

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monrovia Unified School District

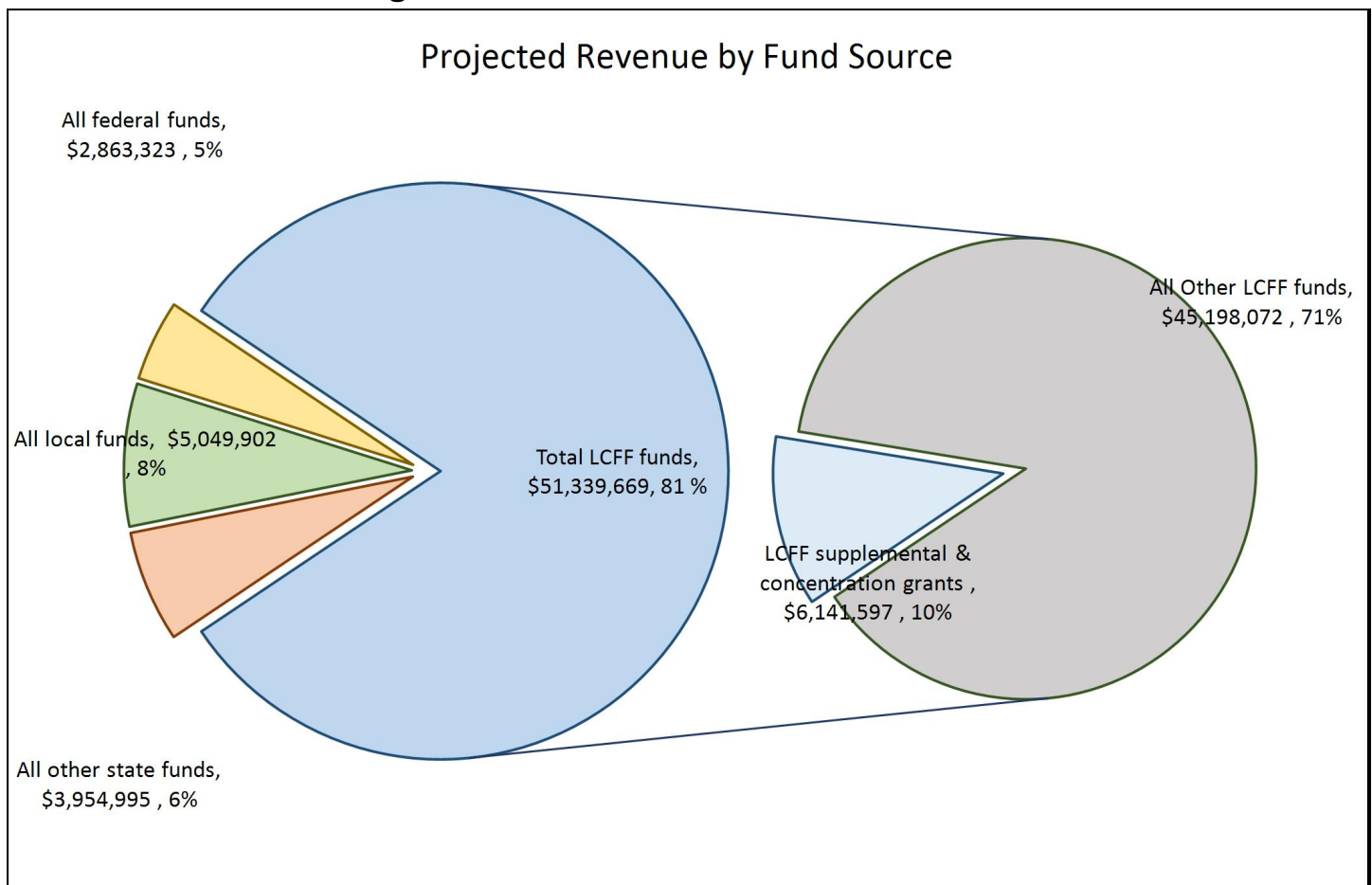
CDS Code: 19-647900000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Sue Kaiser, Assistant Superintendent

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

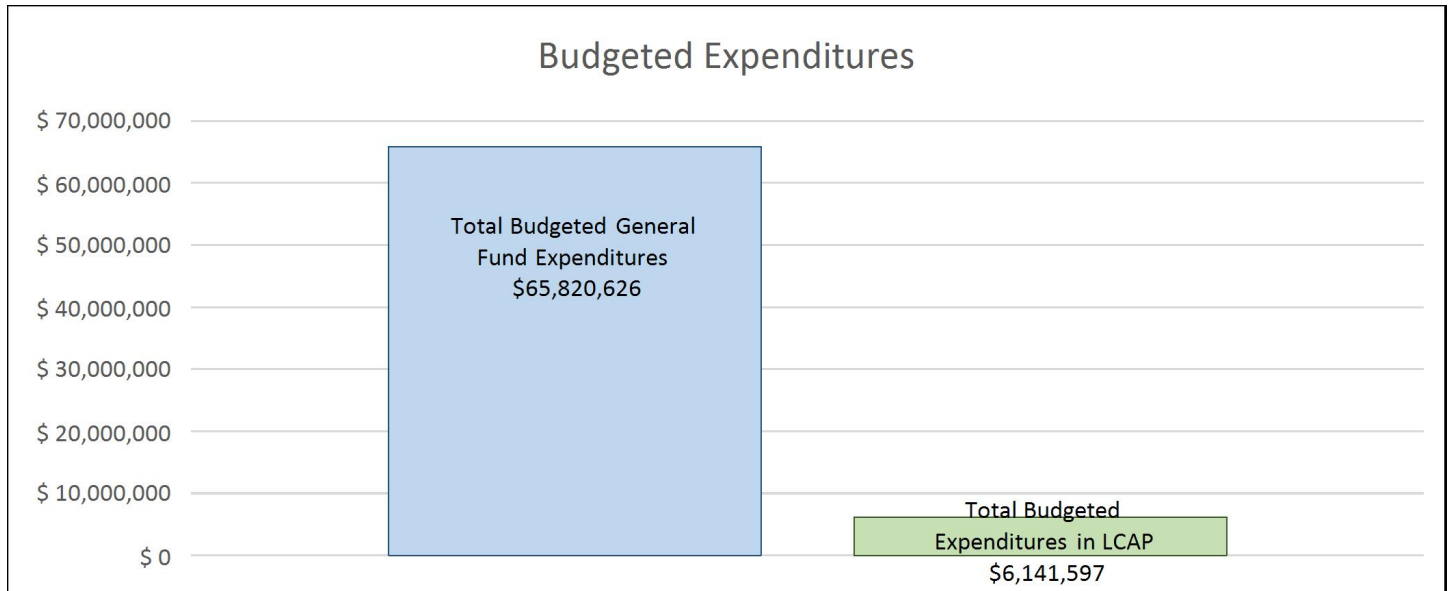


This chart shows the total general purpose revenue Monrovia Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Monrovia Unified School District is \$63,207,889, of which \$51,339,669 is Local Control Funding Formula (LCFF), \$3,954,995 is other state funds, \$5,049,902 is local funds, and \$2,863,323 is federal funds. Of the \$51,339,669 in LCFF Funds, \$6,141,597 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monrovia 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.

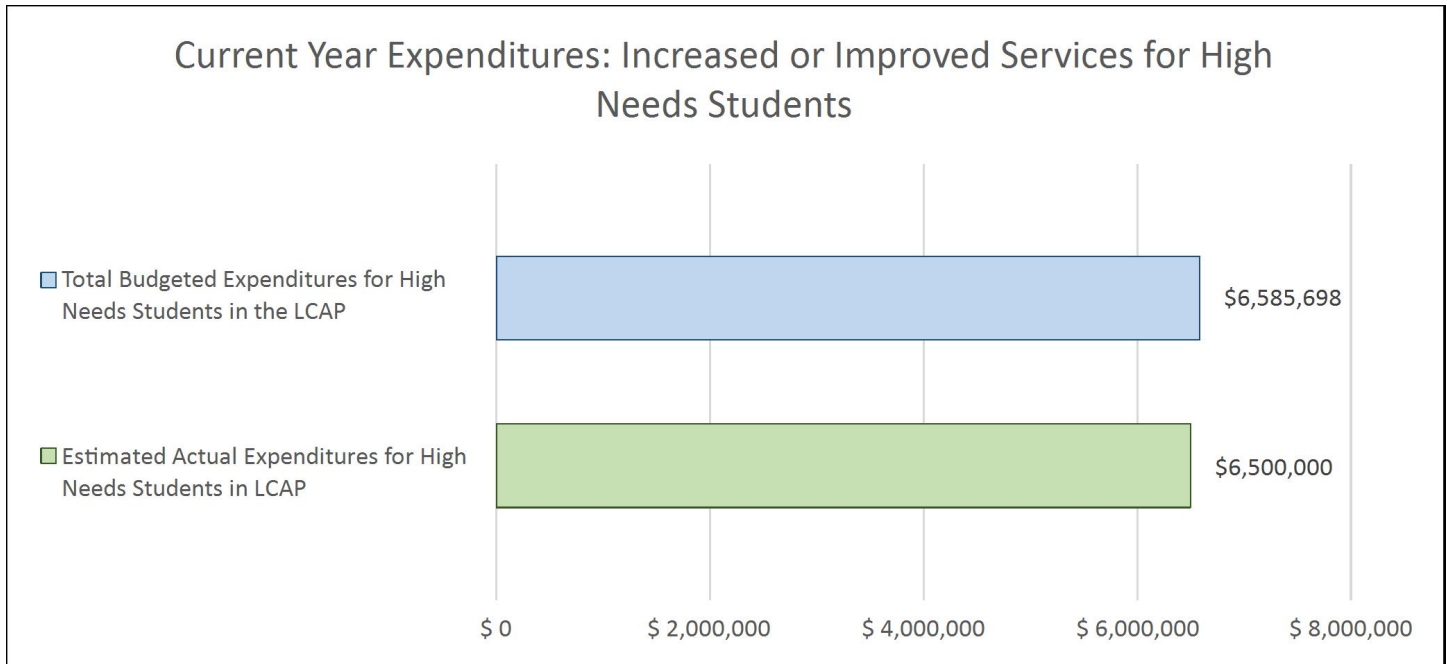
Monrovia Unified School District plans to spend \$65,820,626 for the 2019-20 school year. Of that amount, \$6,141,597 is tied to actions/services in the LCAP and \$59,679,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Monrovia Unified School District is projecting it will receive \$6,141,597 based on the enrollment of foster youth, English learner, and low-income students. Monrovia 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, Monrovia Unified School District plans to spend \$6,141,597 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 Monrovia 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 Monrovia 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, Monrovia Unified School District's LCAP budgeted \$6,585,698 for planned actions to increase or improve services for high needs students. Monrovia Unified School District estimates that it will actually spend \$6,500,000 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

Monrovia Unified School District

Contact Name and Title

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Assistant Superintendent

Email and Phone

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## 2017-20 Plan Summary

### The Story

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

The Monrovia Unified School District (MUSD) is located in the foothill community of Monrovia, a 132 year-old city in the northeast San Gabriel Valley. MUSD is comprised of an early learning center, five elementary schools, two middle schools, one comprehensive high school, two alternative schools, and one community adult school. By working actively and cooperatively as students, staff, parents, & community, the Monrovia Unified School District is committed to devoting its energy, resources, and



support to provide academically rigorous educational programs that foster the maximum development of each student's potential in a challenging, safe, orderly, & positive learning environment, with quality staff and quality service. Our Board of Education and Superintendent share a common vision for all Monrovia schools, a vision focused on helping all schools become distinguished schools, creating an environment for student achievement, and fostering a college-going culture that produces graduates prepared for life. MUSD serves a diverse community of approximately 5,600 students. The ethnic population can be described as 5.3% African American, 64.6% Hispanic, and 18.9% White. 60.6% of our students are designated as socioeconomically disadvantaged, 12.9% were English-learners and 0.4% Foster Youth (2018-19 DataQuest and 2019 Dashboard).

## LCAP Highlights

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

The chart below shows the estimated expenditures for the 2018-2019 LCAP initiatives in support of unduplicated student groups. Professional development to improve instructional support (6% of the budget) particularly to meet the needs of English learners, low income, and foster youth student groups. Instructional coaches and academic intervention programs comprise about 34% of the budget and included support for the further implementation of the ELA/ELD standards, Read 180 and Math 180 as tier II interventions at the secondary level, and i-Ready at the elementary level. Intervention support is also provided to students within the three dual immersion programs at MUSD. Monroe elementary school is our Spanish dual immersion school. Students are encouraged to continue their program at Clifton Middle School, which will add an 8th grade cohort in the coming school year. Plymouth Elementary school will add a 3rd grade cohort to their Mandarin program in the coming school year. Support is provided to unduplicated students to participate and succeed in these programs, with the goal of students earning the Seal of Biliteracy upon graduation from MHS.

Nearly 9% of the S&C funds were devoted to programs that provide unduplicated student groups the opportunity to engage with technology both to gain greater access the curriculum and to advance their knowledge and experience with writing code. The elementary Code to the Future schools (Mayflower and Plymouth) are 1:1 and receive coding instruction. Each grade level participates in project building throughout the year that progressively stretches their coding skills. Students from Plymouth matriculate to Santa Fe Computer Science Magnet School for grades 6-8. Students continue to learn advanced coding, allowing for students who are interested in continuing their studies at MHS's computer science pathway to be prepared for the rigors of the program, which includes the opportunity for industry-standard certification with in high school. The iCoach program provides two teachers at each elementary school and four teachers at each secondary school to participate in ongoing professional development in the use of instructional technology. These teachers receive a laptop and a classroom set of Chromebooks to allow daily technology integration. These teachers serve as the on-site coaches providing professional developing and one-on-one coaching to teachers at their site, increasing the capacity of the staff in the use of technology to enhance their instruction, particularly to English learner, low income, and foster youth students.

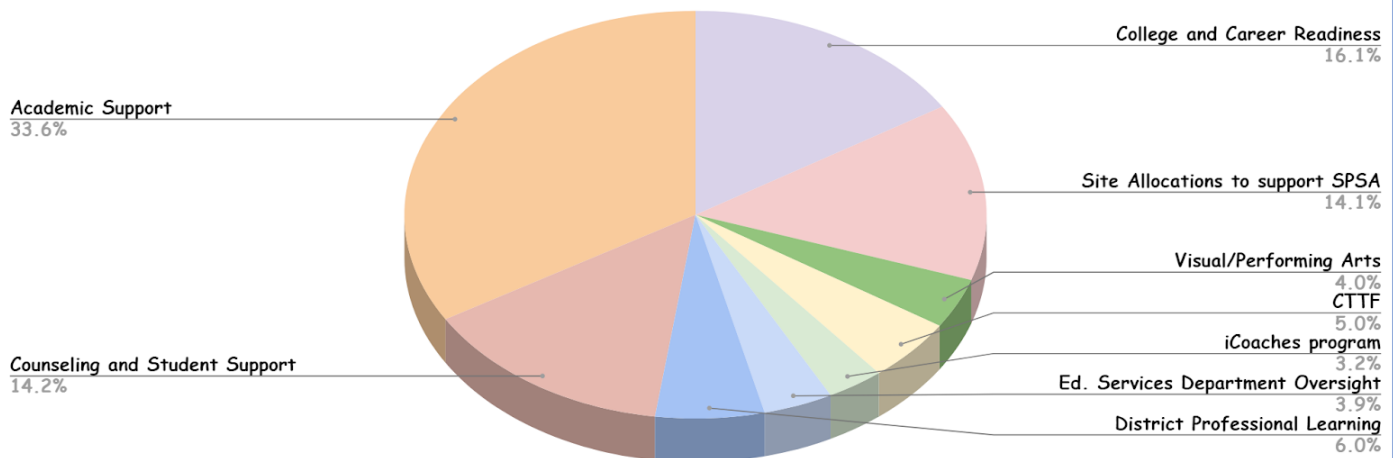
Counseling and student support comprised about 14% of the LCAP budget this year. These services included portions of elementary counselors to unduplicated students, especially in the area of student attendance; continued implementation of PBIS at all sites;

Additional support (about 4% of the LCAP budget) was provided to unduplicated students at each of the elementary sites in the area of the visual and performing arts. Wild Rose Elementary was provided extra support as they continue to build their focus as an arts magnet school. This school

has the highest unduplicated student counts and currently is the lowest performing school. Dance, drama, and vocal music were a focus for this year's program. Looking forward, there are plans to expand the visual arts program.

One of the largest shifts in the LCAP was in support of site plans, which made up about 14% of the LCAP budget. The past several years have been focused on district-level professional development to build a foundation for sites to build from to support their individual needs. This year's LCAP reflects the beginning of this transition to more site-based professional development. In the coming year, there will be an even greater amount dedicated to site plans to support the needs they have individually determined to best support the LCAP goals.

**2018-2019 LCAP Budget Dec 2018**



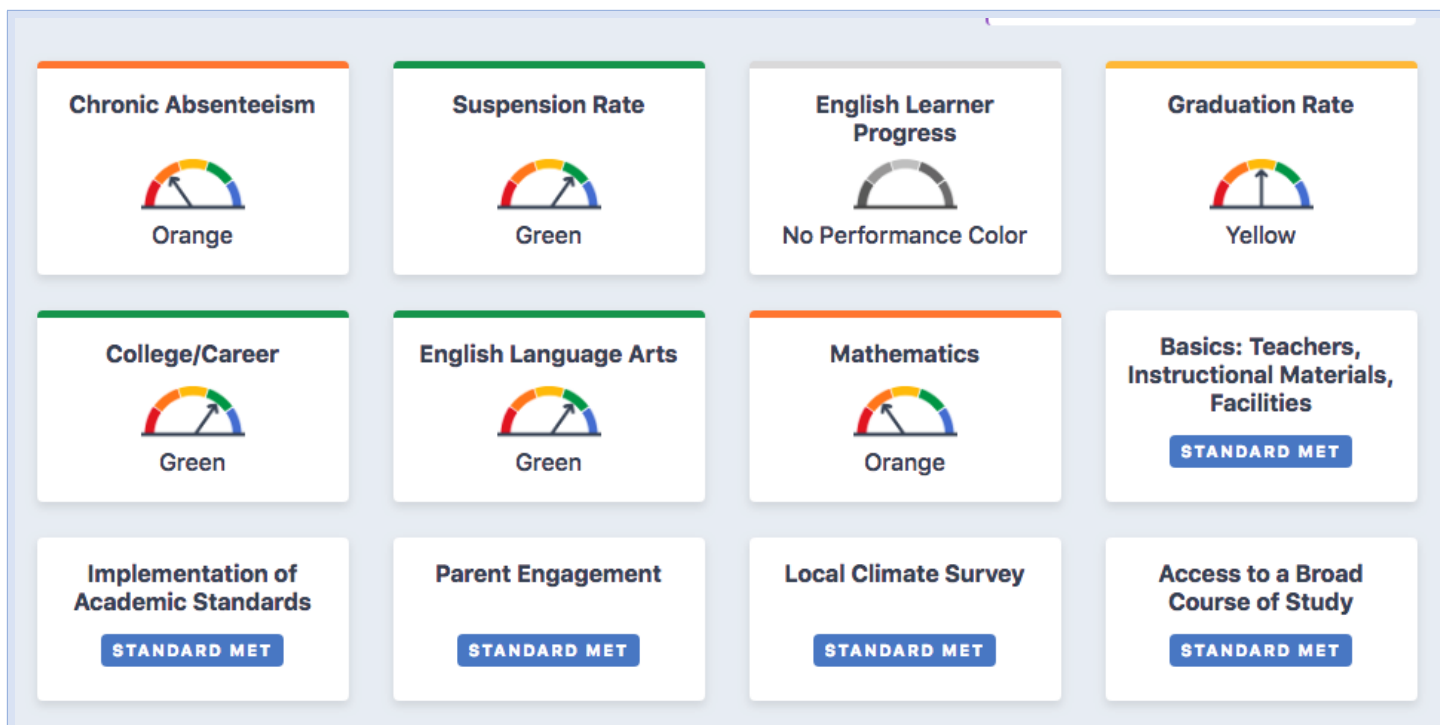
## Review of Performance

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

We demonstrated growth for all students in reducing the suspension rate from ORANGE to GREEN. We believe through our continued implementation of PBIS and the addition of Olweus (anti-bullying program) we were able to achieve this goal. We have also continued to maintain our academic indicator for ELA at a level of GREEN.

Our EL students outperformed (YELLOW) all students in Mathematics (ORANGE)



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?

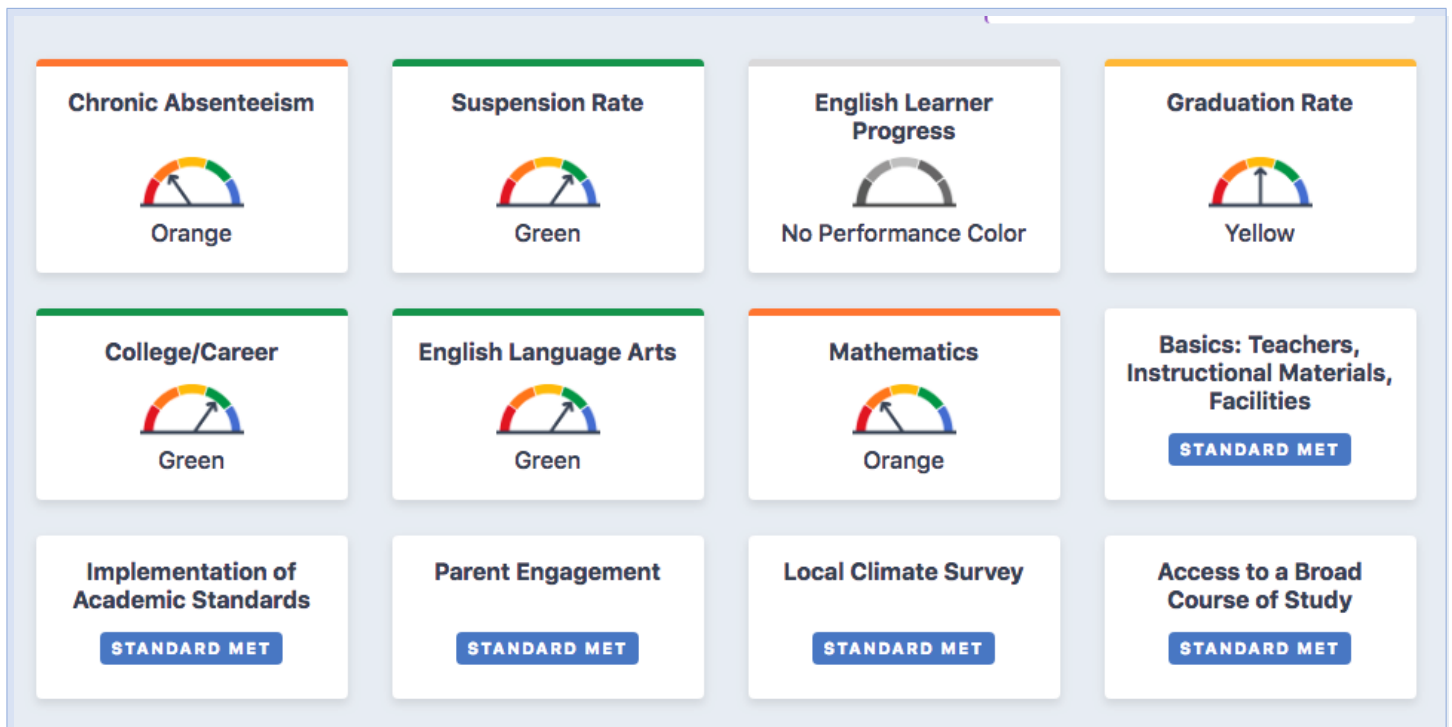
## Greatest Needs

Based on the dashboard data below, our greatest needs are in:

- 1) Mathematics (ORANGE)
- 2) Chronic Absenteeism (ORANGE)

Our immediate next steps are to:

- 1) Expand the math support provided include 4-5 grade teachers in the full implementation of the SWUN math curriculum, including a deeper study of the math framework. Also, continue to support the use of SBAC interims to guide adjustments to instruction based on the results.
- 2) District personnel and site administrators will focus on who are the students who are chronically absent and seek to provide supports based on individual needs. A portion of each Instructional Leaders meetings have been and will continue to be dedicated to the analysis of what has been effective in reducing chronic absenteeism and how to scale these approaches to other schools within the district.



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

Our greatest performance gaps are found within:

- Suspension Rate: All students (GREEN), FY and 2 or more races (YELLOW)
- College/Career: All students (GREEN), students with disabilities, and African American students (all ORANGE).
- Academic Indicator-ELA: All students (GREEN) are outperforming students identified as FY, Hispanic and African American students (all ORANGE) and students with disabilities (RED)

To address these gaps, the directors of student services; special education; educational services; and college, career and counselors will work closely with principals to implement supports directed to these students. Best practices will be sought out and where possible, implement those that build on the structures we already have in place to support these metrics.

## Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Green	Yellow	Green	Green	Orange
English Learners	Yellow	Blue	None	None	Yellow	Yellow
Foster Youth	Orange	Orange	None	None	Orange	Yellow
Homeless	Yellow	Yellow	Orange	Green	Yellow	Yellow
Socioeconomically Disadvantaged	Orange	Yellow	Orange	Yellow	Orange	Orange
Students with Disabilities	Orange	Green	Orange	Orange	Red	Red
African American	Orange	Yellow	Orange	Orange	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Yellow	Blue	None	None	Green	Green
Filipino	Orange	Blue	None	None	Green	Green
Hispanic	Orange	Yellow	Yellow	Green	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	Green	Green	Blue	Green
Two or More Races	Orange	Orange	None	None	Blue	Green

## 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.

Canyon Oaks High 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 office staff worked closely with Canyon Oaks to develop their plan to raise their graduation rate. After careful review of the characteristics of recent non-grads, site and district admin worked to find evidence-based practices to include in the plan to support those areas that were revealed during the school level needs assessment. There were no clear resource inequities that needed 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.

District office staff (mainly from Educational Services) will support the monitoring and evaluation of the plan in the following manner:

- Regularly scheduled meetings with Canyon Oak administrative team to discuss the progress and any road blocks in the implementation of the plan.

- Analysis of identified local measures that serve as benchmarks to increasing graduation rate

# 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

Basic Services Credential Teachers

100% of the teachers are appropriately assigned, and fully credentialed in the subject areas and for the pupils they are teaching.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Teacher assignments/misassignments

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of teachers whose assignments are aligned to their credentials.</p> <p><b>18-19</b> 100% compliant.</p> <p><b>Baseline</b> 100% compliant.</p>	100% compliant.

## 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 the appropriate assignment of teachers, and fully credentialed in the subject areas	The appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils	Credentialed Salaries Ensuring all credentialed teachers are highly qualified.	Credentialed Salaries Ensuring all credentialed teachers are highly qualified.

and for the pupils they are teaching.

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

**Students to be Served**  
All

**Location(s)**  
All Schools

they are teaching were maintained during this school year.

1000-1999: Certificated Personnel Salaries Base \$21,169,334

Credentialed Benefits  
Ensuring all credentialed teachers are highly qualified.  
3000-3999: Employee Benefits Base \$7,437,874

1000-1999: Certificated Personnel Salaries Base 22,000,000

Credentialed Benefits  
Ensuring all credentialed teachers are highly qualified.  
3000-3999: Employee Benefits Base 7,000,000

## 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.

The goal was met as articulated.

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

The actions of the District to maintain the Williams compliance were effective in meeting this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

No changes were made to the goal, expected outcomes, metrics, or actions and services to achieve the goal as a result of the analysis.



# 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

Implementation of the new Common Core State Standards (CCSS)

By 2019, 100% of teachers will participate in professional development in Common Core for English-Language Arts, Mathematics, History Social-Science, and/or Next Generation Science Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

By 2019, 80% of students (Grades 3 - 8 & 11) will demonstrate proficiency in English Language Arts and Mathematics on the Smarter Balanced Assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             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

\*Reading Inventory (RI) - Grades 2-9

**18-19**

Percent proficient for each grade level (+5% from 2017)

\*Reading Inventory (RI) - Grades 2-9

Actual

\*2018 Reading Inventory (RI) - Grades 2-9

\*Spring 2018 Reading Inventory (RI) Assessment Results

\*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)

## Expected

### Baseline

\*2016 Reading Inventory (RI) - Grades 2-9

#### • Spring 2016 Reading Inventory (RI) Assessment Results

\*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

\*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)

\*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)

\*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)

\*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)

\*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)

\*Clifton (509 students tested): 6th Grade = 50% (100 students tested), 7th Grade = 58% (202 students tested), 8th Grade = 63% (207 students tested)

\*Santa Fe (425 students tested): 6th Grade = 54% (58 students tested), 7th Grade = 33% (181 students tested), 8th Grade = 47% (186 students tested)

\*MHS (369 students tested): 9th Grade = 55% (369 students tested)

### Metric/Indicator

Math Inventory (MI) - Grades 5-9

18-19

## Actual

\*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)

\*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)

\*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)

\*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)

\*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)

\*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)

\*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade = 52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)

\*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)

\*2018 Math Inventory (MI) - Grades 5-9

\*Spring 2018 Math Inventory (MI) Assessment Results

## Expected

Percent proficient for each grade level (+5% from 2017)

\*Math Inventory (MI) - Grades 5-9

### Baseline

Spring 2016 Math Inventory (MI) Assessment Results = No Data

### Metric/Indicator

SBAC ELA Percent Proficient - Grades 3-8, 11 (end 2017-18)

### 18-19

2018 Spring Assessment = +5 DF3 from 2017 Spring

### Baseline

- Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

## Actual

\*MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)

\*Bradoaks (66 total students tested): 5th Grade Grade = 35% (-9%, 66 students tested)

\*Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)

\*Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)

\*Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)

\*Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)

\*Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)

\*Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%, 173 students tested), 8th Grade = 26% (-26%, 199 students tested)

\*MHS (435 total students tested): 9th Grade = 27% (-29%, 435 students tested)

Spring 2018 Smarter Balanced (SBAC) Assessment ELA Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) is new metric 2018-2019.

\*MUSD DFS = +13 (-3.6)

\*Bradoaks DFS = +8.8 (+11)

\*Mayflower DFS = +21.4 (+3.3)

\*Monroe DFS = +5.4 (+10.3)

\*Plymouth DFS = +6.5 (+3.1)

\*Wild Rose DFS = -32.5 (-8)

\*Clifton DFS = +27 (-14.1)

\*Santa Fe DFS = +9.1 (+3.1)

\*MHS DFS = +37.8 (-21.2)

## Expected

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%

\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

\*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%

\*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%

\*MHS: 11th Grade = 70%

\*COHS: 11th Grade = 36%

### Metric/Indicator

SBAC Math Percent Proficient - Grades 3-8, 11 (end 2017-18)

### 18-19

2018 Spring Assessment = +5 DF3 from 2017 Spring

### Baseline

- Spring 2016 Smarter Balanced (SBAC) Assessment MATH Results

\*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%

\*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%

\*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%

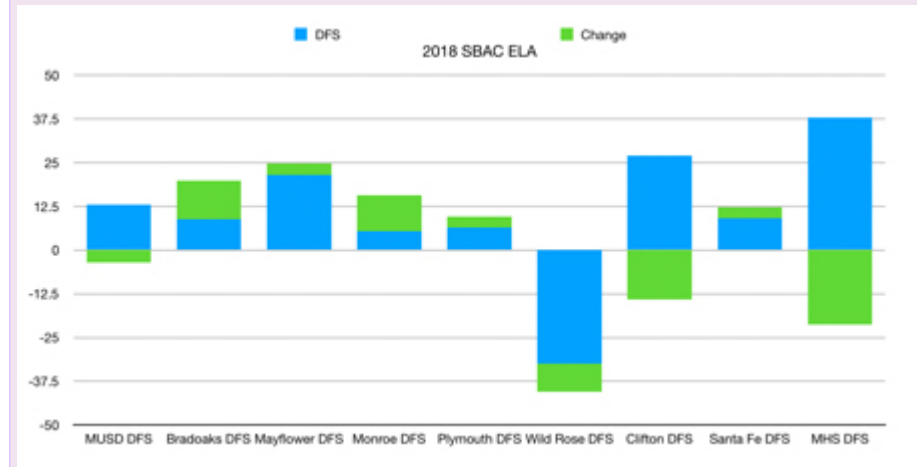
\*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%

\*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%

\*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%

\*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%

## Actual



Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results  
% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) is new metric 2018-2019.

\*MUSD DFS = -29.2 (-5)

\*Bradoaks DFS = -17.2 (+0.2)

\*Mayflower DFS = +11 -3.2)

\*Monroe DFS = -13 (+5.2)

\*Plymouth DFS = -13.6 (-3.4)

\*Wild Rose DFS = -42.8 (-17.2)

\*Clifton DFS = -33.5 (-10.2)

\*Santa Fe DFS = -34.5 (+2.9)

\*MHS DFS = -42.5 (-12.6)

## Expected

\*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%

\*MHS: 11th Grade = 34%

\*COHS: 11th Grade = 2%

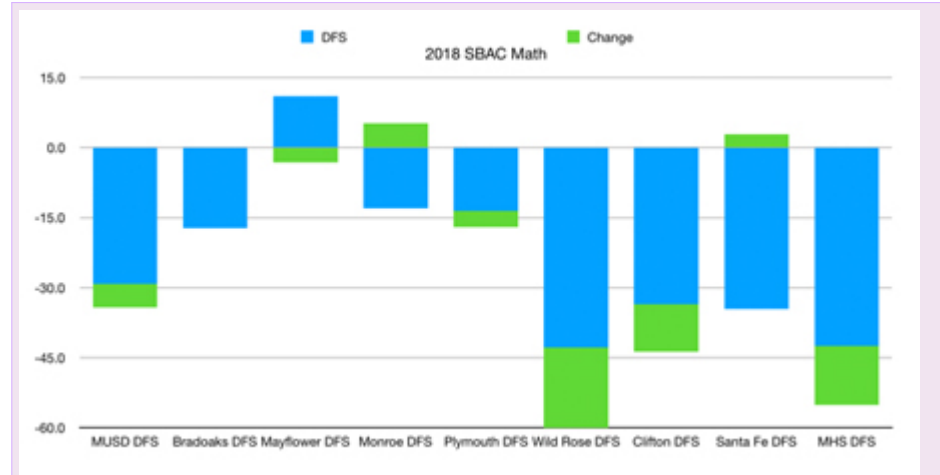
### Metric/Indicator

SBAC ELA DF3 - Grades 3-8, 11 (Baseline 2017)

**18-19**

2018 Spring Assessment = +5 DF3 from 2017 Spring

## Actual



### Spring 2018 Smarter Balanced (SBAC) Assessment ELA Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

\*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)

\*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)

\*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)

\*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)

\*Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)

\*Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)

\*Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)

\*Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)

## Expected

## Actual

### Metric/Indicator

SBAC Math DF3 - Grades 3-8, 11 (Baseline 2017)

**18-19**

2018 Spring Assessment = +5 DF3 from 2017 Spring

\*MHS: 11th Grade = +37.3 (-6.2)

Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

\*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)

\*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)

\*Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)

\*Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)

\*Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)

\*Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade = -27 (-2.8), 5th Grade = -57.6 (-23)

\*Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5)

\*Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1)

\*MHS: 11th Grade = -43.9 (-8.9)

### Metric/Indicator

BASELINE 2017

\*i-Ready ELA - Grades 4-5

**18-19**

Percent proficient for each grade level (+5% from 2017)

\*i-Ready ELA - Grades 4-5

i-Ready ELA discontinued measure 2018-19

## Expected

### Metric/Indicator

BASELINE 2017

\*i-Ready MATH - Grades 4-5

### 18-19

Percent proficient for each grade level (+5% from 2017)

\*i-Ready MATH - Grades 4-5

## Actual

i-Ready math discontinued measure 2018-19

## 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>The action has been modified for this year and those that follow in the following manner:</p> <p>Title of these teachers will be "Instructional Specialists"</p> <p>Specific areas of focus to serve unduplicated student groups will be:</p> <ol style="list-style-type: none"> <li>1) ELA K-5</li> <li>2) ELA K-8</li> <li>3) ELA 6-12</li> <li>4) Math K-12</li> <li>5) Math K-5</li> <li>6) K-12 UDL</li> </ol> <p>The duties and responsibilities of these teachers will include:</p> <ol style="list-style-type: none"> <li>1) instructional support for admin, teachers, and students in the implementation of the curriculum and strategies adopted by MUSD.</li> </ol>	<p>ELA K-5, K-8, and 6-12 Instructional Specialists</p> <p><b>**ELA K-5:</b> Strategic planning with ELA Cohort: Model lessons, instructional planning, data analysis, guided reading support, foundational skills planning, peer observations, team planning (site-based &amp; district-wide), SBAC analysis</p> <p><b>**ELA 6-12:</b> Providing instructional coaching, Professional Development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development 6-12, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC vertical articulation, HMM implementation support</p>	<p>Instructional Specialist salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$605,750</p> <p>Instructional specialist benefits 3000-3999: Employee Benefits Supplemental/Concentration \$184,250</p>	<p>Instructional specialist salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$531,603</p> <p>Instructional specialist benefit 3000-3999: Employee Benefits Supplemental/Concentration \$195,791</p>

2) guidance and support in the use of both formal and informal formative assessments to adjust instruction to meet the needs of unduplicated students.  
3) assistance with lesson planning to include the tenets of UDL to close the achievement gap for unduplicated students.

(Line 1)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Math K-12, and K-5  
\*\*Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.

(Line 1)

## Action 2

**Planned  
Actions/Services**

This action has been discontinued for 2018-19 as these activities are now incorporated into site plans. The bulk of these expenses will be reflected in Lines 13, 14, and 15 under site allocations, which are tracked by site through the SPSA and RAD reports (resource codes have been created for each line of

**Actual  
Actions/Services**

Action discontinued.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**



the LCAP and reports are printed by site location in order to closely monitor).

(Line 2)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide CCSS-aligned supplemental writing materials for 6-12 in support of ELA and history/social science courses. Provide professional development in the effective use of these materials for to new teachers in these subject areas. This action while principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient, can benefit all students LEA-Wide.	Provided professional development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC vertical articulation, HMM implementation support.	ERWC supplementary materials for grades 6 to 12 4000-4999: Books And Supplies Supplemental/Concentration \$35,000	ERWC supplementary materials for grades 6 to 12 4000-4999: Books And Supplies Supplemental/Concentration \$0
		DBQ writing materials 4000-4999: Books And Supplies Supplemental/Concentration \$35,000	DBQ writing materials 4000-4999: Books And Supplies Supplemental/Concentration \$21,100
		Writing professional development (6-12) 5800: Professional/Consulting Services And Operating Expenditures	Writing professional development (6-12) 5800: Professional/Consulting Services

(Line 3)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Supplemental/Concentration  
\$5,000

And Operating Expenditures  
Supplemental/Concentration \$0

**Action 4**

**Planned  
Actions/Services**

iCoaches - Continue to build capacity of the digital teacher leaders around technology integration among teachers within the district.

Provide dedicated .5 FTE instructional specialist (was part of Line 1 in 2017-18) to expand scope of support at each site in the use of the implementation of technology-based teaching tools designed to support unduplicated students.

(Line 4)

**Actual  
Actions/Services**

**\*\*iCoaches:** 21 iCoaches throughout the district: 10 elementary, 4 middle school, and 7 high school (MHS & COHS)  
Meet monthly and train on:  
Instructional technology platforms  
Digital citizenship  
Plan for March Tech Day  
Site support and implementation and how that looks differently at each site  
iCoaches track their hours and impact through a google form  
Site visits  
Site support  
Site trainings

**Budgeted  
Expenditures**

Technology consultant 5800: Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$15,000

Subs for digital teacher-leaders 1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$13,000

Stipends for 13-15 digital teacher-leaders and additional hours to implement and train other teachers 1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$35,000

**Estimated Actual  
Expenditures**

Technology consultant 5800: Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$2,000

Subs for digital teacher-leaders 1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$9,430

Stipends for 13-15 digital teacher-leaders and additional hours to implement and train other teachers 1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$29,400

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> English Learners Foster Youth Low Income  <b>Scope of Services</b> LEA-wide  <b>Locations</b> All Schools		Benefits for stipends and subs 3000-3999: Employee Benefits Supplemental/Concentration \$15,000	Benefits for stipends and subs 3000-3999: Employee Benefits Supplemental/Concentration \$14,500
		Conferences 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000	Conferences 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$13,400
		Classroom supplies and devices 4000-4999: Books And Supplies Supplemental/Concentration \$30,000	Classroom supplies and devices 4000-4999: Books And Supplies Supplemental/Concentration \$11,500
		Instructional Specialist Salary (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$55,500	Instructional Specialist Salary (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$46,200
		Instructional Specialist benefits (.5 FTE) 3000-3999: Employee Benefits Supplemental/Concentration \$19,500	Instructional Specialist benefits (.5 FTE) 3000-3999: Employee Benefits Supplemental/Concentration \$14,450

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action will be discontinued for 2018-19 as these activities will be provided for by sites, as evidenced in their SPSA.  (Line 5)	Action discontinued.		

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

**Students to be Served**

Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 6**

**Planned  
Actions/Services**

District PLC - Continue to implement a culture professional learning communities throughout the district through the work with consultants to provide district-level and site-level professional development and coaching to better meet the needs of unduplicated students.

(Line 6)

**Actual  
Actions/Services**

**\*\*District PLC (formerly known as Focused Schools)** This year is the complete transfer of implementation to planning and writing team.

