AVID program. Services are principally directed to and most effective in meetings goals for unduplicated students and identified student groups. AVID is provided to all secondary schools district-wide and to Avaxat Elementary School and includes support from an AVID instructional coach.

Justification: Students who participate in our AVID program have demonstrated a decline in the number of D and F grades in all subject areas as well as successful completion of A-G courses. Currently, our AVID graduation rate is 100% and our AVID student college/university admission rate is 99%. At Avaxat Elementary School, 2018 CAASPP results indicate a 1% increase in ELA in 3rd-5th grade and a 7% increase in Math 3rd-5th grade. These results are an increase from the prior year and demonstrate a multi-year pattern of increased achievement at the school.

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 AVID 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 our unduplicated students and identified student groups are making progress in attaining academic proficiency, achieving college admission requirements and receiving college acceptances, we believe the AVID program, which targets students with the greatest need, is the most effective use of these resources.

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

Goal 1: 2-3

These actions and services provide support to unduplicated students through the coordination of student support, equity and CTE programs as well as one additional counselor at each comprehensive high school. The purpose of the additional staff is to specifically meet the needs of the unduplicated students and identified student groups by creating a more consistent counseling program which more effectively supports all students, by developing an understanding of equity throughout the district, and by enhancing CTE pathways to provide additional opportunities for students.

Justification: The additional counselor at each of the comprehensive high schools has resulted in an increased AP enrollment to 30.24% district-wide and an increase of A-G completion rates to 62.05% 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.” Furthermore, 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 MVUSD secondary counseling team has continued to implement a comprehensive Counseling Strategic Plan based upon the above best practices. To ensure that this plan is implemented to fidelity, the District Coordinator provides guidance and direction to improve and enhance counseling services. Moreover, the provision of an additional counselor at each comprehensive high school ensures these objectives are achieved.

Refer to 1:6 for CTE justification.

Refer to 4:7 for Equity justification.

Most Effective Use of Funds: Because our unduplicated students and identified student groups are receiving increased contact which allows for early intervention, support and college/career guidance, this is the most effective use of these resources. Additionally, the coordinator ensures that consistent and impactful practices are in place district-wide.

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

Goal 1:4

These actions and services provide support to unduplicated students through access to high school and college readiness activities and programs. These include: Summer Bridge, AP Readiness, AP/IB exam fee waivers, college field trips, etc.

Justification: These activities and programs provide students with high school and college readiness strategies, access to AP/IB exams and college program awareness. Parents and students report the increased benefits they have gained regarding college preparation, admission and completion. Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time—which means they avoid paying for, for example, a fifth year of tuition. Most colleges and universities nationwide offer college credit, advanced placement, or both for qualifying AP Exam scores. This can mean fulfilling graduation requirements early and being able to skip introductory courses or required general-education courses. (AP Central at <https://apcentral.collegeboard.org/about-ap/discover-benefits>)

According to National Council Access Network (NCAN), the following are barriers to students attending college: they are not academically prepared, they do not understand options for college, they don't understand the importance of college entrance exams, they are not involved in extra-curricular activities, they come from families who are unfamiliar with higher education. The programs that we are putting in place help to eliminate these barriers for unduplicated students.

Most Effective Use of Funds: Because the research supports intentional efforts to focus on unduplicated students and targeted student groups who are not likely to matriculate into post-secondary education and provide them with support to overcome college entrance barriers, this is the most effective use of the funds.

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

Goal 1:6

This action and service provides support to unduplicated students through access to Career Technical Education (CTE) pathways. These three-course sequence pathways have resulted in certifications and/or pathways to community colleges, technical colleges or the workplace for students. We continue to track the number of CTE pathway participants and completers and are beginning to track the number of students who complete certifications and articulation agreements. Course opportunities and access are principally directed to and most effective in meeting career and workplace goals for unduplicated students.

Justification: The California Department of Education (CDE) 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 state that most high school graduates will need further education to advance in their companies. Furthermore, 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 an 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 and the research surrounding CTE, we will continue to build and enhance our CTE pathways to include a three-course sequence with a capstone course that is UC approved, articulated with a community college course and/or ending in an industry certification. Our local industry partners recommend industry certifications and will continue to assist with work-based learning experiences where possible. We conclude this is the most effective use of the funds to prepare unduplicated students for post-high school career success and life responsibilities. In addition, Career Technical Education and College and Career Readiness continue to be areas of focus for our District.

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

Goal 1:7

This action and service provides support to unduplicated students through access to alternative education programs at Murrieta Canyon Academy, the MVUSD Alternative Education campus, which includes a high unduplicated student count and includes our most at-risk students. The principle purpose of this school environment is to provide alternative educational options for students who experienced little success at the comprehensive high school, for students who require a flexible schedule and for students who perform best in a smaller school atmosphere.

As a result of the California Dashboard information, MCA is receiving ESSA Comprehensive Support and Improvement (CSI) for graduation rates. As part of the MCA CSI process, MCA conducted a needs assessment that included analyzing dashboard/CAASPP/course completion data, meetings with staff, review of credentialing, and analyzing systems that support student success. From that needs assessment, MCA identified the following areas of focus: improve student connectedness/engagement, increase academic and social-emotional supports, personalize learning experiences, and intentional scheduling to provide optimum academic coursework and credit recovery options that will result in credit completion and increased graduation rates. MCA will be provided LCFF funds and additional funds from Title I ESSA CSI to allow for release time for a staff member to oversee the data for credit recovery, course completion and CSI monitoring.

Justification: Research shows that students who experience multiple years of failing courses, who demonstrate inappropriate behaviors, have social emotional issues 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. Additionally, 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 educational environments which are embraced at Murrieta Canyon Academy. These include:

- 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

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 the most effective use of the funds. The majority of students at Murrieta Canyon Academy are unduplicated students and are high-risk. Additionally, MCA is receiving ESSA CSI assistance for graduation rate to address the areas contributing to graduation rates for alternative learners at an alternative learning site.

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

Goal 1:8; Goal 2:7; Goal 3:9; and Goal 4:8

These actions and services provide support to unduplicated students through access to school site LCFF supplemental dollars allocated to meet the local needs of unduplicated students at every school which is outlined in each school’s Single Plan for Student Achievement/Site LCAP. SPSAs are developed around the same four goals outlined in the district’s LCAP: Goal 1-Student Learning and Achievement; Goal 2-Prevention, Intervention and Acceleration; Goal 3-Professional Development; Goal 4-Engagement-School Culture and Climate. All efforts are principally directed to and most effective in meetings goals for unduplicated students at all of our school sites. Specifically, MMHS will utilize LCFF allocations to address ESSA ATSI for Students with Disabilities as well as their

unduplicated students, MCA will utilize LCFF allocations to address ESSA CSI for graduation rate, all schools will utilize LCFF allocations to address Differentiated Assistance for Foster Youth. SPSAs are Board approved and expenditures must follow the LCAP approval process.

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 student groups. 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 and district LCAP. 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 School Site Council meetings. Finally, district meetings support administrative understanding of effective actions and services for meeting the needs of unduplicated students through the use of data analysis, collaboration and presentations.

Most Effective Use of Funds: Because school sites are able to provide direct support and services to meet the unique needs of their unduplicated student populations through programs to support student learning, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement, this is the most effective use of funds.

(State Priorities: 2, 3, 4, 5, 6, and 7)

Goal 1:9

This action and service provides support to unduplicated students through funds that are applied district-wide to ensure Grade Span Average (GSA) 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. This action is principally directed to and most effective in meeting the needs of unduplicated students.

Justification: Funds directed towards class size reduction provide opportunities for Tier I support of all students and are 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. Recent studies 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 way we have implemented GSA within our elementary schools.

In a study conducted in our district by Hanover Research, teachers felt that K-3 Grade Span Adjustment (GSA) was effective in improving engagement with 90% of teachers indicating that smaller class size improved student engagement. It was also effective in improving overall academic performance with 97% of teachers agreeing that smaller class size benefited low and high achieving students, English Learners, and students receiving special education services. Additionally, 85% of teachers agreed that smaller class sizes improved their ability to assess and monitor student achievement.

Most Effective Use of Funds: Because we are seeing consistent improvement in the literacy growth goals for our unduplicated students and identified student groups (K-3), because teachers see small class sizes as leading to more engagement and the ability to differentiate, and because current research indicates that among the students with the greatest needs GSA 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 and 5

These actions and services provide support to unduplicated students by offering additional sections for intervention at the middle and high schools as well as targeted intervention programs designed to support unduplicated students' achievement in literacy and math. The intervention sections provide students with smaller class sizes and focused support in math and ELA. The intervention programs that the district supports in this goal include: Imagine Math, Read 180, System 44, Math 180 and iRead. Services are principally directed to and most effective in meeting the needs of unduplicated students and identified student groups. Teachers have been trained to utilize strategies to differentiate instruction in intervention classrooms. These services are provided district-wide and are principally directed toward our unduplicated students.

Justification: Student performance on program benchmarks demonstrate regular and routine growth for our unduplicated students in intervention classes. Teachers are trained to analyze student data in order to provide consistent progress monitoring. All of these programs provide research demonstrating the effectiveness and impact on student achievement. For example, 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) Research states, "If addressed early, Tier 2 interventions can prevent further disengagement- which often

results in chronic or more serious behaviors and academic failure.” (New Hampshire for Effective Behavioral Interventions and Supports, November 2010)

Most Effective Use of Funds: Because we are seeing improvement in math and ELA literacy growth goals for our unduplicated students and identified student groups and because current research 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 funds.

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

Goal 2:3

This action and service provides support to unduplicated students by offering a full-time Intervention Teacher at each elementary school to address the reading and math needs of unduplicated students and identified student groups. Both individualized instruction and early intervention are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and most effective in meeting the needs of unduplicated students. This service is provided district-wide at the elementary 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 our unduplicated, low performing students. Intervention teachers use research-based programs and practices to close the achievement gap both in push-in and pull-out models. They are an integral part of the development of universal access programs and support teachers in analyzing and responding to student achievement data.

Our successful K-5 student “growth” can be attributed in part to the efforts of our intervention teachers. Research shows that early intervention prevents learners from becoming struggling readers. (Foorman, 2003). In 2018, our school district was recognized as a California Exemplary District, and one the 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 and making annual growth on ELA and math CAASPP, and because research supports early targeted intervention efforts, we conclude this is the most effective use of the funds.

(State Priorities: 1, 4, 5, 6 and 7)

Goal 2: 6

This action and service provides support to unduplicated students who are English Learners by offering the following services: half-time coordinator, funding for additional middle school and high school sections for English Learner instruction to accommodate all levels (1-4) of English Learners, Imagine Learning, and professional development. These services are provided district-wide and are principally directed toward our English Learner students.

Justification: In the past several years, the support of English Learners has been a key focus area for our district. The coordinator provides communication and professional development as well as develops consistent practices in our district. The additional sections at the secondary level provides English Learners with designated support within their schedule. The coordinator has been monitoring and evaluating designated support and will be implementing programs to enhance practices in the coming year. Imagine Learning is a supplemental program provided to all elementary school sites for emerging language learners. We have seen 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. This year, virtually every elementary emerging language learner accessed the Imagine Learning program. Finally, there has been an abundant amount of professional development for teachers and administrators. Language teams and focus groups have emerged and are critical as we move forward with an intentional focus on English Learner instruction and reclassification.

California's English Learner Roadmap speaks to the importance of professional development: "Capacity building occurs at all levels of the system including leadership development to understand and address the needs of English Learners. Professional learning and collaboration time are afforded to teachers."

Segmeasurement completed a study indicating that, "Students in grades 2-5 who used Imagine Learning between December 2012 and June 2013 showed greater gains in reading ability than students who did not use Imagine Learning."

Lastly, these actions and services have made an impact on English Learner achievement during the previous year with an increase of 5.1 points in ELA and an increase of 3.2 points in math. We believe this is due to the intentional efforts district-wide.

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 English Learners and because research supports strong professional development for teachers as well as the use of Imagine Learning, we conclude this is the most effective use of funds.

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

Goal 3:1-6, 8

These actions and services provide support to unduplicated students through professional learning and include: coordinators, instructional coaching support, secondary site-based Data Standards Learning and Instruction (DSLII) staff, Induction Program, AVID, standards implementation, curriculum work teams, and assessment related programs and scoring. Teacher support and training related to Induction and California Standards implementation is necessary to ensure effective classroom instruction. Additionally, in these settings/trainings, teachers learn best practices to meet the needs of students with a variety of learning and social-emotional needs. Funds for these efforts are being used in a district-wide 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. 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 Learners, students in poverty and foster youth.