**Budgeted  
Expenditures**

Consultant - further PLC implementation 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$60,000

Subs for PD 1000-1999:  
Certificated Personnel Salaries  
Supplemental/Concentration  
\$8,775

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$2,925

**Estimated Actual  
Expenditures**

Consultant - further PLC implementation 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$111,000

Subs for PD 1000-1999:  
Certificated Personnel Salaries  
Supplemental/Concentration \$0

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration \$0

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

**Students to be Served**

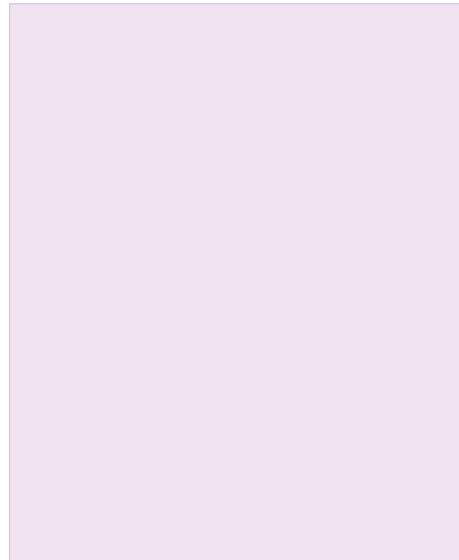
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 7**

**Planned  
Actions/Services**

Include 4 days of professional development for all teachers as part of the annual contractual calendar and 2 additional days for certificated management calendar.

(Line 8)

**Actual  
Actions/Services**

Include 4 days of professional development for all teachers as part of the annual contractual calendar and 2 additional days for certificated management calendar.

**Budgeted  
Expenditures**

Certificated salary 1000-1999:  
Certificated Personnel Salaries  
Supplemental/Concentration  
\$592,000

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$208,000

**Estimated Actual  
Expenditures**

Certificated salary 1000-1999:  
Certificated Personnel Salaries  
Supplemental/Concentration  
\$609,000

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$120,500

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer Teacher Institute - Provide professional development offerings for teachers to create units of study aligned to the Common Core State Standards with the use of curriculum, open resources, and other available resources.  (Line 7)	Action discontinued.	Extra hours for teacher 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$29,600	0
		Benefits for extra hours 3000-3999: Employee Benefits Supplemental/Concentration \$10,400	0
		Consultants for Summer Teacher Institute 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$18,500	0

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 9**

**Planned  
Actions/Services**

Professional Development Days - Continue to Increase the working calendar by 2 days to provide professional development in effective teaching strategies, and other instructional focuses for instructional aides, and Instructional assistance to increase the number of students who are scoring proficiently at grade-level based on the Smarter Balanced assessments, principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated fluent English proficient which can benefit all students LEA-Wide.

(Line 9)

**Actual  
Actions/Services**

Professional Development Days - Continue to Increase the working calendar by 2 days to provide professional development in effective teaching strategies, and other instructional focuses for instructional aides, and Instructional assistance to increase the number of students who are scoring proficiently at grade-level based on the Smarter Balanced assessments, principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated fluent English proficient which can benefit all students LEA-Wide.

**Budgeted  
Expenditures**

Salaries 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$59,500

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$10,500

**Estimated Actual  
Expenditures**

Salaries 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$54,600

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$15,200

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

**Students to be Served**

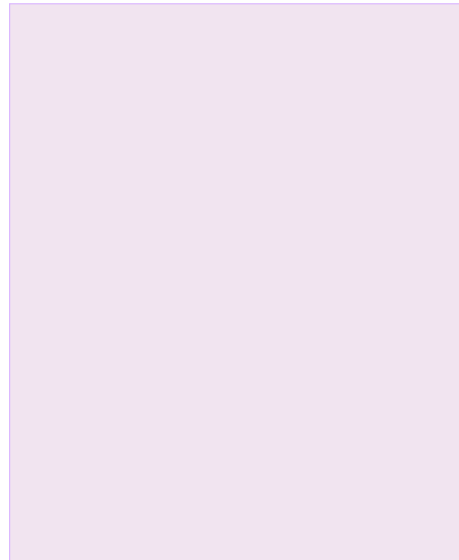
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 10**

**Planned  
Actions/Services**

Fund Educational Data Specialist to collect data and prepare reports for frequent monitoring the progress on LCAP goals and student achievement of upduplicated students.

(Line 10)

**Actual  
Actions/Services**

Fund Educational Data Specialist to collect data and prepare reports for frequent monitoring the progress on LCAP goals and student achievement of upduplicated students.

**Budgeted  
Expenditures**

Salary 2000-2999: Classified  
Personnel Salaries  
Supplemental/Concentration  
\$40,700

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$14,300

**Estimated Actual  
Expenditures**

Salary 2000-2999: Classified  
Personnel Salaries  
Supplemental/Concentration  
\$37,000

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$21,200



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

**Students to be Served**

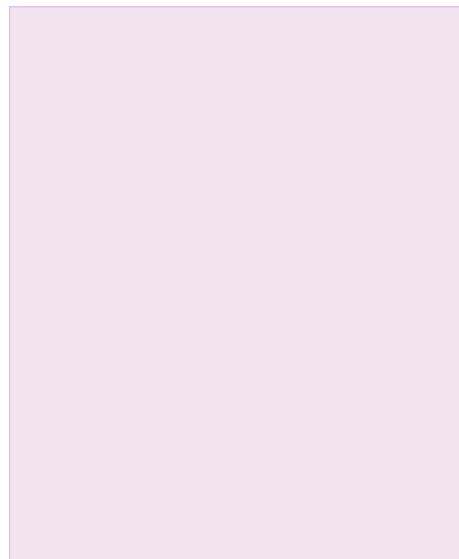
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 11**

**Planned  
Actions/Services**

Supplemental materials to support the implementation of NGSS and support the strategies learned from recent professional development to support the specific needs of the unduplicated student groups.

(Line 11)

**Actual  
Actions/Services**

Supplemental materials to support the implementation of NGSS and support the strategies learned from recent professional development to support the specific needs of the unduplicated student groups.  
Increased spending to \$30,000.

**Budgeted  
Expenditures**

Supplemental materials for NGSS unit development 4000-4999:  
Books And Supplies  
Supplemental/Concentration  
\$15,000

**Estimated Actual  
Expenditures**

Supplemental materials for NGSS unit development 4000-4999:  
Books And Supplies  
Supplemental/Concentration  
\$6,200

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2017-2018 Action discontinued for 2018-2010.</p> <p>New Action Targeted professional development to support instructional specialists and teachers in instructional strategies to improve achievement for unduplicated student groups.</p> <p>(Line 12)</p>	<p>Action discontinued.</p>	<p>Conferences to support instructional specialists and teachers 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$75,000</p>	<p>0</p>

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

**Students to be Served**

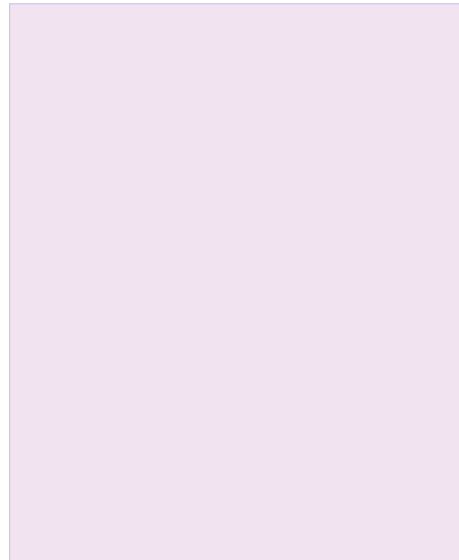
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 13**

**Planned  
Actions/Services**

Site-based extra hours, subs for PD, planning, intervention hours for teachers, other instructional staff to provide additional instruction for students not demonstrating proficiency or above, and hours to support parental involvement activities.

(Line 13)

**Actual  
Actions/Services**

Site-based extra hours, subs for PD, planning, intervention hours for teachers, other instructional staff to provide additional instruction for students not demonstrating proficiency or above, and hours to support parental involvement activities. Decreased spending 10%.

**Budgeted  
Expenditures**

Extra hours, subs for professional development, planning, intervention hours for teacher  
1000-1999: Certificated Personnel Salaries  
Supplemental/Concentration  
\$148,000

Benefits for teachers 3000-3999:  
Employee Benefits  
Supplemental/Concentration  
\$52,000

**Estimated Actual  
Expenditures**

Extra hours, subs for professional development, planning, intervention hours for teacher  
1000-1999: Certificated Personnel Salaries  
Supplemental/Concentration  
\$259,600

Benefits for teachers 3000-3999:  
Employee Benefits  
Supplemental/Concentration  
\$60,150

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

**Students to be Served**

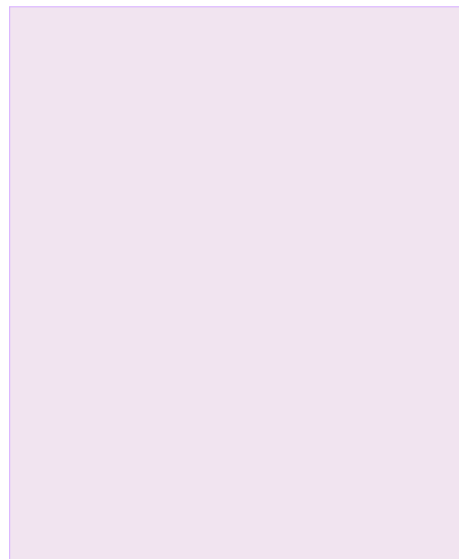
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 14**

**Planned  
Actions/Services**

Site-based instructional materials for intervention, technology, CCSS bridge materials, and other supplemental materials.

(Line 14)

**Actual  
Actions/Services**

Site-based instructional materials for intervention, technology, CCSS bridge materials, and other supplemental materials.

**Budgeted  
Expenditures**

Supplemental materials to support intervention and instruction 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$200,000

**Estimated Actual  
Expenditures**

Supplemental materials to support intervention and instruction 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$124,000

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

**Students to be Served**

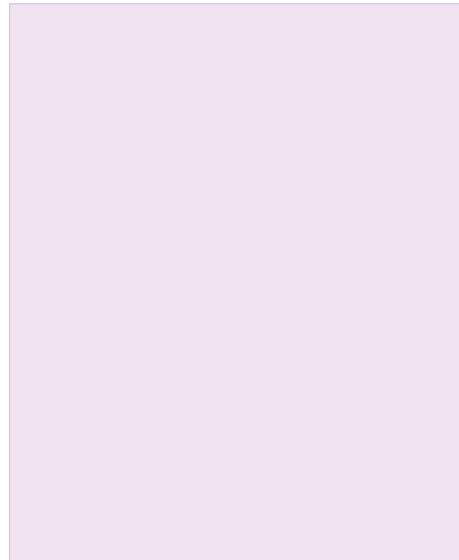
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 15**

**Planned  
Actions/Services**

Site-based consultants, licenses, conferences, and travel expenses aligned to SPSA goals (based on district LCAP goals) focused on the needs of English Learners, Low Income, and Foster Youth.

(Line 15)

**Actual  
Actions/Services**

Site-based consultants, licenses, conferences, and travel expenses aligned to SPSA goals (based on district LCAP goals) focused on the needs of English Learners, Low Income, and Foster Youth.

**Budgeted  
Expenditures**

Conferences and travel costs  
5000-5999: Services And Other  
Operating Expenditures  
Supplemental/Concentration  
\$200,000

Consultant and licenses 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$247,030

**Estimated Actual  
Expenditures**

Conferences and travel costs  
5000-5999: Services And Other  
Operating Expenditures  
Supplemental/Concentration  
\$29,600

Consultant and licenses 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$134,000

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## 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.

**\*\*ELA K-5:** Strategic planning with ELA Cohort: Model lessons, instructional planning, data analysis, guided reading support, foundational skills planning, peer observations, team planning (site-based & district-wide), SBAC analysis

**\*\*ELA 6-12:** Providing instructional coaching, Professional Development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development 6-12, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC vertical articulation, HMH implementation support

**\*\*Math:** Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.

**\*\*ELD:** Providing updates to teachers and administrators regarding state and federal program updates and changes.

Providing Professional Development at site level and during district administrative meetings regarding EL issues.

Providing one on one Instructional Coaching with teachers.

Assisting with DAC/DELAC & site ELAC meetings.

Training and Administrating Initial ELPAC & Summative ELPAC.

Meeting with EL students at the secondary level to review RFEP criteria & their academic progress to that end.

Attending IEPs where EL students are involved.  
Overseeing all aspects of EL student achievement from Initial Identification to Reclassification  
Attending BELD meetings at LACOE

**\*\*iCoaches:** 21 iCoaches throughout the district: 10 elementary, 4 middle school, and 7 high school (MHS & COHS)

Meet monthly and train on:

Instructional technology platforms

Digital citizenship

Plan for March Tech Day

Site support and implementation and how that looks differently at each site

iCoaches track their hours and impact through a google form

Site visits

Site support

Site trainings

**\*\*District PLC (formerly known as Focused Schools)** This year is the complete transfer of implementation to planning and writing team.

**\*\*Site Allocations:** Sites are more deeply implementing those areas of focus determined by their work within the district PLCs.

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

**\*\*ELA K-5:** A deeper understanding of common core standards and instruction, standards of math practice, and effective instructional practices and assessments. Teachers and students are better prepared for the rigors of instruction and assessment, and the progress of instructional and assessment technology within the 21st century classrooms. Cohort teachers report increased student capabilities with their students' number sense and mathematical reasoning.

**ELA 6-12:** Uniform writing assessment format grades 6-12. Data from common assessments is being used to drive instruction in the classroom. Assessment calendars and pacing guides completed for grades 6-12. HMH adopted text has been integrated into pacing guides grades 6-12 (Textbook, Close Reader, Performance Assessment booklet, and online resources).

**\*\*Math:** Teacher participation in a learning cohort provided an opportunity to build collective teacher efficacy across our five elementary schools in the district. Teachers reflected and improved in their classroom practice in foundational skills, developed a deeper understanding around the complexity of the SBAC and used data to adjust instruction based on student need. This has provided a richer learning experience for students through the development of teacher practice.

**\*\*ELD:** Number of RFEP students is increasing

The number of At-Risk LTEL = 94 (-24) and LTEL = 70 (-17)

**iCoaches:** 21 Technology Specialists get a deeper understanding of educational technology and its uses and provide site-based opportunities to make an even greater impact by training colleagues and students; therefore the work/learning never stops with them, it's a constant cycle that has evolved over the last three years and has equipped our educators and learners to be prepared for the skills they need moving forward in the 21st Century classroom.

**District PLC:** Based on two metrics: Site visit feedback and professional learning session feedback. Positive, measurable change in focus and teacher practice

**Site Allocations:** Some schools have had success, as measured by the identified metrics. These schools are sharing their best practices with schools who have not demonstrated growth in these areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased spending on consultants and materials

Decreased spending on extra hours and substitutes

Discontinued Summer Institute and other additional professional development outside of the calendar year

Increased practice of instructional coaching to provide more in-house support

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.



# 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

100% of pupils provided with access to supplemental standards-aligned instructional materials to access the content.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Standards-aligned instructional materials

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Williams Report  <b>18-19</b> 100% provided with supplemental CCSS materials in literacy and math.  <b>Baseline</b> 2016 - 100% provided with supplemental CCSS materials in literacy and math.	100% compliant

## 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
-----------------------------	----------------------------	--------------------------	----------------------------------

Provide pupils access to standards-aligned instructional materials for K-12.

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

**Students to be Served**

All

**Location(s)**

All Schools

CCSS Aligned textbooks/resources 4000-4999: Books And Supplies Base \$500,000

\$

\$

CCSS Aligned textbooks/resources 4000-4999: Books And Supplies Base \$500,000

## Action 2

Planned  
Actions/Services

Provide pupils access to standards-aligned supplemental instructional materials for K-12, principally appropriate for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient by purchasing bridge material, cost of printing from open source materials, novels, etc.

(Line 16)

Actual  
Actions/Services

Budgeted  
Expenditures

CCSS supplemental materials for unduplicated students. 4000-4999: Books And Supplies Supplemental/Concentration \$50,768

Estimated Actual  
Expenditures

CCSS supplemental materials for unduplicated students. 4000-4999: Books And Supplies Supplemental/Concentration \$38,500

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## 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.

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.

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.

# 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

100% good or exemplary rating demonstrating the maintenance of school facilities.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
Local Priorities:     Schools in good repair

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> Williams report  <b>18-19</b> 2018 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.  <b>Baseline</b> 2016 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.</div>	<div>Goal Met</div>

## 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
-----------------------------	----------------------------	--------------------------	----------------------------------

Provide maintenance at all schools, including painting, repairs, and upkeep.

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

**Students to be Served**  
All

**Location(s)**  
All Schools

Provide maintenance at all schools, including painting, repairs, and upkeep.

Maintenance staff 2000-2999: Classified Personnel Salaries Base \$453,881

Benefits 3000-3999: Employee Benefits Base \$235,982

5000-5999: Services And Other Operating Expenditures Base \$636,419

Maintenance Staff 2000-2999: Classified Personnel Salaries Base \$450,000

Benefits 3000-3999: Employee Benefits Base \$235,000

5000-5999: Services And Other Operating Expenditures Base \$650,000

# 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.

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.

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.

# 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 5

75% of English Language Learners (ELs) will make yearly progress on the English language and math assessments and the Dashboard color indicator will be commensurate with ALL students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Increase the number of ELs that become proficient

### Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b><ul style="list-style-type: none"><li>Dashboard indicator (ELPI) (SUSPENDED 17-18)</li></ul><p>*SBAC ELA and Math - Grades 3-8, 11</p><p><b>18-19</b> 2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level: *Reading Inventory (RI) - Grades 2-9 *SBAC ELA and Math - Grades 3-8, 11</p><p>CELDT takers met criteria (+5%) LTEL (-5%) At-Risk LTEL (-5%) Redesignated (+5%)</p><p>Implementation of system to track the EL/RFEP monitoring (3x/year)</p></div>	<div>ELPAC = 40.36% Level 4 (275+ students have met first criteria to reclassify). No comparable measure until 2018-2019.</div>



## Expected

### Baseline

California Schools DASHBOARD shows the following 2015-16 metrics for English Learners:

- \*Status of ELs making progress = 66.4% (Low on the 5x5)
- \*Change of ELs making progress = +1.9%
- \*Overall indicator = Yellow

The following metrics were obtained on DATAQUEST for 2015-16:

- \*34% CELDT takers met criteria
- \*68.9% LTEL
- \*73.2% At-Risk LTEL
- \*18.6% Redesignated

## Actual

### Metric/Indicator

English Learner proficiency data for RI  
\*Reading Inventory (RI) - Grades 2-9

\*2018 Reading Inventory (RI) - Grades 2-9

\*Spring 2018 Reading Inventory (RI) Assessment Results

\*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)

\*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)

\*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)

\*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)

\*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)

## Expected

## Actual

\*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)

\*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)

\*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade = 52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)

\*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)

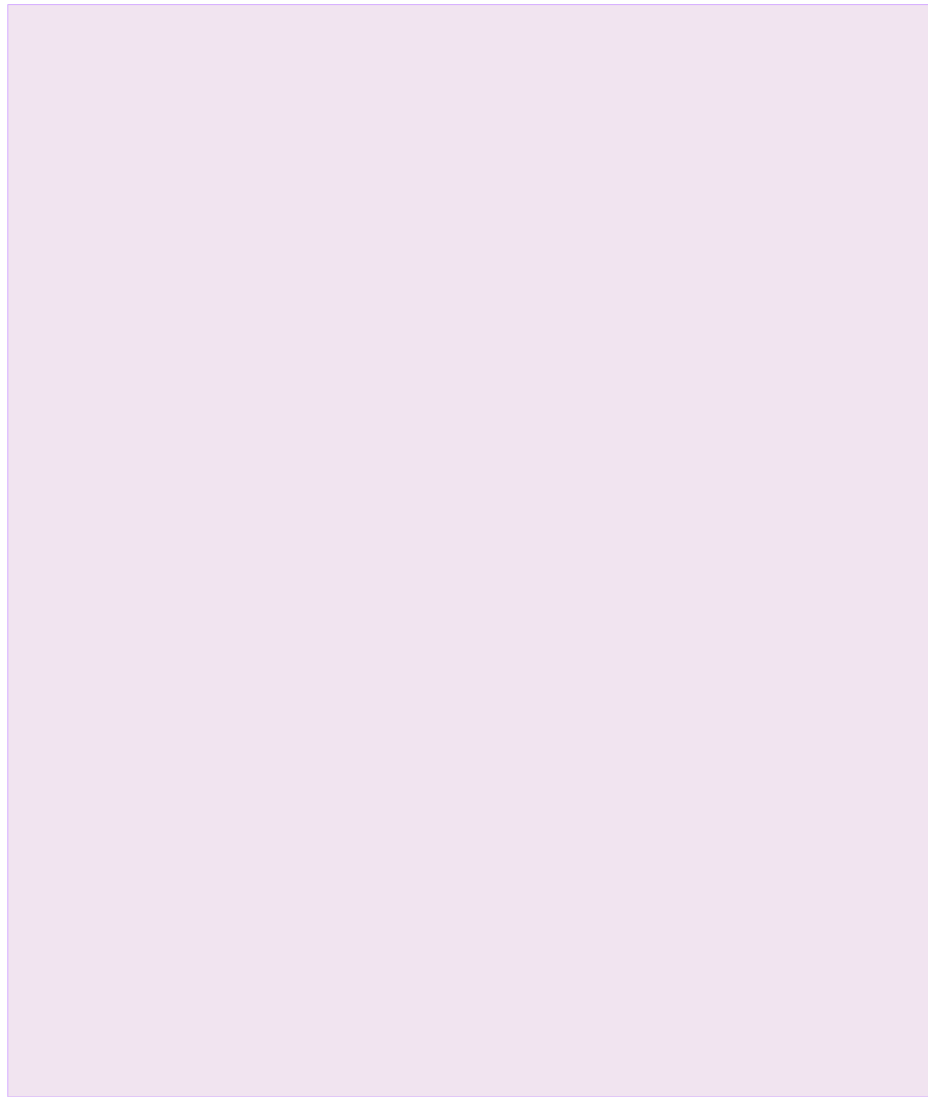
The goal for this metric was not reported with more clarity than +5%. Moving from percent proficient to DFS in academic performance in other goals should have been specified for this metric. In both 2017 and 2018, EL ELA results were YELLOW on the CA Dashboard, while all ELA results were GREEN.

### Metric/Indicator

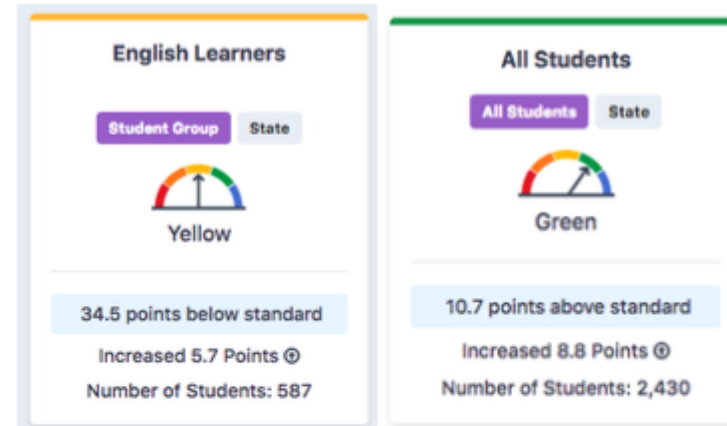
2017 English Learner ELA SBAC

Expected

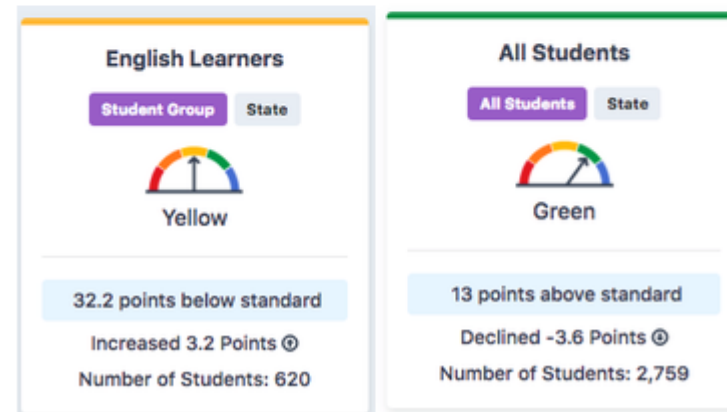
Actual



## 2017 Dashboard



## 2018 Dashboard



### Metric/Indicator

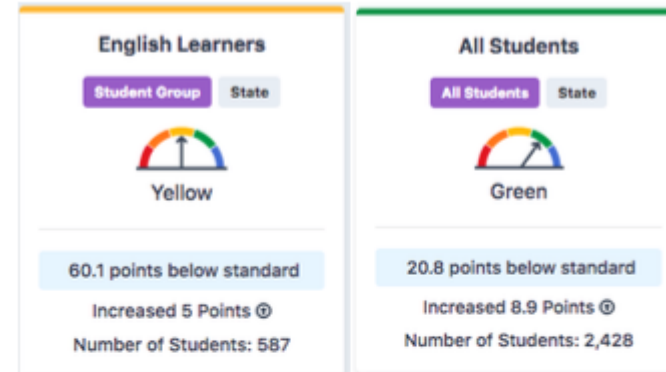
2017 English Learner SBAC Math

The goal for this metric was not reported with more clarity than +5%. Moving from percent proficient to DFS in academic performance in other goals should have been specified for this metric. In both 2017, EL ELA results were YELLOW on the CA Dashboard, while all Math results were GREEN. However, in 2018, EL Math results were YELLOW, outperforming all Math results, which were ORANGE.

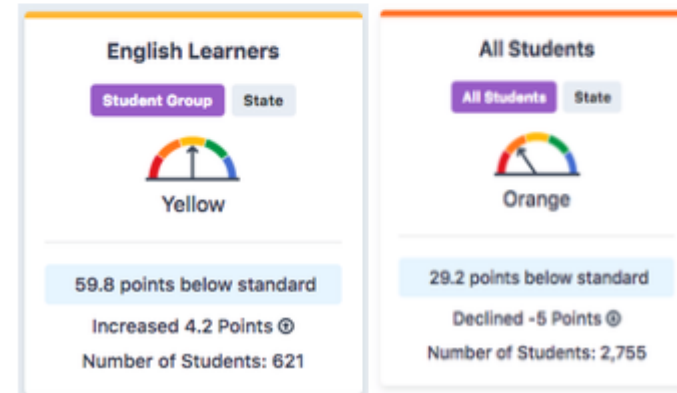
Expected

Actual

## 2017 Dashboard



## 2018 Dashboard



### Metric/Indicator

Reclassification rates

18-19

Increase in 2% from 2017

### Baseline

2016: 18.6%

No rate was originally reported for 2017 in the expected outcome for this metric.

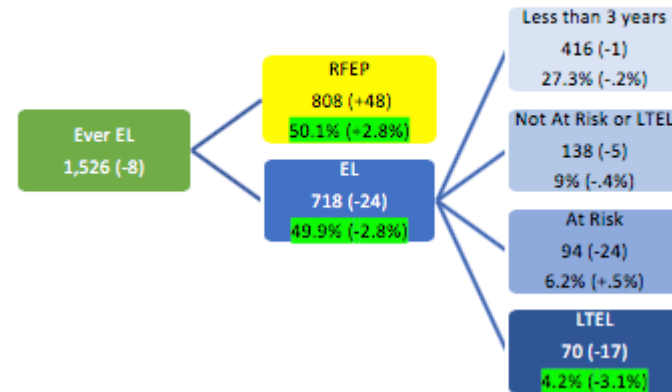
2017 = 15% (-3.6 from 2016)

2018 = 12.1% (-3.1% from 2017)

## Expected

## Actual

### 2017-18 DataQuest (difference from 2016-17)



#### Metric/Indicator

Monitoring for all EL students

18-19

100%

#### Baseline

NEED to develop an implementation rubric to track the EL/RFEP monitoring goal.

Implementation of ELlevation to monitor both EL and RFEP students launched this school year.

Phase 1: 100% students monitored 3x/year - there were only 2 monitoring this year with the percentages indicated below:

February 2019 - 85% EL and 89% RFEP (as of March 15, 2019)

May 2019 - % EL and % RFEP

Phase II: 100% students monitored on or before deadlines

Phase III: 100% students monitored on or before deadlines WITH comment(s) regarding student's progress , not just ratings.

## 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

NEW ACTION:  
K-12 Instructional Specialists to provide professional development and coaching in the use of

#### Actual Actions/Services

Providing updates to teachers and administrators regarding state and federal program updates and changes.

#### Budgeted Expenditures

ELD Instructional Specialists  
1000-1999: Certificated  
Personnel Salaries

#### Estimated Actual Expenditures

ELD Instructional Specialists  
1000-1999: Certificated  
Personnel Salaries

strategies and appropriate support material to English learners for the purpose of increasing the percentage of EL students who will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test and decrease the number of LTEL students.

(Line 17)

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

**Students to be Served**

English Learners

**Scope of Services**

Limited to Unduplicated Student Group(s)

**Locations**

All Schools

Providing Professional Development at site level and during district administrative meetings regarding EL issues. Providing one on one Instructional Coaching with teachers. Training and Administrating Initial ELPAC & Summative ELPAC. Meeting with EL students at the secondary level to review RFEP criteria & their academic progress to that end.

Supplemental/Concentration  
\$189,810

Instructional Specialist benefits  
3000-3999: Employee Benefits  
Supplemental/Concentration  
66,690

Supplemental/Concentration  
\$181,800

Instructional Specialist benefits  
3000-3999: Employee Benefits  
Supplemental/Concentration  
\$64,650

## Action 2

Planned  
Actions/Services

Provide professional development for teachers to implement the most effective strategies to increase the number of English Learners (ELs) and Long-Term English Learners (LTELs) demonstrating proficiency on the state English proficiency test by 3% annually, thereby decreasing the number of ELs &

Actual  
Actions/Services

Providing updates to teachers and administrators regarding state and federal program updates and changes. Providing Professional Development at site level and during district administrative meetings regarding EL issues.

Budgeted  
Expenditures

Professional development to decrease LTELs 5000-5999: Services And Other Operating Expenditures  
Supplemental/Concentration  
\$1,000

Estimated Actual  
Expenditures

Professional development to decrease LTELs 5000-5999: Services And Other Operating Expenditures  
Supplemental/Concentration \$0

LTEs and increasing reclassification rates.

(Line 18)

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

**Students to be Served**  
English Learners

**Scope of Services**  
LEA-wide

**Locations**  
All Schools

Providing one on one Instructional Coaching with teachers.  
Training and Administrating Initial ELPAC & Summative ELPAC.  
Meeting with EL students at the secondary level to review RFEP criteria & their academic progress to that end.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide extra hours for certificated and/or classified staff to monitor newly redesignated English language learners to provide on-going support as necessary to achieve proficiency.</p> <p>(Line 19)</p>	<p>Providing Professional Development at site level and during district administrative meetings regarding EL issues. Providing one on one Instructional Coaching with teachers. Meeting with EL students at the secondary level to review RFEP criteria &amp; their academic progress to that end. Attending IEPs where EL students are involved. Overseeing all aspects of EL student achievement from Initial Identification to Reclassification Attending BELD meetings at LACOE</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$0</p>

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

**Students to be Served**

English Learners

**Scope of Services**

LEA-wide

**Locations**

All Schools

## 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.

Providing updates to teachers and administrators regarding state and federal program updates and changes.  
Providing Professional Development at site level and during district administrative meetings regarding EL issues.  
Providing one on one Instructional Coaching with teachers.  
Assisting with DAC/DELAC & site ELAC meetings.  
Training and Administrating Initial ELPAC & Summative ELPAC.  
Meeting with EL students at the secondary level to review RFEP criteria & their academic progress to that end.  
Attending IEPs where EL students are involved.  
Overseeing all aspects of EL student achievement from Initial Identification to Reclassification  
Attending BELD meetings at LACOE

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

Number of RFEP students is increasing  
The number of At-Risk LTEL = 94 (-24) and LTEL = 70 (-17)



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences

The ELD plan is moving forward as planned and we have made adjustments as dictated by state and federal mandates.

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.

# 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 6

### College and Career Readiness

By 2019, 100% of secondary students will demonstrate College and Career readiness by accessing higher-level courses, and increasing enrollment into higher-level courses, and successfully completing A to G requirements.

By 2019, 65% of 11th grade students scoring readiness on the EAP assessment in math and English language arts

By 2019, 65% of Advanced Placement (AP) students will score 3 or higher on the AP exams.

By 2019, GPA will increase annually by 0.5.

State and/or Local Priorities addressed by this goal:

State Priorities:     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

A-G  
6-12 Average Total Unweighted GPA  
AP pass rate  
EAP readiness rate

Actual

GPA eliminated as a reliable metric for this goal.  
EAP readiness rate is calculated by the number of level 3 and 4 on 11th grade SBAC  
Pre-AP is now referred to as "Advanced"

## Expected

### 18-19

Increase A-G completion rate by 5%  
 Increase in Honors enrollment by 5%  
 Increase in Pre-AP enrollment by 5%  
 Increase in AP enrollment by 5%  
 Increase in EAP by 5% in ELA and math  
 Increase in AP passing rates by 5% students

GPA eliminated as a reliable metric for this goal.

### Baseline

A-G completion rate - 53% of students

Honors enrollment - 876 enrolled

Pre-AP enrollment - 1230 enrolled

AP enrollment - 969 enrolled

EAP:

Conditionally Ready - 37% ELA and 18% Math

Ready - 28% ELA and 12 % Math

AP passing rates - 55% of students

6-12 AVERAGE TOTAL UNWEIGHTED GPAs averages

GPAs:

Grade 6 3.05 GPA

Grade 7 2.89 GPA

Grade 8 2.92 GPA

Grade 9 2.49 GPA

Grade 10 2.57 GPA

Grade 11 2.79 GPA

Grade 12 3.11 GPA

## 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
Increase the number of Honors, Pre-AP, and/or AP offerings at the secondary school sites (CMS,	Increase the number of Honors, advanced, college level and/or AP offerings at the secondary school	Professional development AP Summer Institutes	Professional development AP Summer Institutes

SFMS, and MHS) by providing professional development opportunities for teachers to learn the best strategies to increase offerings and increase success rates on AP exams specifically for targets student groups. (Line 20)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Santa Fe, Clifton, and MHS

sites (CMS, SFMS, and MHS) by providing professional development opportunities for teachers to learn the best strategies to increase offerings and increase success rates on AP exams specifically for targets student groups.

5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,500

5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0

## Action 2

**Planned  
Actions/Services**

Assist in paying for the AP exams for MHS pupils identified as Low-Income and Foster Youth to increase the number of AP courses and tests taken by these subgroups. (Line 21)

**Actual  
Actions/Services**

Assist in paying for the AP exams for MHS pupils identified as Low-Income and Foster Youth to increase the number of AP courses and tests taken by these subgroups.

**Budgeted  
Expenditures**

AP testing costs for students 4000-4999: Books And Supplies Supplemental/Concentration \$10,000

**Estimated Actual  
Expenditures**

AP testing costs for students 4000-4999: Books And Supplies Supplemental/Concentration \$0

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

**Students to be Served**

Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: MHS

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support the AVID program at the secondary level (CMS, SFMS, and MHS) through training for implementation or planning in the Fall of 2016. Also, provide free tutoring for students to assist in homework, project completion, and test preparation, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all students LEA-Wide. (Line 22)	Continue to support the AVID program at the secondary level (CMS, SFMS, and MHS) through training for implementation or planning in the Fall of 2018. Also, provide free tutoring for students to assist in homework, project completion, and test preparation, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all students LEA-Wide.	Tutoring: PAT tutoring services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$45,000	Tutoring: PAT tutoring services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration
		AVID Fees 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000.00	AVID Fees 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$7,800
		AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$46,000.00	AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$45,100
		AVID stipend for Coordinators 1000-1999: Certificated Personnel Salaries	AVID stipend for Coordinators 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Santa Fe, Clifton, and MHS

Supplemental/Concentration  
\$6,000.00

AVID site tutors 2000-2999:  
Classified Personnel Salaries  
Supplemental/Concentration  
\$40,000.00

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$8,000

AVID site tutors 2000-2999:  
Classified Personnel Salaries  
Supplemental/Concentration  
\$6,100

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$550

## 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.

Summer counseling appointments  
Online 4-year plans  
Early College Program  
Digital Studies & Sports Medicine Academies  
Naviance College & Career Exploration  
AVID

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

College Career Indicator: Green (55.3%), Increased in 2018  
Summer registration: 96.8% parents felt appointment improved their understanding of child's progress toward graduation & a-g requirements, 95.6% improvement in academic decision-making  
Early College Program: 0 students in Fall 2017 to 170+ in Fall 2019, passing college courses at 95% pass rate  
All MHS students completing online 4-year plans on Aeries student portal, viewable by parents  
Graduation rate: 94.3%, maintained from 2016-2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Counseling for chronic behavioral/discipline issues: summer counseling in addition to D'Veal Family & Youth Services community agency. Additionally, graduate counseling interns supplemented these services.

We will add online course planning training at the middle school level.

Sports Medicine Academy was not part of initial plan.

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.

We added the 4-year plans on the student information system and will maintain data hereafter on the number of students creating/modifying their online 4-year plan. Success data from the community college partner was made available in January 2019 and will hereafter be available to evaluate the success of the Early College dual enrollment program at Monrovia High School. Specific data per College Career Indicator are now available for annual evaluation/review. With the addition of a new CTE pathway, pathway completion will also be included for Sports Medicine starting in 2019-2020.

# 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 7

#### Interventions

By 2020, increase the DF3 for ELA and mathematics by 10 points.

By 2020, increase percent proficient in ELA and mathematics to 80%.

By 2020, decrease/maintain middle and high school dropout rates at 0%.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### Metric/Indicator

\*Reading Inventory (RI) -Grades 2-9 = %Proficient

##### 18-19

2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:

\*Reading Inventory (RI) - Grades 2-9

\*Math Inventory (MI) - Grades 5-9

2018 Summative = +5 DF3

\*SBAC ELA and Math - Grades 3-8, 11

#### Actual

##### • Spring 2018 Reading Inventory (RI) Assessment Results

\*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)

\*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)

\*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade



## Expected

### Baseline

\*2016 Reading Inventory (RI) - Grades 2-9

\*2016 SBAC ELA and Math - Grades 3-8,

- Spring 2016 Reading Inventory (RI) Assessment Results

\*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410

students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

\*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)

\*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)

\*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)

\*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)

\*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)

\*Clifton (509 students tested): 6th Grade = 50% (100 students tested), 7th Grade = 58% (202 students tested), 8th Grade = 63% (207 students tested)

\*Santa Fe (425 students tested): 6th Grade = 54% (58 students tested), 7th Grade = 33% (181 students tested), 8th Grade = 47% (186 students tested)

\*MHS (369 students tested): 9th Grade = 55% (369 students tested)

## Actual

= 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)

\*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)

\*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)

\*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)

\*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)

\*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade = 52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)

\*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)

## Expected

### Metric/Indicator

Math Inventory (MI) - Grades 5-9 = % Proficient

### Metric/Indicator

SBAC ELA Grades 3-8, 11 = %Proficient

### Baseline

- Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

## Actual

- Spring 2018 Math Inventory (MI) Assessment Results

\*MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)

\*Bradoaks (66 total students tested): 5th Grade Grade = 35% (-9%, 66 students tested)

\*Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)

\*Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)

\*Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)

\*Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)

\*Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)

\*Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%, 173 students tested), 8th Grade = 26% (-26%, 199 students tested)

\*MHS (435 total students tested): 9th Grade = 27% (-29%, 435 students tested)

### Spring 2018 Smarter Balanced (SBAC) Assessment ELA Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

## Expected

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%

\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

\*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%

\*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%

\*MHS: 11th Grade = 70%

\*COHS: 11th Grade = 36%

### Metric/Indicator

SBAC Math - Grades 3-8, 11 = % Proficient

### Baseline

Spring 2016 Smarter Balanced (SBAC) Assessment MATH Results

\*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%

\*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%

\*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%

\*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%

\*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%

\*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%

\*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%

\*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%

\*MHS: 11th Grade = 34%

\*COHS: 11th Grade = 2%

### Metric/Indicator

BEGINNING 2018-19

SBAC ELA and Math - Grades 3-8,11 = DF3

## Actual

Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

Spring 2018 Smarter Balanced (SBAC) Assessment ELA Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

## Expected

## Actual

\*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)

\*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)

\*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)

\*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)

\*Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)

\*Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)

\*Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)

\*Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)

\*MHS: 11th Grade = +37.3 (-6.2)

### Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

\*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)

\*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)

\*Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)

\*Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)

### Metric/Indicator

BEGINNING 2018-19

SBAC Math - Grades 3-8,11 = DF3

## Expected

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## Actual

\*Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)

\*Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade = -27 (-2.8), 5th Grade = -57.6 (-23)

\*Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5)

\*Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1)

\*MHS: 11th Grade = -43.9 (-8.9)

## 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
Implement Read 180/Math 180 to increase the number of students who score Proficient or above in English language arts and math (grades 6 -12), principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all at-risk secondary students students LEA-Wide.  (Line 23)	Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan.  Providing instructional coaching, Professional Development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development 6-12, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC	Technology-based intervention 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$150,000	Technology-based intervention 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$134,000

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 6-12

vertical articulation, HMH implementation support

**Action 2**

**Planned  
Actions/Services**

Intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all K-5 students LEA-Wide.

(Line 24)

**Actual  
Actions/Services**

Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.

Strategic planning with ELA Cohort: Model lessons, instructional planning, data analysis, guided reading support, foundational skills planning, peer observations, team planning (site-based & district-wide), SBAC analysis

**Budgeted  
Expenditures**

Intervention hours for credentialed teachers for summer school. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$90,000

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$23,400

Instructional materials for summer program 4000-4999: Books And Supplies Supplemental/Concentration \$36,600

**Estimated Actual  
Expenditures**

Intervention hours for credentialed teachers for summer school. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$99,800

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$3,000

Instructional materials for summer program 4000-4999: Books And Supplies Supplemental/Concentration \$6,200

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math and ELA intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all 5-8 students LEA-Wide.  (New Line 25)  ***FORMERLY Line 25: .5FTE Coordinator of Intervention at Monrovia High School for students in grades 9-12 NOW LINE 26	Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.  Strategic planning with ELA Cohort: Model lessons, instructional planning, data analysis, guided reading support, foundational skills planning, peer observations, team planning (site-based & district-wide), SBAC analysis	Materials for summer intervention program 4000-4999: Books And Supplies Supplemental/Concentration \$29,200  Summer school salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,000  Summer school benefits 3000-3999: Employee Benefits Supplemental/Concentration \$20,800	Materials for summer intervention program 4000-4999: Books And Supplies Supplemental/Concentration \$4,500  Summer school salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$35,000  Summer school benefits 3000-3999: Employee Benefits Supplemental/Concentration \$9,400

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

**Students to be Served**

**Location(s)**

All Schools

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

**Students to be Served**

English Learners

Foster Youth

Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NEW: .5FTE Coordinator of MTSS Intervention at Monrovia High School for students in grades 9-12  (Line 26)	Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and	Instructional materials intervention math 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$56,980	Instructional materials intervention math 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,700
FORMERLY Line 26: Math and ELA intervention summer school for at-risk students, and to provide enrichment opportunities		Benefits for Intervention coordinator 3000-3999: Employee Benefits	Benefits for Intervention coordinator 3000-3999: Employee Benefits



<p>principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all 9-12 students LEA-Wide. (NOW LINE 25 - see above)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p>English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b></p> <p>LEA-wide</p> <p><b>Locations</b></p> <p>Specific Grade Spans: 9-12</p>	<p>practice number sense and reasoning routines.</p> <p>Providing instructional coaching, Professional Development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development 6-12, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC vertical articulation, HMH implementation support</p>	<p>Supplemental/Concentration \$20,020</p>	<p>Supplemental/Concentration \$20,700</p>
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## Analysis

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

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

Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.

Strategic planning with ELA Cohort: Model lessons, instructional planning, data analysis, guided reading support, foundational skills planning, peer observations, team planning (site-based & district-wide), SBAC analysis

Providing instructional coaching, Professional Development workshops, lesson planning, data analysis (RI, CWA, SBAC) Pacing Guide development 6-12, Common Writing Assessment prompt development and development of Local Assessment plan, SBAC vertical articulation, HMH implementation support

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

A deeper understanding of common core standards and instruction, standards of math practice, and effective instructional practices and assessments. Teachers and students are better prepared for the rigors of instruction and assessment, and the progress of instructional and assessment technology within the 21st century classrooms. Cohort teachers report increased student capabilities with their students' number sense and mathematical reasoning.

Teacher participation in a learning cohort provided an opportunity to build collective teacher efficacy across our five elementary schools in the district. Teachers reflected and improved in their classroom practice in foundational skills, developed a deeper understanding around the complexity of the SBAC and used data to adjust instruction based on student need. This has provided a richer learning experience for students through the development of teacher practice.

Uniform writing assessment format grades 6-12. Data from common assessments is being used to drive instruction in the classroom. Assessment calendars and pacing guides completed for grades 6-12. HMH adopted text has been integrated into pacing guides grades 6-12 (Textbook, Close Reader, Performance Assessment booklet, and online resources).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have stood fast to our plan, but made adjustments to the needs of the individual teacher(s), grade level(s), or department(s) as a whole when applicable.

First year of cohort model was executed as originally intended and has received positive feedback. There is a desire to continue this practice moving forward in order to build upon the foundation laid this year. Teachers have demonstrated growth through this experience.

No additional materials were required. Transition to online materials and textbook resources should reduce the need for photocopies of resources. All PD provided by ELA instructional coaches.

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.

# 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 8

Provide a program, including curriculum and instruction, to address the literacy needs of all third grade students in all subject areas so that all third grade students meet minimum proficiency levels by June 2020.

#### Third Grade Literacy

Students will demonstrate proficiency in grade-level literacy with second, third, fourth and fifth grades.

By the end of second grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of third grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of fourth grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of grades 5th, students meeting reading targets will increase by 5 percent.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:     All 2nd - 5th Grade Students

### Annual Measurable Outcomes

Expected

Actual

#### Metric/Indicator

\*Reading Inventory (RI) - Grades 2-9

\*Spring 2018 Reading Inventory (RI) Assessment Results

\*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%,

## Expected

### 18-19

2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:

\*Reading Inventory (RI) - Grades 2-9

\*SBAC ELA - Grades 3-8, 11

\*i-Ready - Grades 4-5

### Baseline

Spring 2016 Reading Inventory (RI) Assessment Results

\*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

\*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)

\*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)

\*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)

\*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)

\*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)

### Metric/Indicator

\*SBAC ELA - Grades 3-8, 11 (percent proficient)

### Baseline

Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%

\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

## Actual

392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)

\*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)

\*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)

\*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)

\*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)

\*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

Expected

**Metric/Indicator**

BEGINNING 2018-19  
SBAC ELA - Grades 3-8, 11 DF3.

Actual

Spring 2018 Smarter Balanced (SBAC) Assessment ELA Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

\*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)

\*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)

\*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)

\*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)

\*Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)

\*Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)

\*Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)

\*Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)

\*MHS: 11th Grade = +37.3 (-6.2)

**Metric/Indicator**

BASELINE 2017 i-Ready (grades 4-5)

i-Ready discontinued as measure 2018-2019.

**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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Provide an additional 20% for interventionist salary to increase the time with 4th - 5th grade unduplicated students groups using online intervention program (i-Ready).</p> <p>(Line 27)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  Specific Schools: All elementary schools  Specific Grade Spans: 4-5</p>	<p>Each elementary site was provided the additional funds to increase the services to our targeted students.</p>	<p>Interventionist salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$39,000</p>	<p>Interventionist salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$107,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$33,700</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Discontinued action - now site-based expenditure reflected in Goal 2 Line 15.	Action discontinued.		

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

**Students to be Served**

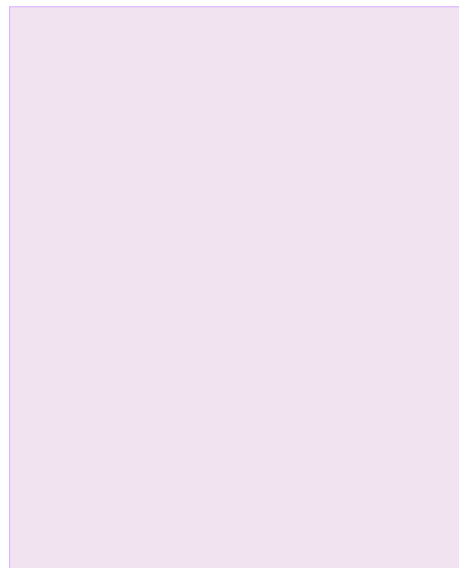
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 2-5



### Action 3

**Planned  
Actions/Services**

Purchase decodable materials for primary students. (Line 29)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

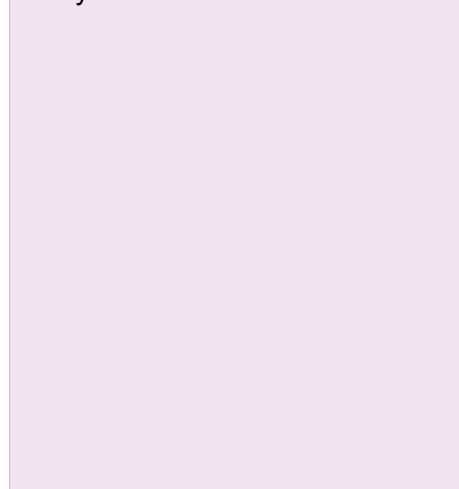
Schoolwide

**Locations**

Specific Schools: Plymouth, Monroe, and Clifton MS

**Actual  
Actions/Services**

All dual immersion school was provided funds, based on their individual needs to purchase either Spanish or Mandarin classroom library books.



**Budgeted  
Expenditures**

Dual Immersion classroom library books 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$15,000

**Estimated Actual  
Expenditures**

Dual Immersion classroom library books 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$4,700

# 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.

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.

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.



# 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 9

Improvement in grade-level math performance.

Students will demonstrate proficiency in grade-level mathematics with third grade through eighth grade.

80% or more of the students will meet math targets. Increase the number of students who score Proficient or above in grade level mathematics on Smarter Balanced assessment by at least 5 percentage points each year.

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:    3rd, 4th & 5th grade pupils

## Annual Measurable Outcomes

Expected

### Metric/Indicator

SBAC Math - Grades 3-5

### 18-19

2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:

\*Math Inventory (MI) - Grades 5-9

\*i-Ready Math - Grades 4-5

\*SBAC Math - Grades 3-5

Actual

Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results

% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.

\*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)

\*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)

\*Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)

## Expected

### Baseline

2016 SBAC Math - Grades 3-5

#### MUSD

3rd Grade = 46%

4th Grade = 45%

5th Grade = 36%

6th Grade = 29%

7th Grade = 40%

8th Grade = 40%

11th Grade = 30%

#### Bradoaks

3rd Grade = 47%

4th Grade = 36%

5th Grade = 29%

#### Mayflower

3rd Grade = 57%

4th Grade = 70%

5th Grade = 64%

#### Monroe

3rd Grade = 41%

4th Grade = 36%

5th Grade = 49%

#### Plymouth

3rd Grade = 50%

4th Grade = 43%

5th Grade = 26%

#### Wild Rose

3rd Grade = 37%

4th Grade = 41%

5th Grade = 19%

#### Clifton

6th Grade = 36%

7th Grade = 49%

8th Grade = 38%

#### Santa Fe

6th Grade = 21%

7th Grade = 30%

8th Grade = 43%

#### MHS

11th Grade = 34%

#### COHS

11th Grade = 2%

## Actual

\*Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)

\*Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)

\*Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade = -27 (-2.8), 5th Grade = -57.6 (-23)

\*Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5)

\*Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1)

\*MHS: 11th Grade = -43.9 (-8.9)

## Expected

### Metric/Indicator

BASELINE 2017

Math Inventory (MI) - Grades 5-9

### Baseline

### Metric/Indicator

BASELINE 2017

i-Ready Math - Grades 4-5

## Actual

\*2018 Math Inventory (MI) - Grades 5-9

\*Spring 2018 Math Inventory (MI) Assessment Results

\*MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)

\*Bradoaks (66 total students tested): 5th Grade Grade = 35% (-9%, 66 students tested)

\*Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)

\*Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)

\*Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)

\*Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)

\*Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)

\*Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%, 173 students tested), 8th Grade = 26% (-26%, 199 students tested)

\*MHS (435 total students tested): 9th Grade = 27% (-29%, 435 students tested)

i-Ready discontinued as measure 2018-2019.

## 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
Professional development for teachers on CCSS and on the 8 Standards of Mathematical Practices. (Line 30) <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> English Learners Foster Youth Low Income  <b>Scope of Services</b> LEA-wide  <b>Locations</b> Specific Grade Spans: 2-5	Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.	Consultant fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$25,000	Consultant fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$125,000

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.

Provide instructional coaching, lesson planning, model lessons, pacing guides, data analysis, online assessments, lesson study, learning walks, math framework analysis, and local assessment plan. Additionally, select 3rd-5th teachers have participated in a math cohort to research and practice number sense and reasoning routines.

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

A deeper understanding of common core standards and instruction, standards of math practice, and effective instructional practices and assessments. Teachers and students are better prepared for the rigors of instruction and assessment, and the progress of

instructional and assessment technology within the 21st century classrooms. Cohort teachers report increased student capabilities with their students' number sense and mathematical reasoning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have stood fast to our plan, but made adjustments to the needs of the individual teacher(s), grade level(s), or department(s) as a whole when applicable.

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.

# 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 10

Discontinued goal through 2019-2020 school year - Specific writing goals, actions and services will be addressed at site-level using funds distributed to schools in Goal 2 Lines 13-15 and reflected in SPSAs.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> *SBAC ELA Grades 3-8, 11  <b>18-19</b> Discontinued - Incorporated into Goal 2, Lines 13-15	Discontinued - Incorporated into Goal 2, Lines 13-15

## Expected

## Actual

### Baseline

- \*2016 SBAC ELA - Grades 3-8, 11 Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results \*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65% \*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43% \*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72% \*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54% \*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38% \*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51% \*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70% \*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45% \*MHS: 11th Grade = 70% \*COHS: 11th Grade = 36%

MUSD (1,648 students tested K-5th, 1,662 students tested 6th-11th)  
 Kindergarten = 33% (261 students tested) 1st Grade = 56% (259 students tested) 2nd Grade = 35% (275 students tested) 3rd Grade = 52% (295 students tested) 4th Grade = 59% (259 students tested) 5th Grade = 60% (299 students tested) 6th Grade = 85% (370 students tested) 7th Grade = 68% (369 students tested) 8th Grade = 80% (357 students tested)

9th Grade = 29% (246 students tested) 10th Grade = 60% (124 students tested) 11th Grade = 44% (196 students tested) Bradoaks (448 students tested) Kindergarten = 40% (43 students) 1st Grade = 55% (69 students tested) 2nd Grade = 60% (79 students tested) 3rd Grade = 68% (97 students tested) 4th Grade = 70% (70 students tested) 5th Grade = 58% (90 students tested) Mayflower (223 students tested) Kindergarten = 27% (75 students tested) 1st Grade = 67% (49 students tested) 2nd Grade = 33% (58 students tested) 3rd Grade = 54% (41 students tested) 4th Grade = N/A (0 students tested) 5th Grade = N/A (0 students tested) Monroe (475 students tested) Kindergarten = 20% (80 students tested) 1st Grade = 47% (73 students tested) 2nd Grade = 42% (55 students tested) 3rd Grade = 73% (97 students tested) 4th Grade = 53% (93 students) 5th Grade = 70% (77 students tested)

Plymouth (285 students tested) Kindergarten = 54% (63 students tested) 1st Grade = 78% (50 students tested) 2nd Grade = 6% (55 students tested) 3rd Grade = 67% (60 students tested) 4th Grade = N/A (0 students tested) Wild Rose (217 students tested) Kindergarten = N/A (0 students tested) 1st Grade = 0% (18 students tested) 2nd Grade = 18% (28 students tested) 3rd Grade = N/A (0 students tested) 4th Grade = 57% (96 students tested) 5th Grade = 43% (75 students tested) Clifton (621 students tested) 6th Grade = 91% (212 students tested) 7th Grade = 78% (200 students tested) 8th Grade = 80% (209 students tested) Santa Fe (475 students tested) 6th Grade = 79% (158 students tested) 7th Grade = 56% (169 students tested) 8th Grade = 80% (148 students tested) MHS (566 students tested) 9th

Expected

Actual

**Metric/Indicator**

\*Writing on Demand (WOD) scores (K-5) \*Common writing assessment (6-12)

Discontinued - Incorporated into Goal 2, Lines 13-15

**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

Now part of site allocations, as the professional development is specific to the site programs and no longer an overall district-driven program. (see Goal 2, lines 13-15)

Discontinued - Incorporated into Goal 2, Lines 13-15

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

**Locations**

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Now part of site allocations, as the professional development is specific to the site programs and

Discontinued - Incorporated into Goal 2, Lines 13-15



no longer an overall district-driven program. (see Goal 2, lines 13-15)

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

**Locations**

**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.

Discontinued - Incorporated into Goal 2, Lines 13-15

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

Discontinued - Incorporated into Goal 2, Lines 13-15

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Discontinued - Incorporated into Goal 2, Lines 13-15

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.

Discontinued - Incorporated into Goal 2, Lines 13-15

# 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 11

Student Engagement: Ensure every student has a clearly and readily accessible support system in school, and that all school sites are safe, welcoming and inclusive environments for students and their families, so that all students are in their classroom ready to learn.

Goal 3.1: The number of middle and high school students who are suspended/expelled at least once will be reduced each year by at least 10% and the number of elementary school students referred to the office because of discipline will be reduced by 10% each year.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**  
SUSPENSIONS  
EXPULSIONS  
HS and MS Dropouts  
SCHOOL-WIDE DISCIPLINE  
CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL  
ENGAGEMENT (conducted every 2 years)  
MONROVIA HIGH SCHOOL LCAP SURVEY

Actual

SUSPENSIONS  
Reduce the number of suspensions by 5%:  
MUSD 2016-17 suspension data: 211 students suspended  
MUSD 2017-18 suspension data: 192 students suspended

EXPULSIONS  
Reduce the number of expulsions by 5%:  
MUSD 2016-17 expulsion data: 0 students expelled  
MUSD 2017-18 expulsion data: 8 students expelled

ELEMENTARY OFFICE REFERRALS  
During the 2015-2016 school year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as

## Expected

### 18-19

#### SUSPENSIONS

Reduce the number of suspensions by 5%:

MUSD 2017-18 suspension data: Information not yet available

#### EXPULSIONS

Reduce the number of expulsions by 5%:

MUSD 2017-18 expulsion data: Information not yet available

#### ELEMENTARY OFFICE REFERRALS

During the 2015-2016 school year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.

#### SCHOOL-WIDE DISCIPLINE

School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.

#### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)

Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%

#### MONROVIA HIGH SCHOOL LCAP SURVEY

Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%

## Actual

baseline data in meeting LCAP measurable outcomes for elementary office referrals.

#### SCHOOL-WIDE DISCIPLINE

School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.

#### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)

##### California Healthy Kids Survey Results - 7th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 40% (High); 14% (Low)

High Expectations from Adults in School: 2018 - 55% (High); 7% (Low)

Meaningful Participation in School: 2018 - 10% (High); 51% (Low)

##### California Healthy Kids Survey Results - 9th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 29% (High), 17% (Low)

High Expectations from Adults in School: 2018 - 38% (High); 14% (Low)

Meaningful Participation in School: 2018 - 4% (High); 68% (Low)

##### California Healthy Kids Survey Results - 11th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 32% (High), 14% (Low)

High Expectations from Adults in School: 2018 - 37% (High); 11% (Low)

Meaningful Participation in School: 2018 - 6% (High); 59% (Low)

##### California Healthy Kids Survey Results - Non-Traditional Students (COHS & Mtn Pk 9th & 11th) Survey Responses:

Caring Relationship with Adults in School: 2018 - 0% (High), 0% (Low)

High Expectations from Adults in School: 2018 - 8% (High); 0% (Low)

Meaningful Participation in School: 2018 - 0% (High); 75% (Low)

## Expected

## Actual

### Baseline

#### SUSPENSIONS

MUSD 2014-15 suspension data: 116 students suspended

#### EXPULSIONS

MUSD 2014-15 expulsion data: 9 students expelled

#### ELEMENTARY OFFICE REFERRALS

During the 2015-2016 school year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.

#### SCHOOL-WIDE DISCIPLINE

School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.

MUSD 2014-15 suspension data: 116 students suspended

MUSD 2014-15 expulsion data: 9 students expelled

#### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL

##### ENGAGEMENT (conducted every 2 years)

California Healthy Kids Survey Results - 5th Grade Student Survey

Responses:

Caring Relationship with Adults in School: 2012 - 57% (High), 5% (Low); 2014 - 53% (High); 6% (Low)

High Expectations from Adults in School: 2012 - 55% (High); 5% (Low); 2014 - 56% (High); 5% (Low)

Meaningful Participation in School: 2012 - 15% (High); 18% (Low); 2014 - 24% (High); 16% (Low)

California Healthy Kids Survey Results - 7th Grade Student Survey

Responses:

Caring Relationship with Adults in School: 2012 - 37% (High), 10% (Low); 2014 - 36% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 59% (High); 7% (Low); 2014 - 55% (High); 9% (Low)

Meaningful Participation in School: 2012 - 11% (High); 32% (Low); 2014 - 19% (High); 33% (Low)

California Healthy Kids Survey Results - 9th Grade Student Survey

Responses:

Caring Relationship with Adults in School: 2012 - 34% (High), 12% (Low); 2014 - 29% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 53% (High); 7% (Low); 2014 - 41% (High); 12% (Low)

Meaningful Participation in School: 2012 - 14% (High); 36% (Low); 2014 -

## 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
Continue to implement a new process to review and update student codes of conduct, based in part on both internal and community input, to support the implementation of a multi-tiered behavioral network to serve all students.  (Line 33)  <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> English Learners Foster Youth Low Income  <b>Scope of Services</b> LEA-wide  <b>Locations</b> All Schools	Provide training and guidance in order to provide a safe and positive school climate.	PBIS professional development, training, and presentations 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$35,000  Subs 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$11,100  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$3,900	PBIS professional development, training, and presentations 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$35,100  Subs 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$12,000  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$4,000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Continue to fund a director to implement and monitor the equity of college, career, and CTE course access for all students. (Line 34)	Continue to fund a director to implement and monitor the equity of college, career, and CTE course access for all students. (Line 34)	Director salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$126,225	Director salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$150,400
Clerical support for director moved from Line 47 to this line moving forward.	Clerical support for director.	Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$64,460	Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$70,800
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		Clerical Support 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$54,315	Clerical Support 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$39,200
<b>Students to be Served</b> English Learners Foster Youth Low Income			
<b>Scope of Services</b> LEA-wide			
<b>Locations</b> All Schools			

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Participate in Olweus grant to plan, develop, and implementation of the restorative practices as an alternative to intervention prior to and following a suspension or office discipline referral to service all students. No cost to district.  (Line 35)	Participate in Olweus grant to plan, develop, and implementation of the restorative practices as an alternative to intervention prior to and following a suspension or office discipline referral to service all students. No cost to district.	\$0	\$0

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

**Students to be Served**

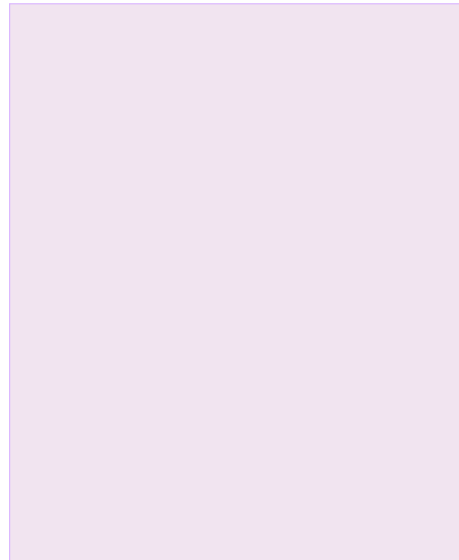
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 4**

**Planned  
Actions/Services**

PBIS Instructional Aide to support students by taking preventative measures to avoid office referrals.

(Line 36)

**Actual  
Actions/Services**

PBIS Instructional Aide to support students by taking preventative measures to avoid office referrals.

**Budgeted  
Expenditures**

Classified staff to support PBIS (3 staff members 6 hours each)  
2000-2999: Classified Personnel Salaries  
Supplemental/Concentration  
\$127,720

Benefits 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$46,280

**Estimated Actual  
Expenditures**

Classified staff to support PBIS (3 staff members 6 hours each)  
2000-2999: Classified Personnel Salaries  
Supplemental/Concentration

Benefits 3000-3999: Employee Benefits  
Supplemental/Concentration



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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counseling for students who are determined to have chronic attendance, behavioral and discipline issues. In addition to extended services during summer registration.  (Line 37)	Provide counseling for students who are determined to have chronic attendance, behavioral and discipline issues. In addition to extended services during summer registration. These behaviors are covered in summer counseling appointment with parents present. Additional resources have been dedicated to these tasks through the implementation of a counseling intern program at all levels.	8 secondary counselors (25%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$162,800	8 secondary counselors (25%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$228,000
		Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$57,200	Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$105,600
		Elementary counselor (1 FTE) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$97,680	Elementary counselor (1 FTE) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$49,500
		Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$34,320	Benefits 3000-3999: Employee Benefits Supplemental/Concentration

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

All Schools

**Action 6**

**Planned  
Actions/Services**

School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the Wellness Center at MHS and the expansion to middle schools, principally directed toward unduplicated students.

(Line 38)

**Actual  
Actions/Services**

School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the Wellness Center at MHS and the expansion to middle schools, principally directed toward unduplicated students.

**Budgeted  
Expenditures**

SRO consultant 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$75,000

**Estimated Actual  
Expenditures**

SRO consultant 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$80,000

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Schools: MHS, Clifton,  
Santa Fe

## 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.

Provide training and guidance in order to provide a safe and positive school climate.

In 2018-2019, a school counseling intern program was developed and implemented to add additional counseling services at elementary, middle, and high school levels.

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

2017-2018 Expulsion Data:

Expulsion rate:

MUSD 14%, State 8% & L.A. County 3%

Suspension rate:

MUSD 2.6%, State 3.5% & LA County 2.0%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have found ways to engage students in learning that translates into more students in class. Students have to be in class to learn, to succeed and to develop to their fullest potential. We have much work to do. Our goal is to create a more comprehensive and coordinated effort via monthly District Discipline Committee Meetings.

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.

New metric added to address the additional individual and group counseling services provided by graduate counseling intern program implementation.

# 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 12

Secondary students will have access to universal academic and personal/social counseling services that are equitable and consistent across the grade-span.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Log for four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets

Log for number of students in extra-curricular activities, i.e. clubs and sports

Log if group counseling sessions in Aeries

Log of counselor meetings with English Learners and Foster Youth, and homeless students

Rate of D/Fs

Graduation Rates

6-12 GPA

MS and HS Dropout Rates

Chronic Absenteeism

Healthy Kids and student LCAP survey responses

Actual

### DROPOUT RATE

Dropout Rates Grades 7-8 2016-17: 0 students

Dropout Rates Grades 9-12 2016-17: 14 students; 0.8%

### CHRONIC ABSENTEEISM

2016-2017 Chronic Absences

Bradoaks 51 student

Mayflower 43 students

Monroe 75 students

Plymouth 34 students

Wild Rose 64 students

Clifton 49 student

Santa Fe 24 student

MHS 205 student

COHS 84 student

2017-2018 Chronic Absences

Bradoaks 39 student

Mayflower 50 students

## Expected

### 18-19

Monitor four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets

Monitor and adjust system for counselors to log meetings with students through Aeries

Increase number of students in extra-curricular activities, i.e. clubs and sports by 10% annually

Monitor and adjust a system for logging group counseling sessions in Aeries

Increase counselor meetings with English Learners and Foster Youth, and homeless students by 10% annually

Decrease % OF STUDENTS WITH Ds AND/OR Fs by +10% per grade level

### GRADUATION RATES

Graduation Rate: Goal 100%, increase FY by 5%.

### EXTRA-CURRICULAR ACTIVITIES

Continue to implement system for obtaining and recording extra-curricular activities will be established through Naviance. Evaluate effectiveness and consider using Aeries to track this data.

Increase GRADE 6-12 AVERAGE TOTAL UNWEIGHTED GPAs averages by .50 grade points

### COUNSELOR CHECK-IN WITH FOSTER & EL STUDENTS

Further implement the system for obtaining and recording counselor check-in with EL students and foster students.

### DROPOUT RATE

Decrease dropout rate for middle school to 0 Students

Decrease dropout rate for high school to 0%

### CHRONIC ABSENTEEISM

Decrease chronic absenteeism to 0 students for all schools

### ATTENDANCE RATE

Increase attendance rates at MUSD and each school site by 1%

### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)

Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%

### MONROVIA HIGH SCHOOL LCAP SURVEY

Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%

## Actual

Monroe 78 students  
Plymouth 62 students  
Wild Rose 51 students  
Clifton 59 student  
Santa Fe 51 student  
MHS 213 student  
COHS 93 student

### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)

California Healthy Kids Survey Results - 7th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 40% (High); 14% (Low)

High Expectations from Adults in School: 2018 - 55% (High); 7% (Low)

Meaningful Participation in School: 2018 - 10% (High); 51% (Low)

California Healthy Kids Survey Results - 9th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 29% (High), 17% (Low)

High Expectations from Adults in School: 2018 - 38% (High); 14% (Low)

Meaningful Participation in School: 2018 - 4% (High); 68% (Low)

California Healthy Kids Survey Results - 11th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2018 - 32% (High), 14% (Low)

High Expectations from Adults in School: 2018 - 37% (High); 11% (Low)

Meaningful Participation in School: 2018 - 6% (High); 59% (Low)

California Healthy Kids Survey Results - Non-Traditional Students (COHS & Mtn Pk 9th & 11th) Survey Responses:

Caring Relationship with Adults in School: 2018 - 0% (High), 0% (Low)

High Expectations from Adults in School: 2018 - 8% (High); 0% (Low)

Meaningful Participation in School: 2018 - 0% (High); 75% (Low)

**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
This action is discontinued beginning in 2018-19 <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> English Learners Foster Youth Low Income  <b>Scope of Services</b> LEA-wide  <b>Locations</b> All Schools	Action discontinued.		

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
These services are now included in Goal 11 Line 36.	These services are now included in Goal 11 Line 36.		

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 3**

**Planned  
Actions/Services**

This action is now part of Goal 11 Line 37.

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

**Students to be Served**

Foster Youth

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Actual  
Actions/Services**

This action is now part of Goal 11 Line 37.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**



# 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.

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.

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.

# 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 13

Implement a Pre-K-12 college-going culture.

By 2019, 80% of secondary students will have have a 6-year plan developed with the use of Naviance.

By 2019, 100% of secondary counselors will have met with their students and parents once a year.

By 2019, 100% of graduating foster students will have met the A to G requirements.

By Spring 2019, 100% completion of district counseling meetings, agendas, minutes, and sign-in sheets once a month.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### Metric/Indicator

Counselor training  
College/Career plans for 7th & 10th graders  
College/Career plans for 6th & 9th graders  
College/Career plans for foster youth  
Reports on post-secondary outcomes of graduates with IEPs  
AP Exams and EAP  
A-G Completion  
Naviance for 6th-12th graders

#### Actual

Counselors attended multiple training opportunities throughout the year, including monthly meetings.  
All high school students accessed the course planner to begin building their 4-year course plans, including foster youth.  
Monrovia High School counselors met with all parents during the summer 2018 registration appointments barring those parents who were unable to attend.  
  
AP pass rate for 2018 was 48%. This is a 2.1% drop from 2017.  
# of AP students increased from 467 in 2017 to 473 in 2018.  
# of AP exams decreased from 836 in 2017 to 793 in 2018.

## Expected

### 18-19

Increase participation in counselor training by 10% annually  
Increase number of all 7th and 10th grade students with college/career plans by 10% annually  
Increase number of 6th and 9th grade students with college/career plans by 10% annually  
Increase number of foster youth students with college/career plans by 10% annually  
Increase number of reports on post-secondary outcomes of graduates with IEPs by 10% annually  
Increase passage rate for AP Exam and EAP by 5% annually  
Increase A-G course completion with "C" or better by 5% annually  
Increase in AP course participation by 5% annually  
At least 50% of 6th-12th graders will use Naviance by the end of the 2015-16 school year.  
Increase use of Naviance by 6th-12th graders by 10% annually.

## Actual

EAP results in 2018: 28.8% of MHS 11th grade students were ready, 38.9% were conditionally ready in ELA.  
EAP Math results in 2018: 10% of MHS students were ready, 24.2% were conditionally ready in math.

A-G completion rates for 2018: This measure will now come from the CCI which includes a-g plus one additional measure: CTE pathway completion, Level 2 and level 3 minimum on SBAC, one college course, one AP exam with a score of 3 or higher.

CTE entry-level and industry-recognized certifications offered in 2018-2019. Precision exams: 201 students tested in 21st century success skills (0% pass rate) , basic digital photography (75% pass rate), introduction to sports medicine (0% pass rate) , automotive science medical terminology (0% pass rate), and small engine repair (92% pass rate), introduction to automotive science (88% pass rate) and python programming (24% pass rate)

Training for middle school course planner will be provided in 2019-2020. However, the student information system does not connect middle school and high school database for this student academic planning tool.

## Expected

## Actual

### Baseline

Counselor training: 3 trainings with 100% participation

2017-2018 BASELINE YEAR FOR

College/Career plans for 7th & 10th graders

College/Career plans for 6th & 9th graders

College/Career plans for foster youth

Naviance for 6th-12th graders

POST-SECONDARY OUTCOMES FOR GRADUATES WITH IEPS

2014-15 IEP posts-secondary outcome: 27 students

AP DATA

# of AP Students taking exam: 2016 - 607

# of AP exams taken: 2016- 1142

% score 3 or +: 2015 - 55% 2016: Data not yet available

EAP DATA

EAP College Readiness 2013 ELA - 19%; 2014 ELA - 29%; 2015 ELA - 26%

EAP College Readiness 2013 Math - 11%; 2014 Math - 16%; 2015 Math - 8%

A-G COMPLETION RATES

A-G completion rate: 2014 - 35.4%;

AP ENROLLMENT RATES

2014-2015 Higher Course Enrollment Rates:

588 different students are taking AP courses (1084)

74 students are taking Math Analysis Honors

366 different students are taking PreAP courses (711)

2013-2014 Higher Course Enrollment Rates:

388 different students are taking AP courses (733)

61 different students are taking Math Analysis Honors

279 different students are taking PreAP courses (592)

## 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>Implement a Pre-K-12 college-going culture where students understand the relationship between K-12 school and post-secondary options, and where students will identify and maintain a post-secondary college/career plan, enroll in appropriate college and/or career preparatory courses through high school with a focus on unduplicated students.</p> <p>(Line 42)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Summer counseling appointments  Online 4-year plans  Early College Program  Digital Studies &amp; Sports Medicine Academies  Naviance College &amp; Career Exploration  AVID</p>	<p>College and Career Events 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration  \$100,000</p>	<p>College and Career Events 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration  \$12,500</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to implement a written district-wide plan for delivering college/career counseling, including strategies for identifying,</p>	<p>Summer counseling appointments  Online 4-year plans  Early College Program</p>	<p>Implementation and software technology - Naviance 5000-5999: Services And Other</p>	<p>Implementation and software technology - Naviance 5000-5999: Services And Other</p>

intervening, and monitoring students with varying academic pathways with a focus on unduplicated students through the use of Naviance.

(Line 43)

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Digital Studies & Sports Medicine Academies  
Naviance College & Career Exploration  
AVID

Operating Expenditures  
Supplemental/Concentration  
\$32,000

Operating Expenditures  
Supplemental/Concentration  
\$23,000

### Action 3

Planned  
Actions/Services

Annual training for school counselors, administrators, and teachers in college/career counseling information and strategies such as CSU, UC, and other college workshops that will assist students.

(Line 44)

Actual  
Actions/Services

Annual training for school counselors, administrators, and teachers in college/career counseling information and strategies such as CSU, UC, and other college workshops that will assist students.

Budgeted  
Expenditures

Professional development 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$2,000

Estimated Actual  
Expenditures

Professional development 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration \$0

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

**Students to be Served**

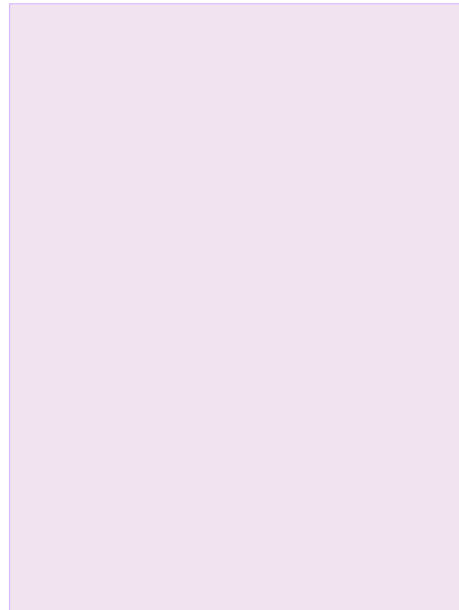
English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

All Schools  
Specific Schools: MHS



**Action 4**

**Planned  
Actions/Services**

Community Liaison for MUSD (50%) to increase parental involvement activities in effort to seek parent input in decision making at the district and each school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups.

(Line 45)

**Actual  
Actions/Services**

Community Liaison for MUSD (50%) to increase parental involvement activities in effort to seek parent input in decision making at the district and each school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups.

**Budgeted  
Expenditures**

Outreach activities - Coordinator of Intervention 1000-1999: Certificated Personnel Salaries Supplemental/Concentration  
\$56,980

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$20,020

**Estimated Actual  
Expenditures**

Outreach activities - Coordinator of Intervention 1000-1999: Certificated Personnel Salaries Supplemental/Concentration  
\$60,700

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$19,600

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

**Students to be Served**

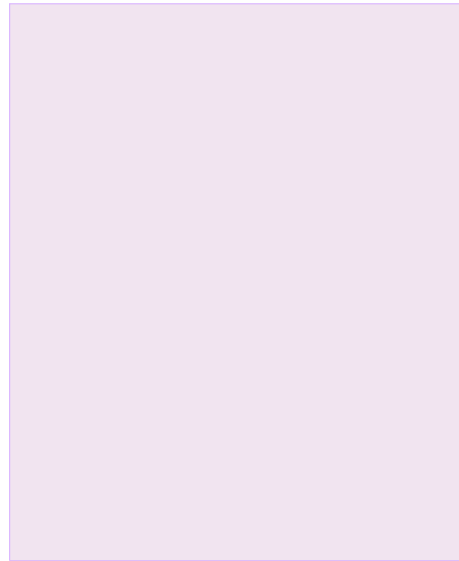
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 5**

**Planned  
Actions/Services**

Director and clerical staff (40%) to monitor data related to course offerings, student enrollment patterns, student needs, and adjust program and processes where needed for targeted student groups.

(Line 46)

**Actual  
Actions/Services**

Director and clerical staff (40%) to monitor data related to course offerings, student enrollment patterns, student needs, and adjust program and processes where needed for targeted student groups.

**Budgeted  
Expenditures**

Data gathering and analysis (Director 40%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,300

Benefits for director and clerk 3000-3999: Employee Benefits Supplemental/Concentration \$20,000

Data gathering and analysis (Clerk 40%) 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$24,700

**Estimated Actual  
Expenditures**

Data gathering and analysis (Director 40%) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$59,000

Benefits for director and clerk 3000-3999: Employee Benefits Supplemental/Concentration \$29,000

Data gathering and analysis (Clerk 40%) 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$21,000



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

**Students to be Served**

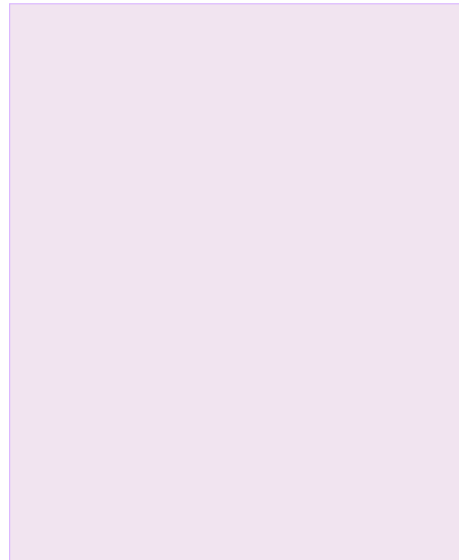
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 6**

**Planned  
Actions/Services**

College and career tech at the high school which focusing on serving the needs of all unduplicated students (100%).

(Line 47)

**Actual  
Actions/Services**

College and career tech at the high school focusing on serving the needs of all unduplicated students (100%).

**Budgeted  
Expenditures**

Salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$45,880

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$16,120

**Estimated Actual  
Expenditures**

Salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$37,000

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$14,700

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

**Students to be Served**

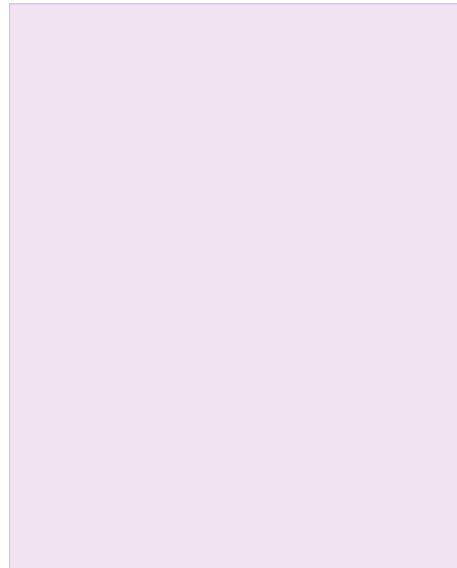
English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: MHS



**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Arts integration - support integration of visual and performing arts to broaden the experiences of K-5 students, particularly our targeted populations of students.  (Line 48)	Visual Art at all 5 Elementary School Sites, taught by Mrs. Gutkind General Music for Kinder to 3rd grade, all 5 Elementary Sites, plus 2nd and 3rd grade choir after-school Summer Institute, 2018, Arts Integration Expert Judi Hoffmeister	Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$101,000  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$20,000  Arts materials and supplies 4000-4999: Books And Supplies Supplemental/Concentration \$52,700	Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$73,800  Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$54,000  Arts materials and supplies 4000-4999: Books And Supplies Supplemental/Concentration \$2,500

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

**Students to be Served**

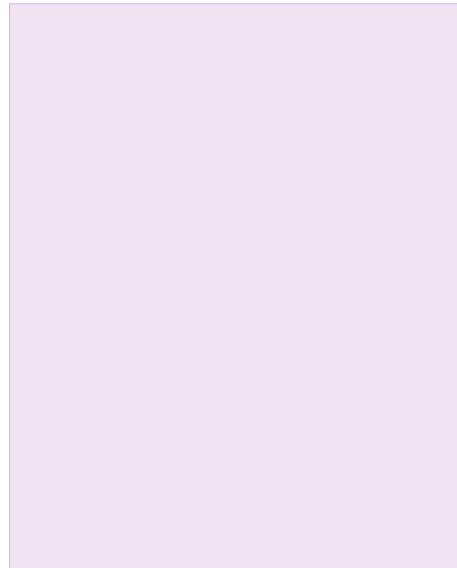
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: K-5



**Action 8**

**Planned  
Actions/Services**

Performing and visual arts director and clerical support (30%) to oversee and coordinate arts integration at elementary sites in support of unduplicated students greater access to the arts

(Line 49)

**Actual  
Actions/Services**

Performing and visual arts director and clerical support (30%) to oversee and coordinate arts integration at elementary sites in support of unduplicated students greater access to the arts

**Budgeted  
Expenditures**

Director Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$38,000

Director and clerical support benefits 3000-3999: Employee Benefits Supplemental/Concentration \$13,520

Clerical Support salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$13,480

**Estimated Actual  
Expenditures**

Director Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$38,800

Director and clerical support benefits 3000-3999: Employee Benefits Supplemental/Concentration \$18,300

Clerical Support salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$9,400

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 9**

**Planned  
Actions/Services**

Continue expanding and marketing IT pathway at the comprehensive high school to ensure that students, especially unduplicated students have access to programs that include certifications to prepare for immediate entry into the workforce.