The induction program has had great success in supporting new teachers through the use of district mentors. The in-house program offers teachers a more personal experience with a Murrieta lens. Induction professional development is tied to district goals and not only helps them complete requirements to clear their credential, but also leads to improved practice through collaboration and reflection. “Comprehensive, high-quality teacher induction can accelerate professional growth and teacher effectiveness, reduce teacher turnover, and improve student learning.” (National Association of State Boards of Education, March 2012)

In the coming year, the instructional coach model is changing at the secondary level to promote coaching on site in the areas of math, ELA and science. These coaches are content specific and will be trained in how to use data to drive instruction and utilize high yielding research-based strategies. The coordinator will collaborate with and guide the site coaches in implementing strategies that impact student achievement. “As instructional coaches work to improve instructional practice and, ultimately, student learning, many school districts have adopted coaching as a model for teachers’ professional development. Research makes clear that improving teachers’ classroom practices has great potential to improve student learning...” (www.readingrockets.org)

For justification of AVID instructional coaching support, see description for Goal 1:1.

Most Effective Use of Funds: Because professional development has contributed to student growth in both ELA and math, because teachers are better equipped to provide effective standards-based instruction and meet their students’ learning needs, and because

induction teachers communicate a strong understanding of the district lens and expectations, we conclude that these professional development activities are the most effective use of the funds.

(State Priorities: 2, 4 and 7)

Goal 4: 1, 3, 5, and 6

These actions and services provide support to unduplicated students through the following services: mental health coordinator, mental health therapists, Positive Behavior Intervention Supports (PBIS), restorative practices and anti-bullying training, and systematic efforts to improve attendance and chronic absenteeism. Funds for this effort are being used in a district-wide manner.

Justification: School-based mental health is becoming a vital part of student support systems with exponentially growing needs in our country and community. 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)

"Schools provide a unique opportunity to identify and treat mental health conditions by serving students where they already are. School personnel play an important role in identifying the early warning signs of an emerging mental health condition and in linking students with effective services and supports." (NAMI.org) Furthermore, 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)

The mental health coordinator and mental health therapists will provide school sites with needed assistance for providing systematic mental health services as well as provide direct group and individual services to our at-risk students with a focus on our unduplicated students. The coordinator and mental health therapists 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.

The research regarding Positive Behavior Intervention Supports, restorative practices and anti-bullying programs overwhelming 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, 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)

Attendance and chronic absenteeism continue to be areas of focus in our district. Chronic absenteeism district-wide and by student population is an area of greatest need according to the California Dashboard which displays an orange indicator. "Chronic Absenteeism is most prevalent among most students from families with low-incomes; the highest rates are found among the youngest and oldest students, and seniors in high school often have the highest rates of all. Students with serious emotional disturbance and learning disabilities also appear more likely to be chronically absent or become truant." (www.countyhealthrankings.org) Attendance efforts will be supported through the efforts of a coordinator and the use of Attention to Attendance.

Most Effective Use of Funds: Because of the need for mental health services for our unduplicated students, because of our staff's need for professional development in implementing PBIS/restorative practices/anti-bullying, and because of our need to address chronic absenteeism district-wide, we conclude these efforts represent the most effective use of the funds.

(State Priorities: 5 and 6)

Goal 4:2

This action and service provides support to Foster and Homeless Youth by offering the following supports: a part-time Foster Youth Liaison to monitor and support the needs of our Foster and McKinney Vento Youth, a guidance technician to enroll Foster Youth students and ensure we have all necessary documentation, conferences and professional development, school related materials and resources, development site-based teams to oversee Foster Youth support, peer mentoring, and field trips and special events. MVUSD is receiving differentiated assistance (DA) and as a result of the DA process, there will be increased supports and actions. Efforts are principally directed to and the most effective in meeting the needs of Foster and Homeless Youth.

Justification: MVUSD is in differentiated assistance for foster youth due to significant performance gaps (California Dashboard Red Indicators) in academic ELA, academic math, chronic absenteeism, and suspension rates. MVUSD is in a unique position to provide public education to a high number of Foster Youth who reside in Short Term Residential Treatment Programs (STRTP). In 2018-19, the California State Continuum of Care Reform changed the group home purpose and population to only serve youth who have experienced a high level of school and home transience due to medical, mental health, and/or trauma/abuse related challenges. The STRTP program is designed to be short term (6 months) and focus on stabilization. MVUSD recognizes that the needs of this population will differ from that of other foster home placements, and interventions and supports should align with the goal of student stabilization.

As part of the differentiated assistance process, in-depth interviews were conducted with foster students and stakeholders to identify the root cause of Foster Youth gaps in performance. The analysis of interviews identified targets for increased supports and actions. These supports and actions include staff training, increase relational connections and sense of school connectedness, increased collaboration between outside agencies also serving the youth, and increased information regarding an entering student's needs.

In order to address the identified needs, MVUSD will produce a video-based training module on trauma informed school practices that will be included in the required trainings by staff at the beginning of each school year. In addition, we will identify site-based team members (counselor and teacher) who specialize in meeting the needs of foster youth. The site-based teams will receive regular training and opportunities to collaborate with each other, group homes/ foster families, and outside agencies. High school and middle school aged foster students will also be invited to participate in the planning of foster youth events, field trips, and peer mentorship groups.

Finally, MVUSD will register all Foster Youth at a central registration office where an in-depth needs assessment will be conducted and connections will be made to resources both within and outside of the schools. Student records and academic plans will be gathered to reduce class changes and increase the success of students. MVUSD will also participate in a Collaborative increasing access to community-based supports and resources for foster youth.

Most Effective Use of Funds: Because MVUSD is receiving differentiated assistance for Foster Youth and because actions and services have been developed as a result of root cause analysis involving district and county stakeholders, we conclude that these Foster Youth supports are the most effective use of the funds.

(State Priorities: 4, 5 and 6)

Goal 4:4

This action and service provides support to our unduplicated students by continuing to provide valuable engagement opportunities for unduplicated middle school students to better connect to their schools. As a result of zero period implementation, middle schools have expanded their course offerings to include a variety of electives (including CTE related courses such as robotics and computer science) as well as expanded intervention and acceleration courses to support and enhance student learning and success. Additionally, intramural programs are offered to engage unduplicated students in a variety of sports throughout the school year.

Middle and high schools participate in Collaborative meetings throughout the year focused on opportunities to analyze data, brainstorm, and develop plans to enhance the programs and initiatives to support student learning and success. Standards-based grading and overall grading practices continue to be a focus with guest speakers and opportunities for teachers to pilot standards-based grading and share their experiences. Funds are being used in a district-wide manner at the secondary level.

Justification: Middle school engagement is vital to keep students on track academically and leads to 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 unduplicated and targeted student groups to ensure they are connected to school and to an adult on campus as well as to ensure they receive the supports necessary to be successful.

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)

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. Teachers collaborate and share best practices. 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: Because student engagement and course offering efforts are intentionally developed for unduplicated and struggling students and because the Collaboratives are focused on equitable grading practices, we conclude that these supports are the most effective use of the funds.

(State Priorities: 5 and 6)

Goal 4:7

This action and service provides support to our unduplicated students by continuing to provide quality and meaningful stakeholder engagement which is critical to the successful implementation of any and all programs and services principally directed towards our unduplicated students and identified student groups. There are several stakeholder groups, many of which represent the needs of specific student groups. These include but are not limited to: African-American Parent Advisory, Latino Parent Advisory, District English Learner Parent Advisory, Special Education Parent Advisory, PTAs, PTGs, SSCs, Action Team Partnerships, employee group advisories, and middle and high school student LCAP advisories. These stakeholder groups provide great insight into the effectiveness of the various actions and services provided to them through the LCAP.

This year, we will expand our efforts to include cultural proficiency, mentoring programs and systemic coordination of stakeholder group engagement district-wide. We will continue our efforts to provide equity training and build upon the initial cohort training this year. Stakeholder engagement is the theme for our administrative retreat and for the 2019-20 school year.

Justification: The district is continuing to make intentional efforts to authentically engage families of unduplicated students and identified student groups. 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) Feedback from involved stakeholders indicates a desire to have a continued voice and input into the services offered by the district.

District efforts continue to be focused on equity and equitable practices. We are still in the process of helping staff understand 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" through professional development, book studies, and district and site-based plans.

Our school district was recognized as a California Exemplary District in 2018. One of the 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. Additionally, the California Department of Education invited us to participate in a forum where we had the opportunity to share our equity journey and practices.

Most Effective Use of Funds: Because we built a strong foundation for stakeholder engagement, because of our district's equity efforts, because we were recognized for our engagement and equitable practices, and because there is still a need for continued stakeholder engagement and for building staff understanding of equity and cultural proficiency, we conclude that these supports are the most effective use of the funds.

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

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$13,146,269

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 ethnic 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)--

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$10,697,180

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 meeting 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 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-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 meeting 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

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) “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).

(e) "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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	14,689,686.00	15,603,047.00	10,885,004.00	14,689,686.00	17,200,318.00	42,775,008.00
	0.00	0.00	73,265.00	0.00	0.00	73,265.00
Career Technical Education Incentive Grant (CTEIG)	0.00	73,653.00	0.00	0.00	77,064.00	77,064.00
Governors CTE Initiative: California Partnership Academies	74,847.00	0.00	0.00	74,847.00	0.00	74,847.00
LCFF	14,546,889.00	15,461,444.00	10,524,207.00	14,546,889.00	16,700,097.00	41,771,193.00
Lottery	67,950.00	67,950.00	100,000.00	67,950.00	78,550.00	246,500.00
Low Performing Student Block Grant	0.00	0.00	0.00	0.00	141,801.00	141,801.00
Other	0.00	0.00	187,532.00	0.00	0.00	187,532.00
Title I	0.00	0.00	0.00	0.00	80,824.00	80,824.00
Title IV	0.00	0.00	0.00	0.00	121,982.00	121,982.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	14,689,686.00	15,603,047.00	10,885,004.00	14,689,686.00	17,200,318.00	42,775,008.00
1000-1999: Certificated Personnel Salaries	9,036,810.00	8,986,035.00	6,179,802.00	9,036,810.00	10,065,434.00	25,282,046.00
2000-2999: Classified Personnel Salaries	634,256.00	638,764.00	601,158.00	634,256.00	747,430.00	1,982,844.00
3000-3999: Employee Benefits	2,733,241.00	2,669,213.00	1,770,837.00	2,733,241.00	3,124,627.00	7,628,705.00
4000-4999: Books And Supplies	727,091.00	668,388.00	780,505.00	727,091.00	773,003.00	2,280,599.00
5000-5999: Services And Other Operating Expenditures	1,556,088.00	2,638,447.00	1,546,132.00	1,556,088.00	2,483,505.00	5,585,725.00
5800: Professional/Consulting Services And Operating Expenditures	2,200.00	2,200.00	6,570.00	2,200.00	2,200.00	10,970.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	4,119.00	4,119.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	14,689,686.00	15,603,047.00	10,885,004.00	14,689,686.00	17,200,318.00	42,775,008.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	30,332.00	0.00	0.00	30,332.00
1000-1999: Certificated Personnel Salaries	Career Technical Education Incentive Grant (CTEIG)	0.00	57,591.00	0.00	0.00	59,790.00	59,790.00
1000-1999: Certificated Personnel Salaries	Governors CTE Initiative: California Partnership Academies	58,323.00	0.00	0.00	58,323.00	0.00	58,323.00
1000-1999: Certificated Personnel Salaries	LCFF	8,978,487.00	8,928,444.00	6,084,659.00	8,978,487.00	9,844,258.00	24,907,404.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	0.00	0.00	0.00	0.00	117,386.00	117,386.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	64,811.00	0.00	0.00	64,811.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	44,000.00	44,000.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	634,256.00	638,764.00	508,948.00	634,256.00	656,721.00	1,799,925.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	92,210.00	0.00	0.00	92,210.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	0.00	0.00	0.00	85,709.00	85,709.00
3000-3999: Employee Benefits		0.00	0.00	36,363.00	0.00	0.00	36,363.00
3000-3999: Employee Benefits	Career Technical Education Incentive Grant (CTEIG)	0.00	16,062.00	0.00	0.00	17,274.00	17,274.00
3000-3999: Employee Benefits	Governors CTE Initiative: California Partnership Academies	16,524.00	0.00	0.00	16,524.00	0.00	16,524.00
3000-3999: Employee Benefits	LCFF	2,716,717.00	2,653,151.00	1,722,463.00	2,716,717.00	3,035,960.00	7,475,140.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Low Performing Student Block Grant	0.00	0.00	0.00	0.00	24,415.00	24,415.00
3000-3999: Employee Benefits	Other	0.00	0.00	12,011.00	0.00	0.00	12,011.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	10,705.00	10,705.00
3000-3999: Employee Benefits	Title IV	0.00	0.00	0.00	0.00	36,273.00	36,273.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	727,091.00	668,388.00	778,005.00	727,091.00	773,003.00	2,278,099.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	2,500.00	0.00	0.00	2,500.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,488,138.00	2,570,497.00	1,430,132.00	1,488,138.00	2,387,955.00	5,306,225.00
5000-5999: Services And Other Operating Expenditures	Lottery	67,950.00	67,950.00	100,000.00	67,950.00	78,550.00	246,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	16,000.00	0.00	0.00	16,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	0.00	17,000.00	17,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	6,570.00	0.00	0.00	6,570.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,200.00	2,200.00	0.00	2,200.00	2,200.00	4,400.00
7000-7439: Other Outgo	Title I	0.00	0.00	0.00	0.00	4,119.00	4,119.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,788,625.00	8,422,641.00	5,197,916.00	7,788,625.00	9,408,125.00	22,394,666.00
Goal 2	3,495,058.00	3,673,754.00	2,940,160.00	3,495,058.00	3,829,795.00	10,265,013.00
Goal 3	1,924,232.00	2,030,338.00	1,768,827.00	1,924,232.00	1,967,374.00	5,660,433.00
Goal 4	1,481,771.00	1,476,314.00	978,101.00	1,481,771.00	1,995,024.00	4,454,896.00
Goal 5			0.00	0.00		
Goal 6			0.00	0.00		
Goal 7			0.00	0.00		
Goal 8			0.00	0.00		
Goal 9			0.00	0.00		
Goal 10			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	Imagine Math: Math intervention program offered in grades 6-12 designed to fill math fluency gaps and provide learners opportunities to meet/exceed proficiency 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.	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.
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.	Additional HS Counselor Support: Ensures that high risk students are provided intensive academic and behavioral support through individual student case management.
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.	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.
Cultural Competency: Knowledge of infusing culturally responsive practices into working with students, families and co-workers.	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).
Cultural Proficiency: A model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. Cultural proficiency is a mind-set, a worldview, a way a person or an organization make assumptions for effectively describing, responding to and planning for issues that arise in diverse environments. <i>From: Cultural Proficiency: A Manual for School Leaders 3rd Edition.</i>	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.
DE: (Dual Enrollment) School Site program offered at Vista Murrieta High School which allows both high school and college credit for certain courses.	Restorative Practices: Processes that may proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices represent a mindset that can help guide adult and youth behavior and relationship management in schools.
ELD: (English Language Development) Direct instruction for English Language Learners)	STEM: Science, Technology, Engineering and Mathematics
ELL: English Language Learner whose primary language is other than English and who has yet to become proficient in English.	TOSA: (Teacher on Special Assignment) Instructional expert released to provide coaching/direct support to the classroom
Equity: Practices or conditions that result in the same outcomes for members of a group. Providing an individual what is needed.	VAPA: Visual and Performing Arts
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