(Line 50)

**Actual  
Actions/Services**

Summer counseling appointments  
Online 4-year plans  
Early College Program  
Digital Studies & Sports Medicine Academies  
Naviance College & Career Exploration  
AVID  
Implementation of industry-recognized certifications (Adobe Premiere Pro & Adobe Illustrator) and entry-level certifications (Precision Exams) for all CTE pathways: Photo, Graphic Design/Video, Information Technology, Sports Medicine, and Automotive Science.

**Budgeted  
Expenditures**

Equipment and licenses 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration  
\$75,000

Communication services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration  
\$58,000

**Estimated Actual  
Expenditures**

Equipment and licenses 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration  
\$39,100

Communication services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration  
\$55,300

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: MHS  
Specific Grade Spans: 9-12

**Action 10**

**Planned  
Actions/Services**

Implementation of Code to the Future at 3 sites to support the needs of all students, particularly unduplicated students with coding skills that will prepare them for a wider range of post-secondary opportunities. .5 FTE instructional specialist will coordinate the support for teachers and students and the community outreach to support unduplicated student groups in the access and success in this program.

(Line 51)

**Actual  
Actions/Services**

CTTF Coach on-site every other week (Mayflower & Plymouth) to work with students, teachers, and site admin.  
In cycle 1, TK-5th grade is doing block based coding via Scratch or Scratch Jr.  
In cycle 2, TK-1st grade explores building algorithms via LEGO Analog, 2nd & 3rd grade learn making and robotics with LEGO WeDo, while 4th-5th grades learn making and robotics with LEGO EV3.  
In cycle 3, TK-1st grade learn how computers store data with Scratch, 2nd-5th grades learn text-based coding (JavaScript) through Minecraft Education Edition

**Budgeted  
Expenditures**

Consultants fees 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$100,000

Instructional specialist salary  
1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$55,500

Benefits for instructional specialist  
3000-3999: Employee Benefits  
Supplemental/Concentration  
\$19,500

**Estimated Actual  
Expenditures**

Consultants fees 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$100,000

Instructional specialist salary  
1000-1999: Certificated  
Personnel Salaries  
Supplemental/Concentration  
\$46,200

Benefits for instructional  
specialist 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$8,500

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Mayflower, Plymouth, and Santa Fe

CTTF Coach on-site every week (Santa Fe) to work with Coding Elective teachers and science teachers and PD has begun with other curricular areas Science teachers are doing one cycle this year where they are integrating science content into web design with HTML and CSS. Elective teachers are doing Scratch, Web Design with HTML/CSS/JavaScript, App design with Thunkable, and Arduino.

Promotion/advertisement to unduplicated students and families, including annual Epic Builds. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$115,000

Materials and supplies for Epic Build projects 4000-4999: Books And Supplies Supplemental/Concentration \$10,000

Promotion/advertisement to unduplicated students and families, including annual Epic Builds. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$91,800

Materials and supplies for Epic Build projects 4000-4999: Books And Supplies Supplemental/Concentration \$0

## Action 11

**Planned  
Actions/Services**

Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students.

(Line 52)

**Actual  
Actions/Services**

Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students.

**Budgeted  
Expenditures**

Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$125,800

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$44,200

**Estimated Actual  
Expenditures**

Salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$130,800

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$41,100

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Monrovia High School

**Action 12**

**Planned  
Actions/Services**

Purchase technology to bring the Code to the Future school to 1:1 to support the K-5 and middle school integration of coding across the curriculum, which will help service the needs of all unduplicated students.

(Line 53)

**Actual  
Actions/Services**

Purchase technology to bring the Code to the Future school to 1:1 to support the K-5 and middle school integration of coding across the curriculum, which will help service the needs of all unduplicated students.

CTTF Coach on-site every other week (Mayflower & Plymouth) to work with students, teachers, and site admin.  
In cycle 1, TK-5th grade is doing block based coding via Scratch or Scratch Jr.  
In cycle 2, TK-1st grade explores building algorithms via LEGO Analog, 2nd & 3rd grade learn making and robotics with LEGO WeDo, while 4th-5th grades learn

**Budgeted  
Expenditures**

Technology 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$100,000

**Estimated Actual  
Expenditures**

Technology 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$107,600

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Mayflower, Plymouth, and Santa Fe

making and robotics with LEGO EV3.

In cycle 3, TK-1st grade learn how computers store data with Scratch, 2nd-5th grades learn text-based coding (JavaScript) through Minecraft Education Edition CTTF Coach on-site every week (Santa Fe) to work with Coding Elective teachers and science teachers and PD has begun with other curricular areas Science teachers are doing one cycle this year where they are integrating science content into web design with HTML and CSS. Elective teachers are doing Scratch, Web Design with HTML/CSS/JavaScript, App design with Thunkable, and Arduino.

## Action 13

**Planned  
Actions/Services**

Director of Technology support (10%) to oversee iCoach program and coordinate professional development days for all district teachers, which will help service the needs of all unduplicated students.

(Line 55)

**Actual  
Actions/Services**

21 iCoaches throughout the district: 10 elementary, 4 middle school, and 7 high school (MHS & COHS)  
Meet monthly and train on:  
Instructional technology platforms  
Digital citizenship  
Plan for March Tech Day  
Site support and implementation and how that looks differently at each site  
iCoaches track their hours and impact through a google form  
Site visits  
Site support  
Site trainings

**Budgeted  
Expenditures**

Salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$14,800

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$5,200

**Estimated Actual  
Expenditures**

Salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration  
\$14,400

Benefits 3000-3999: Employee Benefits Supplemental/Concentration  
\$5,600



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

**Students to be Served**

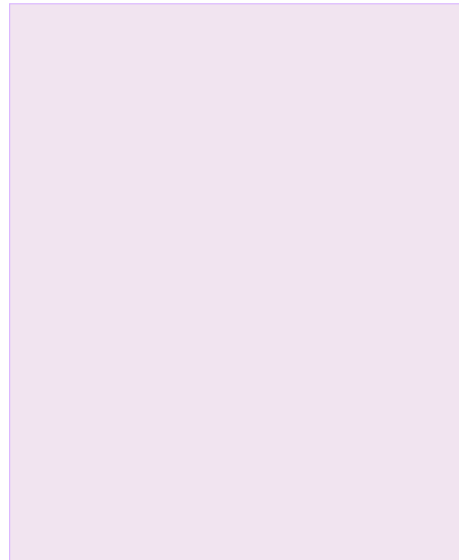
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 14**

**Planned  
Actions/Services**

District clerical support to monitor student engagement data of targeted populations (10%).

(Line 54)

**Actual  
Actions/Services**

District clerical support to monitor student engagement data of targeted populations (10%).

**Budgeted  
Expenditures**

Salary 2000-2999: Classified  
Personnel Salaries  
Supplemental/Concentration  
\$8,140

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$2,860

**Estimated Actual  
Expenditures**

Salary 2000-2999: Classified  
Personnel Salaries  
Supplemental/Concentration  
\$6,500

Benefits 3000-3999: Employee  
Benefits  
Supplemental/Concentration  
\$3,400

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

**Students to be Served**

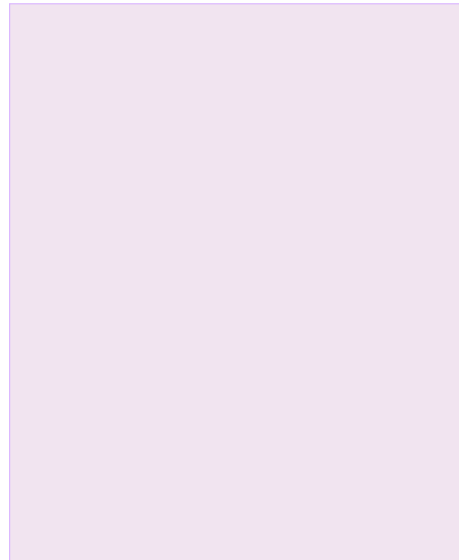
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Educational services personnel support for targeted populations.  (Line 56)	Educational services personnel support for targeted populations.	Percentage of Director of Educational Services (35%) salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$77,000	Percentage of Director of Educational Services (35%) salary 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$44,900
		Percentage of Director of Educational Service Clerk III and Categorical Clerk 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$15,000	Percentage of Director of Educational Service Clerk III and Categorical Clerk 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$71,100
		Benefits for above personnel 3000-3999: Employee Benefits Supplemental/Concentration \$18,000	Benefits for above personnel 3000-3999: Employee Benefits Supplemental/Concentration \$44,300

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## 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.

Summer counseling appointments

Online 4-year plans

Early College Program

Digital Studies & Sports Medicine Academies

Naviance College & Career Exploration

AVID

Entry-level and industry-recognized certifications for CTE pathways.

Visual Art at all 5 Elementary School Sites, taught by Mrs. Gutkind

General Music for Kinder to 3rd grade, all 5 Elementary Sites, plus 2nd and 3rd grade choir after-school

Summer Institute, 2018, Arts Integration Expert Judi Hoffmeister

CTTF Coach on-site every other week (Mayflower & Plymouth) to work with students, teachers, and site admin.

In cycle 1, TK-5th grade is doing block based coding via Scratch or Scratch Jr.

In cycle 2, TK-1st grade explores building algorithms via LEGO Analog, 2nd & 3rd grade learn making and robotics with LEGO WeDo, while 4th-5th grades learn making and robotics with LEGO EV3.

In cycle 3, TK-1st grade learn how computers store data with Scratch, 2nd-5th grades learn text-based coding (JavaScript) through Minecraft Education Edition  
CTTF Coach on-site every week (Santa Fe) to work with Coding Elective teachers and science teachers and PD has begun with other curricular areas  
Science teachers are doing one cycle this year where they are integrating science content into web design with HTML and CSS.  
Elective teachers are doing Scratch, Web Design with HTML/CSS/JavaScript, App design with Thunkable, and Arduino.

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

College Career Indicator: Green (55.3%), Increased in 2018  
Summer registration: 96.8% parents felt appointment improved their understanding of child's progress toward graduation & a-g requirements, 95.6% improvement in academic decision-making  
Early College Program: 0 students in Fall 2017 to 170+ in Fall 2019, passing college courses at 95% pass rate  
All MHS students completing online 4-year plans on Aeries student portal, viewable by parents  
Graduation rate: 94.3%, maintained from 2017-2018  
Implementation of entry-level industry certificates and first time implementation of industry-recognized certifications in Adobe Premiere Pro and Adobe Illustrator.

Excellent Art instruction! Motivated students! Most successful Black History Art Festival to date!  
2nd and 3rd grade choir is growing!  
Teachers participated in a hands-on two day Art Integration PD!

Teachers are provided with a ½-1 full-day professional development day prior to each coding cycle. This ensures proper training and review of the curriculum CTTF provides in addition to any updates from the previous year  
Teachers have access to CTTF's online curriculum, videos, and examples to help guide their instruction during their off week with their CTTF coach

21 iCoaches throughout the district: 10 elementary, 4 middle school, and 7 high school (MHS & COHS)  
Meet monthly and train on:  
Instructional technology platforms  
Digital citizenship  
Plan for March Tech Day  
Site support and implementation and how that looks differently at each site  
iCoaches track their hours and impact through a google form  
Site visits  
Site support  
Site trainings

21 Technology Specialists get a deeper understanding of educational technology and its uses and provide site-based opportunities to make an even greater impact by training colleagues and students; therefore the work/learning never stops with them, it's a constant cycle that has evolved over the last three years and has equipped our educators and learners to be prepared for the skills they need moving forward in the 21st Century classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Counseling for chronic behavioral/discipline issues: summer, D'Veal + interns to supplement

We will add online course planning at the middle school level

Sports Medicine Academy was not part of initial plan

There was a change in elementary Art teachers

More students than anticipated signed up to participate in after school choir

We will be finishing up year 3 with CTTF at both Mayflower and Plymouth - as devices are used daily at both of these sites, we need to begin to create a thorough plan for longevity and sustainability of devices

We have seen the positive impact of the iCoach program over the last three years and therefore are very purposeful in our planning, but willing to adjust to the needs of sites, teachers, and when we come across new learnings and innovations in the educational technology world.

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.

# 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?

Stakeholders were consulted in the annual update and revision of the 2017-2018 through 2019-2020 LCAP through the reconvening of the LCAP Community Committee formed four years ago with representatives from active stakeholder groups. The committee was comprised of approximately 15 members, including two MUSD Board representatives, and district administrators; representatives from each of the district employee organizations, including teachers, classified, and certificated management, and administrators; representatives from each of the following district-connected organizations: DELAC, PTA, and Special Education; and a representative from each of the following community partners: Chamber of Commerce, Monrovia Schools Foundation, and Monrovia Reads. This year, there were additional meetings specifically for Spanish-speaking stakeholders, including principals and teachers. Descriptions of the content of these meetings is described in the section below.

This was the second year using ThoughtExchange for our parent input survey

Overall, there were 1,322 participants (those who created an account), 1201 thoughts (those who submitted one or more thoughts), and 31,945 ratings (number of thoughts that were rated). There were also student exchanges. Overall, there were 790 students, 1304 thoughts, and 12,133 ratings. Students responded to two questions: what can your school do when you are having difficulty and what can your school do or change to help you feel more engaged. Results were disaggregated by students grades 4-8 and 9-12.

The process used for review and comment on the LCAP by the required advisory committees prior to adoption was as follows:

May 14, 2019 - DAC/DELAC reviewed the revised LCAP and submitted written questions to superintendent

June 12, 2019 - LCAP is presented at the Board meeting for public comment

June 26, 2019 – Final draft of the 2016-2017 through 2018-2019 LCAP, including the Superintendent's written responses to questions that were raised by DAC/DELAC members and at the June 12 public forum were presented to the Board for approval

# Impact on LCAP and Annual Update

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

Stakeholder feedback from Thoughtexchange fell into 15 categories:

Teacher and staff quality, District leadership and communication, Class size, Diversification of program offerings, Staff training and support, Student behavior and discipline, Counseling and wellness support, Safety and security, Hiring and retaining staff, Parent involvement, Funding and resources, Technology, Interventions and academic support, School environment, and Instruction and project learning. For the teachers, staff, and parents, the most frequent positive responses were around teacher and staff quality and the diversification of program offerings. The most frequent areas for growth were district leadership and communication, class size, staff training and support, and student discipline and behavior.

The categories for the student Thoughtexchange were as follows: School environment, Instruction and project learning, Differentiated and individualized instruction, Build empathy and engagement, Counseling and wellness support, Interventions and academic support, Extracurricular and experiential activities, Student behavior and discipline, Lunch and recess, District leadership and communication, and Diversification of program offerings. For the students Thoughtexchange, top thoughts for 4-8 grade centered on instruction and project learning, differentiated and individualized instruction, and build empathy and engagement. The 9-12 grade student thoughts were around school environment and counseling and wellness support.

Stakeholder Feedback from LCAP Community Meetings:

Spanish-Speaking Parents Meeting (March 26, 2018)

The number of students in class will not help ever if we keep them at large numbers.

- Teachers need more support especially with English Learner Students
- Workshops to improve CELT each year
- Especially in the early years , and are English Learners. Not until 4th Or 5th grade.

Is there a coach for just the English Learners?

What are the steps to be reclassified? Why was this list/steps not provided from day 1?

Take culture into consideration. English is not always mandated at home.

Low income parents need to work and taking time off is not a privilege for them. Early meetings can be impossible. Meetings after 6 p.m. may work better.

Giving everyone a voice is appreciated as some may have never had a voice until now. Hurrying everyone for a solution is not always a good right way.

Please send information for meetings.

Early assessment for children.

Smaller class sizes.

Specific class for children, not in the same room.

Parents should be invited to committee meetings too.

More effective communication between district and parents.

Parents should know what requirements are needed for children to pass the test to be re-classified.

We should not have combo/mix classes with kids in the 4th and 5th grades in the same class room.

Communication with non primary English speaking households, via flyers sent home directly with students for their parents

Personal phone calls (human) not recorded to speak with parents about their kids

Text messaging to parent cell phones

More multi-lingual counselors to explain options, solutions for el student parents for their academic advancements

If we have 2 people working on this program then we need to get more people to help

What is needed for other people to help as far as working with these kids? Like do you need a degree or a license?

Thank you for the opportunity to voice our concerns on behalf of our EL Community.

In middle/high school you have classes to teach English – We need a similar program in elementary eg: pull-out program – newcomer programs

Glad to learn Elevation is going to be implemented to track our kids



Elevate

Use similar model as with the successful dual language Spanish/Chinese programs and approach EL students with a dual language English program

Audit (2) EL Coaches and current instruction to maximize value

Reduce class sizes

Smaller class size for my child

Have more one on one or specific classes or help for ELD students

Parent resources center at each site

More communication

Specific designated person at each site

Start reclassification testing earlier

More parent involvement

More teacher support

(The following is translated from Spanish)

Parent One -As a parent I would like to be kept informed of all the meetings in order to be up to date with any academic situations. We need more resources for our children. I feel as if no one is listening. I don't see any answers. Our children need help and support at the first sign of a problem. We need to act immediately.

Parent Two- I would like for the kids who are having difficulty learning to be evaluated. Perhaps they have a problem.

I would like for the classes to have no more than 25 students

To get rid of 4th and 5th grade combination classes

More communication from the district with parents

#### Combined Parent Meeting - English and Spanish (April 12, 2018)

- Do not eliminate elementary counselors after the grant is completed
- Clearly define the roles of the instructional specialists
- More frequent and timely communication from schools and district about events

#### Stakeholder Feedback from DAC/DELAC meeting (May 29, 2018):

1) I would like for the students to have a class with a counselor or someone else with expertise in human relations. Someone who can talk to them about their attitude, their behavior, and how they should show respect to their classmates and the adults they deal with.

I would like to see the students who are doing well to be recognized more. They could possibly be offered special activities. It may take a little work on the schools' part, but it would be well worth it.

I would like some of the teachers to change their attitude. There are some who are not a good example and hurt the feelings of the students. I know they are not perfect, they are human. However, they should always remember to set an example.

#### 2) Comment/Suggestion

1. Continue with the training for intervention for students.
2. Don't wait till they (students that need intervention) get to the fifth or fourth grade a little too late.
3. Training instructional aide to teach, when teacher is out of classroom.
4. Training for Parents
5. Discipline a little stronger
6. More counselors needed
7. Training for community liaisons

#### 3) Comment/Suggestion

With respect to the "instructional specialists" what are the new, redefined duties/job descriptions? How will their support, services and contributions be quantified in terms of student achievement for students? In other words, how will we measure their effectiveness at sites?

#### 4) Comment/Suggestion

I fully support efforts and funding to wellness center/counseling @elementary. Many students struggle with many things that their classroom teacher should not be their primary support for, including behavior issues that many times distract from learning for that student and the rest of the class. There is not enough support at elementary level – no vice principal, now no counselors. We need more support at the site to help students thrive.

#### 5) Comment/Suggestion

As a parent, I realize how important staff training is. I also realize that pulling teachers out of the classroom for training is necessary. The substitute teachers are not always there to continue instructional time and there is often wasted time for our students. This affects the way our students respond to substitutes and changes the parents perception of what is actually taking place. Is there a way to ensure there is a bridge between teachers and sub. Instruction?

=====

One of the major impacts from this year's stakeholder engagement process (particularly from the parents), is the need for reduced class size at the Spanish dual immersion (Monroe) school and a continuation/expansion of counseling services at Bradoaks and Wild Rose. The counseling grant, which ended this past April, allowed for each school to have an individual counselor. Some the expense was included in Goal 3 with dedicated S & C funding. The main purpose of these counselors was to work with students and families to increase attendance. These metrics did not improve and it was determined that there were a wide range of implementation configurations at each elementary site. In response, the plan was to allocate more S&C funds to each site, which would allow for individual prioritization for the services most needed (some sites wanted more support for intervention personnel, while others wanted to focus on counseling support).

In response to the class size concern at Monroe, town hall meetings were held to explore the possibility of expanding the dual immersion program to another site, which will continue to be explored in the coming school year. The greatest impact of this decision will likely be reflected in base funding, although may have some impact on S&C allocations.

Other areas with direct impact on the LCAP from stakeholder input:

- -reinforcing the focus on expansion of the Wellness center and other social emotional programs.
- -implementation of a system to more closely track the frequency and impact of staff development and time out of the classroom.
- -the addition of English Learner Instructional specialist who will oversee the training of teachers and support for students.
- -a more comprehensive plan for district parent nights in both English and Spanish focused on academic achievement.

# 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

Basic Services Credential Teachers

100% of the teachers are appropriately assigned, and fully credentialed in the subject areas and for the pupils they are teaching.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities: Teacher assignments/misassignments

### Identified Need:

Need 1.1: To provide and maintain Basic Services for students and schools.

Metric 1.1: Credentials: Teacher Assignments and CALPADS annual credential report (Williams)

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers whose assignments are aligned to their credentials.	100% compliant.	100% compliant.	100% compliant.	100% compliant.

## 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)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[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

Unchanged Action

**2017-18 Actions/Services**

Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching.

**2018-19 Actions/Services**

Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching.

**2019-20 Actions/Services**

Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$23,712,204	\$21,169,334	\$21,455,406
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Credentialed Salaries Ensuring all credentialed teachers are highly qualified.	1000-1999: Certificated Personnel Salaries Credentialed Salaries Ensuring all credentialed teachers are highly qualified.	1000-1999: Certificated Personnel Salaries Credentialed Salaries Ensuring all credentialed teachers are highly qualified.

Amount	\$7,351,811	\$7,437,874	\$7,151,802
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Credentialed Benefits Ensuring all credentialed teachers are highly qualified.	3000-3999: Employee Benefits Credentialed Benefits Ensuring all credentialed teachers are highly qualified.	3000-3999: Employee Benefits Credentialed Benefits Ensuring all credentialed teachers are highly qualified.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Implementation of the new Common Core State Standards (CCSS)

By 2019, 100% of teachers will participate in professional development in Common Core for English-Language Arts, Mathematics, History Social-Science, and/or Next Generation Science Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

By 2019, 80% of students (Grades 3 - 8 & 11) will demonstrate proficiency in English Language Arts and Mathematics on the Smarter Balanced Assessments.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Strategic Goals: #1 Student Achievement and #3 Professional Development

### Identified Need:

Includes the following: CCSS training, grade-level proficiency in literacy and mathematics in order to access curriculum and instruction, and writing competency.

- 100% of ELA teachers trained and 100% of math teachers trained in Common Core State Standards
- CCSS/NGSS professional development
- CCSS Writing Rubric calibration, professional development participation, and Writing Assessment Calendar

Tools to measure implementation of California Common Core Standards include:

- Spring 2016 Reading Inventory (RI) Assessment Results

\*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

\*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)

\*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)

\*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)

\*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)

\*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)

\*Clifton (509 students tested): 6th Grade = 50% (100 students tested), 7th Grade = 58% (202 students tested), 8th Grade = 63% (207 students tested)

\*Santa Fe (425 students tested): 6th Grade = 54% (58 students tested), 7th Grade = 33% (181 students tested), 8th Grade = 47% (186 students tested)

\*MHS (369 students tested): 9th Grade = 55% (369 students tested)

- Spring 2016 Math Inventory (MI) Assessment Results = No Data
- Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%



\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

\*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%

\*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%

\*MHS: 11th Grade = 70%

\*COHS: 11th Grade = 36%

- Spring 2016 Smarter Balanced (SBAC) Assessment MATH Results

\*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%

\*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%

\*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%

\*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%

\*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%

\*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%

\*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%

\*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%

\*MHS: 11th Grade = 34%

\*COHS: 11th Grade = 2%

- i-Ready ELA and math (Grades 4-5)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Reading Inventory (RI) - Grades 2-9	<p>*2016 Reading Inventory (RI) - Grades 2-9</p> <ul style="list-style-type: none"> <li>• Spring 2016 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)</p> <p>*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students</p>	<p>2017 Spring Assessment = +5% from 2016 Spring Assessment for each grade level:</p> <p>*Reading Inventory (RI) - Grades 2-9</p> <ul style="list-style-type: none"> <li>• Spring 2017 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (3,574 students tested): 1st Grade = 100% (+100%)(2 students tested), 2nd Grade = 63% (+28%)(327 students tested), 3rd Grade = 69% (+12%)(391 students tested), 4th Grade = 60% (+2%)(410 students tested), 5th Grade = 55% (+2%)(407 students tested), 6th Grade = 51% (+0%)(413 students tested), 7th Grade = 58% (+12%)(402 students tested), 8th Grade =</p>	<p>Percent proficient for each grade level (+5% from 2017)</p> <p>*Reading Inventory (RI) - Grades 2-9</p> <ul style="list-style-type: none"> <li>• Spring 2018 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)</p>	<p>Percent proficient for each grade level (+5% from 2018)</p> <p>*Reading Inventory (RI) - Grades 2-9</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)</p> <p>*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)</p> <p>*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)</p> <p>*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th</p>	<p>56% (+1%)(424 students tested), 9th Grade = 56% (+1%)(402 students tested)</p> <p>*Bradoaks (339 total students tested): 1st Grade = N/A, 2nd Grade = 69% (+34%)(77 students tested), 3rd Grade = 74% (+17%)(96 students tested), 4th Grade = 55% (-14%)(74 students tested), 5th Grade = 57% (+3%)(95 students tested)</p> <p>*Mayflower (367 total students tested): 1st Grade = N/A, 2nd Grade = 70% (+45%)(84 students tested), 3rd Grade = 62% (+12%)(85 students tested), 4th Grade = 72% (+3%)(108 students tested), 5th Grade = 61% (-2%)(90 students tested)</p> <p>*Monroe (364 total students tested): 1st Grade = N/A, 2nd Grade = 67% (+67%)(81 students tested), 3rd Grade = 71% (+14%)(101 students tested), 4th Grade =</p>	<p>*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)</p> <p>*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)</p> <p>*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)</p> <p>*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)</p> <p>*Clifton (509 students tested): 6th Grade = 50% (100 students tested), 7th Grade = 58% (202 students tested), 8th Grade = 63% (207 students tested)</p> <p>*Santa Fe (425 students tested): 6th Grade = 54% (58 students tested), 7th Grade = 33% (181 students tested), 8th Grade = 47% (186 students tested)</p> <p>*MHS (369 students tested): 9th Grade =</p>	<p>61% (-11%)(99 students tested), 5th Grade = 52% (+1%)(83 students tested)</p> <p>*Plymouth (126 total students tested): 1st Grade = 100% (+100%), 2nd Grade = N/A, 3rd Grade = 69% (+13%)(33 students tested), 4th Grade = 55% (-1%)(29 students tested), 5th Grade = 51% (+2%)(60 students tested)</p> <p>*Wild Rose (340 total students tested): 1st Grade = N/A, 2nd Grade = 48% (+14%)(85 students tested), 3rd Grade = 67% (+15%)(76 students tested), 4th Grade = 50% (-9%)(100 students tested), 5th Grade = 48% (+3%)(79 students tested)</p> <p>*Clifton (660 total students tested): 6th Grade = 70% (+10%)(231 students tested), 7th Grade = 66% (+8%)(205 students tested), 8th Grade = 67% (+3%)(224 students tested)</p>	<p>*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)</p> <p>*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)</p> <p>*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)</p> <p>*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade =</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	55% (369 students tested)	<p>*Santa Fe (579 total students tested): 6th Grade = 40% (-14%)(182 students tested), 7th Grade = 48% (+15%)(197 students tested), 8th Grade = 52% (+5%)(200 students tested)</p> <p>*MHS (402 students tested): 9th Grade = 56% (+1%)(402 students tested)</p>	<p>52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)</p> <p>*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)</p>	
Math Inventory (MI) - Grades 5-9	Spring 2016 Math Inventory (MI) Assessment Results = No Data	<p>Spring 2017 Math Inventory (MI) Assessment Results BASELINE</p> <p>*MUSD (605 students tested): 5th Grade = 48% (391 students tested), 6th Grade = 9% (100 students tested), 7th Grade = 3% (72 students tested), 8th Grade = 2% (41 students tested), 9th Grade = 0% (1 student tested)</p> <p>*Bradoaks (91 total students tested): 5th Grade = 44% (91 students tested)</p>	<p>Percent proficient for each grade level (+5% from 2017)</p> <p>*Math Inventory (MI) - Grades 5-9</p> <p>*MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)</p> <p>*Bradoaks (66 total students tested): 5th</p>	<p>Percent proficient for each grade level (+5% from 2018)</p> <p>*Math Inventory (MI) - Grades 5-9</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>*Mayflower (83 total students tested): 5th Grade = 53% (83 students tested)</p> <p>*Monroe (82 students total tested): 5th Grade = 38% (82 students tested)</p> <p>*Plymouth (58 total students tested): 5th Grade = 55% (58 students tested)</p> <p>*Wild Rose (77 total students tested): 5th Grade = 53%</p> <p>*Clifton (117 total students tested): 6th Grade = 8% (61 students tested), 7th Grade = 2% (44 student tested), 8th Grade = 0% (12 students tested)</p> <p>*Santa Fe (96 total students tested): 6th Grade = 10% (39 students tested), 7th Grade = 4% (28 students tested), 8th Grade = 3% (29 students tested)</p> <p>*MHS (1 total students tested): 9th Grade = 0% (1 student tested)</p>	<p>Grade Grade = 35% (-9%, 66 students tested)</p> <p>*Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)</p> <p>*Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)</p> <p>*Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)</p> <p>*Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)</p> <p>*Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)</p> <p>*Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%, 173 students tested), 8th Grade = 26% (-26%, 199 students tested)</p> <p>*MHS (435 total students tested): 9th</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Grade = 27% (-29%, 435 students tested)	
SBAC ELA Percent Proficient - Grades 3-8, 11 (end 2017-18)	<ul style="list-style-type: none"> <li>Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results</li> </ul> <p>*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%</p> <p>*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%</p> <p>*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%</p> <p>*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%</p> <p>*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%</p> <p>*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%</p>	<p>2017 Spring Assessment = +5% from 2016 Spring</p> <p>Spring 2017 Smarter Balanced (SBAC) Assessment ELA Results</p> <p>*MUSD: 3rd Grade = 48% (+3%), 4th Grade = 50% (+2%), 5th Grade = 53% (+2%), 6th Grade = 58% (+8%), 7th Grade = 64% (+6%), 8th Grade = 64% (+8%), 11th Grade = 71% (+6%)</p> <p>*Bradoaks: 3rd Grade = 48% (-4%), 4th Grade = 47% (-3%), 5th Grade = 58% (+15%)</p> <p>*Mayflower: 3rd Grade = 47% (-5%), 4th Grade = 67% (+3%), 5th Grade = 66% (-6%)</p> <p>*Monroe: 3rd Grade = 30% (-10), 4th Grade = 47% (+7%), 5th Grade = 45% (-9%)</p> <p>*Plymouth: 3rd Grade = 52% (+12%), 4th Grade = 46% (+3%), 5th Grade = 58% (+20%)</p> <p>*Wild Rose: 3rd Grade = 41% (+1%), 4th Grade =</p>	<p>2018 Spring Assessment = +5 DF3 from 2017 Spring</p> <p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.</p>	<p>2019 Spring Assessment = +5 DF3 from 2018 Spring</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%</p> <p>*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%</p> <p>*MHS: 11th Grade = 70%</p> <p>*COHS: 11th Grade = 36%</p>	<p>41% (-3%), 5th Grade = 37% (-14%)</p> <p>*Clifton: 6th Grade = 65% (-2%), 7th Grade = 73% (+6%), 8th Grade = 70% (0%)</p> <p>*Santa Fe: 6th Grade = 52% (+19%), 7th Grade = 54% (+8%), 8th Grade = 55% (+10%)</p> <p>*MHS: 11th Grade = 64% (-6%)</p> <p>*COHS: 11th Grade = 23% (-13%)</p>		
SBAC Math Percent Proficient - Grades 3-8, 11 (end 2017-18)	<ul style="list-style-type: none"> <li>Spring 2016 Smarter Balanced Assessment MATH Results</li> </ul> <p>*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%</p> <p>*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%</p> <p>*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%</p>	<p>2017 Spring Assessment = +5% from 2016 Spring Spring 2017 Smarter Balanced (SBAC) Assessment MATH Results</p> <p>*MUSD: 3rd Grade = 51% (+5%), 4th Grade = 43% (+2%), 5th Grade = 42% (+6%), 6th Grade = 38% (+9%), 7th Grade = 39% (-1%), 8th Grade = 46% (+6%), 11th Grade = 35% (+5%)</p> <p>*Bradoaks: 3rd Grade = 51% (+4%), 4th Grade = 40% (+4%), 5th Grade = 39% (+10%)</p> <p>*Mayflower: 3rd Grade = 61% (+4%), 4th Grade =</p>	<p>2018 Spring Assessment = +5 DF3 from 2017 Spring</p> <p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.</p>	<p>2019 Spring Assessment = +5 DF3 from 2018 Spring</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%</p> <p>*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%</p> <p>*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%</p> <p>*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%</p> <p>*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%</p> <p>*MHS: 11th Grade = 34%</p> <p>*COHS: 11th Grade = 2%</p>	<p>56% (-14%), 5th Grade = 65% (+1%)</p> <p>*Monroe: 3rd Grade = 46% (+5%), 4th Grade = 43% (+7%), 5th Grade = 31% (+18%)</p> <p>*Plymouth: 3rd Grade = 58% (+8%), 4th Grade = 39% (-4%), 5th Grade = 37% (+11%)</p> <p>*Wild Rose: 3rd Grade = 40% (+3%), 4th Grade = 35% (-6%), 5th Grade = 33% (+14%)</p> <p>*Clifton: 6th Grade = 38% (+2%), 7th Grade = 43% (-6%), 8th Grade = 54% (+16%)</p> <p>*Santa Fe: 6th Grade = 39% (+18%), 7th Grade = 35% (+5%), 8th Grade = 39% (-4%)</p> <p>*MHS: 11th Grade = 39% (+5%)</p> <p>*COHS: 11th Grade = 0% (-2%)</p>		
SBAC ELA DF3 - Grades 3-8, 11 (Baseline 2017)	<p>2017 BASELINE DF3 ELA</p> <p>*MUSD: 3rd Grade DF3 = -11.3, 4th Grade DF3 = -3.6, 5th Grade DF3 = +5.6, 6th Grade DF3 = +10.8, 7th Grade DF3 = +26.4, 8th Grade DF3 = +32.0, 11th Grade DF3 = +44.1</p>	<p>2017 BASELINE DF3 ELA</p> <p>*MUSD: 3rd Grade DF3 = -11.3, 4th Grade DF3 = -3.6, 5th Grade DF3 = +5.6, 6th Grade DF3 = +10.8, 7th Grade DF3 = +26.4, 8th Grade DF3 = +32.0, 11th Grade DF3 = +44.1</p>	<p>2018 SBAC ELA</p> <p>*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)</p>	<p>2019 Spring Assessment = +5 DF3 from 2018 Spring</p> <p>*MUSD: 3rd Grade DF3 = -11.3, 4th Grade DF3 = -3.6, 5th Grade DF3 = +5.6, 6th Grade DF3 = +10.8, 7th Grade DF3 = +26.4, 8th Grade DF3 =</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Bradoaks: 3rd Grade DF3 = -8.2, 4th Grade DF3 = -15.4, 5th Grade DF3 = +12.5</p> <p>*Mayflower: 3rd Grade DF3 = -11.7, 4th Grade DF3 = +29.9, 5th Grade DF3 = +27.9</p> <p>*Monroe: 3rd Grade DF3 = -5.1, 4th Grade DF3 = -5.1, 5th Grade DF3 = -6.8</p> <p>*Plymouth: 3rd Grade DF3 = +2.3, 4th Grade DF3 = -9.3, 5th Grade DF3 = +19.2</p> <p>*Wild Rose: 3rd Grade DF3 = -33.8, 4th Grade DF3 = -22.4, 5th Grade DF3 = -24.2</p> <p>*Clifton: 6th Grade DF3 = +27.4, 7th Grade DF3 = +45.8, 8th Grade DF3 = +48.0</p> <p>*Santa Fe: 6th Grade DF3 = -8.5, 7th Grade DF3 = +6.3, 8th Grade DF3 = +14.1</p> <p>*MHS: 11th Grade DF3 = +43.5</p>	<p>*Bradoaks: 3rd Grade DF3 = -8.2, 4th Grade DF3 = -15.4, 5th Grade DF3 = +12.5</p> <p>*Mayflower: 3rd Grade DF3 = -11.7, 4th Grade DF3 = +29.9, 5th Grade DF3 = +27.9</p> <p>*Monroe: 3rd Grade DF3 = -5.1, 4th Grade DF3 = -5.1, 5th Grade DF3 = -6.8</p> <p>*Plymouth: 3rd Grade DF3 = +2.3, 4th Grade DF3 = -9.3, 5th Grade DF3 = +19.2</p> <p>*Wild Rose: 3rd Grade DF3 = -33.8, 4th Grade DF3 = -22.4, 5th Grade DF3 = -24.2</p> <p>*Clifton: 6th Grade DF3 = +27.4, 7th Grade DF3 = +45.8, 8th Grade DF3 = +48.0</p> <p>*Santa Fe: 6th Grade DF3 = -8.5, 7th Grade DF3 = +6.3, 8th Grade DF3 = +14.1</p> <p>*MHS: 11th Grade DF3 = +43.5</p>	<p>*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)</p> <p>*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)</p> <p>*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)</p> <p>*Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)</p> <p>*Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)</p> <p>*Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)</p> <p>*Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)</p> <p>*MHS: 11th Grade = +37.3 (-6.2)</p>	<p>+32.0, 11th Grade DF3 = +44.1</p> <p>*Bradoaks: 3rd Grade DF3 = -8.2, 4th Grade DF3 = -15.4, 5th Grade DF3 = +12.5</p> <p>*Mayflower: 3rd Grade DF3 = -11.7, 4th Grade DF3 = +29.9, 5th Grade DF3 = +27.9</p> <p>*Monroe: 3rd Grade DF3 = -5.1, 4th Grade DF3 = -5.1, 5th Grade DF3 = -6.8</p> <p>*Plymouth: 3rd Grade DF3 = +2.3, 4th Grade DF3 = -9.3, 5th Grade DF3 = +19.2</p> <p>*Wild Rose: 3rd Grade DF3 = -33.8, 4th Grade DF3 = -22.4, 5th Grade DF3 = -24.2</p> <p>*Clifton: 6th Grade DF3 = +27.4, 7th Grade DF3 = +45.8, 8th Grade DF3 = +48.0</p> <p>*Santa Fe: 6th Grade DF3 = -8.5, 7th Grade DF3 = +6.3, 8th Grade DF3 = +14.1</p> <p>*MHS: 11th Grade DF3 = +43.5</p>
SBAC Math DF3 - Grades 3-8, 11 (Baseline 2017)	<p>2017 BASELINE DF3 Math</p> <p>*MUSD: 3rd Grade DF3 = -0.9, 4th Grade DF3 =</p>	<p>2017 BASELINE DF3 Math</p> <p>*MUSD: 3rd Grade DF3 = -0.9, 4th Grade DF3 =</p>	<p>2018 SBAC Math</p> <p>*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -</p>	<p>2019 Spring Assessment = +5 DF3 from 2018 Spring</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>-14.8, 5th Grade DF3 = -22.4, 6th Grade DF3 = -35.8, 7th Grade DF3 = -39.4, 8th Grade DF3 = -20.5, 11th Grade DF3 = -47.9</p> <p>*Bradoaks: 3rd Grade DF3 = -2.4, 4th Grade DF3 = -27.6, 5th Grade DF3 = -25.9</p> <p>*Mayflower: 3rd Grade DF3 = +10.8, 4th Grade DF3 = +11.7, 5th Grade DF3 = +19.1</p> <p>*Monroe: 3rd Grade DF3 = -3.1, 4th Grade DF3 = -13.2, 5th Grade DF3 = -45.1</p> <p>*Plymouth: 3rd Grade DF3 = +18, 4th Grade DF3 = -25.2, 5th Grade DF3 = -27</p> <p>*Wild Rose: 3rd Grade DF3 = -22.6, 4th Grade DF3 = -24.2, 5th Grade DF3 = -34.6</p> <p>*Clifton: 6th Grade DF3 = -35.8, 7th Grade DF3 = -26.7, 8th Grade DF3 = -8.5</p> <p>*Santa Fe: 6th Grade DF3 = -35.2, 7th Grade DF3 = -51.9, 8th Grade DF3 = -32.7</p> <p>*MHS: 11th Grade DF3 = -35.0</p>	<p>-14.8, 5th Grade DF3 = -22.4, 6th Grade DF3 = -35.8, 7th Grade DF3 = -39.4, 8th Grade DF3 = -20.5, 11th Grade DF3 = -47.9</p> <p>*Bradoaks: 3rd Grade DF3 = -2.4, 4th Grade DF3 = -27.6, 5th Grade DF3 = -25.9</p> <p>*Mayflower: 3rd Grade DF3 = +10.8, 4th Grade DF3 = +11.7, 5th Grade DF3 = +19.1</p> <p>*Monroe: 3rd Grade DF3 = -3.1, 4th Grade DF3 = -13.2, 5th Grade DF3 = -45.1</p> <p>*Plymouth: 3rd Grade DF3 = +18, 4th Grade DF3 = -25.2, 5th Grade DF3 = -27</p> <p>*Wild Rose: 3rd Grade DF3 = -22.6, 4th Grade DF3 = -24.2, 5th Grade DF3 = -34.6</p> <p>*Clifton: 6th Grade DF3 = -35.8, 7th Grade DF3 = -26.7, 8th Grade DF3 = -8.5</p> <p>*Santa Fe: 6th Grade DF3 = -35.2, 7th Grade DF3 = -51.9, 8th Grade DF3 = -32.7</p> <p>*MHS: 11th Grade DF3 = -35.0</p>	<p>36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)</p> <p>*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)</p> <p>*Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)</p> <p>*Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)</p> <p>*Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)</p> <p>*Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade = -27 (-2.8), 5th Grade = -57.6 (-23)</p> <p>*Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5)</p> <p>*Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1)</p> <p>*MHS: 11th Grade = -43.9 (-8.9)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	*COHS:11th Grade DF3 = -175.8	*COHS:11th Grade DF3 = -175.8		
BASELINE 2017 *i-Ready ELA - Grades 4-5	BASELINE 2107 MUSD (254 students tested) 4th Grade = 12% (136 students tested) 5th Grade = 8% (118 students tested) Bradoaks (50 students tested) 4th Grade = 9% (23 students tested) 5th Grade = 8% (27 students tested) Mayflower (49 students tested) 4th Grade = 13% (30 students tested) 5th Grade = 0% (19 students tested) Monroe (54 students tested) 4th Grade = 20% (30 students tested) 5th Grade = 0% (24 students tested) Plymouth (51 students tested) 4th Grade = 14% (29 students tested) 5th Grade = 27% (22 students tested) Wild Rose (50 students tested)	BASELINE 2107 MUSD (254 students tested) 4th Grade = 12% (136 students tested) 5th Grade = 8% (118 students tested) Bradoaks (50 students tested) 4th Grade = 9% (23 students tested) 5th Grade = 8% (27 students tested) Mayflower (49 students tested) 4th Grade = 13% (30 students tested) 5th Grade = 0% (19 students tested) Monroe (54 students tested) 4th Grade = 20% (30 students tested) 5th Grade = 0% (24 students tested) Plymouth (51 students tested) 4th Grade = 14% (29 students tested) 5th Grade = 27% (22 students tested) Wild Rose (50 students tested)	Percent proficient for each grade level (+5% from 2017) *i-Ready ELA - Grades 4-5	Percent proficient for each grade level (+5% from 2018) *i-Ready ELA - Grades 4-5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4th Grade = 0% (24 students tested) 5th Grade = 4% (26 students tested)	4th Grade = 0% (24 students tested) 5th Grade = 4% (26 students tested)		
BASELINE 2017 *i-Ready MATH - Grades 4-5	BASELINE 2017 MUSD (246 students tested) 4th Grade = 20% (127 students tested) 5th Grade = 22% (119 students tested) Bradoaks (50 students tested) 4th Grade = 29% (23 students tested) 5th Grade = 15% (27 students tested) Mayflower (45 students tested) 4th Grade = 25% (28 students tested) 5th Grade = 12% (17 students tested) Monroe (53 students tested) 4th Grade = 25% (28 students tested) 5th Grade = 12% (25 students tested) Plymouth (49 students tested) 4th Grade = 8% (24 students tested) 5th Grade = 24% (25 students tested)	BASELINE 2017 MUSD (246 students tested) 4th Grade = 20% (127 students tested) 5th Grade = 22% (119 students tested) Bradoaks (50 students tested) 4th Grade = 29% (23 students tested) 5th Grade = 15% (27 students tested) Mayflower (45 students tested) 4th Grade = 25% (28 students tested) 5th Grade = 12% (17 students tested) Monroe (53 students tested) 4th Grade = 25% (28 students tested) 5th Grade = 12% (25 students tested) Plymouth (49 students tested) 4th Grade = 8% (24 students tested) 5th Grade = 24% (25 students tested)	Percent proficient for each grade level (+5% from 2017) *i-Ready MATH - Grades 4-5	Percent proficient for each grade level (+5% from 2018) *i-Ready MATH - Grades 4-5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Wild Rose (49 students tested) 4th Grade = 14% (24 students tested) 5th Grade = 44% (25 students tested)	Wild Rose (49 students tested) 4th Grade = 14% (24 students tested) 5th Grade = 44% (25 students tested)		

## 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

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

2018-19 Actions/Services

2019-20 Actions/Services

Instructional coaches - Continue to provide professional development to all teachers in learning about the most effective teacher strategies to utilize in the teaching and learning process with the new ELA/ELD adoption, History Social-Science, and Next Generation Science Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful. Professional development will continue to include, but not limited to, Lesson Study Protocol, Professional Learning Communities, DIBELS, Reading Inventory, Data Analysis, Calibrating, CELDT, and ELA/ELD Framework focused on supporting the teachers with unduplicated students (Line 1)

The action has been modified for this year and those that follow in the following manner:

Title of these teachers will be "Instructional Specialists"

Specific areas of focus to serve unduplicated student groups will be:

- 1) ELA K-5
- 2) ELA K-8
- 3) ELA 6-12
- 4) Math K-12
- 5) Math K-5
- 6) K-12 UDL

The duties and responsibilities of these teachers will include:

- 1) instructional support for admin, teachers, and students in the implementation of the curriculum and strategies adopted by MUSD.
- 2) guidance and support in the use of both formal and informal formative assessments to adjust instruction to meet the needs of unduplicated students.
- 3) assistance with lesson planning to include the tenets of UDL to close the achievement gap for unduplicated students.

(Line 1)

Same action as 2018-19, with the transfer of K-12 UDL instructional specialist to another funding source. (Line 1)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$611,250	\$605,750	\$493,597
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional coaches salaries	1000-1999: Certificated Personnel Salaries Instructional Specialist salaries	1000-1999: Certificated Personnel Salaries Instructional Specialist salaries
Amount	\$203,750	\$184,250	\$165,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Instructional coaches benefits	3000-3999: Employee Benefits Instructional specialist benefits	3000-3999: Employee Benefits Instructional specialist benefits

## 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)

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

Unchanged Action

2019-20 Actions/Services



Professional Learning Time - Continue to provide time for teachers to improve their practice around effective teaching strategies, curriculum alignment, and other instructional focuses for for the purpose of increasing the number of students who score Proficient or above in CAASPP and district assessments, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient (RFEP) which benefit all students LEA-Wide. (Line 2)

This action has been discontinued for 2018-19 as these activities are now incorporated into site plans. The bulk of these expenses will be reflected in Lines 13, 14, and 15 under site allocations, which are tracked by site though the SPSA and RAD reports (resource codes have been created for each line of the LCAP and reports are printed by site location in order to closely monitor).  
  
(Line 2)

This action will be the same as 2018-19. (Line 2)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours for teachers to engage in professional learning		
Amount	\$2,000		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits for teachers to engage in professional learning		

### 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

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**

Provide professional development in effective teaching strategies, curriculum alignment, calibrating, and other instructional focuses for teachers to increase the number of students who are proficiently writing at grade-level based on the CCSS Writing Rubrics with use of supplementary ELA materials for grades TK to 5.

Expository Reading and Writing Course - reading & writing strategies and modules for grades 6 to 12, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all students LEA-Wide. (Line 3)

**2018-19 Actions/Services**

Provide CCSS-aligned supplemental writing materials for 6-12 in support of ELA and history/social science courses. Provide professional development in the effective use of these materials for to new teachers in these subject areas. This action while principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient, can benefit all students LEA-Wide.

(Line 3)

**2019-20 Actions/Services**

Same action as 2018-19. (Line 3)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,500	\$35,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours and subs	4000-4999: Books And Supplies ERWC supplementary materials for grades 6 to 12	4000-4999: Books And Supplies ERWC/DBQ supplementary materials for grades 6 to 12
Amount	\$4,500	\$35,000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	3000-3999: Employee Benefits Benefits for extra hours and subs	4000-4999: Books And Supplies DBQ writing materials	
Amount	\$27,000	\$5,000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	4000-4999: Books And Supplies ERWC supplementary materials for grades 6 to 12	5800: Professional/Consulting Services And Operating Expenditures Writing professional development (6-12)	
Amount	\$5,000	\$5,000	
Source	Supplemental/Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Wriing PD		

#### 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)

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

Unchanged Action

2017-18 Actions/Services

iCoaches - Expand the iCoach program by adding one iCoach at each site. Continue to contract with a Technology Integration Consultant to provide professional development, coaching and classroom Chrome cart for digital teacher leaders (iCoaches) to build technology integration capacity among teachers within the district with particular focus on teachers of unduplicated students. (Line 4)

2018-19 Actions/Services

iCoaches - Continue to build capacity of the digital teacher leaders around technology integration among teachers within the district.

Provide dedicated .5 FTE instructional specialist (was part of Line 1 in 2017-18) to expand scope of support at each site in the use of the implementation of technology-based teaching tools designed to support unduplicated students.

(Line 4)

2019-20 Actions/Services

Same action as 2018-19. (Line 4)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$15,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology consultant	5800: Professional/Consulting Services And Operating Expenditures Technology consultant	5800: Professional/Consulting Services And Operating Expenditures Technology Consultant
Amount	\$17,500	\$13,000	\$13,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for digital teacher-leaders	1000-1999: Certificated Personnel Salaries Subs for digital teacher-leaders	1000-1999: Certificated Personnel Salaries Subs for digital teacher-leaders
Amount	\$50,000	\$35,000	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for 13-15 digital teacher-leaders - Summer Boot Camp and additional hours to implement and train other teachers	1000-1999: Certificated Personnel Salaries Stipends for 13-15 digital teacher-leaders and additional hours to implement and train other teachers	1000-1999: Certificated Personnel Salaries Stipends for 13-15 digital teacher-leaders and additional hours to implement and train other teachers
Amount	\$22,500	\$15,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for stipends and subs	3000-3999: Employee Benefits Benefits for stipends and subs	3000-3999: Employee Benefits Benefits for stipends and subs
Amount	50,000	\$5,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures Conferences

Amount	\$35,000	\$30,000	\$41,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Supplies	4000-4999: Books And Supplies Classroom supplies and devices	4000-4999: Books And Supplies Classroom supplies
Amount		\$55,500	\$55,500
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Instructional Specialist Salary (.5 FTE)	1000-1999: Certificated Personnel Salaries Instructional Specialist Salary (.5 FTE)
Amount		\$19,500	\$25,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits Instructional Specialist benefits (.5 FTE)	3000-3999: Employee Benefits Instructional Specialist benefits (.5 FTE)

## 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)

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide district-intervention for students identified as Low-Income by providing teachers and other instructional staff extra hours to offer before, during, and after school, in addition to Saturday school instruction for targeted populations of students. (Line 5)	This action will be discontinued for 2018-19 as these activities will be provided for by sites, as evidenced in their SPSA.  (Line 5)	

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours for Intervention for students identified as Low-Income		
Amount	\$5,000		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits for Intervention extra hours		

### 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

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**

Focused School - Continue to implement a culture professional learning communities throughout the district through the work with consultants to provide district-level and site-level professional development and coaching to better meet the needs of unduplicated students. (Line 6)

**2018-19 Actions/Services**

District PLC - Continue to implement a culture professional learning communities throughout the district through the work with consultants to provide district-level and site-level professional development and coaching to better meet the needs of unduplicated students.

(Line 6)

**2019-20 Actions/Services**

Same action as 2018-19. (Line 6)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$265,000	\$60,000	\$118,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant for implementing professional learning community culture	5800: Professional/Consulting Services And Operating Expenditures Consultant - further PLC implementation	5000-5999: Services And Other Operating Expenditures PLC conference and consultant



Amount	\$8,775	\$8,775	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for PD	1000-1999: Certificated Personnel Salaries Subs for PD	1000-1999: Certificated Personnel Salaries Subs for PD
Amount	\$2,925	\$2,925	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## 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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Include 4 days of professional development for all teachers as part of the annual contractual calendar and 2 additional days for certificated management calendar focused on implementation of best practices to support unduplicated students. (Line 8)

Include 4 days of professional development for all teachers as part of the annual contractual calendar and 2 additional days for certificated management calendar.  
  
(Line 8)

Same action as 2018-19. (Line 8)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$543,750	\$592,000	\$592,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salary	1000-1999: Certificated Personnel Salaries Certificated salary	1000-1999: Certificated Personnel Salaries Certificated Salary
Amount	\$181,250	\$208,000	\$208,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## 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)

### 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
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### Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
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#### 2017-18 Actions/Services

Professional Development - Provide professional development for teachers to create units of study aligned to the Common Core State Standards with the use of curriculum, open resources, and other available resources that include strong focus on the needs of unduplicated students. (Line 7)

#### 2018-19 Actions/Services

Summer Teacher Institute - Provide professional development offerings for teachers to create units of study aligned to the Common Core State Standards with the use of curriculum, open resources, and other available resources.  
  
(Line 7)

#### 2019-20 Actions/Services

Discontinued for 2019-20. (Line 7)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,980	\$29,600	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours for teachers to collaborate on the unit of studies developed	1000-1999: Certificated Personnel Salaries Extra hours for teacher	
Amount	\$4,020	\$10,400	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	3000-3999: Employee Benefits Benefits for sub/extra hours	3000-3999: Employee Benefits Benefits for extra hours	

Amount		\$18,500	
Source		Supplemental/Concentration	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Consultants for Summer Teacher Institute	

## 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

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

Professional Development Days - Continue to Increase the working calendar by 4 days to provide professional development in effective teaching strategies, and other instructional focuses

2018-19 Actions/Services

Professional Development Days - Continue to Increase the working calendar by 2 days to provide professional development in effective teaching strategies, and other instructional focuses

2019-20 Actions/Services

Same action as 2018-19. (Line 9)

for instructional aides, and Instructional assistance to increase the number of students who are scoring proficiently at grade-level based on the Smarter Balanced assessments, principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated fluent English proficient which can benefit all students LEA-Wide. (Line 9)

for instructional aides, and Instructional assistance to increase the number of students who are scoring proficiently at grade-level based on the Smarter Balanced assessments, principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated fluent English proficient which can benefit all students LEA-Wide.

(Line 9)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$59,500	\$59,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,000	\$10,500	\$10,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 10

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Fund Educational Data Specialist (80%) to collect data and prepare reports for frequent monitoring the progress on LCAP goals and student achievement of unduplicated students. (Line 10)

**2018-19 Actions/Services**

Fund Educational Data Specialist (80%) to collect data and prepare reports for frequent monitoring the progress on LCAP goals and student achievement of unduplicated students.

(Line 10)

**2019-20 Actions/Services**

Same action as 2018-19, with the addition of professional development for updated monitoring requirements. (Line 10)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$31,000	\$40,700	\$42,800
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary
Amount	\$14,000	\$14,300	\$15,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Amount			\$5,100
Source			Supplemental/Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

## Action 11

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)

## 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

Professional Development for the implementation of NGSS - provide professional development for science teachers including: support for development of performance tasks, use of lesson study protocols, and other content

### 2018-19 Actions/Services

Supplemental materials to support the implementation of NGSS and support the strategies learned from recent professional development to support the specific needs of the unduplicated student groups.

(Line 11)

### 2019-20 Actions/Services

Same action as 2018-19. (Line 11)

building activities focused on unduplicated students. (Line 11)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for unit planning	4000-4999: Books And Supplies Supplemental materials for NGSS unit development	4000-4999: Books And Supplies Supplemental materials for NGSS unit development
Amount	\$5,000		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits for subs		

### Action 12

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)

### Actions/Services

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

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

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



Unchanged Action	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Site-based extra hours for teachers at the secondary level to assist with curriculum and instructional support to provide support for unduplicated students (Line 12).	<p>2017-2018 Action discontinued for 2018-2010.</p> <p>New Action Targeted professional development to support instructional specialists and teachers in instructional strategies to improve achievement for unduplicated student groups.</p> <p>(Line 12)</p>	Targeted professional development and web-based tools to support instruction specialist practice and monitoring of the LCAP implementation. (Line 12)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,133	\$75,000	\$145,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of stipends	5000-5999: Services And Other Operating Expenditures Conferences to support instructional specialists and teachers	5000-5999: Services And Other Operating Expenditures Conferences to support instructional specialists and teachers
Amount	\$38,045		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

### Action 13

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)

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)

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Site-based extra hours, subs for PD, planning, intervention hours for teachers, other instructional staff to provide additional instruction for students not demonstrating proficiency or above, and hours to support parental involvement activities with a focus on including parents/guardians of unduplicated students. (Line 13)

**2018-19 Actions/Services**

Site-based extra hours, subs for PD, planning, intervention hours for teachers, other instructional staff to provide additional instruction for students not demonstrating proficiency or above, and hours to support parental involvement activities.

(Line 13)

**2019-20 Actions/Services**

Same action as 2018-19. (Line 13)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$104,900	\$148,000	\$148,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours, subs for professional development, planning, intervention hours for teacher	1000-1999: Certificated Personnel Salaries Extra hours, subs for professional development, planning, intervention hours for teacher	1000-1999: Certificated Personnel Salaries Extra hours, subs for professional development, planning, intervention hours for teacher
Amount	\$20,100	\$52,000	\$52,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for teachers	3000-3999: Employee Benefits Benefits for teachers	3000-3999: Employee Benefits Benefits for teachers

## Action 14

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)

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Site-based instructional materials for intervention, technology, CCSS bridge materials, and other supplemental materials focused on greater access to rigorous curriculum by unduplicated students. (Line 14)

#### 2018-19 Actions/Services

Site-based instructional materials for intervention, technology, CCSS bridge materials, and other supplemental materials.  
  
(Line 14)

#### 2019-20 Actions/Services

Same action as 2018-19 (Line 14)

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$200,000	\$175,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental materials to support intervention and instruction	4000-4999: Books And Supplies Supplemental materials to support intervention and instruction	4000-4999: Books And Supplies Supplemental materials to support intervention and instruction

#### Action 15

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)

#### 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

Site-based consultants, licenses, conferences, and travel expenses with a focus on improving practice of teachers of unduplicated students. (Line 15)

2018-19 Actions/Services

Site-based consultants, licenses, conferences, and travel expenses aligned to SPSA goals (based on district LCAP goals) focused on the needs of English Learners, Low Income, and Foster Youth.  
  
(Line 15)

2019-20 Actions/Services

Same action as 2018-19 (Line 15)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$200,000	\$200,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and travel costs	5000-5999: Services And Other Operating Expenditures Conferences and travel costs	5000-5999: Services And Other Operating Expenditures Conference and travel costs
Amount	\$100,000	\$247,030	\$125,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultant and licenses	5800: Professional/Consulting Services And Operating Expenditures Consultant and licenses	5800: Professional/Consulting Services And Operating Expenditures Consultants and licenses

# 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

100% of pupils provided with access to supplemental standards-aligned instructional materials to access the content.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                            Priority 2: State Standards (Conditions of Learning)  
                            Priority 4: Pupil Achievement (Pupil Outcomes)  
                            Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Standards-aligned instructional materials

### Identified Need:

To provide and maintain Basic Services for students and schools.  
Standards-aligned instructional materials.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Report	2016 - 100% provided with supplemental CCSS materials in literacy and math.	100% provided with supplemental CCSS materials in literacy and math.	100% provided with supplemental CCSS materials in literacy and math.	100% provided with supplemental CCSS materials in literacy and math.

## 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)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[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

Unchanged Action

2017-18 Actions/Services

Provide pupils access to standards-aligned instructional materials for K-12.

2018-19 Actions/Services

Provide pupils access to standards-aligned instructional materials for K-12.

2019-20 Actions/Services

Provide pupils access to standards-aligned instructional materials for K-12.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies CCSS Aligned textbooks/resources	4000-4999: Books And Supplies CCSS Aligned textbooks/resources	4000-4999: Books And Supplies CCSS Aligned textbooks/resources
Amount	\$	\$	
Amount	\$	\$	

## 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)

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide pupils access to standards-aligned supplemental instructional materials for K-12, principally appropriate for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient by purchasing bridge material, cost of printing from open source materials, novels, etc. (Line 16)

**2018-19 Actions/Services**

Provide pupils access to standards-aligned supplemental instructional materials for K-12, principally appropriate for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient by purchasing bridge material, cost of printing from open source materials, novels, etc. (Line 16)

**2019-20 Actions/Services**

Provide pupils access to standards-aligned supplemental instructional materials for K-12, principally appropriate for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient by purchasing bridge material, cost of printing from open source materials, novels, etc. (Line 16)

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$391,000	\$50,768	\$50,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies CCSS supplemental materials for unduplicated students.	4000-4999: Books And Supplies CCSS supplemental materials for unduplicated students.	4000-4999: Books And Supplies CCSS supplemental materials for unduplicated students.

# 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

100% good or exemplary rating demonstrating the maintenance of school facilities.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities: Schools in good repair

### Identified Need:

Continue to provide and maintain Basic Services for students and schools - 2014 SARC - 100% Good or above rating  
SARC Report: School Facility Good Repair Status (Williams).

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams report	2016 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.	2017 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.	2018 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.	2018 SARC - 100% Good or above rating 100% good or exemplary in Overall Facility rating.

## 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)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[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

Unchanged Action

2017-18 Actions/Services

Provide maintenance at all schools, including painting, repairs, and upkeep.

2018-19 Actions/Services

Provide maintenance at all schools, including painting, repairs, and upkeep.

2019-20 Actions/Services

Provide maintenance at all schools, including painting, repairs, and upkeep.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$524,645	\$453,881	\$476,600
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance staff salary + benefits	2000-2999: Classified Personnel Salaries Maintenance staff	2000-2999: Classified Personnel Salaries Maintenance Staff

Amount	\$386,272	\$235,982	\$247,800
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		\$636,419	\$668,300
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 5

English Language Learners (ELs) will make yearly progress on the English language and math assessments and the Dashboard color indicator will be commensurate with ALL students.  
ELPI level will be GREEN or BLUE.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
Local Priorities:     Increase the number of ELs that become proficient

### Identified Need:

To increase the number of English Language Learners (ELs) who are fluent in English in order to access grade-level curriculum and instruction, and simultaneously decreasing the number of Long-Term English Learners (LTELs) while monitoring of newly Redesignated English Language Learners' progress towards English Language Arts proficiency.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
-Dashboard indicator (ELPI) (SUSPENDED 17-18, REACTIVATED 18-19)	California Schools DASHBOARD shows the following 2015-16 metrics for English Learners: *Status of ELs making progress = 66.4% (Low on the 5x5)	2017 Spring Assessment = +5% from 2016 Spring Assessment for each grade level: *Reading Inventory (RI) - Grades 2-9 *SBAC ELA and Math - Grades 3-8, 11	DASHBOARD INDICATOR SUSPENDED	CA Dashboard: EPLI - GREEN or BLUE Increase 2018 Percent Making Progress +5% to 80.5%  Dataquest:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	*Change of ELs making progress = +1.9% *Overall indicator = Yellow	DATAQUEST for 2016-17: *36% CELDT takers met criteria (+2%) *7.3% LTEL (CORRECTED BASELINE 7.6) (-.3%) *5.7% At-Risk LTEL (CORRECTED BASELINE 7.4%) (-1.7%) *15.0% Redesignated.  Implementation of system to track the EL/RFEP monitoring (3x/year)  *2017 Reading Inventory (RI) - Grades 2-10 *2017 SBAC ELA and Math - Grades 3-8, 11		Increase 2018 Percentage Level 4 on ELPAC +5% to 45%
English Learner proficiency data for RI *Reading Inventory (RI) - Grades 2-9	2017 Spring RI	Baseline TBD	2018 Spring RI = +5% from 2017 RI for each grade level - Grades 2-9  *MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students	2019 Spring RI = +5% from 2018 RI for each grade level - Grades 2-9

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)</p> <p>*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)</p> <p>*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)</p> <p>*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)</p> <p>*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)</p>	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)</p> <p>*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade = 52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)</p> <p>*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)</p>	
English Learner SBAC Math	<p>BASELINE 2017 Math - Grades 3-8, 11 MUSD EL</p> <p>3rd Grade = 13%</p> <p>4th Grade = 19%</p> <p>5th Grade = 18%</p> <p>6th Grade = 21%</p> <p>7th Grade = 24%</p> <p>8th Grade = 0%</p> <p>11th Grade = 26%</p> <p>% Proficient</p> <p>DISCONTINUED 2018-19</p>	<p>BASELINE 2017 SBAC Math - Grades 3-8, 11 MUSD EL</p> <p>3rd Grade = 13%</p> <p>4th Grade = 19%</p> <p>5th Grade = 18%</p> <p>6th Grade = 21%</p> <p>7th Grade = 24%</p> <p>8th Grade = 0%</p> <p>11th Grade = 26%</p> <p>3rd Grade DF3 = -84.3</p> <p>4th Grade DF3 = -65.2</p>	<p>2018 Spring SBAC MATH = +5% from 2017 SBAC MATH for each grade level - Grades 3-8, 11 MUSD EL</p> <p>3rd Grade DF3 = -79.3</p> <p>4th Grade DF3 = -60.2</p> <p>5th Grade DF3 = -56.8</p> <p>6th Grade DF3 = -75.4</p> <p>7th Grade DF3 = -53.4</p> <p>8th Grade DF3 = -89.7</p> <p>11th Grade DF3 = -88.4</p>	<p>2019 Spring SBAC MATH = +5% from 2018 SBAC MATH for each grade level - Grades 3-8, 11</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3rd Grade DF3 = -84.3 4th Grade DF3 = -65.2 5th Grade DF3 = -61.8 6th Grade DF3 = -80.4 7th Grade DF3 = -58.4 8th Grade DF3 = -94.7 11th Grade DF3 = -93.4 ===== Bradoaks EL 3rd Grade = 13% 4th Grade = 18% 5th Grade = N/A % Proficient DISCONTINUED 2018-19  3rd Grade DF3 = -83.3 4th Grade DF3 = -92.2 5th Grade DF3 = N/A ===== Mayflower EL 3rd Grade = 14% 4th Grade = 50% 5th Grade = 32% % Proficient DISCONTINUED 2018-19  3rd Grade DF3 = -73.6 4th Grade DF3 = -26.8 5th Grade DF3 = -55.5 ===== Monroe EL 3rd Grade = 9% 4th Grade = 23% 5th Grade = 6%	5th Grade DF3 = -61.8 6th Grade DF3 = -80.4 7th Grade DF3 = -58.4 8th Grade DF3 = -94.7 11th Grade DF3 = -93.4  Bradoaks EL 3rd Grade = 13% 4th Grade = 18% 5th Grade = N/A  3rd Grade DF3 = -83.3 4th Grade DF3 = -92.2 5th Grade DF3 = N/A  Mayflower EL 3rd Grade = 14% 4th Grade = 50% 5th Grade = 32%  3rd Grade DF3 = -73.6 4th Grade DF3 = -26.8 5th Grade DF3 = -55.5  Monroe EL 3rd Grade = 9% 4th Grade = 23% 5th Grade = 6%  3rd Grade DF3 = -88.2 4th Grade DF3 = -56 5th Grade DF3 = -74.1  Plymouth EL 3rd Grade = N/A 4th Grade = 6% 5th Grade = N/A	Bradoaks EL 3rd Grade DF3 = -78.3 4th Grade DF3 = -87.2 5th Grade DF3 = N/A  Mayflower EL 3rd Grade DF3 = -73.6 4th Grade DF3 = -26.8 5th Grade DF3 = -55.5  Monroe EL 3rd Grade DF3 = -88.2 4th Grade DF3 = -56 5th Grade DF3 = -74.1  Plymouth EL 3rd Grade DF3 = N/A 4th Grade DF3 = -70 5th Grade DF3 = N/A  Wild Rose EL 3rd Grade DF3 = -98.5 4th Grade DF3 = -65.6 5th Grade DF3 = -67.2  Clifton EL 6th Grade DF3 = -68.1 7th Grade DF3 = N/A 8th Grade DF3 = N/A  Santa Fe EL 6th Grade DF3 = -81.5 7th Grade DF3 = -63.8 8th Grade DF3 = -90.3  MHS EL	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	% Proficient DISCONTINUED 2018-19  3rd Grade DF3 = -88.2 4th Grade DF3 = -56 5th Grade DF3 = -74.1 ===== Plymouth EL 3rd Grade = N/A 4th Grade = 6% 5th Grade = N/A  3rd Grade DF3 = N/A 4th Grade DF3 = -75 5th Grade DF3 = N/A ===== Wild Rose EL 3rd Grade = 14% 4th Grade = 13% 5th Grade = 6%  3rd Grade DF3 = -103.5 4th Grade DF3 = -70.6 5th Grade DF3 = -72.2 ===== Clifton EL 6rd Grade = 26% 7th Grade = N/A 8th Grade = N/A  6th Grade DF3 = -74.1 7th Grade DF3 = N/A 8th Grade DF3 = N/A ===== Santa Fe EL 6rd Grade = 17%	3rd Grade DF3 = N/A 4th Grade DF3 = -75 5th Grade DF3 = N/A  Wild Rose EL 3rd Grade = 14% 4th Grade = 13% 5th Grade = 6%  3rd Grade DF3 = -103.5 4th Grade DF3 = -70.6 5th Grade DF3 = -72.2  Clifton EL 6rd Grade = 26% 7th Grade = N/A 8th Grade = N/A  6th Grade DF3 = -74.1 7th Grade DF3 = N/A 8th Grade DF3 = N/A  Santa Fe EL 6rd Grade = 17% 7th Grade = 25% 8th Grade = 0%  6th Grade DF3 = -86.5 7th Grade DF3 = -68.8 8th Grade DF3 = -95.3  MHS EL 11th Grade = 32%  11th Grade DF3 = -87.3 COHS EL	11th Grade DF3 = -82.3  COHS EL 11th Grade DF3 = N/A	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	7th Grade = 25% 8th Grade = 0%  6th Grade DF3 = -86.5 7th Grade DF3 = -68.8 8th Grade DF3 = -95.3 ===== MHS EL 11th Grade = 32% % Proficient DISCONTINUED 2018-19  11th Grade DF3 = -87.3  COHS EL 11th Grade = N/A  11th Grade DF3 = N/A	11th Grade = N/A  11th Grade DF3 = N/A		
English Learner SBAC ELA	BASELINE 2017 SBAC Math - Grades 3-8, 11  MUSD EL 3rd Grade = 19% 4th Grade = 17% 5th Grade = 18% 6th Grade = 13% 7th Grade = 7% 8th Grade = 0% 11th Grade = 4% % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = -53.5 4th Grade DF3 = -60 5th Grade DF3 = -79.3	BASELINE 2017 SBAC Math - Grades 3-8, 11  MUSD EL 3rd Grade = 19% 4th Grade = 17% 5th Grade = 18% 6th Grade = 13% 7th Grade = 7% 8th Grade = 0% 11th Grade = 4%  3rd Grade DF3 = -53.5 4th Grade DF3 = -60 5th Grade DF3 = -79.3 6th Grade DF3 = -114.1 7th Grade DF3 = -124.5	2018 Spring MATH = +5% from 2017 SBAC MATH for each grade level - Grades 3-8, 11 MUSD EL 3rd Grade DF3 = -48.5 4th Grade DF3 = -55 5th Grade DF3 = -74.3 6th Grade DF3 = -99.1 7th Grade DF3 = -119.5 8th Grade DF3 = -147.7 11th Grade DF3 = -172.5  Bradoaks EL 3rd Grade DF3 = -63.4 4th Grade DF3 = -88.5	2019 Spring MATH = +5% from 2018 MATH for each grade level - Grades 3-8, 11

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	6th Grade DF3 = -114.1 7th Grade DF3 = -124.5 8th Grade DF3 = -153.7 11th Grade DF3 = -177.5  Bradoaks EL 3rd Grade = 13% 4th Grade = 9% 5th Grade = N/A % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = -68.4 4th Grade DF3 = -93.5 5th Grade DF3 = N/A  Mayflower EL 3rd Grade = 29% 4th Grade = 42% 5th Grade = 47% % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = -42 4th Grade DF3 = -27.2 5th Grade DF3 = -43.5  Monroe EL 3rd Grade = 18% 4th Grade = 24% 5th Grade = 6% % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = -42.2 4th Grade DF3 = -64.5	8th Grade DF3 = -153.7 11th Grade DF3 = -177.5  Bradoaks EL 3rd Grade = 13% 4th Grade = 9% 5th Grade = N/A  3rd Grade DF3 = -68.4 4th Grade DF3 = -93.5 5th Grade DF3 = N/A  Mayflower EL 3rd Grade = 29% 4th Grade = 42% 5th Grade = 47%  3rd Grade DF3 = -42 4th Grade DF3 = -27.2 5th Grade DF3 = -43.5  Monroe EL 3rd Grade = 18% 4th Grade = 24% 5th Grade = 6%  3rd Grade DF3 = -42.2 4th Grade DF3 = -64.5 5th Grade DF3 = -99.1  Plymouth EL 3rd Grade = N/A 4th Grade = 13% 5th Grade = N/A  3rd Grade DF3 = N/A	5th Grade DF3 = N/A  Mayflower EL 3rd Grade DF3 = -37 4th Grade DF3 = -25.2 5th Grade DF3 = -38.5  Monroe EL 3rd Grade DF3 = -37.2 4th Grade DF3 = -59.5 5th Grade DF3 = -95.1  Plymouth EL 3rd Grade DF3 = N/A 4th Grade DF3 = -59.7 5th Grade DF3 = N/A  Wild Rose EL 3rd Grade DF3 = -72.9 4th Grade DF3 = -51 5th Grade DF3 = -64.4  Clifton EL 6th Grade DF3 = -111.2 7th Grade DF3 = N/A 8th Grade DF3 = N/A  Santa Fe EL 6th Grade DF3 = -107.1 7th Grade DF3 = -129.3 8th Grade DF3 = -138.8  MHS EL 11th Grade DF3 = -158.7  COHS EL	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5th Grade DF3 = -99.1  Plymouth EL 3rd Grade = N/A 4th Grade = 13% 5th Grade = N/A % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = N/A 4th Grade DF3 = -64.7 5th Grade DF3 = N/A  Wild Rose EL 3rd Grade = 9% 4th Grade = 10% 5th Grade = 0% % Proficient DISCONTINUED 2018-19 3rd Grade DF3 = -77.9 4th Grade DF3 = -56 5th Grade DF3 = -71.4  Clifton EL 6th Grade = 13% 7th Grade = N/A 8th Grade = N/A  6th Grade DF3 = -116.2 7th Grade DF3 = N/A 8th Grade DF3 = N/A  Santa Fe EL 6th Grade = 13% 7th Grade = 6% 8th Grade = 0%  6th Grade DF3 = -112.1 7th Grade DF3 = -131.3 8th Grade DF3 = -143.8  MHS EL 11th Grade = 5%  11th Grade DF3 = -163.7  COHS EL	4th Grade DF3 = -64.7 5th Grade DF3 = N/A  Wild Rose EL 3rd Grade = 9% 4th Grade = 10% 5th Grade = 0%  3rd Grade DF3 = -77.9 4th Grade DF3 = -56 5th Grade DF3 = -71.4  Clifton EL 6th Grade = 13% 7th Grade = N/A 8th Grade = N/A  6th Grade DF3 = -116.2 7th Grade DF3 = N/A 8th Grade DF3 = N/A  Santa Fe EL 6th Grade = 13% 7th Grade = 6% 8th Grade = 0%  6th Grade DF3 = -112.1 7th Grade DF3 = -131.3 8th Grade DF3 = -143.8  MHS EL 11th Grade = 5%  11th Grade DF3 = -163.7  COHS EL	11th Grade DF3 = N/A	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	7th Grade = 6% 8th Grade = 0% % Proficient DISCONTINUED 2018-19 6th Grade DF3 = -112.1 7th Grade DF3 = -131.3 8th Grade DF3 = -143.8  MHS EL 11th Grade = 5% % Proficient DISCONTINUED 2018-19 11th Grade DF3 = -163.7  COHS EL 11th Grade = N/A % Proficient DISCONTINUED 2018-19 11th Grade DF3 = N/A	11th Grade = N/A  11th Grade DF3 = N/A		
Reclassification Rates	DATAQUEST for 2015-16: **LTEL = 7.6% **At-Risk LTEL = 7.4% Redesignated = 18.6%  **CORRECTED 3/17/2019	2016-17 GOAL: LTEL (-5%) = 2.6% At-Risk LTEL (-5%) = 5.4% Redesignated (+5%) = 23.6%	2017-18 GOAL: LTEL (-5%) = 2.3% At-Risk LTEL (-5%) = .7% Redesignated (+5%) = 20%	2018-19 GOAL LTEL (-2) = 2.6% At-Risk LTEL (-2%) = 4.2% Redesignated (+2%) = 14.1%
Monitoring for all EL students	NEED to develop an implementation rubric to	Rubric development in progress Goal: 100%	Implementation of system to track the	Implementation of system to track the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	track the EL/RFEP monitoring goal.		EL/RFEP monitoring (3x/year)	EL/RFEP monitoring (3x/year)  100% students monitored on or before deadlines  100% students monitored on or before deadlines WITH comment(s) regarding student's progress, not just ratings.

## 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

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

#### 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	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Intervention opportunities provided to students to increase the percentage of English learners who will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. Provide intervention opportunities before, during, and after school, Saturday school, and summer school for all English Language Learners, including monitoring via ELD assessment tool. (Line 17)	NEW ACTION: K-12 Instructional Specialists to provide professional development and coaching in the use of strategies and appropriate support material to English learners for the purpose of increasing the percentage of EL students who will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test and decrease the number of LTEL students.  (Line 17)	Continue action from 2018-2019 (Line 17)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$189,810	\$190,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Materials for students for Conquer the SBAC	1000-1999: Certificated Personnel Salaries ELD Instructional Specialists	1000-1999: Certificated Personnel Salaries ELD Instructional Specialists
Amount		66,690	70,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits Instructional Specialist benefits	3000-3999: Employee Benefits Instructional Specialist benefits

### 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)

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide professional development for teachers to implement the most effective strategies to increase the number of English Learners (ELs) and Long-Term English Learners (LTELs) demonstrating proficiency on the state English proficiency test by 3% annually, thereby decreasing the number of ELs & LTELs and increasing reclassification rates. (Line 18)

**2018-19 Actions/Services**

Provide professional development for teachers to implement the most effective strategies to increase the number of English Learners (ELs) and Long-Term English Learners (LTELs) demonstrating proficiency on the state English proficiency test by 3% annually, thereby decreasing the number of ELs & LTELs and increasing reclassification rates.

(Line 18)

**2019-20 Actions/Services**

Discontinued as action for this goal. (Line 18)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development to decrease LTELs	5000-5999: Services And Other Operating Expenditures Professional development to decrease LTELs	

### 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

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Provide extra hours for certificated and/or classified staff to monitor newly redesignated English language learners to provide on-going support as necessary to achieve proficiency. (Line 19)

#### 2018-19 Actions/Services

Provide extra hours for certificated and/or classified staff to monitor newly redesignated English language learners to provide on-going support as necessary to achieve proficiency.

(Line 19)

#### 2019-20 Actions/Services

Discontinued as action for this goal. (Line 19)

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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,393	\$1,000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours for Certificated staff	4000-4999: Books And Supplies	
Amount	\$465		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits for Certificated staff		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 6

College and Career Readiness

By 2019, 100% of secondary students will demonstrate College and Career readiness by accessing higher-level courses, and increasing enrollment into higher-level courses, and successfully completing A to G requirements.

By 2019, 65% of 11th grade students scoring readiness on the EAP assessment in math and English language arts

By 2019, 65% of Advanced Placement (AP) students will score 3 or higher on the AP exams.

By 2019, GPA will increase annually by 0.5.

### State and/or Local Priorities addressed by this goal:

State Priorities:     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:

To increase the number of students who successfully enter and complete high school college-and-career ready, and increase access for students to Honors and AP-level classes.