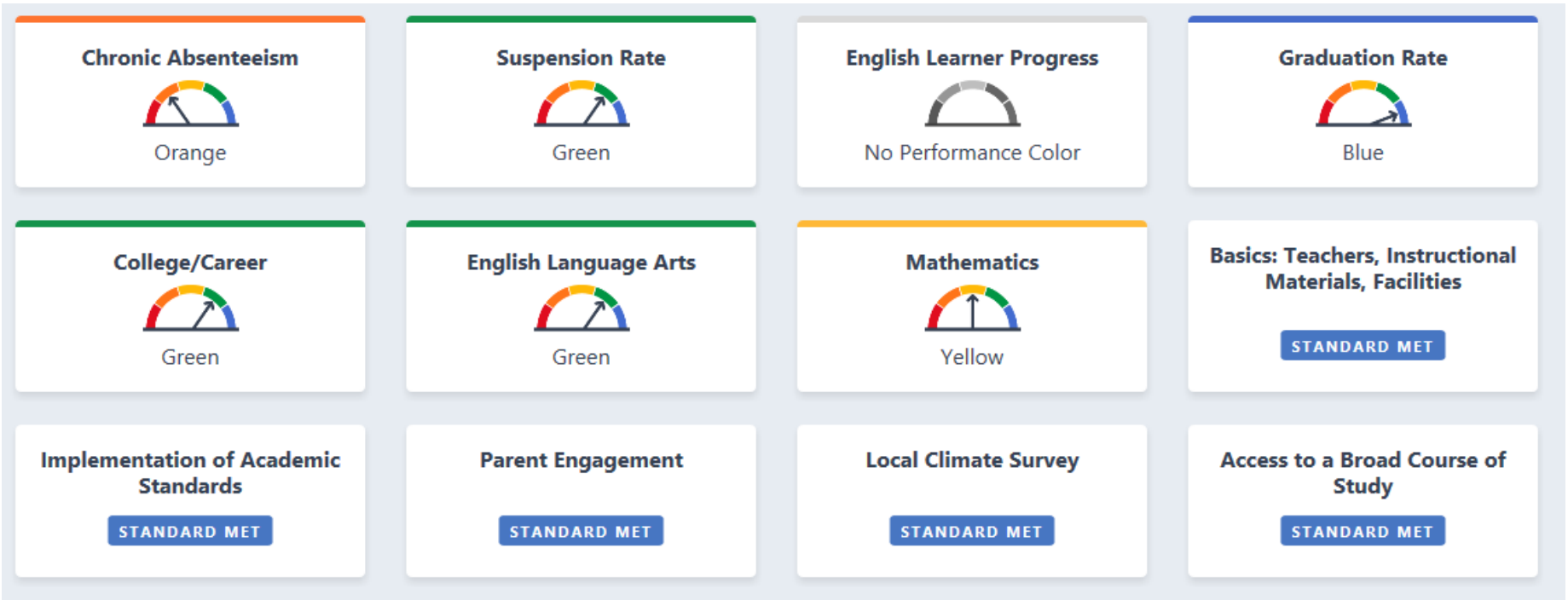
1	AA	African American	32	EAMO	Expected Annual Measurable Outcomes
2	ACT	American College Test	33	EAP	Early Assessment Program
3	ADA	Average Daily Attendance	34	EHC	E. Hale Curran ES
4	A-G	UC/CSU Approved Courses	35	EL	English Learner
5	AHES	Antelope Hills Elementary School	36	ELA	English Language Arts
6	AI	Academic Improvement	37	ELD	English-language development
7	AP	Advanced Placement	38	ELL	English Language Learner
8	APEX	Outsourced Assessment Program	39	ES	Elementary School
9	AMES	Alta Murrieta Elementary School	40	ES/MS/HS	Elementary, Middle and High School
10	API	Academic Performance Index	41	ESGI	Outsourced Assessment Program
11	ATP	Adult Transition Program	42	ESSA	Every Student Succeeds Act
12	AES	Avaxat Elementary School	43	FAFSA	Free Application for Federal Student Aid
13	AVID	Advancement Via Individual Determination	44	FTE	Full Time Equivalent
14	BES	Buchanan Elementary School	45	GE	General Education
15	CAASPP	California Assessment of Student Performance and Progress	46	GPA	Grade Point Average
16	CALPADS	California Longitudinal Pupil Achievement Data System	47	HOUSSE	High Objective Uniform State Standard of Evaluation
17	CAPA	California Alternate Performance Assessment	48	HQT	Highly Qualified Teacher
18	CCES	Cole Canyon Elementary	49	IB	International Baccalaureate
19	CCGI	California Colleges Guidance Initiative	50	ICLE PD	International Center for Leadership in Education - Professional Development
20	CCR	California Code of Regulations	51	IEP	Individualized Education Plan
21	CDE	California Department of Education	52	LCAP	Local Control and Accountability Plan
22	CELDT	California English Language Development Test	53	LCFF	Local Control Funding Formula
23	CHKS	California Healthy Kids Survey	54	LEAs	Local Educational Agency
24	COE	California Department of Education	55	LI	Low Income
25	CSU	California State University	56	LJM	Lisa J. Mails Elementary School
26	CTE	Career Technical Education	57	LMS	Learning Management System
27	CUE	Computer Using Educators	58	LTEL	Long Term English Learner
28	DE	Dual Enrollment	59	MCA	Murrieta Canyon Academy
29	DELAC	District English Learner Advisory Council	60	MI	Math Inventory
30	DMMS	Dorothy McElhinney Middle School	61	MES	Murrieta Elementary School
31	EADMS	Outsourced Assessment Program	62	MS/CADA	Middle School California Association of Directors of Activities

Appendix C: Common Local Academic Acronyms Used (page 2)

63	MSJC	Mt. San Jacinto College	84	SMS	Shivela Middle School
64	MMHS	Murrieta Mesa High School	85	SE	Special Education
65	MTA	Murrieta Teacher Association	86	SED	Socially Economically Disadvantaged
66	MVES	Monte Vista Elementary School	87	SMS	Shivela Middle School, STEM Program
67	MVHS	Murrieta Valley High School	88	SPED/MH	Special Education-Mental Health
68	MVUSD	Murrieta Valley Unified School District	89	SPSA	School Plan for Student Achievement
69	MYP	Middle Years Program	90	RI	Reading Inventory
70	NGSS	Next Generation Science Standards	91	SRO	School Resource Officer
71	PAR	Peer Assistance and Review	92	STEM	Science Technology Engineering and Math
72	PBIS	Positive Behavior Interventions and Supports	93	SWP	School Wide Programs
73	PELD	Project and English Learner Directors	94	SWD	Students with Disabilities
74	PLC	Professional Learning Community	95	TES	Tovashal Elementary School
75	PRE-ID	Pre-Identification	96	TMS	Thompson Middle School
76	PSAT	Preliminary Student Achievement Test	97	TK	Transitional Kindergarten
77	PTA/PTSA	Parent Teacher Association/Parent Teacher Student Association	98	TOMS	Test Operations Management System
78	RCAN	Riverside County Assessment Network	99	TOSA	Teacher on Special Assignment
79	RCOE	Riverside County Office of Education	100	TTM	Think Through Math
80	RRES	Rail Ranch Elementary School	101	UC	University of California
81	SARC	School Accountability Report Card	102	VAPA	Visual and Performing Arts
82	SAT	Student Achievement Test	103	VMHS	Vista Murrieta High School
83	SBAC	Smarter Balanced Assessment Consortium	104	WSMS	Warm Springs Middle School

Appendix D: Overall Data by Student Groups

District Performance Overview – Murrieta Valley USD



Appendix D: Overall Data by Student Groups



District Performance Overview – Murrieta Valley USD

MURRIETA VALLEY UNIFIED
Student Population
 Explore information about this district's student population.

LEARN MORE

Enrollment

23,121

[View More Information](#)

LEARN MORE

Socioeconomically Disadvantaged

35.8%

LEARN MORE

English Learners

5.8%

LEARN MORE

Foster Youth

0.4%

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

MURRIETA VALLEY UNIFIED
Academic Performance
 View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students | State

Green

19.4 points above standard
Declined 3.5 Points Ⓞ

EQUITY REPORT
Number of Student Groups in Each Color

1	3	3	4	1
Red	Orange	Yellow	Green	Blue

[View More Details](#)

LEARN MORE

Mathematics

All Students | State

Yellow

10 points below standard
Maintained 0.7 Points

EQUITY REPORT
Number of Student Groups in Each Color

1	4	2	5	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

LEARN MORE

English Learner Progress

All Students | State

English Language Proficiency Assessments for California Results

Green

Level 4 - Well Developed: 39.9%

Level 3 - Moderately Developed: 34.6%

Level 2 - Somewhat Developed: 15.9%

Level 1 - Beginning Stage: 9.7%

EQUITY REPORT
Number of Student Groups in Each Color

1	2	3	4	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

LEARN MORE

College/Career

All Students | State

Green

55.2% prepared
Maintained -1.1%

EQUITY REPORT
Number of Student Groups in Each Color

1	2	3	4	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

MURRIETA VALLEY UNIFIED
Academic Engagement
 See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

All Students | State

Orange

8.4% chronically absent
Increased 1.7% Ⓞ

EQUITY REPORT
Number of Student Groups in Each Color

2	8	3	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

LEARN MORE

Graduation Rate

All Students | State

Blue

97.6% graduated
Increased 1% Ⓞ

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0	1	7
Red	Orange	Yellow	Green	Blue

[View More Details](#)

MURRIETA VALLEY UNIFIED
Conditions & Climate
 View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students | State

Green

1.7% suspended at least once
Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

1	3	4	2	3
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Appendix E

- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – All Grades
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 3
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 4
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 5
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 6
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 7
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 8
- Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group from 2015 through 2018 – Grade 11
- Middle School AVID Participation Data
- High School AVID Participation Data
- Middle School and High School D/F Rates
- D/F Rates
- D/F Rates by Secondary School
- Imagine Math Data by Secondary School Site
- Average Daily Attendance Rate/Chronic Absenteeism
- Suspension Rate
- California Department of Education Equity Presentation
- District at a Glance Information Flyer

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015, 2016, 2017 and 2018 – All Grades