Metric 1.6: Tools to measure access to higher level courses include:

- 2014 Pre-AP and AP offerings - 29
- 2014 Honors enrollment - 61
- 2014 Pre-AP - 592
- 2014 AP enrollment - 733
- 2015 Graduation rates 85.9%
- 2014 UC/CSU completed 33.7%
- 2014 EAP results ELA - 29% , Math- 16%

- 2015 AP achievement - 607 AP students, 1142 AP exams, 55% score of 3+

#### GRADE 6-12 AVERAGE TOTAL UNWEIGHTED GPA

Grade 6 GPA 2014-2.80; 2015-2.77

Grade 7 GPA 2014-2.78; 2015-2.61

Grade 8 GPA 2014-2.78; 2015-2.59

Grade 9 GPA 2014-2.60; 2015-2.68

Grade 10 GPA 2014-2.62; 2015-2.63

Grade 11 GPA 2014-2.74; 2015-2.70

Grade 12 GPA 2014-2.84; 2015-2.83

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G 6-12 Average Total Unweighted GPA AP pass rate EAP readiness rate	A-G completion rate - 53% of students Honors enrollment - 876 enrolled Pre-AP enrollment - 1230 enrolled AP enrollment - 969 enrolled EAP: Conditionally Ready - 37% ELA and 18% Math Ready - 28% ELA and 12 % Math AP passing rates - 55% of students	Increase A-G completion rate by 5% Increase in Honors enrollment by 5% Increase in Pre-AP enrollment by 5% Increase in AP enrollment by 5% Increase in EAP by 5% in ELA and math Increase in AP passing rates by 5% students,  Increase 6-12 AVERAGE TOTAL UNWEIGHTED GPAs	Increase A-G completion rate by 5% Increase in Honors enrollment by 5% Increase in Pre-AP enrollment by 5% Increase in AP enrollment by 5% Increase in EAP by 5% in ELA and math Increase in AP passing rates by 5% students  GPA eliminated as a reliable metric for this goal.	Increase A-G completion rate by 5% Increase in Honors enrollment by 5% Increase in Pre-AP enrollment by 5% Increase in AP enrollment by 5% Increase in EAP by 5% in ELA and math Increase in AP passing rates by 5% students  GPA eliminated as a reliable metric for this goal.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>6-12 AVERAGE TOTAL UNWEIGHTED GPAs averages</p> <p>GPAs:</p> <p>Grade 6 3.05 GPA</p> <p>Grade 7 2.89 GPA</p> <p>Grade 8 2.92 GPA</p> <p>Grade 9 2.49 GPA</p> <p>Grade 10 2.57 GPA</p> <p>Grade 11 2.79 GPA</p> <p>Grade 12 3.11 GPA</p>	<p>averages by .50 grade points</p> <p>EXPECTED GPAs:</p> <p>Grade 6 3.55 GPA</p> <p>Grade 7 3.39 GPA</p> <p>Grade 8 3.42 GPA</p> <p>Grade 9 2.99 GPA</p> <p>Grade 10 3.07 GPA</p> <p>Grade 11 3.29 GPA</p> <p>Grade 12 3.61 GPA</p> <p>2017-2018</p> <p>A-G completion rate - 43% of students</p> <p>*Data from Aeries</p> <p>Graduation Rate - 92.3%</p> <p>*Data from California School Dashboard</p> <p>2017-2018</p> <p>Ready - 37% ELA and 15% Math</p> <p>Conditionally Ready - 37% ELA and 23% Math</p> <p>Ready - 27% ELA and 62% Math</p> <p>*Data from Aeries</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))

Schoolwide

**Location(s):**

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

Specific Schools: Santa Fe, Clifton, and MHS

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Increase the number of Honors, Pre-AP, and/or AP offerings at the secondary school sites (CMS, SFMS, and MHS) by providing professional development opportunities for teachers to learn the best strategies to increase offerings and increase success rates on AP exams specifically for targets student groups. (Line 20)

**2018-19 Actions/Services**

Increase the number of Honors, Pre-AP, and/or AP offerings at the secondary school sites (CMS, SFMS, and MHS) by providing professional development opportunities for teachers to learn the best strategies to increase offerings and increase success rates on AP exams specifically for targets student groups. (Line 20)

**2019-20 Actions/Services**

Same action as 2018-19 (Line 20)

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$2,500	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development AP Summer Institutes	5000-5999: Services And Other Operating Expenditures Professional development AP Summer Institutes	5000-5999: Services And Other Operating Expenditures Professional development AP Summer Institutes

## 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)

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: MHS

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Assist in paying for the AP exams for pupils at MHS identified as Low-Income and Foster Youth to increase the number of AP courses and tests taken by these subgroups. (Line 21)

### 2018-19 Actions/Services

Assist in paying for the AP exams for MHS pupils identified as Low-Income and Foster Youth to increase the number of AP courses and tests taken by these subgroups. (Line 21)

### 2019-20 Actions/Services

Same action as 2018-19 (Line 21)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$12,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies AP testing costs for students	4000-4999: Books And Supplies AP testing costs for students	4000-4999: Books And Supplies AP testing costs for students

## 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))

Schoolwide

### Location(s):

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

Specific Schools: Santa Fe, Clifton, and MHS

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Further implement AVID program at the secondary level (CMS, SFMS, and MHS) through training for implementation or planning in the Fall of 2016. Also, provide

### 2018-19 Actions/Services

Continue to support the AVID program at the secondary level (CMS, SFMS, and MHS) through training for implementation or planning in the Fall of 2016. Also,

### 2019-20 Actions/Services

Same action as 2019-20. (Line 22)

free tutoring for students to assist in homework, project completion, and test preparation, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all students LEA-Wide. (Line 22)

provide free tutoring for students to assist in homework, project completion, and test preparation, principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all students LEA-Wide. (Line 22)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$45,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tutoring: PAT tutoring services	5000-5999: Services And Other Operating Expenditures Tutoring: PAT tutoring services	5000-5999: Services And Other Operating Expenditures Tutoring: PAT tutoring services
Amount	\$20,000.00	\$20,000.00	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Fees	5000-5999: Services And Other Operating Expenditures AVID Fees	5000-5999: Services And Other Operating Expenditures AVID Fees
Amount	\$54,000.00	\$46,000.00	\$46,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Summer Institute	5000-5999: Services And Other Operating Expenditures AVID Summer Institute	5000-5999: Services And Other Operating Expenditures AVID Summer Institute
Amount	\$6,000.00	\$6,000.00	\$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries AVID stipend for Coordinators	1000-1999: Certificated Personnel Salaries AVID stipend for Coordinators	1000-1999: Certificated Personnel Salaries AVID stipend for Coordinators

Amount	\$40,000.00	\$40,000.00	\$40,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries AVID site tutors	2000-2999: Classified Personnel Salaries AVID site tutors	2000-2999: Classified Personnel Salaries AVID site tutors
Amount	\$8,000	\$8,000	\$8,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 7

### Interventions

By 2020, increase the DF3 for ELA and mathematics by 10 points.

By 2020, increase percent proficient in ELA and mathematics to 80%.

By 2020, decrease/maintain middle and high school dropout rates at 0%.

### State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 4: Pupil Achievement (Pupil Outcomes)  
                                Priority 5: Pupil Engagement (Engagement)  
                                Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based on the results below, continue to provide intervention opportunities for at-risk students:

Spring 2017 Reading Inventory (RI) Assessment Results:

\*MUSD (2,631 students tested): 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

Tools to measure implementation of California Common Core Standards include:

- Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%

\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

\*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%

\*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%

\*MHS: 11th Grade = 70%

\*COHS: 11th Grade = 36%

- Spring 2016 Smarter Balanced (SBAC) Assessment MATH Results

\*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%

\*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%

\*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%

\*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%

\*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%

\*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%

\*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%

\*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%

\*MHS: 11th Grade = 34%

\*COHS: 11th Grade = 2%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Reading Inventory (RI) -Grades 2-9 = %Proficient	<p>*2016 Reading Inventory (RI) - Grades 2-9</p> <p>*2016 SBAC ELA and Math - Grades 3-8,</p> <ul style="list-style-type: none"> <li>Spring 2016 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th</p>	<p>2017 Spring Assessment = +5% from 2016 Spring</p> <ul style="list-style-type: none"> <li>Spring 2017 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (3,574 students tested): 1st Grade = 100% (+100%)(2 students tested), 2nd Grade = 63% (+28%)(327 students tested), 3rd Grade = 69% (+12%)(391 students tested), 4th Grade = 60% (+2%)(410 students tested), 5th Grade = 55% (+2%)(407 students tested), 6th Grade = 51% (+0%)(413 students tested), 7th Grade = 58% (+12%)(402 students tested), 8th Grade = 56% (+1%)(424 students tested), 9th</p>	<p>2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:</p> <ul style="list-style-type: none"> <li>Spring 2018 Reading Inventory (RI) Assessment Results</li> </ul> <p>*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)</p>	<p>2019 Spring Assessment = +5% from 2018 Spring Assessment for each grade level:</p> <p>*Reading Inventory (RI) - Grades 2-10</p> <p>*Math Inventory (MI) - Grades 5-9</p> <p>2019 Summative = +5 DF3</p> <p>*SBAC ELA and Math - Grades 3-8, 11</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grade = 55% (369 students tested)</p> <p>*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)</p> <p>*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)</p> <p>*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)</p>	<p>Grade = 56% (+1%)(402 students tested)</p> <p>*Bradoaks (339 total students tested): 1st Grade = N/A, 2nd Grade = 69% (+34%)(77 students tested), 3rd Grade = 74% (+17%)(96 students tested), 4th Grade = 55% (-14%)(74 students tested), 5th Grade = 57% (+3%)(95 students tested)</p> <p>*Mayflower (367 total students tested): 1st Grade = N/A, 2nd Grade = 70% (+45%)(84 students tested), 3rd Grade = 62% (+12%)(85 students tested), 4th Grade = 72% (+3%)(108 students tested), 5th Grade = 61% (-2%)(90 students tested)</p> <p>*Monroe (364 total students tested): 1st Grade = N/A, 2nd Grade = 67% (+67%)(81 students tested), 3rd Grade = 71% (+14%)(101 students tested), 4th Grade = 61% (-11%)(99 students tested), 5th Grade =</p>	<p>*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)</p> <p>*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)</p> <p>*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)</p>	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)</p> <p>*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)</p> <p>*Clifton (509 students tested): 6th Grade = 50% (100 students tested), 7th Grade = 58% (202 students tested), 8th Grade = 63% (207 students tested)</p> <p>*Santa Fe (425 students tested): 6th Grade = 54% (58 students tested), 7th Grade = 33% (181 students tested)</p>	<p>52% (+1%)(83 students tested)</p> <p>*Plymouth (126 total students tested): 1st Grade = 100% (+100%), 2nd Grade = N/A, 3rd Grade = 69% (+13%)(33 students tested), 4th Grade = 55% (-1%)(29 students tested), 5th Grade = 51% (+2%)(60 students tested)</p> <p>*Wild Rose (340 total students tested): 1st Grade = N/A, 2nd Grade = 48% (+14%)(85 students tested), 3rd Grade = 67% (+15%)(76 students tested), 4th Grade = 50% (-9%)(100 students tested), 5th Grade = 48% (+3%)(79 students tested)</p> <p>*Clifton (660 total students tested): 6th Grade = 70% (+10%)(231 students tested), 7th Grade = 66% (+8%)(205 students tested), 8th Grade = 67% (+3%)(224 students tested)</p>	<p>*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)</p> <p>*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)</p> <p>*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)</p> <p>*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade =</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>tested), 8th Grade = 47% (186 students tested)</p> <p>*MHS (369 students tested): 9th Grade = 55% (369 students tested)</p>	<p>*Santa Fe (579 total students tested): 6th Grade = 40% (-14%)(182 students tested), 7th Grade = 48% (+15%)(197 students tested), 8th Grade = 52% (+5%)(200 students tested)</p> <p>*MHS (402 students tested): 9th Grade = 56% (+1%)(402 students tested)</p>	<p>52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)</p> <p>*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)</p>	
Math Inventory (MI) - Grades 5-9 = % Proficient		<p>2017 MI BASELINE</p> <p>MUSD (605 students tested) 5th Grade = 48% (391 students tested) 6th Grade = 9% (100 students tested) 7th Grade = 3% (72 students tested) 8th Grade = 2% (41 students tested) 9th Grade = 0% (1 student tested)</p> <p>Bradoaks 5th Grade = 44% (91 students tested)</p> <p>Mayflower 5th Grade = 53% (83 students tested)</p> <p>Monroe</p>	<ul style="list-style-type: none"> <li>Spring 2018 Math Inventory (MI) Assessment Results</li> </ul> <p>*MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)</p> <p>*Bradoaks (66 total students tested): 5th</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		5th Grade = 38% (82 students tested) Plymouth 5th Grade = 55% (58 students tested) Wild Rose 5th Grade = 53% (77 students tested) Clifton (117 students tested) 6th Grade = 8% (61 students tested) 7th Grade = 2% (44 students tested) 8th Grade = 0% (12 students tested) Santa Fe (96 students tested) 6th Grade = 10% (39 students tested) 7th Grade = 4% (28 students tested) 8th Grade = 3% (29 students tested) MHS 9th Grade = 0% (1 student tested)	Grade Grade = 35% (-9%, 66 students tested)  *Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)  *Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)  *Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)  *Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)  *Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)  *Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%,	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>173 students tested), 8th Grade = 26% (-26%, 199 students tested)</p> <p>*MHS (435 total students tested): 9th Grade = 27% (-29%, 435 students tested)</p>	
SBAC ELA Grades 3-8, 11 = %Proficient	<ul style="list-style-type: none"> <li>Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results</li> </ul> <p>*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%</p> <p>*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%</p> <p>*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%</p> <p>*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%</p>	<ul style="list-style-type: none"> <li>Spring 2017 Smarter Balanced (SBAC) Assessment ELA Results</li> </ul> <p>*MUSD: 3rd Grade = 48% (+3%), 4th Grade = 50% (+2%), 5th Grade = 53% (+2%), 6th Grade = 58% (+8%), 7th Grade = 64% (+6%), 8th Grade = 64% (+8%), 11th Grade = 71% (+6%)</p> <p>*Bradoaks: 3rd Grade = 48% (-4%), 4th Grade = 47% (-3%), 5th Grade = 58% (+15%)</p> <p>*Mayflower: 3rd Grade = 47% (-5%), 4th Grade = 67% (+3%), 5th Grade = 66% (-6%)</p> <p>*Monroe: 3rd Grade = 30% (-10), 4th Grade =</p>	<p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018- 2019.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%</p> <p>*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%</p> <p>*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70%</p> <p>*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45%</p> <p>*MHS: 11th Grade = 70%</p> <p>*COHS: 11th Grade = 36%</p>	<p>47% (+7%), 5th Grade = 45% (-9%)</p> <p>*Plymouth: 3rd Grade = 52% (+12%), 4th Grade = 46% (+3%), 5th Grade = 58% (+20%)</p> <p>*Wild Rose: 3rd Grade = 41% (+1%), 4th Grade = 41% (-3%), 5th Grade = 37% (-14%)</p> <p>*Clifton: 6th Grade = 65% (-2%), 7th Grade = 73% (+6%), 8th Grade = 70% (0%)</p> <p>*Santa Fe: 6th Grade = 52% (+19%), 7th Grade = 54% (+8%), 8th Grade = 55% (+10%)</p> <p>*MHS: 11th Grade = 64% (-6%)</p> <p>*COHS: 11th Grade = 23% (-13%)</p>		
SBAC Math - Grades 3-8, 11 = % Proficient	<p>Spring 2016 Smarter Balanced (SBAC) Assessment MATH Results</p> <p>*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th</p>	<p>Spring 2017 Smarter Balanced (SBAC) Assessment MATH Results</p> <p>*MUSD: 3rd Grade = 51% (+5%), 4th Grade = 43% (+2%), 5th Grade =</p>	<p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%</p> <p>*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%</p> <p>*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%</p> <p>*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%</p> <p>*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%</p> <p>*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%</p> <p>*Clifton: 6th Grade = 36%, 7th Grade = 49%, 8th Grade = 38%</p> <p>*Santa Fe: 6th Grade = 21%, 7th Grade = 30%, 8th Grade = 43%</p> <p>*MHS: 11th Grade = 34%</p> <p>*COHS: 11th Grade = 2%</p>	<p>42% (+6%), 6th Grade = 38% (+9%), 7th Grade = 39% (-1%), 8th Grade = 46% (+6%), 11th Grade = 35% (+5%)</p> <p>*Bradoaks: 3rd Grade = 51% (+4%, 4th Grade = 40% (+4%), 5th Grade = 39% (+10%)</p> <p>*Mayflower: 3rd Grade = 61% (+4%), 4th Grade = 56% (-14%), 5th Grade = 65% (+1%)</p> <p>*Monroe: 3rd Grade = 46% (+5%), 4th Grade = 43% (+7%), 5th Grade = 31% (+18%)</p> <p>*Plymouth: 3rd Grade = 58% (+8%), 4th Grade = 39% (-4%), 5th Grade = 37% (+11%)</p> <p>*Wild Rose: 3rd Grade = 40% (+3%), 4th Grade = 35% (-6%), 5th Grade = 33% (+14%)</p> <p>*Clifton: 6th Grade = 38% (+2%), 7th Grade = 43% (-6%), 8th Grade = 54% (+16%)</p> <p>*Santa Fe: 6th Grade = 39% (+18%), 7th Grade = 35% (+5%), 8th Grade = 39% (-4%)</p> <p>*MHS: 11th Grade = 39% (+5%)</p> <p>*COHS: 11th Grade = 0% (-2%)</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
BEGINNING 2018-19 SBAC ELA and Math - Grades 3-8,11 = DF3		<p>2016-17 BASELINE ELA DF3:</p> <p>*MUSD: 3rd Grade DF3 = -11.3, 4th Grade DF3 = -3.6, 5th Grade DF3 = +5.6, 6th Grade DF3 = +10.8, 7th Grade DF3 = +26.4, 8th Grade DF3 = +32.0, 11th Grade DF3 = +44.1</p> <p>*Bradoaks: 3rd Grade DF3 = -8.2, 4th Grade DF3 = -15.4, 5th Grade DF3 = +12.5</p> <p>*Mayflower: 3rd Grade DF3 = -11.7, 4th Grade DF3 = +29.9, 5th Grade DF3 = +27.9</p> <p>*Monroe: 3rd Grade DF3 = -5.1, 4th Grade DF3 = -5.1, 5th Grade DF3 = -6.8</p> <p>*Plymouth: 3rd Grade DF3 = +2.3, 4th Grade DF3 = -9.3, 5th Grade DF3 = +19.2</p> <p>*Wild Rose: 3rd Grade DF3 = -33.8, 4th Grade DF3 = -22.4, 5th Grade DF3 = -24.2</p> <p>*Clifton: 6th Grade DF3 = +27.4, 7th Grade DF3 = +45.8, 8th Grade DF3 = +48.0</p>	<p>*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)</p> <p>*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)</p> <p>*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)</p> <p>*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)</p> <p>*Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)</p> <p>*Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)</p> <p>*Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>*Santa Fe: 6th Grade DF3 = -8.5, 7th Grade DF3 = +6.3, 8th Grade DF3 = +14.1</p> <p>*MHS: 11th Grade DF3 = +43.5</p> <p>*COHS: 11th Grade DF3 = -61.4</p>	<p>*Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)</p> <p>*MHS: 11th Grade = +37.3 (-6.2)</p>	
BEGINNING 2018-19 SBAC Math - Grades 3-8, 11 = DF3		<p>2016-17 BASELINE Math DF3:</p> <p>*MUSD: 3rd Grade DF3 = -0.9, 4th Grade DF3 = -14.8, 5th Grade DF3 = -22.4, 6th Grade DF3 = -35.8, 7th Grade DF3 = -39.4, 8th Grade DF3 = -20.5, 11th Grade DF3 = -47.9</p> <p>*Bradoaks: 3rd Grade DF3 = -2.4, 4th Grade DF3 = -27.6, 5th Grade DF3 = -25.9</p> <p>*Mayflower: 3rd Grade DF3 = +10.8, 4th Grade DF3 = +11.7, 5th Grade DF3 = +19.1</p> <p>*Monroe: 3rd Grade DF3 = -3.1, 4th Grade DF3 = -13.2, 5th Grade DF3 = -45.1</p> <p>*Plymouth: 3rd Grade DF3 = +18, 4th Grade DF3 = -25.2, 5th Grade DF3 = -27</p>	<p>*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)</p> <p>*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)</p> <p>*Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)</p> <p>*Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)</p> <p>*Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)</p> <p>*Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade</p>	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		*Wild Rose: 3rd Grade DF3 = -22.6, 4th Grade DF3 = -24.2, 5th Grade DF3 = -34.6 *Clifton: 6th Grade DF3 = -35.8, 7th Grade DF3 = -26.7, 8th Grade DF3 = -8.5 *Santa Fe: 6th Grade DF3 = -35.2, 7th Grade DF3 = -51.9, 8th Grade DF3 = -32.7 *MHS: 11th Grade DF3 = -35.0 *COHS: 11th Grade DF3 = -175.8	= -27 (-2.8), 5th Grade = -57.6 (-23) *Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5) *Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1) *MHS: 11th Grade = -43.9 (-8.9)	

## 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)

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

Specific Grade Spans: 6-12

### Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Implement Read 180/Math 180 to increase the number of students who score Proficient or above in English language arts and math (grades 6 -12), principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all at-risk secondary students students LEA-Wide. (Line 23)

#### 2018-19 Actions/Services

Implement Read 180/Math 180 to increase the number of students who score Proficient or above in English language arts and math (grades 6 -12), principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all at-risk secondary students students LEA-Wide.  
  
(Line 23)

#### 2019-20 Actions/Services

Same action as 2018-19 (Line 23)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$150,000	\$150,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology-based intervention	5000-5999: Services And Other Operating Expenditures Technology-based intervention	5000-5999: Services And Other Operating Expenditures Technology-based intervention

### 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)

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

Unchanged Action

**2017-18 Actions/Services**

Intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all 6-8 students LEA-Wide. (Line 24)

**2018-19 Actions/Services**

Intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all K-5 students LEA-Wide.

(Line 24)

**2019-20 Actions/Services**

Same action as 2018-19 (Line 24)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$90,000	\$90,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention hours for credentialed teachers for summer school.	1000-1999: Certificated Personnel Salaries Intervention hours for credentialed teachers for summer school.	1000-1999: Certificated Personnel Salaries Intervention hours for credentialed teachers for summer school.
Amount	\$20,000	\$23,400	\$23,400
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	\$40,000	\$36,600	\$46,600
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional material for summer program	4000-4999: Books And Supplies Instructional materials for summer program	4000-4999: Books And Supplies Instructional materials for summer program

### 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)

All Schools

[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]

## 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

Hire Coordinator of Intervention at  
Monrovia High School for students in  
grades 9-12 (Line 25)

### 2018-19 Actions/Services

Math and ELA intervention summer school  
for at-risk students, and to provide  
enrichment opportunities principally for  
pupils identified as Low-Income, English  
Learners, Foster Youth, and Redesignated  
Fluent English Proficient which can benefit  
all 5-8 students LEA-Wide.

(New Line 25)

\*\*\*FORMERLY Line 25: .5FTE  
Coordinator of Intervention at Monrovia  
High School for students in grades 9-12  
NOW LINE 26

### 2019-20 Actions/Services

Same actions as 2018-19 NEW  
(Line 25)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,750	\$29,200	\$29,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Coordinator of Intervention (50%)	4000-4999: Books And Supplies Materials for summer intervention program	4000-4999: Books And Supplies Materials for summer intervention program

Amount	\$18,250	\$80,000	\$60,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	1000-1999: Certificated Personnel Salaries Summer school salaries	1000-1999: Certificated Personnel Salaries Summer school salaries
Amount		\$20,800	\$10,800
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits Summer school benefits	3000-3999: Employee Benefits Summer school benefits

#### 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 Grade Spans: 9-12

#### 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

Unchanged Action

2019-20 Actions/Services

Math and ELA intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all 9-12 students LEA-Wide. (Line 26)	<p>NEW: .5FTE Coordinator of MTSS Intervention at Monrovia High School for students in grades 9-12</p> <p>(Line 26)</p> <p>FORMERLY Line 26: Math and ELA intervention summer school for at-risk students, and to provide enrichment opportunities principally for pupils identified as Low-Income, English Learners, Foster Youth, and Redesignated Fluent English Proficient which can benefit all 9-12 students LEA-Wide. (NOW LINE 25 - see above)</p>	Sane action as 2018-19 NEW (Line 26)
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,500	\$56,980	\$57,980
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional materials intervention math	1000-1999: Certificated Personnel Salaries Instructional materials intervention math	1000-1999: Certificated Personnel Salaries Instructional materials intervention math
Amount	\$90,000	\$20,020	\$20,020
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention hours for credentialed teachers for summer school.	3000-3999: Employee Benefits Benefits for Intervention coordinator	3000-3999: Employee Benefits Benefits for Intervention coordinator

Amount	\$22,500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 8

Provide a program, including curriculum and instruction, to address the literacy needs of all third grade students in all subject areas so that all third grade students meet minimum proficiency levels by June 2020.

### Third Grade Literacy

Students will demonstrate proficiency in grade-level literacy with second, third, fourth and fifth grades.

By the end of second grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of third grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of fourth grade, 80% or more of the students will meet reading targets. The percentage of each applicable student subgroup meeting targets will increase by at least 5 percentage points each year.

By the end of grades 5th, students meeting reading targets will increase by 5 percent.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:     All 2nd - 5th Grade Students

### Identified Need:

Need: Literacy in English language arts. Grade-level proficiency in literacy in order to access curriculum and instruction.

- Spring 2016 Reading Inventory (RI) Assessment Results

\*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)

\*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)

\*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade = 50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)

\*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)

\*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)

\*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)

- Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results

\*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%

\*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%

\*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%

\*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%

\*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%

\*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Reading Inventory (RI) - Grades 2-9	<p>Spring 2016 Reading Inventory (RI) Assessment Results</p> <p>*MUSD (2,631 students tested): 1st Grade = N/A, 2nd Grade = 35% (92 students tested), 3rd Grade = 57% (410 students tested), 4th Grade = 62% (430 students tested), 5th Grade = 53% (396 students tested), 6th Grade = 51% (158 students tested), 7th Grade = 46% (383 students tested), 8th Grade = 55% (393 students tested), 9th Grade = 55% (369 students tested)</p> <p>*Bradoaks (260 students tested): 1st Grade = N/A, 2nd Grade = 35% (9 students tested), 3rd Grade = 57% (91 students tested), 4th Grade = 69% (68 students tested), 5th Grade = 56% (92 students tested)</p> <p>*Mayflower (279 students tested): 1st Grade = N/A, 2nd Grade = 25% (4 students tested), 3rd Grade =</p>	<p>2017 Spring Assessment = +5% from 2016 Spring Assessment for each grade level:</p> <p>Spring 2017 Reading Inventory (RI) Assessment Results</p> <p>*MUSD (3,574 students tested): 1st Grade = 100% (+100%)(2 students tested), 2nd Grade = 63% (+28%)(327 students tested), 3rd Grade = 69% (+12%)(391 students tested), 4th Grade = 60% (+2%)(410 students tested), 5th Grade = 55% (+2%)(407 students tested), 6th Grade = 51% (+0%)(413 students tested), 7th Grade = 58% (+12%)(402 students tested), 8th Grade = 56% (+1%)(424 students tested), 9th Grade = 56% (+1%)(402 students tested)</p> <p>*Bradoaks (339 total students tested): 1st Grade = N/A, 2nd Grade = 69% (+34%)(77 students tested), 3rd</p>	<p>2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:</p> <p>*Reading Inventory (RI) - Grades 2-9</p> <p>*SBAC ELA - Grades 3-8, 11</p> <p>*i-Ready - Grades 4-5</p> <p>Spring 2018 Reading Inventory (RI) Assessment Results</p> <p>*MUSD (3,264 students tested): 1st Grade = N/A, 2nd Grade = 61% (-2%, 383 students tested), 3rd Grade = 67% (-2%, 382 students tested), 4th Grade = 60% (+0%, 421 students tested), 5th Grade = 59% (+4%, 442 students tested), 6th Grade = 51% (+0%, 407 students tested), 7th Grade = 57% (-1%, 392 students tested), 8th Grade = 62% (+6%, 401 students tested), 9th Grade = 61% (+5%, 436 students tested)</p>	<p>2019 Spring Assessment = +5% from 2018 Spring Assessment for each grade level:</p> <p>*Reading Inventory (RI) - Grades 2-9</p> <p>*SBAC ELA - Grades 3-8, 11</p> <p>*i-Ready - Grades 4-5</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>50% (83 students tested), 4th Grade = 69% (105 students tested), 5th Grade = 63% (87 students tested)</p> <p>*Monroe (286 students tested): 1st Grade = N/A, 2nd Grade = 0% (2 students tested), 3rd Grade = 57% (102 students tested), 4th Grade = 73% (102 students tested), 5th Grade = 51% (80 students tested)</p> <p>*Plymouth (157 students tested): 1st Grade = N/A, 2nd Grade = 0% (1 student tested), 3rd Grade = 56% (50 students tested), 4th Grade = 56% (55 students tested), 5th Grade = 49% (51 students tested)</p> <p>*Wild Rose (346 students total): 1st Grade = N/A, 2nd Grade = 34% (76 students tested), 3rd Grade = 52% (84 students tested), 4th Grade = 59% (100 students tested), 5th Grade = 43% (86 students tested)</p>	<p>Grade = 74% (+17%)(96 students tested), 4th Grade = 55% (-14%)(74 students tested), 5th Grade = 57% (+3%)(95 students tested)</p> <p>*Mayflower (367 total students tested): 1st Grade = N/A, 2nd Grade = 70% (+45%)(84 students tested), 3rd Grade = 62% (+12%)(85 students tested), 4th Grade = 72% (+3%)(108 students tested), 5th Grade = 61% (-2%)(90 students tested)</p> <p>*Monroe (364 total students tested): 1st Grade = N/A, 2nd Grade = 67% (+67%)(81 students tested), 3rd Grade = 71% (+14%)(101 students tested), 4th Grade = 61% (-11%)(99 students tested), 5th Grade = 52% (+1%)(83 students tested)</p> <p>*Plymouth (126 total students tested): 1st Grade = 100% (+100%), 2nd Grade = N/A, 3rd Grade = 69% (+13%)(33 students tested), 4th Grade = 55% (-1%)(29 students tested), 5th</p>	<p>*Bradoaks (330 students tested): 1st Grade = N/A, 2nd Grade = 66% (-3%, 77 students tested), 3rd Grade = 75% (+1%, 83 students tested), 4th Grade = 69% (+14%, 68 students tested), 5th Grade = 56% (-1%, 92 students tested)</p> <p>*Mayflower (367 students tested): 1st Grade = N/A, 2nd Grade = 73% (+3%, 75 students tested), 3rd Grade = 75% (+13%, 88 students tested), 4th Grade = 59% (-13%, 93 students tested), 5th Grade = 70% (+9%, 111 students tested)</p> <p>*Monroe (469 students tested): 1st Grade = N/A, 2nd Grade = 46% (-21%, 103 students tested), 3rd Grade = 61% (+6%, 77 students tested), 4th Grade = 62% (+1%, 99 students tested), 5th Grade = 57% (+5%, 94 students tested)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Grade = 51% (+2%)(60 students tested)</p> <p>*Wild Rose (340 total students tested): 1st Grade = N/A, 2nd Grade = 48% (+14%)(85 students tested), 3rd Grade = 67% (+15%)(76 students tested), 4th Grade = 50% (-9%)(100 students tested), 5th Grade = 48% (+3%)(79 students tested)</p>	<p>*Plymouth (246 students tested): 1st Grade = N/A, 2nd Grade = 68% (+68%, 71 students tested), 3rd Grade = 67% (-2%, 53 students tested), 4th Grade = 57% (+2%, 58 students tested), 5th Grade = 60% (+9%, 61 students tested)</p> <p>*Wild Rose (317 students total): 1st Grade = N/A, 2nd Grade = 54% (+6%, 57 students tested), 3rd Grade = 60% (-7%, 81 students tested), 4th Grade = 53% (+3%, 75 students tested), 5th Grade = 49% (+1%, 102 students tested)</p> <p>*Clifton (668 students tested): 6th Grade = 54% (-16%, 247 students tested), 7th Grade = 61% (-5%, 218 students tested), 8th Grade = 65% (-2%, 203 students tested)</p> <p>*Santa Fe (532 students tested): 6th Grade = 45% (+5%, 160 students tested), 7th Grade =</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>52% (+4%, 174 students tested), 8th Grade = 58% (+6%, 198 students tested)</p> <p>*MHS (436 students tested): 9th Grade = 61% (+5%, 436 students tested)</p>	
*SBAC ELA - Grades 3-8, 11 (percent proficient)	<p>Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results</p> <p>*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65%</p> <p>*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43%</p> <p>*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72%</p> <p>*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54%</p> <p>*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38%</p> <p>*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51%</p>	<ul style="list-style-type: none"> <li>Spring 2017 Smarter Balanced (SBAC) Assessment ELA Results</li> </ul> <p>*MUSD: 3rd Grade = 48% (+3%), 4th Grade = 50% (+2%), 5th Grade = 53% (+2%), 6th Grade = 58% (+8%), 7th Grade = 64% (+6%), 8th Grade = 64% (+8%), 11th Grade = 71% (+6%)</p> <p>*Bradoaks: 3rd Grade = 48% (-4%), 4th Grade = 47% (-3%), 5th Grade = 58% (+15%)</p> <p>*Mayflower: 3rd Grade = 47% (-5%), 4th Grade = 67% (+3%), 5th Grade = 66% (-6%)</p>	<p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>*Monroe: 3rd Grade = 30% (-10), 4th Grade = 47% (+7%), 5th Grade = 45% (-9%)</p> <p>*Plymouth: 3rd Grade = 52% (+12%), 4th Grade = 46% (+3%), 5th Grade = 58% (+20%)</p> <p>*Wild Rose: 3rd Grade = 41% (+1%), 4th Grade = 41% (-3%), 5th Grade = 37% (-14%)</p>		
BEGINNING 2018-19 SBAC ELA - Grades 3-8, 11 DF3.		<p>*MUSD: 3rd Grade DF3 = -11.3, 4th Grade DF3 = -3.6, 5th Grade DF3 = +5.6, 6th Grade DF3 = +10.8, 7th Grade DF3 = +26.4, 8th Grade DF3 = +32.0, 11th Grade DF3 = +44.1</p> <p>*Bradoaks: 3rd Grade DF3 = -8.2, 4th Grade DF3 = -15.4, 5th Grade DF3 = +12.5</p> <p>*Mayflower: 3rd Grade DF3 = -11.7, 4th Grade DF3 = +29.9, 5th Grade DF3 = +27.9</p> <p>*Monroe: 3rd Grade DF3 = -5.1, 4th Grade DF3 = -5.1, 5th Grade DF3 = -6.8</p> <p>*Plymouth: 3rd Grade DF3 = +2.3, 4th Grade</p>	<p>*MUSD: 3rd Grade = +3.9 (+15.2), 4th Grade = +4.7 (+8.3), 5th Grade = -5.5 (-11.1), 6th Grade = +11.7 (+0.9), 7th Grade = +17.1 (-9.3), 8th Grade = +25.3 (-6.7), 11th Grade = +27.4 (-16.7)</p> <p>*Bradoaks: 3rd Grade = +12.4 (+20.6), 4th Grade = +10.1 (+20.5), 5th Grade = -0.9 (-13.4)</p> <p>*Mayflower: 3rd Grade = +25.8 (+37.5), 4th Grade = +10.2 (-19.7), 5th Grade = +28.2 (+0.3)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		DF3 = -9.3, 5th Grade DF3 = +19.2 *Wild Rose: 3rd Grade DF3 = -33.8, 4th Grade DF3 = -22.4, 5th Grade DF3 = -24.2	*Monroe: 3rd Grade = -1.1 (+4), 4th Grade = +23.2 (+28.3), 5th Grade = -7.8 (-1)  *Plymouth: 3rd Grade = +24.8 (+22.5), 4th Grade = +2.9 (+12.2), 5th Grade = -14.7 (-33.9)  *Wild Rose: 3rd Grade = -36.4 (-2.6), 4th Grade = -25.9 (-3.5), 5th Grade = -34.1 (-9.9)  *Clifton: 6th Grade = +14.4 (-13), 7th Grade = +24.8 (-21), 8th Grade = +39.9 (-8.1)  *Santa Fe: 6th Grade = +8.6 (+17.1), 7th Grade = +7.2 (+0.9), 8th Grade = +11.3 (-2.8)  *MHS: 11th Grade = +37.3 (-6.2)	
BASELINE 2017 i-Ready (grades 4-5)		BASELINE 2017 i-Ready MUSD (254 students tested) 4th Grade = 12% (136 students tested)	i-Ready discontinued as measure 2018-2019.	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		5th Grade = 8% (118 students tested) Bradoaks (50 students tested) 4th Grade = 9% (23 students tested) 5th Grade = 8% (27 students tested) Mayflower (49 students tested) 4th Grade = 13% (30 students tested) 5th Grade = 0% (19 students tested) Monroe (54 students tested) 4th Grade = 20% (30 students tested) 5th Grade = 0% (24 students tested) Plymouth (51 students tested) 4th Grade = 14% (29 students tested) 5th Grade = 27% (22 students tested) Wild Rose (50 students tested) 4th Grade = 0% (24 students tested) 5th Grade = 4% (26 students tested)		

# 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 elementary schools  
Specific Grade Spans: 4-5

## 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

Online reading support licenses purchased for all 2nd - 5th grade students to support those students not achieving at grade level and used as a means to identify individual students who are in need of extra support used to identify and support unduplicated students who need additional support. (Line 27) Bulk of expense now under Line 16.

### 2018-19 Actions/Services

Provide an additional 20% for interventionist salary to increase the time with 4th - 5th grade unduplicated students groups using online intervention program (i-Ready).  
  
(Line 27)

### 2019-20 Actions/Services

Provide an additional 20% for interventionist salary to increase the time with 4th - 5th grade unduplicated students groups using online intervention program (i-Ready). (Line 27)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$111,000	\$111,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Reading Program Licenses	1000-1999: Certificated Personnel Salaries Interventionist salary	1000-1999: Certificated Personnel Salaries Interventionist salary
Amount		\$39,000	\$39,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

## 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 Grade Spans: 2-5

## 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

Professional development for teachers to learn, plan, and implement evidence-based instructional strategies to provide access to the curriculum, principally for pupils identified as Low-Income, English Learners, Foster Youth, Redesignated Fluent English Proficient and is suitable for all other students. (Line 28)

### 2018-19 Actions/Services

Discontinued action - now site-based expenditure reflected in Goal 2 Line 15.

### 2019-20 Actions/Services

Discontinued action - now site-based expenditure reflected in Goal 2 Line 15.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,500		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Professional development for K-5 grade teachers		
Amount	\$12,500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits for extra hours		

### 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))

Schoolwide

**Location(s):**

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

Specific Schools: Plymouth, Monroe, and Clifton MS

**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**

Purchase decodable materials for primary students at all five elementary schools focused on unduplicated students. (Line 29)

**2018-19 Actions/Services**

Purchase decodable materials for primary students. (Line 29)

**2019-20 Actions/Services**

Purchase decodable materials for primary students. (Line 29)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$15,000	\$30,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Decodable materials	4000-4999: Books And Supplies Dual Immersion classroom library books	4000-4999: Books And Supplies Dual Immersion classroom library books

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 9

Improvement in grade-level math performance.

Students will demonstrate proficiency in grade-level mathematics with third grade through eighth grade.

80% or more of the students will meet math targets. Increase the number of students who score Proficient or above in grade level mathematics on Smarter Balanced assessment by at least 5 percentage points each year.