STUDENT GROUP	ELA											MATH										
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF
	%	#	%	#	%	%	#		%	#		%	#	%	#	%	%	#		%	#	
Gender																						
Male	51%	5,951	54%	5,939	3%	56%	6,112	2%	54%	6,142	-2%	42%	5,929	46%	5,915	4%	47%	6,095	1%	49%	6,136	2%
Female	64%	5,852	68%	5,851	4%	67%	5,852	-1%	67%	5,989	0%	41%	5,834	46%	5,835	5%	46%	5,837	0%	48%	5,876	2%
Race/Ethnicity																						
American Indian or Alaska Native	58%	36	68%	34	10%	58%	31	-10%	65%	34	7%	37%	36	37%	35	0%	55%	31	18%	52%	33	-3%
Asian	69%	524	72%	502	3%	72%	535	0%	72%	544	0%	60%	523	64%	501	4%	64%	536	0%	66%	544	2%
Black or African American	44%	618	47%	613	3%	49%	626	2%	51%	625	2%	26%	619	27%	611	1%	30%	625	3%	33%	625	3%
Hispanic or Latino	50%	4,038	54%	4,186	4%	53%		-1%	54%	4,460	1%	32%	4,030	38%	4,173	6%	38%	4,342	0%	41%	4,453	3%
Fillipino	70%	445	79%	413	9%	80%	379	1%	72%	370	-8%	56%	445	61%	415	5%	60%	379	-1%	64%	370	4%
Native Hawaiian or Pacific Islander	43%	82	55%	87	12%	60%	89	5%	58%	90	-2%	40%	81	35%	87	-5%	36%	89	1%	38%	89	2%
White	62%	5,422	66%	5,233	4%	68%	5,115	2%	65%	5,008	-3%	47%	5,392	52%	5,209	5%	53%	5,104	1%	54%	4,993	1%
Two or More Races	58%	637	65%	717	7%	63%	814	-2%	63%	877	0%	46%	636	50%	714	4%	48%	811	-2%	52%	875	4%
Disability Status																						
Not Disabled	63%	10,402	67%	10,301	4%	68%	10,302	1%	67%	10,281	-1%	46%	10,369	51%	10,274	5%	52%	10,281	1%	54%	10,268	2%
Disabled	19%	1,401	22%	1,489	3%	21%	1,662	-1%	24%	1,758	3%	13%	1,394	15%	1,496	2%	16%	1,651	1%	18%	1,744	2%
Economic Disadvantage Status																						
Not Economically Disadvantaged	64%	7,728	68%	7,826	4%	68%	8,141	0%	67%	7,377	-1%	48%	7,698	52%	7,798	4%	52%	8,120	0%	55%	7,371	3%
Economically Disadvantaged	46%	4,075	48%	3,964	2%	49%	3,823	1%	49%	4,662	0%	30%	4,065	34%	3,952	4%	35%	3,812	1%	38%	4,641	3%
English Proficiency Status																						
Not EL	59%	11,190	63%	11,061	4%	64%	11,310	1%	62%	10,022	-2%	43%	11,146	48%	11,017	5%	48%	11,277	0%	50%	9,999	2%
EL (In U.S. Less than 12 Months)	30%	33	9%	11	-21%	14%	14	5%	18%	17	4%	24%	36	25%	12	1%	40%	15	15%	18%	17	-22%
EL (In U.S. 12 Months or More)	22%	504	32%	648	10%	23%	599	-9%	29%	687	6%	19%	506	24%	649	5%	20%	598	-4%	25%	685	5%
All Students	57%	11,803	61%	11,790	4%	62%	11,964	1%	60%	12,039	-2%	42%	11,763	46%	11,750	4%	47%	11,932	1%	48%	12,012	1%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 3

STUDENT GROUP		ELA										MATH											
		2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF
		%	#	%	#		%	#		%	#		%	#	%	#		%	#		%	#	
Gender																							
	Male	47%	752	49%	773	2%	54%	779	5%	60%	764	6%	54%	752	57%	772	3%	59%	777	2%	62%	765	3%
	Female	52%	803	57%	691	5%	61%	712	4%	68%	656	7%	47%	798	51%	689	4%	53%	711	2%	62%	654	9%
Race/Ethnicity																							
	American Indian or Alaska Native	-	4	-	1	-	-	-	-	-	-	-	-	4	-	1	-	-	-	-	-	-	-
	Asian	51%	68	67%	51	16%	62%	81	-5%	71%	73	9%	62%	68	73%	51	11%	70%	82	-3%	74%	73	4%
	Black or African American	36%	72	35%	85	-1%	45%	60	10%	47%	59	2%	32%	72	38%	85	6%	37%	60	-1%	36%	59	-1%
	Hispanic or Latino	44%	530	49%	545	5%	48%	577	-1%	56%	571	8%	43%	528	48%	543	5%	47%	574	-1%	56%	570	9%
	Fillipino	56%	48	64%	36	8%	86%	22	22%	54%	26	-32%	60%	48	72%	36	12%	64%	22	-8%	58%	26	-6%
	Native Hawaiian or Pacific Islander		10	55%	11	-	45%	11	-10%	58%	12	13%	-	10	55%	11	-	36%	11	-19%	50%	12	14%
	White	55%	719	56%	638	1%	66%	623	10%	70%	559	4%	55%	716	58%	638	3%	66%	622	8%	69%	559	3%
	Two or More Races	46%	104	61%	96	15%	51%	110	-10%	73%	112	22%	55%	104	62%	95	7%	51%	110	-11%	70%	112	19%
Disability Status																							
	Not Disabled	54%	1,338	58%	1,222	4%	63%	1,251	5%	68%	1,198	5%	55%	1,333	59%	1,220	4%	61%	1,250	2%	67%	1,197	6%
	Disabled	23%	217	26%	242	3%	27%	240	1%	36%	222	9%	24%	217	29%	241	5%	30%	238	1%	35%	222	5%
Economic Disadvantage Status																							
	Not Economically Disadvantaged	59%	974	61%	901	2%	66%	958	5%	73%	801	7%	59%	970	61%	898	2%	64%	956	3%	71%	801	7%
	Economically Disadvantaged	34%	581	39%	563	5%	42%	533	3%	51%	619	9%	36%	580	42%	563	6%	42%	532	0%	51%	618	9%
English Proficiency Status																							
	Not EL	52%	1,381	55%	1,305	3%	60%	1,336	5%	66%	1,196	6%	53%	1,376	56%	1,303	3%	59%	1,333	3%	64%	1,194	5%
	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%	47%	175	17%	31%	155	36%	145	5%	30%	143	-6%	45%	175	15%
All Students		50%	1,555	53%	1,464	3%	57%	1,491	4%	63%	1,420	6%	50%	1,550	54%	1,461	4%	56%	1,488	2%	62%	1,419	6%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 4

STUDENT GROUP	ELA											MATH											
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF	
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	#	%	%	#	%	%	#	%	
Gender																							
Male	45%	772	54%	758	9%	54%	813	0%	61%	799	7%	43%	772	51%	758	8%	53%	812	2%	60%	798	7%	
Female	59%	782	60%	827	1%	61%	727	1%	68%	754	7%	41%	782	46%	829	5%	48%	727	2%	52%	754	4%	
Race/Ethnicity																							0%
American Indian or Alaska Native	-	6	-	3	-	-	-	-	-	-	-	-	6	-	4	-	-	-	-	-	-	-	-
Asian	65%	68	60%	67	-5%	79%	52	19%	75%	84	-4%	60%	68	57%	68	-3%	77%	52	20%	75%	84	-2%	
Black or African American	47%	78	46%	79	-1%	34%	92	-12%	63%	65	29%	29%	79	29%	79	0%	30%	92	1%	63%	65	33%	
Hispanic or Latino	44%	541	50%	565	6%	52%	598	2%	56%	602	4%	34%	541	41%	565	7%	43%	598	2%	56%	602	13%	
Fillipino	59%	51	69%	51	10%	76%	38	7%	79%	28	3%	61%	51	67%	51	6%	68%	38	1%	79%	28	11%	
Native Hawaiian or Pacific Islander	54%	13	-	8	-	50%	12	-	58%	12	8%	38%	13	-	8	-	42%	12	-	58%	12	16%	
White	57%	715	63%	697	6%	62%	635	-1%	31%	633	-31%	47%	715	53%	697	6%	57%	634	4%	31%	633	-26%	
Two or More Races	47%	81	59%	114	12%	61%	110	2%	63%	115	2%	42%	80	53%	114	11%	62%	110	9%	56%	115	-6%	
Disability Status																							
Not Disabled	58%	1,325	63%	1,341	5%	66%	1,258	3%	72%	1,282	6%	47%	1,324	53%	1,343	6%	58%	1,257	5%	62%	1,281	4%	
Disabled	19%	229	27%	244	8%	21%	282	-6%	30%	271	9%	16%	230	19%	244	3%	20%	282	1%	29%	271	9%	
Economic Disadvantage Status																							
Not Economically Disadvantaged	60%	955	66%	1,015	6%	64%	980	-2%	73%	895	9%	50%	953	56%	1,016	6%	58%	980	2%	64%	894	6%	
Economically Disadvantaged	40%	599	42%	570	2%	46%	560	4%	54%	658	8%	29%	601	35%	571	6%	38%	559	3%	45%	658	7%	
English Proficiency Status																							
Not EL	55%	1,396	60%	1,403	5%	60%	1,415	0%	66%	1,284	6%	44%	1,395	50%	1,404	6%	54%	1,414	4%	57%	1,284	3%	
EL (In U.S. Less than 12 Months)		9		3	-	-	-	-	-	-	-		10		3		0%	-	0%	-	-	0%	
EL (In U.S. 12 Months or More)	25%	133	38%	169	13%	26%	117	-12%	34%	134	6%	24%	133	31%	169	7%	16%	117	-15%	26%	133	10%	
All Students	52%	1,554	58%	1,585	6%	57%	1,540	-1%	65%	1,553	8%	42%	1,554	48%	1,587	6%	51%	1,539	3%	56%	1,552	5%	

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 5

STUDENT GROUP		ELA										MATH											
		2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF
		%	#	%	#	%	%	#	%	%	#	%	%	#	%	#	%	%	#	%	%	#	%
Gender																							
	Male	55%	795	53%	803	-2%	56%	780	3%	55%	830	-1%	46%	794	44%	803	-2%	50%	779	6%	51%	828	1%
	Female	68%	787	70%	808	2%	66%	836	-4%	67%	779	1%	43%	785	43%	806	0%	45%	836	2%	47%	778	2%
Race/Ethnicity																							
	American Indian or Alaska Native	-	3	-	5	-	-	-	-	-	-	-	-	3	-	5	-	-	-	-	-	-	-
	Asian	68%	68	74%	69	6%	67%	67	-7%	74%	54	7%	54%	68	56%	68	2%	60%	68	4%	65%	54	5%
	Black or African American	38%	76	53%	79	15%	47%	77	-6%	54%	95	7%	24%	76	30%	79	6%	26%	78	-4%	36%	95	10%
	Hispanic or Latino	54%	565	53%	575	-1%	55%	593	2%	57%	628	2%	33%	564	33%	575	0%	42%	592	9%	42%	626	0%
	Fillipino	80%	40	77%	53	-3%	71%	49	-6%	34%	38	-37%	68%	40	53%	53	-15%	65%	49	12%	71%	38	6%
	Native Hawaiian or Pacific Islander	36%	11	58%	12	22%	64%	11	6%	50%	12	-14%	36%	11	42%	12	6%	45%	11	3%	50%	12	5%
	White	67%	731	67%	729	0%	66%	687	-1%	64%	648	-2%	53%	729	51%	728	-2%	51%	686	0%	56%	647	5%
	Two or More Races	68%	88	62%	89	-6%	65%	127	3%	60%	126	-5%	56%	88	39%	89	-17%	51%	126	12%	51%	126	0%
Disability Status																							
	Not Disabled	67%	1,367	69%	1,368	2%	68%	1,357	-1%	69%	1312	1%	49%	1,365	49%	1,366	0%	53%	1,357	4%	55%	1310	2%
	Disabled	26%	215	21%	243	-5%	26%	259	5%	25%	297	-1%	18%	214	10%	243	-8%	18%	258	8%	22%	296	4%
Economic Disadvantage Status																							
	Not Economically Disadvantaged	67%	994	70%	1,020	3%	67%	1,089	-3%	68%	936	1%	51%	991	50%	1,018	-1%	53%	1,089	3%	58%	936	5%
	Economically Disadvantaged	52%	588	47%	591	-5%	49%	527	2%	50%	673	1%	34%	588	30%	591	-4%	35%	526	5%	37%	670	2%
English Proficiency Status																							
	Not EL	62%	1,520	64%	1,447	2%	64%	1,497	0%	62%	1344	-2%	46%	1,516	46%	1,445	0%	49%	1,494	3%	51%	1342	2%
	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%	26%	114	1%	10%	51	19%	145	9%	21%	112	2%	18%	114	-3%
All Students		61%	1,582	62%	1,611	1%	61%	1,616	-1%	61%	1609	0%	45%	1,579	43%	1,609	-2%	47%	1,539	4%	49%	1606	2%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 6

STUDENT GROUP	ELA											MATH										
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	#	%	%	#	%	%	#	%
Gender																						
Male	40%	873	55%	861	15%	45%	862	-10%	49%	858	4%	38%	870	48%	860	10%	43%	861	-5%	45%	857	2%
Female	56%	812	67%	834	11%	65%	885	-2%	63%	926	-2%	41%	809	45%	833	4%	45%	883	0%	49%	923	4%
Race/Ethnicity																						
American Indian or Alaska Native	-	5	-	5	-	-	-	-	-	-	-	-	5	-	5	-	-	-	-	-	-	-
Asian	68%	74	72%	68	4%	68%	79	-4%	68%	71	0%	58%	74	57%	68	-1%	62%	79	5%	69%	71	7%
Black or African American	35%	83	46%	85	11%	52%	87	6%	43%	93	-9%	25%	82	24%	85	-1%	38%	87	14%	29%	94	-9%
Hispanic or Latino	39%	593	53%	618	14%	46%	641	-7%	52%	652	6%	27%	594	38%	616	11%	33%	640	-5%	40%	651	7%
Fillipino	65%	66	85%	52	20%	76%	59	-9%	63%	60	-13%	56%	66	69%	52	13%	71%	59	2%	65%	60	-6%
Native Hawaiian or Pacific Islander		8	58%	12		50%	12	-8%	67%	12	17%		8	25%	12		25%	12	0%	33%	12	8%
White	53%	759	66%	746	13%	61%	758	-5%	58%	737	-3%	48%	753	53%	746	5%	51%	756	-2%	51%	734	0%
Two or More Races	43%	97	64%	108	21%	50%	106	-14%	66%	151	16%	41%	97	55%	108	14%	43%	106	-12%	57%	151	14%
Disability Status																						
Not Disabled	53%	1,483	66%	1,498	13%	63%	1,481	-3%	63%	1516	0%	44%	1,478	51%	1,497	7%	51%	1,480	0%	53%	1516	2%
Disabled	9%	202	22%	197	13%	12%	266	-10%	21%	268	9%	7%	201	12%	196	5%	8%	264	-4%	13%	264	5%
Economic Disadvantage Status																						
Not Economically Disadvantaged	54%	1,121	67%	1,115	13%	62%	1,147	-5%	64%	1112	2%	48%	1,116	55%	1,114	7%	50%	1,146	-5%	56%	1112	6%
Economically Disadvantaged	36%	564	50%	580	14%	43%	600	-7%	44%	672	1%	24%	563	31%	579	7%	33%	598	2%	33%	668	0%
English Proficiency Status																						
Not EL	49%	1,608	62%	1,629	13%	57%	1,640	-5%	57%	1490	0%	41%	1,601	48%	1,627	7%	46%	1,637	-2%	48%	1487	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%	24%	90	7%	6%	62	21%	53	15%	15%	96	-6%	17%	89	2%
All Students	48%	1,685	61%	1,695	13%	55%	1,747	-6%	56%	1784	1%	40%	1,679	47%	1,693	7%	44%	1,744	-3%	47%	1780	3%

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 7

STUDENT GROUP	ELA											MATH											
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF	
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	#	%	%	#	%	%	#	%	
Gender																							
Male	47%	839	50%	869	3%	58%	896	8%	51%	905	-7%	39%	839	43%	863	4%	51%	894	8%	44%	904	-7%	
Female	65%	838	68%	821	3%	68%	835	0%	67%	912	-1%	41%	835	45%	818	4%	49%	834	4%	43%	911	-6%	
Race/Ethnicity																							
American Indian or Alaska Native		5		3		0%		0%			0%		5		3		0%		0%			0%	
Asian	67%	67	70%	77	3%	73%	74	3%	72%	79	-1%	63%	66	60%	77	-3%	72%	74	12%	63%	79	-9%	
Black or African American	31%	70	48%	87	17%	45%	87	-3%	51%	94	6%	19%	70	30%	87	11%	28%	87	-2%	37%	93	9%	
Hispanic or Latino	50%	602	48%	599	-2%	54%	628	6%	51%	673	-3%	30%	603	34%	597	4%	41%	626	7%	35%	672	-6%	
Fillipino	69%	62	78%	73	9%	87%	55	9%	77%	65	-10%	58%	62	59%	73	1%	65%	55	6%	63%	65	-2%	
Native Hawaiian or Pacific Islander	27%	16	-	8	-	-	13		62%	13		33%	15		8		54%	113		31%	13	-23%	
White	61%	754	65%	745	4%	70%	744	5%	64%	762	-6%	45%	751	51%	740	6%	58%	744	7%	48%	762	-10%	
Two or More Races	61%	101	62%	97	1%	67%	118	5%	57%	119	-10%	53%	102	41%	95	-12%	49%	117	8%	43%	119	-6%	
Disability Status																							
Not Disabled	62%	1,466	65%	1,489	3%	69%	1,519	4%	66%	1550	-3%	44%	1,463	49%	1,481	5%	55%	1,517	6%	49%	1549	-6%	
Disabled	15%	211	12%	201	-3%	19%	212	7%	18%	267	-1%	9%	211	9%	200	0%	14%	211	5%	8%	266	-6%	
Economic Disadvantage Status																							
Not Economically Disadvantaged	61%	1,120	66%	1,117	5%	68%	1,192	2%	66%	1117	-2%	45%	1,121	51%	1,110	6%	55%	1,189	4%	49%	1118	-6%	
Economically Disadvantaged	46%	557	45%	573	-1%	51%	539	6%	48%	700	-3%	29%	553	30%	571	1%	39%	539	9%	34%	697	-5%	
English Proficiency Status																							
Not EL	57%	1,621	61%	1,618	4%	64%	1,688	3%	60%	1495	-4%	41%	1,618	46%	1,609	5%	51%	1,685	5%	44%	1493	-7%	
EL (In U.S. Less than 12 Months)		5		2		0%		0%			0%		6		2		0%		0%			0%	
EL (In U.S. 12 Months or More)	10%	42	15%	61	5%	25%	37	10%	12%	86	-13%	12%	43	8%	61	-4%	24%	37	16%	14%	85	-10%	
All Students	56%	1,677	59%	1,690	3%	63%	1,731	4%	59%	1817	-4%	40%	1,674	44%	1,681	4%	50%	1,722	6%	43%	1815	-7%	

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 8

STUDENT GROUP	ELA											MATH											
	2015 %	#	2016 %	#	DIFF %	2017 %	#	DIFF %	2018 %	#	DIFF %	2015 %	#	2016 %	#	DIFF %	2017 %	#	DIFF %	2018 %	#	DIFF %	
Gender																							
Male	48%	971	49%	887	1%	52%	930	3%	52%	946	0%	40%	972	43%	886	3%	46%	928	3%	49%	943	3%	
Female	65%	872	70%	897	5%	67%	873	-3%	65%	856	-2%	41%	874	51%	895	10%	48%	870	-3%	56%	850	8%	
Race/Ethnicity																							
American Indian or Alaska Native	-	5	-	4	-	-	-	-	-	-	-	-	5	-	4	-	-	-	-	-	-	-	-
Asian	74%	86	71%	73	-3%	71%	83	0%	71%	79	0%	64%	86	67%	73	3%	61%	83	-6%	63%	79	2%	
Black or African American	42%	100	42%	83	0%	49%	93	7%	45%	99	-4%	28%	100	25%	84	-3%	33%	93	8%	32%	99	-1%	
Hispanic or Latino	48%	607	54%	645	6%	51%	641	-3%	51%	648	0%	30%	611	39%	644	9%	39%	638	0%	42%	645	3%	
Fillipino	68%	88	81%	69	13%	78%	74	-3%	79%	63	1%	52%	88	65%	69	13%	59%	74	-6%	68%	63	9%	
Native Hawaiian or Pacific Islander	41%	17	42%	19	1%	50%	-	8%	45%	11	-5%	35%	17	26%	19	-9%	0%	-	-26%	18%	11	18%	
White	60%	859	63%	782	3%	64%	782	1%	63%	758	-1%	45%	858	51%	779	6%	53%	780	2%	61%	754	8%	
Two or More Races	63%	81	66%	109	3%	58%	115	-8%	64%	135	6%	42%	81	62%	109	20%	40%	115	-22%	51%	134	11%	
Disability Status																							
Not Disabled	61%	1,641	66%	1,564	5%	65%	1,573	-1%	64%	1,576	-1%	44%	1,644	52%	1,563	8%	52%	1,569	0%	57%	1,572	5%	
Disabled	15%	202	17%	220	2%	18%	230	1%	17%	226	-1%	10%	202	12%	218	2%	13%	229	1%	15%	221	2%	
Economic Disadvantage Status																							
Not Economically Disadvantaged	62%	1,225	65%	1,207	3%	64%	1,244	-1%	65%	1,119	1%	45%	1,226	53%	1,205	8%	52%	1,240	-1%	60%	1,116	8%	
Economically Disadvantaged	44%	618	49%	577	5%	49%	559	0%	47%	683	-2%	30%	620	35%	576	5%	34%	558	-1%	39%	677	5%	
English Proficiency Status																							
Not EL	57%	1,790	61%	1,729	4%	61%	1,751	0%	59%	1,521	-2%	41%	1,790	48%	1,726	7%	48%	1,746	0%	54%	1,513	6%	
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%	10%	39	4%	7%	45	15%	48	8%	13%	48	-2%	11%	40	-2%	
All Students	56%	1,843	60%	1,784	4%	59%	1,803	-1%	58%	1,802	-1%	40%	1,846	47%	1,781	7%	47%	1,798	0%	52%	1,793	5%	

Appendix E: Percentage of Students who Met or Exceeded Performance Standards in ELA and Mathematics by Student Group in 2015 Through 2018 – Grade 11

STUDENT GROUP	ELA										MATH											
	2015		2016		DIFF	2017		DIFF	2018		DIFF	2015		2016		DIFF	2017		DIFF	2018		DIFF
	%	#	%	#	%	%	#	%	%	#	%	%	#	%	#	%	%	#	%	%	#	%
Gender																						
Male	71%	949	69%	988	-2%	70%	1,052	1%	55%	1040	-15%	39%	930	39%	973	0%	32%	1,044	-7%	35%	1041	3%
Female	81%	958	80%	973	-1%	80%	984	0%	69%	1014	-11%	36%	951	43%	965	7%	36%	976	-7%	35%	1006	-1%
Race/Ethnicity																						
American Indian or Alaska Native		8	85%	13		0%							8	15%	13		0%	-	-15%			0%
Asian	82%	93	86%	97	4%	83%	99	-3%	74%	104	-9%	58%	93	74%	96	16%	56%	98	-18%	62%	104	6%
Black or African American	61%	139	58%	115	-3%	62%	130	4%	55%	120	-7%	24%	140	19%	112	-5%	21%	128	2%	30%	120	9%
Hispanic or Latino	71%	600	69%	639	-2%	67%	681	-2%	56%	686	-11%	30%	589	32%	633	2%	24%	674	-8%	26%	688	2%
Fillipino	84%	90	91%	79	7%	83%	82	-8%	71%	90	-12%	48%	90	52%	81	4%	43%	82	-9%	60%	90	17%
Native Hawaiian or Pacific Islander		7	53%	17		76%	21	23%	61%	18	-15%		7	19%	17		29%	21	10%	41%	17	12%
White	80%	885	78%	896	-2%	80%	886	2%	66%	911	-14%	42%	870	48%	881	6%	41%	882	-7%	38%	904	-3%
Two or More Races	82%	85	78%	104	-4%	84%	128	6%	60%	119	-24%	33%	84	39%	104	6%	39%	127	0%	36%	118	-3%
Disability Status																						
Not Disabled	79%	1,782	78%	1,819	-1%	79%	1,863	1%	67%	1847	-12%	40%	1,762	44%	1,804	4%	37%	1,851	-7%	39%	1843	2%
Disabled	29%	125	26%	142	-3%	26%	173	0%	20%	207	-6%	5%	119	5%	134	0%	5%	169	0%	5%	204	0%
Economic Disadvantage Status																						
Not Economically Disadvantaged	79%	1,339	78%	1,451	-1%	79%	1,531	1%	53%	657	-26%	41%	1,321	44%	1,437	3%	38%	1,520	-6%	40%	1394	2%
Economically Disadvantaged	68%	568	64%	510	-4%	67%	505	3%	66%	1397	-1%	28%	560	32%	501	4%	23%	500	-9%	25%	653	2%
English Proficiency Status																						
Not EL	77%	1,874	75%	1,930	-2%	76%	1,983	1%	63%	1692	-13%	38%	1,850	42%	1,903	4%	35%	1,968	-7%	36%	1686	1%
EL (In U.S. Less than 12 Months)		8		0		0%	-	0%			0%		8		1		0%	-	0%			0%
EL (In U.S. 12 Months or More)	17%	18	12%	27	-5%	22%	45	10%	8%	49	-14%	0%	17	14%	28	14%	9%	45	-5%	8%	49	-1%
All Students	76%	1,907	74%	1,961	-2%	75%	2,036	1%	62%	2054	-13%	38%	1,881	41%	1,938	3%	34%	2,020	-7%	35%	2047	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	
DMMS 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%			
DMMS 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%	
DMMS 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%	
DMMS 2018-19	143/1452 9.8%	51/696 7.3%	92/756 12.2%	54/381 14.17%	5/46 10.9%	1/10 10%	27/232 11.6%	43/260 16.55%	4/51 7.8%	7/47 14.9%	0/1 0%	0/3 0%	11/76 14.5%	2/55 3.6%	
change	+1.9	+1	+2.7	+3.67	+5.2	-40	+1.6	+4.95	+6.3	+1.8	0	0	+7.7	+7	
SMS 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%			
SMS 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%	
SMS 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%	4/25 25%	4/51 7.8%	4/53 7.5%	
SMS 2018-19	121/1415 8.6%	58/709 8.1%	58/706 8.2%	71/600 11.8%	8/104 7.7%	4/25 25%	33/308 10.7%	37/320 11.6%	7/44 16%	3/46 6.5%	1/3 33%	0/4 0%	3/53 5.7%	3/53 5.7%	
Change-	N/A	+5%	-1.4%	-0.8%	+ 0.1%	+ 19.1%	+0.3%	-3.1%	+8.9%	-8.1%	+33%	-25%	-2.1%	-1.8%	
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%	
Thompson 2018-19	86/1696 5.1%	37/840 4.4%	49/856 5.7%	52/473 11%	7/89 7.9%	0/5 0%	20/311 6.4%	32/280 11.4%	2/28 7.1%	2/24 8.3%	1/4 25%	0/3 0%	4/56 7.1%	0/42 0%	
Change-	-.04%	-.5%	-.4%	+2.6%	+7.9%	0%	-1%	+5%	+4.5%	+1.9%	+16.7%	0%	-1.6%	-1.6%	
WSMS 2015-16	223/872 25.6%	109/445 24.5%	114/426 26.8%	112/384 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%			
WSMS 2016-17	222/884 25.1%	89/451 19.7%	133/433 30.7%	118/357 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%	
WSMS 2017-18	220/924 23.8%	86/460 18.7%	134/464 28.9%	112/311 36%	19/62 30.6%	3/10 30%	39/162 24.1%	76/194 39%	10/28 35.7%	12/34 35.3%	0/0 0%	1/3 33.3%	14/65 21.5%	5/55 9%	
WSMS 2018-19	215/916 23.5%	96/215 44.7%	119/215 55.3%	109/367 29.7%	9/58 15.5%	3/16 18.8%	47/196 24%	69/192 35.9%	8/23 34.8%	13/34 38.2%	0/0 0%	1/3 33.3%	15/52 28.8%	8/48 16.7%	
change	-3	+26	+26.4	+6.3	-14.4	-11.2	-.1	-3.1	-.9	+2.9	0	0	+7.3	+7.7	

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/AVI D %age	Af Am Female: Total/AVI D %age	Am In Female: Total/AVI D %age	Am In Male: Total/AVI D %age	Multiple Races Female: Total/AVID %age	Multiple Races Male: Total/AVI D %age
MMHS 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%		
MMHS 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%
MMHS 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%
MMHS 2018-19	420/2436 17.2%	188/1262 14.8%	232/1174 19.7%	184/420 43.8%	10/68 14.4%	3/11 27.2%	103/497 20.7%	126/454 27.7%	18/65 27.6%	21/66 31.8%	0/3 0%	2/4 50%	16/88 18.1%	14/92 15.2%
Change-	-1.6%	-1.6%	+1.8%	+1.6%	-3.8%	-5.8%	+1.1%	-0.9%	+5.5%	-4.9%	-40%	+30%	-2.5%	-4.2%
MVHS 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%		
MVHS 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%		
MVHS 2017-18	197/2365 8.3%	84/1228 6.8%	114/1137 10%	71/407 17.4%	8/68 11.8%	1/16 6.3%	50/381 13%	72/355 20.3%	5/63 7.9%	7/56 12.5%	2/21 9.5%	4/22 18.2%	5/71 7%	2/83 2.4%
MVHS 2018-19	231/2266 10.2%	103/1196 8.6%	128/1070 12%	98/553 17.7%	12/44 27.3%	1/6 16.7%	67/369 18.2%	75/330 22.7%	2/40 5%	11/37 29.7%	2/6 33.3%	0/3 0%	2/50 4%	4/73 5.5%
Change-	+1.9%	+2.2%	+2%	+3%	+15.5%	+10.4%	+5.2%	+2.4%	-2.9%	+17.2%	+23.8%	-18.2%	-3%	+3.1%
VMHS 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%		
VMHS 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%
VMHS 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%
VMHS 2018-19	434/3536 12.27%	169/1750 9.66%	265/1786 14.84%	148/918 16.12%	9/78 11.54%	1/13 7.69%	84/631 13.31%	140/636 22.01%	10/132 7.58%	18/137 13.14%	0/2 0.0%	0/3 0.0%	21/134 15.67%	16/155 10.32%
Change	-0.083%	-1.34%	-1.02%	-0.48%	-0.46%	-1.41%	-1.89%	-1.29%	-2.22%	-3.96%	-25.0%	-	+2.27%	-1.68%

Appendix E: High School AVID Participation Data (page 2)

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/AVI D %age	Af Am Female: Total/AVI D %age	Am In Female: Total/AVI D %age	Am In Male: Total/AVI D %age	Multiple Races Female: Total/AVID %age	Multiple Races Male: Total/AVI D %age
Non-Demo School #s and %ages 17-18	984/1035 4 9.5%	423/5226 8%	564/5130 11%	375/257 3 14.6%	27/316 8.5% --	8/51 17.6%	221/174 2 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 18-19	1010/10365 9.7%	418/5191 8%	592/5174 11.4%	423/292 5 14.5%	41/361 11.4%	4/38 10.5%	231/185 1 12.5%	327/1826 17.9%	25/295 8.5%	41/291 14.1%	4/15 26.7%	0/10 0%	41/369 11.1%	25/378 6.6%
Change	.2%	-	.4%	-.1%	2.9%	-7.1%	-.2%	-.1%	1.7%	.8%	20.5%	-16.7%	.7%	-1.5%
Demo School #s and %ages 17-18	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 18-19	635/2866 22.2%	284/1477 19.2%	351/1389 25.3%	293/787 37.2%	19/126 15.1%	6/27 22.2%	150/693 21.6%	195/646 30.2%	26/88 29.5%	34/100 34%	0/3 0%	3/7 42.9%	31/140 22.1%	22/140 15.7%
Change	2.2%	2.2%	2.2%	6.7%	-11.6%	-1.6%	.9%	-.6%	-4.8%	-5.2%	-100%	28.6%	.7%	4.4%

Appendix E: Two or More Failing Grades-Overall District 2014-2019

Middle School

LCAP Goal 1 MS 2 or More D/F Rates					
	2014-15	2015-16	2016-17	2017-18	2018-19
District Overall	14.24%	12.10%	9.60%	9.90%	12.10%
SED	24.60%	20.60%	15.50%	16.00%	18.20%
EL	22.73%	25.70%	19.60%	20.80%	22.40%
Foster	30.77%	54.50%	20.00%	30.80%	23.10%
African Am	12.10%	22.30%	14.90%	12.10%	15.30%
Hispanic	19.70%	15.40%	12.10%	13.10%	15.30%
Am Indian	46.70%	42.90%	0%	20%	10.30%
SWD	NA	23.00%	17.80%	13.30%	15.90%
Multi-Race	NA	NA	9.50%	9.62%	9.20%

High School

LCAP Goal 1 HS 2 or More D/F Rates					
	2014-15	2015-16	2016-17	2017-18	2018-19
District Overall	22.90%	17.20%	18.60%	18.00%	17.20%
SED	33.30%	27.90%	26.60%	25.30%	24.20%
EL	29.80%	35.60%	40%	36%	35%
Foster	58.30%	46.70%	26.40%	40.50%	27.30%
African Am	32.30%	26.20%	23.60%	23.50%	22.20%
Hispanic	27.40%	22.50%	23%	22.50%	21.80%
Am Indian	48.80%	40.60%	25%	24%	13.80%
SWD	NA	29.00%	36%	26.60%	26.90%
Multi-Race	NA	NA	16.90%	18.55%	16.00%

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 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	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12.10%	11.00%		15.36%	14.70%	15.40%	15.40%	14.66%
McElhinney Overall	10.24%	15.52%	10.40%	8.30%	5.61%	7.14%	4.70%	7.40%	6.70%	4.69%
SED	39.88%	41.07%	17.60%	14.20%	10.37%	11.82%	7.70%	12.50%	10.50%	7.68%
EL	9.52%	19.05%	15%	29%	0.00%	0.00%	12.10%	18.80%	22.20%	12.07%
Foster	0% (1 student)	0% (1 student)	100% (1 student)	0.00%	33%	100% (1 student)	20.00%	25.00%	9.10%	19.95%
African Am	16.90%	21.13%	26.00%	16.80%	10.00%	15.00%	7.60%	15.40%	10.20%	7.58%
Hispanic	14.18%	19.33%	12%	10.80%	7.08%	9.72%	6.40%	9.80%	9.60%	6.38%
Am Indian	66.67% (3 students)	100% (3 students)	100% (1 student)	20%	0%	0% (1 student)	0.00%	0.00%	0.00%	0.00%
SWD	21.23%	32.88%	20%	10.60%	8.55%	9.15%	7.40%	12.00%	10.00%	7.38%
Multi-Race					6.93%	6.00%	5.80%	7.30%	4.80%	5.79%
Chronic Absenteeism					2.80%	3.10%	4.30%		5.40%	4.29%
Attendance					97.50%	96.90%	97.20%		97.00%	96.96%

Appendix E: D/F Rates and Goals (page 2)

LCAP D/F Rates and Goals -Shivela Middle School										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12.10%	11.00%		15.36%	14.70%	15.40%	15.40%	14.66%
Shivela Overall	17.05%	23.56%	17.20%	13.30%	14.18%	13.15%	15.50%	15.20%	16.80%	15.46%
SED	43.77%	41.81%	26.60%	18.20%	19.24%	18.60%	20.60%	26.40%	22.80%	20.55%
EL	26.98%	34.92%	31%	30%	23.64%	22.64%	22.10%	23.40%	20.20%	22.04%
Foster	50% (2 students)	50% (2 students)	62.5% (8 students)	28.60%	42.86% (7)	25%	50.00%	16.70%	60.00%	49.88%
African Am	4.65%	25.58%	24.40%	14.40%	18.68%	12.22%	16.30%	21.80%	25.30%	16.26%
Hispanic	23.65%	28.52%	20%	15.70%	17.60%	17.17%	18.80%	18.80%	19.10%	18.75%
Am Indian	100% (4 students)	80% (5 students)	50% (4 students)	30%	0%	20%	42.90%	28.60%	42.90%	42.79%
SWD	35.51%	40.65%	31%	19.60%	25.42%	20.24%	18.50%	17.50%	18.50%	18.45%
Multi-Race					15.79%	19.23%	15.70%	16.00%	8.90%	15.66%
Chronic Absenteeism					6.50%	8%	10.70%		8.80%	10.67%
Attendance					96.70%	95.90%	96.30%		96.40%	96.06%

Appendix E: D/F Rates and Goals (page 3)

LCAP D/F Rates and Goals - Thompson Middle School										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12.10%	11.00%		15.36%	14.70%	15.40%	15.40%	14.66%
Thompson Overall	13.51%	15.62%	10.30%	11.30%	9.02%	10.17%	9.40%	12.40%	13.40%	9.38%
SED	53.44%	40.38%	19.60%	18.80%	16.22%	18.96%	16.30%	18.30%	20.30%	16.26%
EL	29.09%	34.55%	26%	16%	34.69%	28.85%	23.40%	18.80%	23.50%	23.34%
Foster	25% (4 students)	50% (4 students)	0% (1 student)	NA	16.67%	75.00%	0.00%	25.00%	16.70%	0.00%
African Am	3.85%	28.85%	20.00%	10.30%	15.91%	19.57%	13.10%	25.90%	16.00%	13.07%
Hispanic	20.48%	21.87%	14%	16.60%	10.48%	14.10%	13.20%	15.60%	17.30%	13.17%
Am Indian	28.57% (7 students)	42.87% (7 students)	NA	8%	0.00%	0.00%	12.50%	12.50%	14.30%	12.47%
SWD	66.20%	56.90%	21%	14.60%	15.25%	12.90%	8.00%	12.80%	12.20%	7.98%
Multi-Race					8.43%	7.70%	7.60%	11.80%	16.50%	7.58%
Chronic Absenteeism					4.70%	5.40%	8.60%		6.80%	8.58%
Attendance					96.60%	96.20%	96.70%		96.50%	96.46%

Appendix E: D/F Rates and Goals (page 4)

LCAP D/F Rates and Goals - Warm Springs Middle Sc										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	14.83%	18.82%	12.10%	11.00%		15.36%	14.70%	15.40%	15.40%	14.66%
Warm Springs Overall	20.43%	22.00%	10.00%	11.00%	9.57%	11.34%	12.40%	14.30%	11.70%	12.37%
SED	46.55%	35.81%	15.70%	15.70%	13.26%	15.88%	18.20%	20.60%	16.20%	18.15%
EL	37.83%	32.43%	18%	36%	11.11%	14.29%	19.40%	25.50%	23.30%	19.35%
Foster	83.33% (6 students)	66.67% (6 students)	0% (1 student)	50.00%	0.00%	33.33%	41.70%	41.70%	17.60%	41.60%
African Am	27.66%	27.66%	15.20%	12.50%	14.81%	13.56%	15.80%	18.20%	12.10%	15.76%
Hispanic	26.85%	29.86%	13%	15.40%	11.30%	13.97%	14.00%	17.30%	13.70%	13.97%
Am Indian	0% (1 student)	0% (1 student)	0% (2 students)	0%	0%	0%	0.00%	0.00%	0.00%	0.00%
SWD	42.19%	42.19%	16%	13.60%	17.90%	15.66%	13.10%	22.90%	18.60%	13.07%
Multi-Race					7.79%	12.00%	7.70%	8.90%	8.00%	7.68%
Chronic Absenteeism					7.60%	7.50%	9.30%		8.40%	9.28%
Attendance					96.20%	95.80%	96.40%		96.40%	96.16%

Appendix E: D/F Rates and Goals (page 5)

LCAP D/F Rates and Goals - Murrieta Mesa High School										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	17.20%	16.60%		15%	14.70%	15.40%	15.40%	14.63%
Murrieta Mesa HS Overall	22.25%	22.02%	18.00%	18.20%	18.62%	21.65%	18.80%	18.30%	16.70%	18.71%
SED	30.30%	28.51%	28.00%	22.50%	27.50%	32.27%	26.50%	26.20%	23.00%	26.37%
EL	24.64%	18.84%	42%	33%	40.00%	38.71%	27.30%	31.50%	31.90%	27.16%
Foster	66.67% (3 students)	100% (3 students)	100% (2 students)	0.00%	27.27%	50.00%	27.30%	25.00%	33.30%	27.16%
African Am	30.49%	33.54%	28.30%	22.40%	20.45%	27.01%	21.70%	22.70%	20.30%	21.59%
Hispanic	26.91%	26.53%	23%	22.30%	22.46%	23.68%	21.20%	21.40%	20.70%	21.09%
Am Indian	56.25% (16 students)	50% (16 students)	35.7% (14 students)	26%	15.38%	25.00%	20.00%	0.00%	0.00%	19.90%
SWD	31.33%	32.13%	26%	18.20%	30.00%	26.91%	31.20%	31.00%	24.40%	31.04%
Multi-Race					19%	25%	17.10%	12.30%	16.00%	17.01%
Chronic Absenteeism					11.50%	11.40%	15.40%		11.40%	15.32%
Attendance					95.40%	95%	95.10%		95.70%	94.62%

Appendix E: D/F Rates and Goals (page 6)

LCAP D/F Rates and Goals - Murrieta Valley High School										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	17.20%	16.60%		15%	14.70%	15.40%	15.40%	14.63%
Murrieta Valley HS Overall	31.31%	18.81%	17.50%	16.30%	18.04%	16.39%	16.90%	16.20%	15.20%	16.82%
SED	40.28%	27.94%	31.40%	25.10%	27.05%	26.10%	25.20%	27.00%	22.90%	25.07%
EL	37.84%	32.43%	41%	44%	48.08%	41.51%	43.80%	46.80%	42.20%	43.58%
Foster	75% (4 stu)	50% (4 stu)	40% (5 stu)	14.30%	0%	66.70%	60.00%	42.90%	28.60%	59.70%
African Am	50.57%	37.93%	22.60%	20.40%	13.00%	16.67%	23.60%	14.90%	22.80%	23.48%
Hispanic	36.71%	24.08%	25%	23.80%	25.10%	22.66%	21.20%	22.00%	19.70%	21.09%
Am Indian	50% (10 stu)	40% (10 stu)	55.6% (9 stu)	31%	42.86%	14.29%	28.60%	28.60%	11.10%	28.46%
SWD	48.02%	27.23%	36%	22.30%	37.90%	23.59%	21.80%	26.60%	26.60%	21.69%
Multi-Race					17.76%	15.46%	18.00%	16.20%	14.50%	17.91%
Chronic Absenteeism					8.50%	11.70%	11.40%		8.50%	11.34%
Attendance					95.60%	94.90%	95.90%		96.10%	95.42%

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 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	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	17.20%	16.60%		15%	14.70%	15.40%	15.40%	14.63%
Vista Murrieta HS Overall	17.85%	19.53%	16.30%	15.20%	17.21%	16.59%	17.50%	16.50%	16.90%	17.41%
SED	23.68%	25.30%	25.60%	19.80%	23.79%	20.90%	23.70%	23.80%	24.20%	23.58%
EL	30.77%	28.85%	27%	34%	35.00%	25.00%	31.30%	23.20%	30.80%	31.14%
Foster	50% (4 students)	75% (4 students)	37.5% (8 students)	16.70%	62.5% (8)	66.70%	28.60%	33.30%	35.70%	28.46%
African Am	28.36%	32.84%	26.20%	15.80%	25.94%	23.68%	24.00%	22.80%	26.90%	23.88%
Hispanic	22.53%	24.33%	21%	19.10%	20.44%	19.32%	23.80%	21.60%	22.20%	23.68%
Am Indian	42.86% (14 students)	42.86% (14 students)	37.5% (8 students)	11%	28.57%	50.00%	20.00%	20.00%	40.00%	19.90%
SWD	26.86%	32.29%	26%	20.30%	36.34%	25.30%	24.20%	28.50%	27.00%	24.08%
Multi-Race					15.44%	14.93%	12.90%	15.00%	14.40%	12.84%
Chronic Absenteeism					6.60%	8%	8.50%		7.40%	8.46%
Attendance					96.50%	95.80%	96.50%		96.50%	96.02%

Appendix E: D/F Rates and Goals (page 8)

LCAP D/F Rates and Goals -Murrieta Canyon Academy										
	2014-15 1st 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	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates	2018-19 1st Semester D/F Rates	2018-19 District LCAP D/F Rate Goal
District Overall	22.91%	20.01%	17.20%	16.60%		15%	14.70%	15.40%	15.40%	14.63%
MCA			19.80%	28.20%	40.74%	31.66%	30.30%	29.00%	47.50%	30.15%
SED			42.30%	40.50%	49.32%	37.18%	34.80%	43.00%	52.00%	34.63%
EL			0%	0%	37.50%	50.00%	50.00%	36.00%	45.40%	49.75%
Foster			na	NA	14.29%	50.00%	16.70%	17.00%	0.00%	16.62%
African Am			22.20%	20.00%	62.50%	45.00%	0.00%	29.00%	64.20%	0.00%
Hispanic			17%	40.00%	45.65%	31.53%	35.90%	31.00%	48.30%	35.72%
Am Indian			0	0%	0%	0%	0.00%	0.00%	100.00%	0.00%
SWD			36%	33.30%	75.86%	22.22%	17.60%	19.00%	60.50%	17.51%
Multi-Race					16.67%	18.18%	20.00%	32.00%	60.00%	19.90%
Chronic Absenteeism					44.80%	52.70%	47.70%		47.60%	47.46%
Attendance					84.50%	82.90%	86.80%		78.30%	86.37%

Note: Percentages are affected by lower student counts.

Appendix E: Imagine Math Data by School Site

High School Think Through Math Data 2019										
	Placement Test Fall 2018					Benchmark March 2019				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MMHS	20.0%	45.2%	17.7%	15.1%	2.0%	17.2%	43.6%	15.7%	21.9%	1.5%
MVHS	20.0%	44.1%	17.1%	16.2%	2.6%	17.9%	42.7%	14.5%	22.7%	2.3%
VMHS	19.3%	44.3%	17.0%	16.6%	2.8%	16.1%	42.4%	16.1%	22.9%	2.5%
MCA	31.7%	54.7%	7.8%	1.6%	0.0%	31.7%	61.0%	4.9%	2.4%	0.0%
Average	22.8%	47.1%	14.9%	12.4%	1.9%	20.7%	47.4%	12.8%	17.5%	1.6%
									5.1% growth	.3% decline
High School Transitional Math Think Through Math Data 2019										
	Placement Test Fall 2018					Benchmark March 2019				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
MMHS	52.7%	47.3%	0.0%	0.0%	0.0%	29.1%	63.6%	7.3%	0.0%	0.0%
MVHS	41.5%	49.7%	7.2%	1.7%	0.0%	46.0%	44.7%	7.5%	1.8%	0.0%
VMHS	53.0%	39.8%	7.3%	0.0%	0.0%	37.1%	53.1%	9.1%	0.7%	0.0%
MCA	37.5%	62.5%	0.0%	0.0%	0.0%	41.7%	58.3%	0.0%	0.0%	0.0%
Average	46.2%	49.8%	3.6%	0.4%	0.0%	38.5%	54.9%	6.0%	0.6%	0.0%
									2.4% growth	.2% growth

Appendix E: Imagine Math Data by School Site

Middle School Think Through Math Data 2019										
	Placement Test Fall 2018					Benchmark March 2019				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
DMMS	13.3%	38.2%	22.5%	23.9%	2.1%	8.2%	33.4%	20.7%	35.4%	2.3%
SMS	18.7%	42.0%	19.6%	18.4%	1.4%	13.5%	34.7%	19.2%	29.7%	2.9%
TMS	17.8%	41.5%	20.1%	18.8%	1.7%	11.2%	36.3%	21.0%	29.4%	2.2%
WSMS	25.5%	37.9%	16.9%	17.7%	2.0%	20.4%	36.1%	14.8%	26.4%	2.2%
Average	18.8%	39.9%	19.8%	19.7%	1.8%	13.3%	35.1%	18.9%	30.2%	2.4%
									10.5% Growth	0.6% Growth
Middle School Intervention Math Think Through Math Data 2019										
	Placement Test Fall 2018					Benchmark March 2019				
School	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
DMMS	35.7%	56.4%	7.9%	0.0%	0.0%	29.0%	66.9%	4.2%	0.0%	0.0%
SMS	41.7%	51.0%	7.3%	0.0%	0.0%	23.8%	68.1%	8.1%	0.0%	0.0%
TMS	43.9%	53.1%	3.0%	0.0%	0.0%	23.4%	66.9%	5.9%	3.8%	0.0%
WSMS	57.3%	42.7%	0.0%	0.0%	0.0%	51.4%	48.6%	0.0%	0.0%	0.0%
Average	44.7%	50.8%	4.6%	0.0%	0.0%	31.9%	62.6%	4.6%	1.0%	0.0%
								0% Growth	1% Growth	

Appendix E: Percentage of Student Attendance by Student Groups

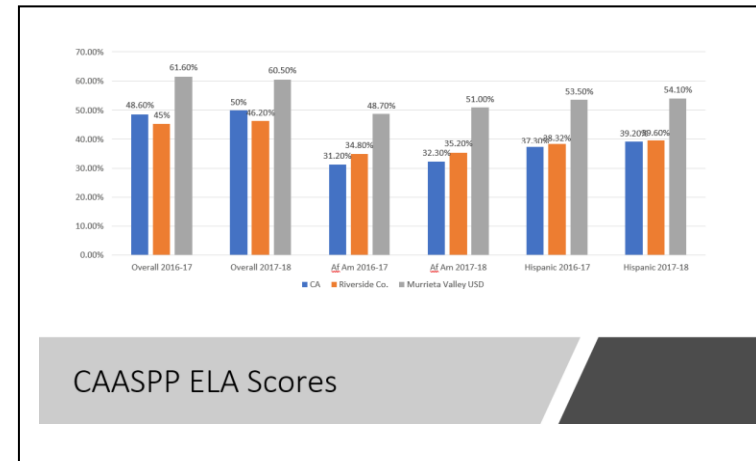
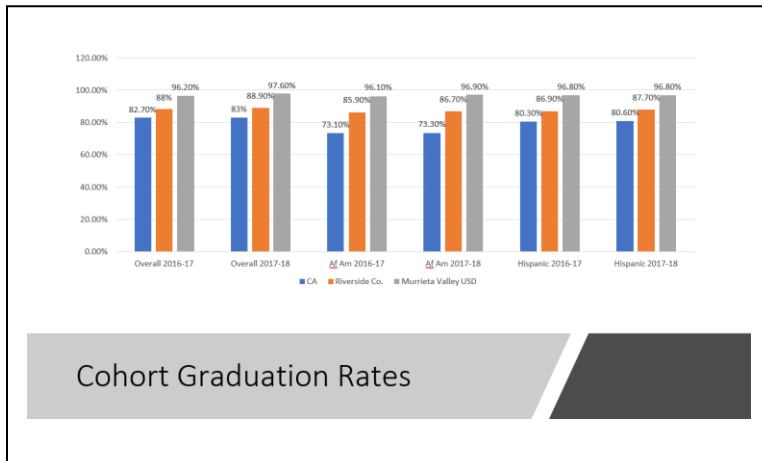
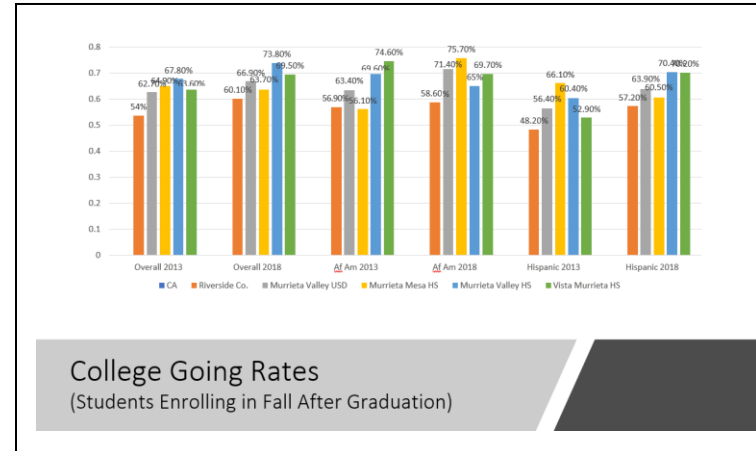
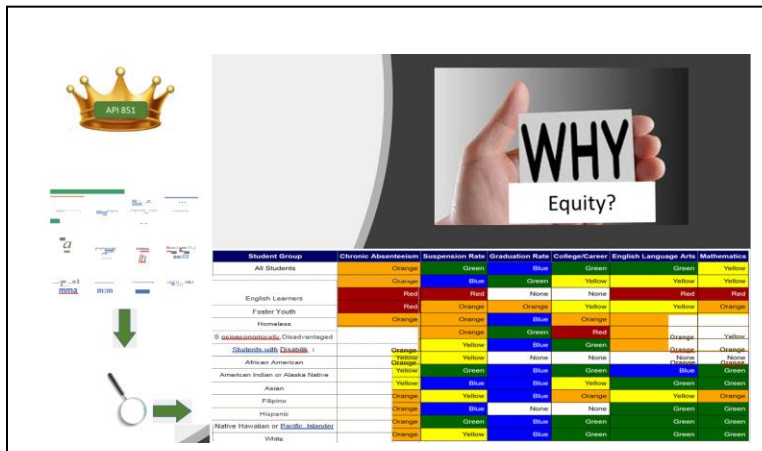
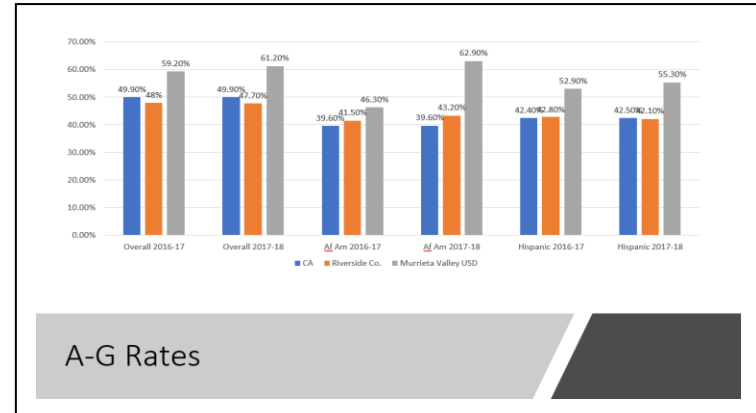
LCAP Goal 4 Attendance						
	2014-15	2015-16	2016-17	2017-18	2018-19 (K-12)	2018-19 K-8
District Overall	95.30%	95.65%	95.70%	95.70%	95.50%	95.70%
SED	95.25%	95.20%	95.40%	95.40%	95.10%	
EL	95.53%	96.00%	96%	96%	95.60%	95.80%
Foster	NA	95%	93.80%	94.40%	94.30%	94.10%
African Am	96.08%	96.17%	96.20%	96.20%	95.90%	96.00%
Hispanic	95.32%	95.50%	96%	95.60%	95.40%	95.50%
Am Indian	94.35	95%	95.10%	95%	94.2%	93.3%
SWD	94.40%	94.47%	95%	94.20%	94.20%	94.50%
Multi-Race	NA	NA	96.00%	96.00%	95.70%	95.80%

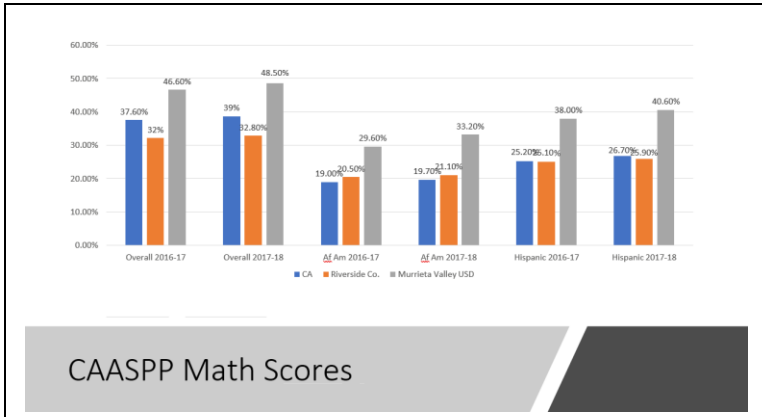
LCAP Goal 4 Chronic Absenteeism						
	2014-15	2015-16	2016-17	2017-18	2018-19 (K-12)	2018-19 K-8
District Overall	10.30%	9.20%	8.70%	9.20%	10.50%	10.30%
SED	10.90%	10.20%	10.80%	11.50%	13.10%	
EL	10.80%	8.40%	9%	9.20%	11.20%	11.30%
Foster	NA	17%	14.30%	15.90%	22.30%	20.80%
African Am	9.70%	8.30%	9.30%	8.70%	9.60%	9.30%
Hispanic	11.60%	9.90%	9.20%	10.30%	11.30%	11.30%
Am Indian	18.70%	12%	11%	8.60%	16.30%	18.00%
SWD	15.80%	14.40%	13.50%	16.40%	16.70%	16.60%
Multi-Race	10.40%	NA	8.30%	8.80%	9.90%	10.70%

Appendix E: Percentage of Student Suspensions by Student Groups

LCAP Goal 4 Suspension Percent						
	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19 Goal
District Overall	1.94%	not reported	1.30%	1.20%	1.00%	1.1%
SED	2.69%	2.60%	2.00%	2.00%	1.40%	1.9%
EL	0.95%	1%	1.00%	0.8%	0.9%	0.7%
Foster	NA	26.97%	7.10%	5.90%	0.9%	4.9%
African Am	4.04%	4.80%	2.40%	2.10%	1.70%	2%
Hispanic	1.92%	1.70%	1%	1.40%	1.10%	1.3%
Am Indian	2.88	15%	2.70%	1.40%	2.30%	1.3%
SWD	4.24%	6.70%	2.6%	2.80%	1.90%	2.70%
Multi-Race	NA	NA	1.50%	1.20%	1.00%	1.10%

Appendix E: District Equity Presentation at the California Department of Education Forum





CAASPP Math Scores

Building the Framework

- Student Organizations re: Black Student Unions (BSU)
- Student Advisories
- Guest Speakers (Donna and DJ)
- Ongoing PD Workshops
- Equity Book Study
- Black Coal and Roses Society (BCRS)
- Young Gentlemen's Leadership Club (YGLC)

Creating an Equity Blueprint for Student Priority Groups

- Build Awareness of Inequity
- LCAP Development
- Development of an Equity Lens with Board of Education and District Staff
- Superintendent's Focus on Equity
- Educational Services Department Focus on Equity

Reinforcing the Framework

"I think we are still trying to educate the students who used to go school and haven't begun to learn how to address the needs of our current students."
(Anonymous High School Teacher)

- It is a Moral Imperative – we cannot give up!
- It is not a program
- It is a journey filled with emotions, biases, views and backgrounds
- Equity needs to become a part of the Murrieta Fabric

Framing & Reinforcing the Foundation


Equity Construction Work Ahead

1. Focus on Individual Students and Progress
2. District-wide Implementation of Diverse and Cultural Clubs and Programs
3. District-wide Implementation of a Mentor Program Focused on African American and Hispanic Males
4. District and Site Equity Plans
5. Expansion of AAPAC and LPAC - Presence and Number of Families
6. Developing Systems within Counseling and a Focus on Individual Students
7. Hiring Practices and Diversity in Staff

Continuing
The
Equity
Work

Equity can be lonely work, but the advantage to being lonely in the work is that it may stand out and begin to attract other advocates of equity.








Author Unknown



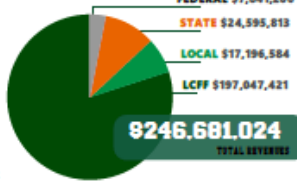
2018-2019 DISTRICT AT A GLANCE

Inspiring all Students
To Think, To Learn, To Achieve, and To Care.

AWARD WINNING DISTRICT

-  2018 CALIFORNIA EXEMPLARY DISTRICT
-  2018 CALIFORNIA DISTINGUISHED SCHOOL AWARD
-  2018 AVID SITE DISTINCTION AWARD
-  2018 HONOR ROLL SCHOOLS
-  2018 RIVERSIDE COUNTY EDUCATORS OF THE YEAR
-  2018 STATE TRACK AND FIELD CHAMPIONS
-  2018 RIVERSIDE COUNTY MODEL OF EXCELLENCE

BUDGET 2018-19 REVENUES



FEDERAL	\$7,841,206
STATE	\$24,595,813
LOCAL	\$17,196,584
LCFF	\$197,047,421
TOTAL REVENUE	\$246,681,024

SCHOOLS

11
ELEMENTARY SCHOOLS

4
MIDDLE SCHOOLS

3
HIGH SCHOOLS

2
ALTERNATIVE ED SCHOOLS

EMPLOYEES

TEACHERS 47.8%
SUPPORT STAFF 47.2%
ADMINISTRATIVE 5%

STUDENTS

23,000



GRADUATION RATE 97.6%

*Highest in the county and top 20 in the state**

STUDENT ENGAGEMENT



RESULTS CAASPP

60.5%
ELA
% AT OR ABOVE STANDARD

48.3%
MATH
% AT OR ABOVE STANDARD

30%
AP ENROLLMENT

60%
A-G COMPLETION RATE

95%
ATTENDANCE RATE

PARENTS

Research shows when parents get involved, children do better in school. Our partnerships with parents includes:

ATP
ACTION TEAMS FOR PARTNERSHIPS

BOOSTER CLUBS

MEASURE 50

AAPAC
AFRICAN-AMERICAN PARENTS ADVISORY COMMITTEE

SCHOOL SITE COUNCIL

LCAP
LOCAL CONTROL ACCOUNTABILITY

LPAC
LATINO PARENTS ADVISORY COMMITTEE

DELAC
DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

SEPAC
SPECIAL EDUCATION PARENT ADVISORY COMMITTEE

PTSA
PARENT TEACHER STUDENT ASSOCIATION

LCAP GOALS

STUDENT LEARNING & ACHIEVEMENT

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

PREVENTION INTERVENTION ACCELERATION

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

PROFESSIONAL DEVELOPMENT

Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the curriculum, researched based instructional strategies, instructional technologies, and the collection and use of data in professional discussions to inform instruction and enhance student learning.

ENGAGEMENT, CULTURE & 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.

We proudly educate students ages 4 to 23 with quality academic programs designed to help every student excel. Our highly acclaimed visual and performing arts programs, championship athletic programs and nationally recognized student activities connect students so they can achieve at the highest levels.

www.murrieta.k12.ca.us or follow us on 

(951) 696-1600