### 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:     3rd, 4th & 5th grade pupils

### Identified Need:

Math Inventory (MI) Baseline

- Spring 2016 Assessment = No data
- Spring 2016 Smarter Balanced (SBAC) Assessment MATH

\*MUSD: 3rd Grade = 46%, 4th Grade = 45%, 5th Grade = 36%, 6th Grade = 29%, 7th Grade = 40%, 8th Grade = 40%, 11th Grade = 30%

\*Bradoaks: 3rd Grade = 47%, 4th Grade = 36%, 5th Grade = 29%

\*Mayflower: 3rd Grade = 57%, 4th Grade = 70%, 5th Grade = 64%

\*Monroe: 3rd Grade = 41%, 4th Grade = 36%, 5th Grade = 49%

\*Plymouth: 3rd Grade = 50%, 4th Grade = 43%, 5th Grade = 26%

\*Wild Rose: 3rd Grade = 37%, 4th Grade = 41%, 5th Grade = 19%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math - Grades 3-5	<p>2016 SBAC Math - Grades 3-5</p> <p>MUSD</p> <p>3rd Grade = 46%</p> <p>4th Grade = 45%</p> <p>5th Grade = 36%</p> <p>6th Grade = 29%</p> <p>7th Grade = 40%</p> <p>8th Grade = 40%</p> <p>11th Grade = 30%</p> <p>Bradoaks</p> <p>3rd Grade = 47%</p> <p>4th Grade = 36%</p> <p>5th Grade = 29%</p> <p>Mayflower</p> <p>3rd Grade = 57%</p> <p>4th Grade = 70%</p> <p>5th Grade = 64%</p> <p>Monroe</p> <p>3rd Grade = 41%</p> <p>4th Grade = 36%</p> <p>5th Grade = 49%</p> <p>Plymouth</p> <p>3rd Grade = 50%</p> <p>4th Grade = 43%</p> <p>5th Grade = 26%</p> <p>Wild Rose</p> <p>3rd Grade = 37%</p>	<p>2017 Spring Assessment = +5% from 2016 Spring Assessment for each grade level:</p> <ul style="list-style-type: none"> <li>Spring 2017 Smarter Balanced (SBAC) Assessment MATH Results</li> </ul> <p>*MUSD: 3rd Grade = 51% (+5%), 4th Grade = 43% (+2%), 5th Grade = 42% (+6%), 6th Grade = 38% (+9%), 7th Grade = 39% (-1%), 8th Grade = 46% (+6%), 11th Grade = 35% (+5%)</p> <p>*Bradoaks: 3rd Grade = 51% (+4%), 4th Grade = 40% (+4%), 5th Grade = 39% (+10%)</p> <p>*Mayflower: 3rd Grade = 61% (+4%), 4th Grade</p>	<p>2018 Spring Assessment = +5% from 2017 Spring Assessment for each grade level:</p> <p>Spring 2018 Smarter Balanced (SBAC) Assessment MATH Results</p> <p>% Proficiency Metric ended 2017-2018. Distance From Standard (DFS) or DF3 per grade is new metric 2018-2019.</p> <p>*MUSD: 3rd Grade = -1.6 (-0.7), 4th Grade = -6.6 (+8.2), 5th Grade = -36.6 (-14.2), 6th Grade = -27 (+8.8), 7th Grade = -32.9 (+6.5), 8th Grade = -46.9 (-26.4), 11th Grade = -59.5 (-11.6)</p>	<p>2019 Spring Assessment = +5% from 2018 Spring Assessment for each grade level:</p> <p>*Math Inventory (MI) - Grades 5-9</p> <p>*i-Ready Math - Grades 4-5</p> <p>*SBAC Math - Grades 3-5</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4th Grade = 41% 5th Grade = 19% Clifton 6th Grade = 36% 7th Grade = 49% 8th Grade = 38% Santa Fe 6th Grade = 21% 7th Grade = 30% 8th Grade = 43% MHS 11th Grade = 34% COHS 11th Grade = 2%	= 56% (-14%), 5th Grade = 65% (+1%)  *Monroe: 3rd Grade = 46% (+5%), 4th Grade = 43% (+7%), 5th Grade = 31% (+18%)  *Plymouth: 3rd Grade = 58% (+8%), 4th Grade = 39% (-4%), 5th Grade = 37% (+11%)  *Wild Rose: 3rd Grade = 40% (+3%), 4th Grade = 35% (-6%), 5th Grade = 33% (+14%)  *Clifton: 6th Grade = 38% (+2%), 7th Grade = 43% (-6%), 8th Grade = 54% (+16%)  *Santa Fe: 6th Grade = 39% (+18%), 7th Grade = 35% (+5%), 8th Grade = 39% (-4%)  *MHS: 11th Grade = 39% (+5%)  *COHS: 11th Grade = 0% (-2%)	*Bradoaks: 3rd Grade = -1.1 (+1.3), 4th Grade = -14.3 (+13.3), 5th Grade = -41.9 (-16)  *Mayflower: 3rd Grade = +20 (+9.2), 4th Grade = +8.1 (-3.6), 5th Grade = +7 (-12.1)  *Monroe: 3rd Grade = +5.5 (+8.6), 4th Grade = +4.7 (+17.9), 5th Grade = -46.1 (-1)  *Plymouth: 3rd Grade = +11.2 (-6.8), 4th Grade = -4.3 (+20.9), 5th Grade = -52.5 (-25.5)  *Wild Rose: 3rd Grade = -40.7 (-18.1), 4th Grade = -27 (-2.8), 5th Grade = -57.6 (-23)  *Clifton: 6th Grade = -29.8 (+6), 7th Grade = -35.7 (-9), 8th Grade = -41 (-32.5)  *Santa Fe: 6th Grade = -20.8 (+14.4), 7th Grade = -29.4 (+22.5), 8th Grade = -51.8 (-19.1)  *MHS: 11th Grade = -43.9 (-8.9)	



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
BASELINE 2017 Math Inventory (MI) - Grades 5-9		BASELINE 2017 MI MUSD (605 students tested) 5th Grade = 48% (391 students tested) 6th Grade = 9% (100 students tested) 7th Grade = 3% (72 students tested) 8th Grade = 2% (41 students tested) 9th Grade = 0% (1 student tested) Bradoaks 5th Grade = 44% (91 students tested) Mayflower 5th Grade = 53% (83 students tested) Monroe 5th Grade = 38% (82 students tested) Plymouth 5th Grade = 55% (58 students tested) Wild Rose 5th Grade = 53% (77 students tested) Clifton (117 students tested) 6th Grade = 8% (61 students tested) 7th Grade = 2% (44 students tested)	*2018 Math Inventory (MI) - Grades 2-9 *Spring 2018 Math Inventory (MI) Assessment Results  *MUSD (2,063 students tested): 5th Grade = 39% (-9%, 427 students tested), 6th Grade = 15% (-36%, 407 students tested), 7th Grade = 37% (-21%, 393 students tested), 8th Grade = 30% (-26%, 401 students tested), 9th Grade = 27% (-29%, 435 students tested)  *Bradoaks (66 total students tested): 5th Grade Grade = 35% (- 9%, 66 students tested)  *Mayflower (108 total students tested): 5th Grade = 63% (+10%, 108 students tested)  *Monroe (93 students total tested): 5th Grade = 28% (-10%, 93 students tested)	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>8th Grade = 0% (12 students tested)</p> <p>Santa Fe (96 students tested)</p> <p>6th Grade = 10% (39 students tested)</p> <p>7th Grade = 4% (28 students tested)</p> <p>8th Grade = 3% (29 students tested)</p> <p>MHS</p> <p>9th Grade = 0% (1 student tested)</p>	<p>*Plymouth (60 total students tested): 5th Grade = 28% (-27%, 60 students tested)</p> <p>*Wild Rose (100 total students tested): 5th Grade = 34% (-19%, 100 students tested)</p> <p>*Clifton (669 total students tested): 6th Grade = 40% (-30%, 247 students tested), 7th Grade = 38% (-28%, 220 students tested), 8th Grade = 35% (202 students tested)</p> <p>*Santa Fe (532 total students tested): 6th Grade = 38% (-2%, 160 students tested), 7th Grade = 36% (-12%, 173 students tested), 8th Grade = 26% (-26%, 199 students tested)</p> <p>*MHS (435 total students tested): 9th Grade = 27% (-29%, 435 students tested)</p>	
BASELINE 2017 i-Ready Math - Grades 4-5		BASELINE 2017 i-Ready Math - Grades 4-5	i-Ready discontinued as measure 2018-2019.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>MUSD (246 students tested)</p> <p>4th Grade = 20% (127 students tested)</p> <p>5th Grade = 22% (119 students tested)</p> <p>Bradoaks (50 students tested)</p> <p>4th Grade = 29% (23 students tested)</p> <p>5th Grade = 15% (27 students tested)</p> <p>Mayflower (45 students tested)</p> <p>4th Grade = 25% (28 students tested)</p> <p>5th Grade = 12% (17 students tested)</p> <p>Monroe (53 students tested)</p> <p>4th Grade = 25% (28 students tested)</p> <p>5th Grade = 12% (25 students tested)</p> <p>Plymouth (49 students tested)</p> <p>4th Grade = 8% (24 students tested)</p> <p>5th Grade = 24% (25 students tested)</p> <p>Wild Rose (49 students tested)</p> <p>4th Grade = 14% (24 students tested)</p> <p>5th Grade = 44% (25 students tested)</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[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 Grade Spans: 2-5

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Professional development for teachers on CCSS and on the 8 Standards of Mathematical Practices with focus on unduplicated students' needs with attention to the specific needs of the unduplicated students. (Line 30)

#### 2018-19 Actions/Services

Professional development for teachers on CCSS and on the 8 Standards of Mathematical Practices. (Line 30)

#### 2019-20 Actions/Services

Professional development for teachers on CCSS and on the 8 Standards of Mathematical Practices. (Line 30)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$56,250	\$25,000	\$75,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for professional development	5800: Professional/Consulting Services And Operating Expenditures Consultant fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees
Amount	\$18,750		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Sub Benefits		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 10

Discontinued goal through 2019-2020 school year - Specific writing goals, actions and services will be addressed at site-level using funds distributed to schools in Goal 2 Lines 13-15 and reflected in SPSAs.

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

- Competent writing. Professional development for writing. Metric 2.3: Tools to measure competent writing include: Writing benchmarks and a calendar with the writing cycle (K-5th Grade = Writing on Demand (WOD) Narrative #2, 6th Grade - 12th Grade = Common Writing Assessment (CWA) #3). Smarter Balanced Assessment Results in English Language Arts. Spring 2016 Smarter Balanced (SBAC) Assessment ELA Results \*MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65% \*Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43% \*Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72% \*Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54% \*Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38% \*Wild Rose: 3rd Grade = 40%, 4th Grade = 44%, 5th Grade = 51% \*Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70% \*Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45% \*MHS: 11th Grade = 70% \*COHS: 11th Grade = 36%

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*SBAC ELA Grades 3-8, 11	<ul style="list-style-type: none"><li>*2016 SBAC ELA - Grades 3-8, 11 Spring</li></ul>	2018 SBAC ELA - Grades 3-8, 11 +5% proficient from baseline.	Discontinued - Incorporated into Goal 2, Lines 13-15	Discontinued - Incorporated into Goal 2, Lines 13-15

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2016 Smarter Balanced (SBAC) Assessment ELA Results *MUSD: 3rd Grade = 45%, 4th Grade = 48%, 5th Grade = 51%, 6th Grade = 50%, 7th Grade = 57%, 8th Grade = 56%, 11th Grade = 65% *Bradoaks: 3rd Grade = 52%, 4th Grade = 50%, 5th Grade = 43% *Mayflower: 3rd Grade = 53%, 4th Grade = 64%, 5th Grade = 72% *Monroe: 3rd Grade = 40%, 4th Grade = 40%, 5th Grade = 54% *Plymouth: 3rd Grade = 40%, 4th Grade = 43%, 5th Grade = 38% *Wild Rose: 3rd	MUSD Writing Assessment Goals Kindergarten = 38% 1st Grade = 61% 2nd Grade = 40% 3rd Grade = 57% 4th Grade = 64% 5th Grade = 65% 6th Grade = 90% 7th Grade = 73% 8th Grade = 85% 9th Grade = 34% 10th Grade = 65% 11th Grade = 49%  Bradoaks Kindergarten = 45% 1st Grade = 60% 2nd Grade = 65% 3rd Grade = 73% 4th Grade = 75% 5th Grade = 63%  Mayflower Kindergarten = 32% 1st Grade = 72% 2nd Grade = 38% 3rd Grade = 59% 4th Grade = N/A 5th Grade = N/A  Monroe Kindergarten = 25% 1st Grade = 47% 2nd Grade = 47% 3rd Grade = 78%		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grade = 40%, 4th Grade = 44%, 5th Grade = 51% *Clifton: 6th Grade = 67%, 7th Grade = 67%, 8th Grade = 70% *Santa Fe: 6th Grade = 31%, 7th Grade = 46%, 8th Grade = 45% *MHS: 11th Grade = 70% *COHS: 11th Grade = 36%</p> <p>MUSD (1,648 students tested K-5th, 1,662 students tested 6th- 11th) Kindergarten = 33% (261 students tested) 1st Grade = 56% (259 students tested) 2nd Grade = 35% (275 students tested) 3rd Grade = 52% (295 students tested) 4th Grade = 59% (259 students tested) 5th Grade = 60% (299 students tested) 6th Grade = 85% (370 students tested) 7th Grade = 68% (369</p>	<p>4th Grade = 58% 5th Grade = 75%</p> <p>Plymouth Kindergarten = 59% 1st Grade = 83% 2nd Grade = 11% 3rd Grade = 72% 4th Grade = N/A 5th Grade = 75%</p> <p>Wild Rose Kindergarten = N/A 1st Grade = 5% 2nd Grade = 23% 3rd Grade = N/A 4th Grade = 62% 5th Grade = 48%</p> <p>Santa Fe 6th Grade = 84% 7th Grade = 61% 8th Grade = 85</p> <p>MHS 9th Grade = 34% 10th Grade = 65% 11th Grade = 49%</p>		



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>students tested) 8th Grade = 80% (357 students tested)</p> <p>9th Grade = 29% (246 students tested) 10th Grade = 60% (124 students tested) 11th Grade = 44% (196 students tested)</p> <p>Bradoaks (448 students tested) Kindergarten = 40% (43 students) 1st Grade = 55% (69 students tested) 2nd Grade = 60% (79 students tested) 3rd Grade = 68% (97 students tested) 4th Grade = 70% (70 students tested) 5th Grade = 58% (90 students tested)</p> <p>Mayflower (223 students tested) Kindergarten = 27% (75 students tested) 1st Grade = 67% (49 students tested) 2nd Grade = 33% (58 students tested) 3rd Grade = 54% (41 students tested) 4th Grade = N/A (0 students tested) 5th Grade = N/A (0 students tested)</p> <p>Monroe (475 students tested) Kindergarten =</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>20% (80 students tested) 1st Grade = 47% (73 students tested) 2nd Grade = 42% (55 students tested) 3rd Grade = 73% (97 students tested) 4th Grade = 53% (93 students) 5th Grade = 70% (77 students tested)</p> <p>Plymouth (285 students tested) Kindergarten = 54% (63 students tested) 1st Grade = 78% (50 students tested) 2nd Grade = 6% (55 students tested) 3rd Grade = 67% (60 students tested) 4th Grade = N/A (0 students tested) Wild Rose (217 students tested) Kindergarten = N/A (0 students tested) 1st Grade = 0% (18 students tested) 2nd Grade = 18% (28 students tested) 3rd Grade = N/A (0 students tested) 4th Grade = 57% (96 students tested) 5th Grade = 43% (75 students tested) Clifton (621 students tested) 6th Grade = 91% (212 students tested) 7th</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade = 78% (200 students tested) 8th Grade = 80% (209 students tested) Santa Fe (475 students tested) 6th Grade = 79% (158 students tested) 7th Grade = 56% (169 students tested) 8th Grade = 80% (148 students tested) MHS (566 students tested) 9th Grade = 29% (246 students tested) 10th Grade = 60% (124 students tested) 11th Grade = 44% (196 students tested)			
*Writing on Demand (WOD) scores (K-5) *Common writing assessment (6-12)			Discontinued - Incorporated into Goal 2, Lines 13-15	Discontinued - Incorporated into Goal 2, Lines 13-15

## 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))

**Location(s):**

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

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

Provide writing professional development for teachers of 2nd - 5th grades. (Line 31)

2018-19 Actions/Services

Now part of site allocations, as the professional development is specific to the site programs and no longer an overall district-driven program. (see Goal 2, lines 13-15)

2019-20 Actions/Services

Now part of site allocations, as the professional development is specific to the site programs and no longer an overall district-driven program. (see Goal 2, Lines 13-15)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$37,500		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Subs		
Amount	\$12,500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

## 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))

### Location(s):

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

## Actions/Services

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

New Action

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

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

### 2017-18 Actions/Services

Writing Cycles developed and implemented, and rubrics utilized to align with CCSS and Smarter Balanced Assessment writing rubrics to serve 2nd-5th grade

### 2018-19 Actions/Services

Now part of site allocations, as the professional development is specific to the site programs and no longer an overall district-driven program. (see Goal 2, lines 13-15)

### 2019-20 Actions/Services

Now part of site allocations, as the professional development is specific to the site programs and no longer an overall district-driven program. (see Goal 2, lines 13-15)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,500		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Hours and Subs for calibration		
Amount	\$17,500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

# 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 11

Student Engagement: Ensure every student has a clearly and readily accessible support system in school, and that all school sites are safe, welcoming and inclusive environments for students and their families, so that all students are in their classroom ready to learn.

Goal 3.1: The number of middle and high school students who are suspended/expelled at least once will be reduced each year by at least 10% and the number of elementary school students referred to the office because of discipline will be reduced by 10% each year.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

Students need full engagement with school by providing effective discipline protocols and practices that keep students in the classroom learning.

Metric 3.1: Tools to measure effective discipline protocols and practices include:

- Log of meetings with students and parents in Aeries
- CALPADS discipline data
- Elementary office discipline referrals
- Log of group counseling sessions in Aeries
- Calendar of school counselor classroom presentations and parent education meetings
- Suspension/expulsion rates
- Student survey responses on school safety and connectedness

## SUSPENSIONS

MUSD 2013-14 suspension data: 191 students suspended

MUSD 2014-15 suspension data: 116 students suspended

## EXPULSIONS

MUSD 2013-14 expulsion data: 0 students expelled

MUSD 2014-15 expulsion data: 9 students expelled

## HS Dropouts

MUSD 2014-2015: 8.2%

MUSD 2015-2016: 4.0%

## MS Dropouts

MUSD 2014-2015: 0%

MUSD 2015-2016 .5%

## ELEMENTARY OFFICE REFERRALS

This year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.

## SCHOOL-WIDE DISCIPLINE

School-wide discipline data will be reflected in the suspension, expulsion, and office referral data. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.

## CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)

California Healthy Kids Survey Results - 5th Grade Student Survey Responses:



Caring Relationship with Adults in School: 2012 - 57% (High), 5% (Low); 2014 - 53% (High); 6% (Low)

High Expectations from Adults in School: 2012 - 55% (High); 5% (Low); 2014 - 56% (High); 5% (Low)

Meaningful Participation in School: 2012 - 15% (High); 18% (Low); 2014 - 24% (High); 16% (Low)

California Healthy Kids Survey Results - 7th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 37% (High), 10% (Low); 2014 - 36% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 59% (High); 7% (Low); 2014 - 55% (High); 9% (Low)

Meaningful Participation in School: 2012 - 11% (High); 32% (Low); 2014 - 19% (High); 33% (Low)

California Healthy Kids Survey Results - 9th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 34% (High), 12% (Low); 2014 - 29% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 53% (High); 7% (Low); 2014 - 41% (High); 12% (Low)

Meaningful Participation in School: 2012 - 14% (High); 36% (Low); 2014 - 12% (High); 45% (Low)

California Healthy Kids Survey Results - 11th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 43% (High), 9% (Low); 2014 - 43% (High); 9% (Low)

High Expectations from Adults in School: 2012 - 47% (High); 8% (Low); 2014 - 51% (High); 9% (Low)

Meaningful Participation in School: 2012 - 23% (High); 31% (Low); 2014 - 16% (High); 34% (Low)

California Healthy Kids Survey Results - Non-Traditional Students (COHS & Mtn Pk 9th & 11th) Survey Responses:

Caring Relationship with Adults in School: 2012 - 38% (High), 14% (Low); 2014 - 42% (High); 3% (Low)

High Expectations from Adults in School: 2012 - 46% (High); 14% (Low); 2014 - 45% (High); 6% (Low)

Meaningful Participation in School: 2012 - 8% (High); 38% (Low); 2014 - 9% (High); 38% (Low)

## MONROVIA MIDDLE AND HIGH SCHOOLS LCAP SURVEY 2015-2016 (BASELINE DATA)

The adults at my school expect me to do well academically: 95.2% Agree; 4.8% Disagree

There is at least one adult in my school to whom I could turn for help on anything: 77.52% Agree; 22.48% Disagree

My teachers keep students engaged in the classroom: 78.72% Agree; 21.28% Disagree

My teachers take the time to know me personally: 56.19% Agree; 43.81% Disagree

My counselor takes the time to know me personally: 54.27% Agree; 45.73% Disagree

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SUSPENSIONS EXPULSIONS HS and MS Dropouts SCHOOL-WIDE DISCIPLINE CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years) MONROVIA HIGH SCHOOL LCAP SURVEY	SUSPENSIONS MUSD 2014-15 suspension data: 116 students suspended  EXPULSIONS MUSD 2014-15 expulsion data: 9 students expelled  ELEMENTARY OFFICE REFERRALS During the 2015-2016 school year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will	SUSPENSIONS Reduce the number of suspensions by 5%: MUSD 2016-17 suspension data: Information not yet available  EXPULSIONS Reduce the number of expulsions by 5%: MUSD 2016-17 expulsion data: Information not yet available  ELEMENTARY OFFICE REFERRALS During the 2015-2016 school year a system for obtaining and recording office referral data was	SUSPENSIONS Reduce the number of suspensions by 5%: MUSD 2016-17 suspension data: 211 students suspended MUSD 2017-18 suspension data: 192 students suspended  EXPULSIONS Reduce the number of expulsions by 5%: MUSD 2016-17 expulsion data: 0 students expelled MUSD 2017-18 expulsion data: 8 students expelled  ELEMENTARY OFFICE REFERRALS	SUSPENSIONS Reduce the number of suspensions by 5%: MUSD 2018-19 suspension data: Information not yet available  EXPULSIONS Reduce the number of expulsions by 5%: MUSD 2017-18 expulsion data: Information not yet available  ELEMENTARY OFFICE REFERRALS During the 2015-2016 school year a system for obtaining and recording office referral data was

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.</p> <p>SCHOOL-WIDE DISCIPLINE School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues. MUSD 2014-15 suspension data: 116 students suspended MUSD 2014-15 expulsion data: 9 students expelled</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years) California Healthy Kids Survey Results - 5th Grade Student Survey Responses: Caring Relationship with Adults in School: 2012 - 57% (High), 5% (Low);</p>	<p>established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.</p> <p>SCHOOL-WIDE DISCIPLINE School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years) Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who</p>	<p>During the 2015-2016 school year a system for obtaining and recording office referral data was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.</p> <p>SCHOOL-WIDE DISCIPLINE School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years) California Healthy Kids Survey Results - 7th</p>	<p>established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.</p> <p>SCHOOL-WIDE DISCIPLINE School-wide discipline data are reflected in the suspension, expulsion, and office referral rates. MUSD has implemented PBIS district-wide in 2016-2017 in order to address school-wide discipline issues.</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years) Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2014 - 53% (High); 6% (Low) High Expectations from Adults in School: 2012 - 55% (High); 5% (Low); 2014 - 56% (High); 5% (Low) Meaningful Participation in School: 2012 - 15% (High); 18% (Low); 2014 - 24% (High); 16% (Low)</p> <p>California Healthy Kids Survey Results - 7th Grade Student Survey Responses: Caring Relationship with Adults in School: 2012 - 37% (High), 10% (Low); 2014 - 36% (High); 15% (Low) High Expectations from Adults in School: 2012 - 59% (High); 7% (Low); 2014 - 55% (High); 9% (Low) Meaningful Participation in School: 2012 - 11% (High); 32% (Low); 2014 - 19% (High); 33% (Low)</p> <p>California Healthy Kids Survey Results - 9th Grade Student Survey Responses: Caring Relationship with Adults in School: 2012 -</p>	<p>respond negatively by 5%</p> <p>California Healthy Kids Survey Results - 5th Grade Student Survey Responses: Caring Relationship with Adults in School: 2016 - 52% (High), 6% (Low); 2017 N/A High Expectations from Adults in School: 2016 - 56% (High), 5% (Low); 2017 N/A Meaningful Participation in School: 2016 - 17% (High), 16% (Low); 2017 N/A</p> <p>California Healthy Kids Survey Results - 7th Grade Student Survey Responses: Caring Relationship with Adults in School: 2016 - 33% (High), 15% (Low); 2017 - 32% (High), 13% (Low) High Expectations from Adults in School: 2016 - 49% (High), 9% (Low); 2017 - 49% (High), 6% (Low) Meaningful Participation in School: 2016 - 13%</p>	<p>Grade Student Survey Responses: Caring Relationship with Adults in School: 2018 - 40% (High); 14% (Low) High Expectations from Adults in School: 2018 - 55% (High); 7% (Low) Meaningful Participation in School: 2018 - 10% (High); 51% (Low)</p> <p>California Healthy Kids Survey Results - 9th Grade Student Survey Responses: Caring Relationship with Adults in School: 2018 - 29% (High), 17% (Low) High Expectations from Adults in School: 2018 - 38% (High); 14% (Low) Meaningful Participation in School: 2018 - 4% (High); 68% (Low)</p> <p>California Healthy Kids Survey Results - 11th Grade Student Survey Responses: Caring Relationship with Adults in School: 2018 - 32% (High), 14% (Low) High Expectations from Adults in School: 2018 - 37% (High); 11% (Low)</p>	<p>respond negatively by 5%</p> <p>MONROVIA HIGH SCHOOL LCAP SURVEY Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>34% (High), 12% (Low); 2014 - 29% (High); 15% (Low)</p> <p>High Expectations from Adults in School: 2012 - 53% (High); 7% (Low); 2014 - 41% (High); 12% (Low)</p> <p>Meaningful Participation in School: 2012 - 14% (High); 36% (Low); 2014 - 12% (High); 45% (Low)</p> <p>California Healthy Kids Survey Results - 11th Grade Student Survey Responses: Caring Relationship with Adults in School: 2012 - 43% (High), 9% (Low); 2014 - 43% (High); 9% (Low)</p> <p>High Expectations from Adults in School: 2012 - 47% (High); 8% (Low); 2014 - 51% (High); 9% (Low)</p> <p>Meaningful Participation in School: 2012 - 23% (High); 31% (Low); 2014 - 16% (High); 34% (Low)</p> <p>California Healthy Kids Survey Results - Non-Traditional Students (COHS &amp; Mtn Pk 9th &amp;</p>	<p>(High), 36% (Low); 2017 - 12% (High), 34% (Low)</p> <p>California Healthy Kids Survey Results - 9th Grade Student Survey Responses: Caring Relationship with Adults in School: 2016 - 29% (High), 19% (Low); 2017 - 28% (High), 12% (Low)</p> <p>High Expectations from Adults in School: 2016 - 41% (High), 15% (Low); 2017 - 43% (High), 8% (Low)</p> <p>Meaningful Participation in School: 2016 - 9% (High), 47% (Low), 2017 - 12% (High), 35% (Low)</p> <p>California Healthy Kids Survey Results - 11th Grade Student Survey Responses: Caring Relationship with Adults in School: 2016 - 39% (High), 10% (Low); 2017 - 30% (High), 13% (Low)</p> <p>High Expectations from Adults in School: 2016 - 47% (High), 8% (Low); 2017 - 38% (High), 8% (Low)</p>	<p>Meaningful Participation in School: 2018 - 6% (High); 59% (Low)</p> <p>California Healthy Kids Survey Results - Non-Traditional Students (COHS &amp; Mtn Pk 9th &amp; 11th) Survey Responses: Caring Relationship with Adults in School: 2018 - 0% (High), 0% (Low)</p> <p>High Expectations from Adults in School: 2018 - 8% (High); 0% (Low)</p> <p>Meaningful Participation in School: 2018 - 0% (High); 75% (Low)</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>11th) Survey Responses: Caring Relationship with Adults in School: 2012 - 38% (High), 14% (Low); 2014 - 42% (High); 3% (Low) High Expectations from Adults in School: 2012 - 46% (High); 14% (Low); 2014 - 45% (High); 6% (Low) Meaningful Participation in School: 2012 - 8% (High); 38% (Low); 2014 - 9% (High); 38% (Low)</p> <p>MONROVIA HIGH SCHOOL LCAP SURVEY The adults at my school expect me to do well academically: 95.2% Agree; 4.8% Disagree There is at least one adult in my school to whom I could turn for help on anything: 77.52% Agree; 22.48% Disagree My teachers keep students engaged in the classroom: 78.72% Agree; 21.28% Disagree My teachers take the time to know me personally:</p>	<p>Meaningful Participation in School: 2016 - 18% (High), 39% (Low); 2017 - 11% (High), 39% (Low)</p> <p>California Healthy Kids Survey Results - Non-Traditional Students (COHS &amp; Mtn Pk 9th &amp; 11th) Survey Responses: Caring Relationship with Adults in School: 2016 - 45% (High), 6% (Low); 2017 - 42% (High), 13% (Low) High Expectations from Adults in School: 2016 - 49% (High), 6% (Low); 2017 - 48% (High), 10% (Low) Meaningful Participation in School: 2016 - 10% (High), 53% (Low); 2017 - 13% (High), 35% (Low)</p> <p>MONROVIA HIGH SCHOOL LCAP SURVEY Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	56.19% Agree; 43.81% Disagree My counselor takes the time to know me personally: 54.27% Agree; 45.73% Disagree			

## 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

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services



Develop and implement a new process to review and update student codes of conduct, based in part on both internal and community input, to support the implementation of a multi-tiered behavioral network to serve all students. (Line 33)

Continue to implement a new process to review and update student codes of conduct, based in part on both internal and community input, to support the implementation of a multi-tiered behavioral network to serve all students.

(Line 33)

Evaluate and refine process to review and update student codes of conduct, based in part on both internal and community input, to support the implementation of a multi-tiered behavioral network to serve all students. (Line 33)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS professional development, training, and presentations	5800: Professional/Consulting Services And Operating Expenditures PBIS professional development, training, and presentations	5800: Professional/Consulting Services And Operating Expenditures PBIS professional development, training, and presentations
Amount	\$17,250	\$11,100	\$11,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Subs	1000-1999: Certificated Personnel Salaries Subs	1000-1999: Certificated Personnel Salaries Subs
Amount	\$5,750	\$3,900	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## 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)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Hire a Director to implement and monitor the equity of college, career, and CTE course access for all students. (Line 34)

**2018-19 Actions/Services**

Continue to fund a director to implement and monitor the equity of college, career, and CTE course access for all students. (Line 34)

Clerical support for director moved from Line 47 to this line moving forward.

**2019-20 Actions/Services**

Continue to fund a director and clerical support to implement and monitor the equity of college, career, and CTE course access for all students. (Line 34)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$123,750	\$126,225	\$131,550
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Director salary	1000-1999: Certificated Personnel Salaries Director salary	1000-1999: Certificated Personnel Salaries Director salary

Amount	\$41,250	\$64,460	\$64,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		\$54,315	\$54,350
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Clerical Support	2000-2999: Classified Personnel Salaries Clerical Support

### 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

Unchanged Action

2019-20 Actions/Services

Plan, develop, and implementation of the restorative practices as an alternative to intervention prior to and following a suspension or office discipline referral to service all students. (Line 35)

Participate in Olweus grant to plan, develop, and implementation of the restorative practices as an alternative to intervention prior to and following a suspension or office discipline referral to service all students.  
No cost to district.

(Line 35)

Participate in Olweus grant to plan, develop, and implementation of the restorative practices as an alternative to intervention prior to and following a suspension or office discipline referral to service all students.  
No cost to district. (Line 35)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$0	\$0
Source	Supplemental/Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for restorative justice		
Amount	\$18,000		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries PD subs		
Amount	\$6,000		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

### 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)

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

PBIS Instructional Aide to support students by taking preventative measures to avoid office referrals. (Line 36)

**2018-19 Actions/Services**

PBIS Instructional Aide to support students by taking preventative measures to avoid office referrals.

(Line 36)

**2019-20 Actions/Services**

Discontinued. Now part of school site S&amp;C budget (Line 36)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$127,720	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries Classified staff to support PBIS (3 staff members 6 hours each)	2000-2999: Classified Personnel Salaries Classified staff to support PBIS (3 staff members 6 hours each)	
Amount	\$40,000	\$46,280	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	

## 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))

Schoolwide

### 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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide counseling for students who are determined to have chronic behavioral and discipline issues. (Line 37)

Provide counseling for students who are determined to have chronic attendance, behavioral and discipline issues. In addition to extended services during summer registration.

(Line 37)

Provide counseling for students who are determined to have chronic attendance, behavioral and discipline issues. In addition to extended services during summer registration.(Line 37)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$187,500	\$162,800	\$168,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Group counseling - 7 secondary counselors (20%), Elementary counselor (70%)	1000-1999: Certificated Personnel Salaries 8 secondary counselors (25%)	1000-1999: Certificated Personnel Salaries 8 secondary counselors (25%)
Amount	\$62,500	\$57,200	\$60,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		\$97,680	\$100,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Elementary counselor (1 FTE)	1000-1999: Certificated Personnel Salaries Elementary counselor (1 FTE)
Amount		\$34,320	\$31,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## 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: MHS, Clifton, Santa Fe

## 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

School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the newly developed Wellness Center at MHS principally directed toward unduplicated students. (Line 38)

### 2018-19 Actions/Services

School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the Wellness Center at MHS and the expansion to middle schools, principally directed toward unduplicated students.

(Line 38)

### 2019-20 Actions/Services

School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the newly developed Wellness Center principally directed toward unduplicated students. (Line 38)

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$75,000	\$80,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SRO counsultant	5800: Professional/Consulting Services And Operating Expenditures SRO consultant	5800: Professional/Consulting Services And Operating Expenditures SRO consultant



# 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 12

Secondary students will have access to universal academic and personal/social counseling services that are equitable and consistent across the grade-span.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

Full engagement with school by individualizing academic and post-secondary plans for all secondary students and providing universal academic and personal/social counseling interventions.

Tools to measure universal access to academic and personal/social counseling include:

- 6th & 9th grade students written 4 to 6 year plan for students
- District/school counseling quarterly meeting agendas, minutes, and sign-in sheets
- Log of meetings with students in Aeries
- Number of students in extra-curricular activities
- Log of group counseling sessions in Aeries
- Student survey responses to school safety and connectedness

PROFICIENCY: % OF STUDENTS WITH Ds AND/OR Fs

% of 6th grade students with D/Fs: 2013-14 - 39.72%; 2014-15 - 32.93%; 2015-16 - 31.63%; 2016-17 - 35.04%

% of 7th grade students with D/Fs: 2013-14 - 39.13%; 2014-15 - 40.43%; 2015-16 - 44.55%; 2016-17 - 43.64%

% of 8th grade students with D/Fs: 2013-14 - 38.12%; 2014-15 - 33.93%; 2015-16 - 38.28%; 2016-17 - 38.44%

% of 9th grade students with D/Fs: 2013-14 - 56.03%; 2014-15 - 59.18%; 2015-16 - 47.52%; 2016-17 - 45.58%

% of 10th grade students with D/Fs: 2013-14 - 53.35%; 2014-15 - 56.62%; 2015-16 - 48.67%; 2016-17 - 43.45%

% of 11th grade students with D/Fs: 2013-14 - 44.54%; 2014-15 - 50.99%; 2015-16 - 48.30%; 2016-17 - 41.12%

% of 12th grade students with D/Fs: 2013-14 - 37.87%; 2014-15 - 45.07%; 2015-16 - 24.51%; 2016-17 - 23.02%

\*2014-2015 data and earlier compiled by former staff

\*2015-2016 data and later calculated through information in Aeries. Total of all students in a grade level who received a D or F, divided by total students in a grade level.

## GRADUATION RATES

MUSD 2014-15 Graduation Rate: All- 85.9%; Low-income - 83.2%; English learners - 70.5%

MUSD 2015-16 Graduation Rate: All- 92.9%; Low-income - 92.1%; English learners - 85.3%

MUSD 2016-17 Graduation Rate: All- 92.3%; Low-income - 92.4%; English learners - 79.4%

## EXTRA-CURRICULAR ACTIVITIES

This year a system for obtaining and recording extra-curricular activities will be established through Naviance. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for number of students in extra-curricular activities.

## GRADE 6-12 AVERAGE TOTAL UNWEIGHTED GPA

Grade 6 GPA 2014 - 2.80; 2015 - 2.77; 2016 - 3.05; 2017 - 3.07

Grade 7 GPA 2014 - 2.78; 2015 - 2.61; 2016 - 2.89; 2017 - 2.84

Grade 8 GPA 2014 - 2.78; 2015 - 2.59; 2016 - 2.92; 2017 - 3.01

Grade 9 GPA 2014 - 2.60; 2015 - 2.68; 2016 - 2.49; 2017 - 2.58

Grade 10 GPA 2014 - 2.62; 2015 - 2.63; 2016 - 2.57; 2017 - 2.50

Grade 11 GPA 2014 - 2.74; 2015 - 2.70; 2016 - 2.79; 2017 - 2.71

Grade 12 GPA 2014 - 2.84; 2015 - 2.83; 2016 - 3.11; 2017 - 2.96

\*2014-2015 data and earlier compiled by former staff

\*2015-2016 data and later calculated through information in Aeries.

#### COUNSELOR CHECK-IN WITH FOSTER & EL STUDENTS

This year a system for obtaining and recording counselor check-in with EL students and foster students was established. Implementation of this system of measurements will begin in the 2016-2017 school year and will serve as baseline data in meeting LCAP measurable outcomes for elementary office referrals.

#### DROPOUT RATE

Dropout Rates Grades 7-8 2014-15: 1 student

Dropout Rates Grades 9-12 2014-15: 16 students; 0.8%

Dropout Rates Grades 7-8 2015-16: 4 student

Dropout Rates Grades 9-12 2015-16: 12 students

#### CHRONIC ABSENTEEISM

2014-2015 Chronic Absences

Bradoaks 1 student

Mayflower 6 students

Monroe 0 students

Plymouth 2 students

Wild Rose 4 students

Clifton 1 student

Santa Fe 1 student

MHS 32 student

COHS 16 student

2015-2016 and 2016-2017 data N/A

#### ATTENDANCE RATE

MUSD Attendance rate: 2015 1st Semester 96.47%, 2016 school year 95.03%, 2017 school year 93.57%

Bradoaks attendance rate: 2014-15 - 96.21%; 2015-2016 - 95.97%; 2016-2017 - 95.56%

Mayflower attendance rate: 2014-15 - 95.89%; 2015-2016 - 95.71%; 2016-2017 - 95.70%

Monroe attendance rate: 2014-15 - 95.57%; 2015-2016 - 95.41%; 2016-2017 - 94.78%

Plymouth attendance rate: 2014-15 - 95.54%; 2015-2016 - 95.15%; 2016-2017 - 96.00%

Wild Rose attendance rate: 2014-15 - 96.37%; 2015-2016 - 95.99%; 2016-2017 - 95.34%

Clifton attendance rate: 2014-15 - 96.37%; 2015-2016 - 96.14%; 2016-2017 - 94.38%

Santa Fe attendance rate: 2014-15 - 97.20%; 2015-2016 - 97.58%; 2016-2017 - 97.55%

MHS attendance rate: 2014-15 - 95.36%; 2015-2016 - 94.87%; 2016-2017 - 95.49%

COHS attendance rate: 2014-15 - 91.58%; 2015-2016 - 90.22%; 2016-2017 - 83.96%

Mountain Park attendance rate: 2014-15 - 84.36%; 2015-2016 - 93.27%; 2016-2017 - 89.15%

\*2014-2015 data and earlier compiled by former staff for 1st semester only.

\*2015-2016 data and later calculated through information in Aeries for entire school year. Average days present divided by days enrolled.

#### CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT

##### California Healthy Kids Survey Results - 5th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 57% (High), 5% (Low); 2014 - 53% (High); 6% (Low)

High Expectations from Adults in School: 2012 - 55% (High); 5% (Low); 2014 - 56% (High); 5% (Low)

Meaningful Participation in School: 2012 - 15% (High); 18% (Low); 2014 - 24% (High); 16% (Low)

##### California Healthy Kids Survey Results - 7th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 37% (High), 10% (Low); 2014 - 36% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 59% (High); 7% (Low); 2014 - 55% (High); 9% (Low)

Meaningful Participation in School: 2012 - 11% (High); 32% (Low); 2014 - 19% (High); 33% (Low)

##### California Healthy Kids Survey Results - 9th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012 - 34% (High), 12% (Low); 2014 - 29% (High); 15% (Low)

High Expectations from Adults in School: 2012 - 53% (High); 7% (Low); 2014 - 41% (High); 12% (Low)

Meaningful Participation in School: 2012 - 14% (High); 36% (Low); 2014 - 12% (High); 45% (Low)

##### California Healthy Kids Survey Results - 11th Grade Student Survey Responses:

Caring Relationship with Adults in School: 2012- 43% (High), 9% (Low); 2014 - 43% (High); 9% (Low)

High Expectations from Adults in School: 2012 - 47% (High); 8% (Low); 2014 - 51% (High); 9% (Low)

Meaningful Participation in School: 2012 - 23% (High); 31% (Low); 2014 - 16% (High); 34% (Low)

## California Healthy Kids Survey Results - Non-Traditional Students (COHS & Mtn Pk 9th & 11th) Survey Responses:

Caring Relationship with Adults in School: 2012 - 38% (High), 14% (Low); 2014 - 42% (High); 3% (Low)

High Expectations from Adults in School: 2012 - 46% (High); 14% (Low); 2014 - 45% (High); 6% (Low)

Meaningful Participation in School: 2012 - 8% (High); 38% (Low); 2014 - 9% (High); 38% (Low)

### MONROVIA HIGH SCHOOL LCAP SURVEY 2015-2016

The adults at my school expect me to do well academically: 95.2% Agree; 4.8% Disagree

There is at least one adult in my school to whom I could turn for help on anything: 77.52% Agree; 22.48% Disagree

My teachers keep students engaged in the classroom: 78.72% Agree; 21.28% Disagree

My teachers take the time to know me personally: 56.19% Agree; 43.81% Disagree

My counselor takes the time to know me personally: 54.27% Agree; 45.73% Disagree

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Log for four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets  Log for number of students in extra-curricular activities, i.e. clubs and sports  Log if group counseling sessions in Aeries	No formal system for the monitoring of the four district/school counseling quarterly meetings, adjustment of the system for counselors to log meetings with students through Aeries, monitoring the number of students in extra-curricular activities, or counselor meetings with English Learners and	Implement formal system to: <ul style="list-style-type: none"><li>• Monitor four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets</li><li>• Monitor and adjust system for counselors to log meetings</li></ul>	Monitor four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets Monitor and adjust system for counselors to log meetings with students through Aeries Increase number of students in extra-curricular activities, i.e.	Monitor four district/school counseling quarterly meeting agendas, minutes, and sign-in sheets Monitor and adjust system for counselors to log meetings with students through Aeries Increase number of students in extra-curricular activities, i.e.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Log of counselor meetings with English Learners and Foster Youth, and homeless students	Foster Youth, and homeless students.	with students through Aeries	clubs and sports by 10% annually	clubs and sports by 10% annually
Rate of D/Fs	2017 Results:	<ul style="list-style-type: none"> <li>Number of students in extra-curricular activities, i.e. clubs and sports</li> <li>Monitor and adjust a system for logging group counseling sessions in Aeries</li> <li>Increase counselor meetings with English Learners and Foster Youth, and homeless students by 10% annually</li> </ul>	Monitor and adjust a system for logging group counseling sessions in Aeries	Monitor and adjust a system for logging group counseling sessions in Aeries
Graduation Rates	% of 6th grade students with D/Fs: 2016-17 - 35.04%		Increase counselor meetings with English Learners and Foster Youth, and homeless students by 10% annually	Increase counselor meetings with English Learners and Foster Youth, and homeless students by 10% annually
6-12 GPA	% of 7th grade students with D/Fs: 2016-17 - 43.64%			
MS and HS Dropout Rates	% of 8th grade students with D/Fs: 2016-17 - 38.44%		Decrease % OF STUDENTS WITH Ds AND/OR Fs by +10% per grade level	Decrease % OF STUDENTS WITH Ds AND/OR Fs by +10% per grade level
Chronic Absenteeism	% of 9th grade students with D/Fs: 2016-17 - 45.58%		GRADUATION RATES	GRADUATION RATES
Healthy Kids and student LCAP survey responses	% of 10th grade students with D/Fs: 2016-17 - 43.45%		Graduation Rate: Goal 100%, increase FY by 5%.	Graduation Rate: Goal 100%, increase FY by 5%.
	% of 11th grade students with D/Fs: 2016-17 - 41.12%		EXTRA-CURRICULAR ACTIVITIES	EXTRA-CURRICULAR ACTIVITIES
	% of 12th grade students with D/Fs: 2016-17 - 23.02%		Continue to implement system for obtaining and recording extra-curricular activities will be established through Naviance. Evaluate effectiveness and consider using Aeries to track this data.	Either continue to implement system for obtaining and recording extra-curricular activities will be established through Naviance or transition to Aeries to track this data.
	GRADUATION RATES	Decrease % OF STUDENTS WITH Ds AND/OR Fs by +10% per grade level		
	MUSD 2016-17	GRADUATION RATES		
	Graduation Rate: All- 92.3%; Low-income - 92.4%; English learners - 79.4%	Graduation Rate: Goal 100%, increase FY by 5%.		
	In the 2017-18 school year a system for obtaining and recording	Graduation Rate 2017-2018: N/A	Increase GRADE 6-12 AVERAGE TOTAL	Increase GRADE 6-12 AVERAGE TOTAL

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>foster youth graduation rate will be established through Naviance.</p> <p>EXTRA-CURRICULAR ACTIVITIES This year a system for obtaining and recording extra-curricular activities will be established through Naviance. Implementation of this system of measurements will begin in the 2017-2018 school year and will serve as a baseline.</p> <p>GRADE 6-12 AVERAGE TOTAL UNWEIGHTED GPA AVERAGES 2017 GPA Results:  Grade 6 3.07 GPA  Grade 7 2.84 GPA  Grade 8 3.01 GPA  Grade 9 2.58 GPA  Grade 10 2.50 GPA  Grade 11 2.71 GPA  Grade 12 2.96 GPA</p> <p>COUNSELOR CHECK-IN WITH FOSTER &amp; EL STUDENTS A system for obtaining and recording counselor check-in with EL</p>	<p>A-G COMPLETION Grade 12, 2017-18: 43% of students</p> <p>*Data from Aeries</p> <p>EAP READINESS EAP Readiness 2017-18:  Ready - 37% ELA and 15% Math  Conditionally Ready - 37% ELA and 23% Math</p> <p>Ready - 27% ELA and 62% Math</p> <p>*Data from Aeries</p> <p>EXTRA-CURRICULAR ACTIVITIES  Implement system for obtaining and recording extra-curricular activities will be established through Naviance.</p> <p>Increase GRADE 6-12 AVERAGE TOTAL UNWEIGHTED GPAs averages by .50 grade points</p>	<p>UNWEIGHTED GPAs averages by .50 grade points</p> <p>COUNSELOR CHECK-IN WITH FOSTER &amp; EL STUDENTS Further implement the system for obtaining and recording counselor check-in with EL students and foster students.</p> <p>DROPOUT RATE Decrease dropout rate for middle school to 0 Students Decrease dropout rate for high school to 0%</p> <p>CHRONIC ABSENTEEISM Decrease chronic absenteeism to 0 students for all schools</p> <p>ATTENDANCE RATE Increase attendance rates at MUSD and each school site by 1%</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT</p>	<p>UNWEIGHTED GPAs averages by .50 grade points</p> <p>COUNSELOR CHECK-IN WITH FOSTER &amp; EL STUDENTS Evaluate system for obtaining and recording counselor check-in with EL students and foster students to determine effectiveness of program and determine what adjustments need to be made to streamline and improve outcomes of the check-ins.</p> <p>DROPOUT RATE Decrease dropout rate for middle school to 0 Students Decrease dropout rate for high school to 0%</p> <p>CHRONIC ABSENTEEISM Decrease chronic absenteeism to 0 students for all schools</p> <p>ATTENDANCE RATE Increase attendance rates at MUSD and each school site by 1%</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>students and foster students was established. Implementation of this system of measurements will begin in the 2017-2018 school year.</p> <p><b>DROPOUT RATE</b> Dropout Rates Grades 7-8      2014-15: 1 student Dropout Rates Grades 9-12      2014-15: 16 students; 0.8% Dropout Rates Grades 7-8      2015-16: 4 student Dropout Rates Grades 9-12      2015-16: 12 students</p> <p><b>CHRONIC ABSENTEEISM</b> 2014-2015 Chronic Absences Bradoaks      1 student Mayflower      6 students Monroe      0 students Plymouth      2 students Wild Rose      4 students Clifton      1 student Santa Fe      1 student MHS      32 student COHS      16 student</p>	<p><b>COUNSELOR CHECK-IN WITH FOSTER &amp; EL STUDENTS</b></p> <p>Implement the system for obtaining and recording counselor check-in with EL students and foster students and will serve as baseline data in meeting</p> <p><b>DROPOUT RATE</b></p> <p>Decrease dropout rate for middle school to 0 students</p> <p>Decrease dropout rate for high school to 0%</p> <p><b>CHRONIC ABSENTEEISM</b></p> <p>Decrease chronic absenteeism to 0 students for all schools</p> <p><b>ATTENDANCE RATE</b></p> <p>Increase attendance rates at MUSD and each school site by 1%</p>	<p>(conducted every 2 years) Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p> <p><b>MONROVIA HIGH SCHOOL LCAP SURVEY</b> Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p>	<p><b>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT</b> (conducted every 2 years) Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p> <p><b>MONROVIA HIGH SCHOOL LCAP SURVEY</b> Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2015-2016 and 2016-2017 data N/A</p> <p>ATTENDANCE RATE</p> <p>MUSD Attendance rate: 2015 1st Semester 96.47%, 2016 school year 95.03%, 2017 school year 93.57%</p> <p>Bradoaks attendance rate: 2014-15 - 96.21%; 2015-2016 - 95.97%; 2016-2017 - 95.56%</p> <p>Mayflower attendance rate: 2014-15 - 95.89%; 2015-2016 - 95.71%; 2016-2017 - 95.70%</p> <p>Monroe attendance rate: 2014-15 - 95.57%; 2015-2016 - 95.41%; 2016-2017 - 94.78%</p> <p>Plymouth attendance rate: 2014-15 - 95.54%; 2015-2016 - 95.15%; 2016-2017 - 96.00%</p> <p>Wild Rose attendance rate: 2014-15 - 96.37%; 2015-2016 - 95.99%; 2016-2017 - 95.34%</p> <p>Clifton attendance rate: 2014-15 - 96.37%; 2015-2016 - 96.14%; 2016-2017 - 94.38%</p>	<p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT (conducted every 2 years)</p> <p>Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p> <p>MONROVIA HIGH SCHOOL LCAP SURVEY</p> <p>Increase percentage of students responding positively on focus questions (see above) by 5% and reduce the number of students who respond negatively by 5%</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Santa Fe attendance rate: 2014-15 - 97.20%; 2015-2016 - 97.58%; 2016-2017 - 97.55%</p> <p>MHS attendance rate: 2014-15 - 95.36%; 2015-2016 - 94.87%; 2016-2017 - 95.49%</p> <p>COHS attendance rate: 2014-15 - 91.58%; 2015-2016 - 90.22%; 2016-2017 - 83.96%</p> <p>Mountain Park attendance rate: 2014-15 - 84.36%; 2015-2016 - 93.27%; 2016-2017 - 89.15%</p> <p>*2014-2015 data and earlier compiled by former staff for 1st semester only.</p> <p>*2015-2016 data and later calculated through information in Aeries for entire school year.</p> <p>Average days present divided by days enrolled.</p> <p>CALIFORNIA HEALTHY KIDS SURVEY RESULTS: SCHOOL ENGAGEMENT</p> <p>California Healthy Kids Survey Results - 5th</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grade Student Survey Responses:</p> <p>Caring Relationship with Adults in School: 2012 - 57% (High), 5% (Low); 2014 - 53% (High); 6% (Low)</p> <p>High Expectations from Adults in School: 2012 - 55% (High); 5% (Low); 2014 - 56% (High); 5% (Low)</p> <p>Meaningful Participation in School: 2012 - 15% (High); 18% (Low); 2014 - 24% (High); 16% (Low)</p> <p>California Healthy Kids Survey Results - 7th Grade Student Survey Responses:</p> <p>Caring Relationship with Adults in School: 2012 - 37% (High), 10% (Low); 2014 - 36% (High); 15% (Low)</p> <p>High Expectations from Adults in School: 2012 - 59% (High); 7% (Low); 2014 - 55% (High); 9% (Low)</p> <p>Meaningful Participation in School: 2012 - 11% (High); 32% (Low); 2014 - 19% (High); 33% (Low)</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>California Healthy Kids Survey Results - 9th Grade Student Survey Responses:</p> <p>Caring Relationship with Adults in School: 2012 - 34% (High), 12% (Low); 2014 - 29% (High); 15% (Low)</p> <p>High Expectations from Adults in School: 2012 - 53% (High); 7% (Low); 2014 - 41% (High); 12% (Low)</p> <p>Meaningful Participation in School: 2012 - 14% (High); 36% (Low); 2014 - 12% (High); 45% (Low)</p> <p>California Healthy Kids Survey Results - 11th Grade Student Survey Responses:</p> <p>Caring Relationship with Adults in School: 2012- 43% (High), 9% (Low); 2014 - 43% (High); 9% (Low)</p> <p>High Expectations from Adults in School: 2012 - 47% (High); 8% (Low); 2014 - 51% (High); 9% (Low)</p> <p>Meaningful Participation in School:</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2012 - 23% (High); 31% (Low); 2014 - 16% (High); 34% (Low)</p> <p>California Healthy Kids Survey Results - Non-Traditional Students (COHS &amp; Mtn Pk 9th &amp; 11th) Survey Responses:</p> <p>Caring Relationship with Adults in School: 2012 - 38% (High), 14% (Low); 2014 - 42% (High); 3% (Low)</p> <p>High Expectations from Adults in School: 2012 - 46% (High); 14% (Low); 2014 - 45% (High); 6% (Low)</p> <p>Meaningful Participation in School: 2012 - 8% (High); 38% (Low); 2014 - 9% (High); 38% (Low)</p> <p>MONROVIA HIGH SCHOOL LCAP SURVEY 2015-2016</p> <p>The adults at my school expect me to do well academically: 95.2% Agree; 4.8%Disagree</p> <p>There is at least one adult in my school to whom I could turn for</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>help on anything: 77.52% Agree; 22.48% Disagree</p> <p>My teachers keep students engaged in the classroom: 78.72% Agree; 21.28% Disagree</p> <p>My teachers take the time to know me personally: 56.19% Agree; 43.81% Disagree</p> <p>My counselor takes the time to know me personally: 54.27% Agree; 45.73% Disagree</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)

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

The writing and articulation of a plan, involving all stakeholders, including parents and community, to provide universal academic and personal/social counseling intervention and thresholds for intervention, including strategies for identifying and monitoring students who are chronically failing. (Line 39)

#### 2018-19 Actions/Services

This action is discontinued beginning in 2018-19

#### 2019-20 Actions/Services

This action is discontinued beginning in 2018-19

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000		
Source	Supplemental/Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development		

### 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)

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

Unchanged Action

**2017-18 Actions/Services**

School counselors, teachers, and Special Education case managers will conference with at-risk students at progress reporting periods. Counselors will use research-based strategies aimed at early identification and intervention for at-risk students in grades 6-8, for all secondary foster youth, and for any student in grade 9 with one "F" in core classes and/or a GPA of 1.9 or lower. (Line 40)

**2018-19 Actions/Services**

These services are now included in Goal 11 Line 36.

**2019-20 Actions/Services**

These services are now included in Goal 11 Line 36.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,250		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extra hours for parent, student, counselor/teacher conferences during the school year and summer		
Amount	\$3,750		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits		

### 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)

Foster Youth

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Counselor or other instructional staff members hold monthly meetings with foster youth students to monitor progress and provide support as needed. (Line 41)

This action is now part of Goal 11 Line 37.

This action is now part of Goal 11 Line 37.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500		
Source	Supplemental/Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extra counseling hours		
Amount	\$500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

# 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 13

Implement a Pre-K-12 college-going culture.

By 2019, 80% of secondary students will have have a 6-year plan developed with the use of Naviance.

By 2019, 100% of secondary counselors will have met with their students and parents once a year.

By 2019, 100% of graduating foster students will have met the A to G requirements.

By Spring 2019, 100% completion of district counseling meetings, agendas, minutes, and sign-in sheets once a month.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

Student needs full engagement with school to improve student equity and access to a wide array of course

selections and school activities designed to increase student college-going rates while creating a college-going culture

where students' post-secondary college and career prospects are meaningful.

Tools to measure college-going culture include:

- Conference & Travel Forms for college-related conferences
- School counseling meeting agendas, minutes, and sign-in sheets
- Log of meetings with students and parents in Aeries
- Percentage of pupils who have passed AP Exam with a score of 3 or higher

- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Entrance Program (EAP)
- Percentage of 9-12 grade students in targeted subgroups completing A-G courses with a "C" or better
- Percentage of documented use of Naviance by 6-12 grade students

## COUNSELOR TRAINING

2016-2017: 3 counselor trainings with 100% participation

## 6th & 9th GRADE STUDENTS WITH COLLEGE/CAREER PLANS

This year a system for obtaining and recording 6th and 9th grade students who have a college/career plan will be established through Naviance. Implementation of this system of measurements will begin in the 2017-2018 school year and will serve as baseline data in meeting LCAP measurable outcomes for percentage of 6th and 9th grade students who have a college/career plan.

## FOSTER STUDENTS WITH COLLEGE/CAREER PLANS

This year a system for obtaining and recording foster students who have a college/career plan will be established through Naviance. Implementation of this system of measurements will begin in the 2017-2018 school year and will serve as baseline data in meeting LCAP measurable outcomes for percentage of foster students who have a college/career plan.

## POST-SECONDARY OUTCOMES FOR GRADUATES WITH IEPs

2014-15 IEP posts-secondary outcome: 27 students

## AP DATA

# of AP Students taking exam: 2014 - 365 2015 - 417 2016 - 607

# of AP exams taken: 2014 - 722 2015 - 105 2016 - 1142

% score 3 or +: 2014- 55% 2015 - 55% 2016: Data not yet available

## EAP DATA

EAP College Readiness 2013 ELA - 19%; 2014 ELA - 29%; 2015 ELA - 26%

EAP College Readiness 2013 Math - 11%; 2014 Math - 16%; 2015 Math - 8%

## A-G COMPLETION RATES

A-G completion rate: 2013 - 42.9%; 2014 - 35.4%;

## AP ENROLLMENT RATES

2014-2015 Higher Course Enrollment Rates:

588 different students are taking AP courses (1084)

74 students are taking Math Analysis Honors

366 different students are taking PreAP courses (711)

2013-2014 Higher Course Enrollment Rates:

388 different students are taking AP courses (733)

61 different students are taking Math Analysis Honors

279 different students are taking PreAP courses (592)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Counselor training College/Career plans for 7th & 10th graders College/Career plans for 6th & 9th graders College/Career plans for foster youth Reports on post-secondary outcomes of graduates with IEPs AP Exams and EAP A-G Completion	Counselor training: 3 trainings with 100% participation  2017-2018 BASELINE YEAR FOR College/Career plans for 7th & 10th graders College/Career plans for 6th & 9th graders College/Career plans for foster youth	Increase participation in counselor training by 10% annually Increase number of all 7th and 10th grade students with college/career plans by 10% annually Increase number of 6th and 9th grade students with college/career plans by 10% annually	Increase participation in counselor training by 10% annually Increase number of all 7th and 10th grade students with college/career plans by 10% annually Increase number of 6th and 9th grade students with college/career plans by 10% annually	Increase participation in counselor training by 10% annually Increase number of all 7th and 10th grade students with college/career plans by 10% annually Increase number of 6th and 9th grade students with college/career plans by 10% annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Naviance for 6th-12th graders	<p>Naviance for 6th-12th graders</p> <p>POST-SECONDARY OUTCOMES FOR GRADUATES WITH IEPS 2014-15 IEP posts-secondary outcome: 27 students</p> <p>AP DATA # of AP Students taking exam: 2016 - 607 # of AP exams taken: 2016- 1142 % score 3 or +: 2015 - 55% 2016: Data not yet available</p> <p>EAP DATA EAP College Readiness 2013 ELA - 19%; 2014 ELA - 29%; 2015 ELA - 26% EAP College Readiness 2013 Math - 11%; 2014 Math - 16%; 2015 Math - 8%</p> <p>A-G COMPLETION RATES A-G completion rate: 2014 - 35.4%;</p> <p>AP ENROLLMENT RATES</p>	<p>Increase number of foster youth students with college/career plans by 10% annually Increase number of reports on post-secondary outcomes of graduates with IEPs by 10% annually Increase passage rate for AP Exam and EAP by 5% annually Increase A-G course completion with "C" or better by 5% annually Increase in AP course participation by 5% annually At least 50% of 6th-12th graders will use Naviance by the end of the 2015-16 school year. Increase use of Naviance by 6th-12th graders by 10% annually.</p> <p>EAP DATA EAP College Readiness 2018 ELA - 37% EAP College Readiness 2018 Math - 15% *Data from Aeries</p> <p>A-G COMPLETION</p>	<p>Increase number of foster youth students with college/career plans by 10% annually Increase number of reports on post-secondary outcomes of graduates with IEPs by 10% annually Increase passage rate for AP Exam and EAP by 5% annually Increase A-G course completion with "C" or better by 5% annually Increase in AP course participation by 5% annually At least 50% of 6th-12th graders will use Naviance by the end of the 2015-16 school year. Increase use of Naviance by 6th-12th graders by 10% annually.</p>	<p>Increase number of foster youth students with college/career plans by 10% annually Increase number of reports on post-secondary outcomes of graduates with IEPs by 10% annually Increase passage rate for AP Exam and EAP by 5% annually Increase A-G course completion with "C" or better by 5% annually Increase in AP course participation by 5% annually At least 50% of 6th-12th graders will use Naviance by the end of the 2015-16 school year. Increase use of Naviance by 6th-12th graders by 10% annually.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2014-2015 Higher Course Enrollment Rates: 588 different students are taking AP courses (1084) 74 students are taking Math Analysis Honors 366 different students are taking PreAP courses (711)</p> <p>2013-2014 Higher Course Enrollment Rates: 388 different students are taking AP courses (733) 61 different students are taking Math Analysis Honors 279 different students are taking PreAP courses (592)</p>	<p>A-G Completion 2018 - 43.0% *Data from Aeries</p> <p>GRADUATION RATE Graduation Rate 2017 - 92.3% *Data from Aeries</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

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**

Implement a Pre-K-12 college-going culture where students understand the relationship between K-12 school and post-secondary options, and where students will identify and maintain a post-secondary college/career plan, enroll in appropriate college and/or career preparatory courses through high school with a focus on unduplicated students. (Line 42)

**2018-19 Actions/Services**

Implement a Pre-K-12 college-going culture where students understand the relationship between K-12 school and post-secondary options, and where students will identify and maintain a post-secondary college/career plan, enroll in appropriate college and/or career preparatory courses through high school with a focus on unduplicated students.

(Line 42)

**2019-20 Actions/Services**

Individual sites will provide follow-up training at intervals determined to best meet the needs of the parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$100,000	\$0
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College and Career Events	5800: Professional/Consulting Services And Operating Expenditures College and Career Events	

## 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)

All Schools

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Develop and implement a written district-wide plan for delivering college/career counseling, including strategies for identifying, intervening, and monitoring

### 2018-19 Actions/Services

Continue to implement a written district-wide plan for delivering college/career counseling, including strategies for identifying, intervening, and monitoring

### 2019-20 Actions/Services

Continue to implement a written district-wide plan for delivering college/career counseling, including strategies for identifying, intervening, and monitoring

students with varying academic pathways with a focus on unduplicated students. (Line 43)

students with varying academic pathways with a focus on unduplicated students through the use of Naviance.

(Line 43)

students with varying academic pathways with a focus on unduplicated students through the use of Naviance. (Line 43)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$32,000	\$32,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Training and subs	5000-5999: Services And Other Operating Expenditures Implementation and software technology - Naviance	5000-5999: Services And Other Operating Expenditures Implementation and software technology - Naviance
Amount	\$38,000		
Source	Supplemental/Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Implementation and software technology such as Naviance		
Amount	\$500		
Source	Supplemental/Concentration		
Budget Reference	3000-3999: Employee Benefits Benefits		

### 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))

Schoolwide

**Location(s):**

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

All Schools  
Specific Schools: MHS

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Annual training for school counselors, administrators, and teachers in college/career counseling information and strategies such as CSU, UC, and other college workshops that will assist students. (Line 44)

**2018-19 Actions/Services**

Annual training for school counselors, administrators, and teachers in college/career counseling information and strategies such as CSU, UC, and other college workshops that will assist students.

(Line 44)

**2019-20 Actions/Services**

Annual training for school counselors, administrators, and teachers in college/career counseling information and strategies such as CSU, UC, and other college workshops that will assist students. (Line 44)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$2,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development	5800: Professional/Consulting Services And Operating Expenditures Professional development	5800: Professional/Consulting Services And Operating Expenditures Professional development

## 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)

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

Unchanged Action

### 2017-18 Actions/Services

Community Liaison for MUSD (25%) to increase parental involvement activities in effort to seek parent input in decision making at the district and each school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Line 45)

### 2018-19 Actions/Services

Community Liaison for MUSD (50%) to increase parental involvement activities in effort to seek parent input in decision making at the district and each school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups.  
  
(Line 45)

### 2019-20 Actions/Services

Community Liaison for MUSD (50%) to increase parental involvement activities in effort to seek parent input in decision making at the district and each school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Line 45)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,750	\$56,980	\$57,900
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Outreach activities - Coordinator of Intervention (25%)	1000-1999: Certificated Personnel Salaries Outreach activities - Coordinator of Intervention	1000-1999: Certificated Personnel Salaries Outreach activities - Coordinator of Intervention
Amount	\$6,250	\$20,020	\$20,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## 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

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

Unchanged Action

2019-20 Actions/Services

Director and clerical staff (40%) to monitor data related to course offerings, student enrollment patterns, student needs, and adjust program and processes where needed for targeted student groups. (Line 46)

Director and clerical staff (40%) to monitor data related to course offerings, student enrollment patterns, student needs, and adjust program and processes where needed for targeted student groups.

(Line 46)

Director and clerical staff (40%) to monitor data related to course offerings, student enrollment patterns, student needs, and adjust program and processes where needed for targeted student groups. (Line 46)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,500	\$60,300	\$61,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Data gathering and analysis (Director 40%)	1000-1999: Certificated Personnel Salaries Data gathering and analysis (Director 40%)	1000-1999: Certificated Personnel Salaries Data gathering and analysis (Director 40%)
Amount	\$20,500	\$20,000	\$21,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for director and clerk	3000-3999: Employee Benefits Benefits for director and clerk	2000-2999: Classified Personnel Salaries Benefits for director and clerk
Amount	\$29,000	\$24,700	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Data gathering and analysis (Clerk 40%)	2000-2999: Classified Personnel Salaries Data gathering and analysis (Clerk 40%)	2000-2999: Classified Personnel Salaries Data gathering and analysis (Clerk 40%)

## Action 6

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

### Students to be Served:

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

### Location(s):

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

[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)

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: MHS

**Actions/Services**

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

New Action

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

New Action

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

Unchanged Action

**2017-18 Actions/Services**

Clerical support for College, Career, and Counseling Director, which will help service the needs of all unduplicated students (100%). (Line 47)

**2018-19 Actions/Services**

College and career tech at the high school which focusing on serving the needs of all unduplicated students (100%).  
  
(Line 47)

**2019-20 Actions/Services**

Action same as 2018-19, expense now part of MHS site S&C.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,250	\$45,880	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary	



Amount	\$10,750	\$16,120	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
	Benefits	Benefits	

## 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)

Specific Grade Spans: K-5

## Actions/Services

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

Modified Action

2017-18 Actions/Services

Arts integration - support integration of visual and performing arts to broaden the experiences of K-5 students, particularly our targeted populations of students.(Line 48)

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

Modified Action

2018-19 Actions/Services

Arts integration - support integration of visual and performing arts to broaden the experiences of K-5 students, particularly our targeted populations of students.  
(Line 48)

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

Unchanged Action

2019-20 Actions/Services

Arts integration - support integration of visual and performing arts to broaden the experiences of K-5 students, particularly our targeted populations of students.(Line 48)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$101,000	\$100,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	\$8,000	\$20,000	\$21,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	\$36,000	\$52,700	\$56,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Arts materials and supplies	4000-4999: Books And Supplies Arts materials and supplies	4000-4999: Books And Supplies Arts materials and supplies

## 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

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

Performing and visual arts director (15%) to oversee and coordinate arts integration at elementary sites in support of unduplicated students greater access to the arts. (Line 49)

#### 2018-19 Actions/Services

Performing and visual arts director and clerical support (30%) to oversee and coordinate arts integration at elementary sites in support of unduplicated students greater access to the arts  
  
(Line 49)

#### 2019-20 Actions/Services

Performing and visual arts director (30%) to oversee and coordinate arts integration at elementary sites in support of unduplicated students greater access to the arts.  
(Line 49)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,750	\$38,000	\$39,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Director Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	\$6,250	\$13,520	\$14,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Director and clerical support benefits	3000-3999: Employee Benefits Benefits
Amount		\$13,480	\$14,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Clerical Support salary	2000-2999: Classified Personnel Salaries Clerical Support salary

### 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))

Schoolwide

**Location(s):**

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

Specific Schools: MHS  
Specific Grade Spans: 9-12

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Creation of IT pathway at the comprehensive high school to ensure that students, especially unduplicated students have access to programs that include certifications to prepare for immediate entry into the workforce. (Line 50)

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

Unchanged Action

2018-19 Actions/Services

Continue expanding and marketing IT pathway at the comprehensive high school to ensure that students, especially unduplicated students have access to programs that include certifications to prepare for immediate entry into the workforce.

(Line 50)

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

Unchanged Action

2019-20 Actions/Services

Creation of IT pathway at the comprehensive high school to ensure that students, especially unduplicated students have access to programs that include certifications to prepare for immediate entry into the workforce. (Line 50)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$75,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Equipment and licenses	5000-5999: Services And Other Operating Expenditures Equipment and licenses	5000-5999: Services And Other Operating Expenditures Equipment and licenses
Amount		\$58,000	\$58,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Communication services	5000-5999: Services And Other Operating Expenditures Communication Services

## Action 10

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: Mayflower, Plymouth, and Santa Fe

## 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

Unchanged Action

2019-20 Actions/Services

Implementation of Code to the Future at 3 sites to support the needs of all students, particularly unduplicated students with coding skills that will prepare them for a wider range of post-secondary opportunities. (Line 51)

Implementation of Code to the Future at 3 sites to support the needs of all students, particularly unduplicated students with coding skills that will prepare them for a wider range of post-secondary opportunities. .5 FTE instructional specialist will coordinate the support for teachers and students and the community outreach to support unduplicated student groups in the access and success in this program.

(Line 51)

Implementation of Code to the Future at 3 sites to support the needs of all students, particularly unduplicated students with coding skills that will prepare them for a wider range of post-secondary opportunities. .5 FTE instructional specialist will coordinate the support for teachers and students and the community outreach to support unduplicated student groups in the access and success in this program. (Line 51)

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000	\$100,000	\$75,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consultants fees	5800: Professional/Consulting Services And Operating Expenditures Consultants fees	5800: Professional/Consulting Services And Operating Expenditures Consultant fees
Amount		\$55,500	\$59,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Instructional specialist salary	1000-1999: Certificated Personnel Salaries Instructional specialist salary
Amount		\$19,500	\$21,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		3000-3999: Employee Benefits Benefits for instructional specialist	3000-3999: Employee Benefits Benefits for instructional specialist

Amount		\$115,000	\$120,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Promotion/advertisement to unduplicated students and families, including annual Epic Builds.	5000-5999: Services And Other Operating Expenditures Promotion/advertisement to unduplicated students and families, including annual Epic Builds.
Amount		\$10,000	\$25,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		4000-4999: Books And Supplies Materials and supplies for Epic Build projects	4000-4999: Books And Supplies Materials and supplies for Epic Build projects

## Action 11

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: Monrovia High School

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students. (Line 52)

## 2018-19 Actions/Services

Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students.

(Line 52)

## 2019-20 Actions/Services

Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students. (Line 52)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,250	\$125,800	\$130,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	\$28,750	\$44,200	\$46,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## Action 12

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: Mayflower, Plymouth,  
and Santa Fe

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Purchase technology to bring the Code to the Future school to 1:1 to support the K-5 integration of coding across the curriculum, which will help service the needs of all unduplicated students (Line 53)

**2018-19 Actions/Services**

Purchase technology to bring the Code to the Future school to 1:1 to support the K-5 and middle school integration of coding across the curriculum, which will help service the needs of all unduplicated students.

(Line 53)

**2019-20 Actions/Services**

Purchase technology to bring the Code to the Future school to 1:1 to support the K-5 integration of coding across the curriculum, which will help service the needs of all unduplicated students (Line 53)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$108,500	\$100,000	\$109,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology

**Action 13**

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)

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)

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Director of Technology support (10%) to oversee iCoach program and coordinate professional development days for all district teachers, which will help service the needs of all unduplicated students . (Line 55)

**2018-19 Actions/Services**

Director of Technology support (10%) to oversee iCoach program and coordinate professional development days for all district teachers, which will help service the needs of all unduplicated students. (Line 55)

**2019-20 Actions/Services**

Director of Technology support (10%) to oversee iCoach program and coordinate professional development days for all district teachers, which will help service the needs of all unduplicated students . (Line 55)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$14,800	\$15,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary

Amount	\$4,000	\$5,200	\$5,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 14

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)

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

District clerical support to monitor student engagement data of targeted populations (10%). (Line 54)

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

Unchanged Action

2018-19 Actions/Services

District clerical support to monitor student engagement data of targeted populations (10%).  
  
(Line 54)

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

Unchanged Action

2019-20 Actions/Services

District clerical support to monitor student engagement data of targeted populations (10%). (Line 54)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$8,140	\$8,550
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries Salary	2000-2999: Classified Personnel Salaries
Amount	\$2,500	\$2,860	\$3,450
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

## Action 15

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)

## 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

Unchanged Action

2019-20 Actions/Services

Educational services personnel support for targeted populations.

Educational services personnel support for targeted populations.

(Line 56)

Educational services personnel support for targeted populations.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$77,000	\$90,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Percentage of Director of Educational Services (35%) salary	1000-1999: Certificated Personnel Salaries Percentage of Director of Educational Services (35%) salary	1000-1999: Certificated Personnel Salaries Percentage of Director of Educational Services (35%) salary
Amount	\$10,000	\$15,000	\$30,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Percentage of Director of Educational Service Clerk III (45%) salary	2000-2999: Classified Personnel Salaries Percentage of Director of Educational Service Clerk III and Categorical Clerk	2000-2999: Classified Personnel Salaries Percentage of Director of Educational Service Clerk III and Categorical Clerk
Amount	\$15,000	\$18,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for above personnel	3000-3999: Employee Benefits Benefits for above personnel	3000-3999: Employee Benefits Benefits for above personnel

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$6,141,597	14.32%

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).

Goal 2 Action 1 (Line 1) 6 Instructional Specialists: 3 K-12 ELA, 2 K-12 math

\*\*\*Instructional Specialists\*\*\*

Goal 2 Action 1 (Line 1)

The duties and responsibilities of these teachers will include:

- 1) instructional support for admin, teachers, and students in the implementation of the curriculum and strategies adopted by MUSD.
- 2) guidance and support in the use of both formal and informal formative assessments to adjust instruction to meet the needs of unduplicated students.
- 3) assistance with lesson planning to include the tenets of UDL to close the achievement gap for unduplicated students.

This configuration will allow the specialists to focus on the teachers who are serving unduplicated students with on-going support. The educational data specialist will provide academic profiles about the unduplicated students so that specific teachers who are serving these students will receive support and follow up. Academic metrics will be carefully monitored to determine which classes are making the greatest growth to duplicate these best practices in other classrooms throughout the year.

=====

\*\*\*Academic Intervention Programs\*\*\*

Goal 2 Action 3 (Line 3)  
Goal 2 Action 10 (Line 10)  
Goal 3 Action 1 (Line 16)  
Goal 7 Action 1 (Line 23)  
Goal 7 Action 2 (Line 24)  
Goal 7 Action 4 (Line 25)  
Goal 7 Action 3 (Line 26)  
Goal 8 Action 1 (Line 27)  
Goal 8 Action 3 (Line 29)  
Goal 9 Action 1 (Line 30)  
Goal 3 Action 15 (Line 56)

Academic intervention programs increased support for English Learners. Read 180 and Math 180 as Tier II interventions at the secondary level, and i-Ready at the elementary level. Both the Read/Math 180 programs and i-Ready are research-based programs that have demonstrated replicable improvement for the unduplicated student groups we are supporting. Our unduplicated student groups have the highest need in the areas of reading and mathematics, as indicated by our disaggregated data and these programs continue to yield improved results for our targeted populations.

The the increased and improved services provided during our summer intervention programs for our unduplicated student groups have been successfully refined and scaled up over the past three years. This year the programs focused on EL students for K-8 literacy programs, as well as grades 4-7 in applied mathematics. Each program resulted in accelerated growth, in the case of the math program, at a greater rate than the past year (2 years growth in 4 weeks as measure by Quantile level). Highly focused instructional time coupled with integrated activities and field trips over the four week program has proved to be a successful combination for increased attendance rates within each program.

Secondary districtwide writing support through the use of well-developed resources, which allow our students to focus on expository writing. While these materials are provided to all students, they are principally directed to students who are lacking literacy skills that will allow them to achieve at grade level in writing. There are components of writing instruction within these programs that support academic vocabulary development, often lacking in our unduplicated student groups.

Our districtwide Dual Immersion program provides opportunities for our English learners by focusing on their strengths and the home language experiences they bring to the classroom. Monroe Elementary School is our Spanish dual immersion school, which serves a high percentage of our low income students. Students are encouraged to continue their program at Clifton Middle School, which will add an 8th grade cohort in the coming school year. Plymouth Elementary school will add a 3rd grade cohort to their Mandarin program in the coming school year. Support is provided to unduplicated students to participate and succeed in these programs, with the goal of students earning the Seal of Biliteracy upon graduation from MHS.

=====

\*\*\*English Learning Academic Monitoring and Support\*\*\*

Goal 5 Action 1 (Line 17)

Goal 5 Action 2 (Line 18)

Goal 5 Action 3 (Line 19)

To increase and improve our monitoring and support of students who are EL, two TOSAs will be dedicated to working with ALL schools. With the challenges of the new language acquisition assessment and reclassification metrics, there is a need to monitor the students more frequently and efficiently. These TOSAs will work with principals, teachers, and families to help everyone stay abreast of these changes and work together to meet our goal of having students who are EL ready to reclassify prior to being considered At-Risk of becoming LTEL. Teachers will receive consistent, on-going support in the use of best practices in working with a variety of language levels within their classroom.

=====  
\*\*\*Site Support\*\*\*

Goal 2 Action 13 (Line 13)

Goal 2 Action 14 (Line 14)

Goal 2 Action 15 (Line 15)

In order to provide sufficient funding for school sites to individualize their support of unduplicated students, site allocations have been increased. Based on feedback from stakeholders, some sites will use these funds to expand their counseling support, while others will increase their academic intervention personnel. The SPSA for each site includes details about specifically how these funds are used to provide principally-directed support to unduplicated students, including descriptions of the increased and/or improved services, metrics to measure effectiveness, and on-going evaluation of their goals, actions and services. These allocations are closely monitored through site plans and monthly RAD reports (LACOE) to ensure that these expenses are principally directed to support unduplicated student groups. SPSA budgets must include expenditure specifications that demonstrate how these funds are principally directed to EL, LI, and FY. All POs coded to this line MUST receive prior approval by categorical clerk and Ed. Services Director or Asst. Supt. prior to final processing.

=====  
\*\*\*i-Coach Program\*\*\*

Goal 2 Action 4 (Line 4)

Goal 13 Action 13 (Line 54)

Goal 13 Action 14 (Line 55)

The iCoach program provides two teachers at each elementary school and four teachers at each secondary school to participate in ongoing professional development in the use of instructional technology. These teachers receive a laptop and a classroom set of Chromebooks to allow daily technology integration. These teachers serve as the on-site coaches providing professional developing and one-on-one coaching to teachers at their site, increasing the capacity of the staff in the use of technology to enhance their



instruction, particularly to English learner, low income, and foster youth students.

=====

\*\*\*District PLC\*\*\*

Goal 2 Action 6 (Line 6)

Continuing with the work from the past three years with Focused Schools, this year's work will be about further developing site and district PLCs to respond to the the needs of unduplicated students through systematic formative data analysis and well-developed tiered support based on the needs of the targeted populations.

=====

\*\*\*Professional Development\*\*\*

Goal 2 Action 8 (Line 8)

Goal 2 Action 9 (Line 9)

Goal 2 Action 11 (Line 11)

Goal 2 Action 12 (Line 12)

The district professional development plan is created around the specific needs of our students. In order to respond to the individual site needs and to more closely document how this PD supports teacher practice specific to our unduplicated students, a more formal process for collecting data around participation and impact on practice will be collected through an online PD sign up and survey system.

=====

\*\*\*Counseling and Support\*\*\*

Goal 11 Action 1 (Line 33)

Goal 11 Action 3 (Line 35)

Goal 11 Action 4 (Line 36)

Goal 11 Action 5 (Line 37a)

Goal 11 Action 5 (Line 37b)

Goal 11 Action 6 (Line 38)

Goal 13 Action 4 (Line 45)

Goal 13 Action 5 (Line 46)

Goal 13 Action 6 (Line 47)

A commitment to providing counseling and student support services including access to counselors at the elementary schools to unduplicated students, especially in the area of student attendance. Additionally, continued implementation of PBIS at all sites provides structure and positive adult relationships that many of our unduplicated students do not receive outside of the school setting. The Wellness Center will be expanded to middle schools to support families of our unduplicated student groups.

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\*\*\*College and Career Readiness\*\*\*

Goal 6 Action 1 (Line 20)  
Goal 6 Action 2 (Line 21)  
Goal 6 Action 3 (Line 22)  
Goal 11 Action 2 (Line 34)  
Goal 13 Action 1 (Line 42)  
Goal 13 Action 1 (Line 43)  
Goal 13 Action 2 (Line 44)  
Goal 13 Action 9 (Line 50)  
Goal 13 Action 11 (Line 52)

The programs within this category will continue to be included particularly in support of our unduplicated student groups who may not otherwise have these opportunities. They support a college-going culture for all students.

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\*\*\*Elementary Visual and Performing Arts\*\*\*

Goal 13 Action 7 (Line 48)  
Goal 13 Action 8 (Line 49)

Additional support is provided to unduplicated students at each of the elementary sites in the area of the visual and performing arts. Wild Rose Elementary was provided extra support as they continue to build their focus as an arts magnet school. This school has the highest unduplicated student counts and currently is the lowest performing school. Both visual and performing arts are provided.

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\*\*\*Code to the Future\*\*\*

Goal 13 Action 10 (Line 51)  
Goal 13 Action 12 (Line 53)

Unduplicated student groups are provided the opportunity to deeply engage with technology both to gain greater access the curriculum and to advance their knowledge and experience with writing code. The elementary Code to the Future schools (Mayflower and Plymouth) are 1:1 and receive coding instruction. Each grade level participates in project building throughout the year that progressively stretches their coding skills. Students from Plymouth matriculate to Santa Fe Computer Science Magnet School for grades 6-8. Santa Fe is located in a low income area and serves many of our unduplicated students. These students continue to learn advanced coding, allowing for students who are interested in continuing their studies at MHS's computer science pathway to be prepared for the rigors of the program, which includes the opportunity for industry-standard certification with in high school.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$6,585,068

Percentage to Increase or Improve Services

15.05%

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).

**\*\*\*Instructional Specialists\*\*\***

Teachers on Special Assignment with specific areas of focus to provide increased services to unduplicated student groups. The following assignments will be implemented in 2018-2019:

- 1) ELA K-5
- 2) ELA K-8
- 3) ELA 6-12
- 4) Math K-12
- 5) Math K-5
- 6) K-12 UDL

The duties and responsibilities of these teachers will include:

- 1) instructional support for admin, teachers, and students in the implementation of the curriculum and strategies adopted by MUSD.
- 2) guidance and support in the use of both formal and informal formative assessments to adjust instruction to meet the needs of unduplicated students.
- 3) assistance with lesson planning to include the tenets of UDL to close the achievement gap for unduplicated students.

Previously, these TOSAs were assigned to one or more sites. This configuration will allow the specialists to focus on the teachers who are serving unduplicated students with on-going support. The educational data specialist will provide academic profiles about the unduplicated students so that specific teachers who are serving these students will receive support and follow up. Academic metrics

will be carefully monitored to determine which classes are making the greatest growth to duplicate these best practices in other classrooms throughout the year.

Goal 2 Action 1 (Line 1) 6 Instructional Specialists: 3 K-12 ELA, 2 K-12 math, 1 Universal Design for Learning (UDL) \$ 790,000.00

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\*\*\*Academic Intervention Programs\*\*\*

Academic intervention programs increased support for English Learners. Read 180 and Math 180 as Tier II interventions at the secondary level, and i-Ready at the elementary level. Both the Read/Math 180 programs and i-Ready are research-based programs that have demonstrated replicable improvement for the unduplicated student groups we are supporting. Our unduplicated student groups have the highest need in the areas of reading and mathematics, as indicated by our disaggregated data and these programs continue to yield improved results for our targeted populations.

The the increased and improved services provided during our summer intervention programs for our unduplicated student groups have been successfully refined and scaled up over the past three years. This year the programs focused on EL students for K-8 literacy programs, as well as grades 4-7 in applied mathematics. Each program resulted in accelerated growth, in the case of the math program, at a greater rate than the past year (2 years growth in 4 weeks as measure by Quantile level). Highly focused instructional time coupled with integrated activities and field trips over the four week program has proved to be a successful combination for increased attendance rates within each program.

Secondary districtwide writing support through the use of well-developed resources, which allow our students to focus on expository writing. While these materials are provided to all students, they are principally directed to students who are lacking literacy skills that will allow them to achieve at grade level in writing. There are components of writing instruction within these programs that support academic vocabulary development, often lacking in our unduplicated student groups.

Our districtwide Dual Immersion program provides opportunities for our English learners by focusing on their strengths and the home language experiences they bring to the classroom. Monroe Elementary School is our Spanish dual immersion school, which serves a high percentage of our low income students. Students are encouraged to continue their program at Clifton Middle School, which will add an 8th grade cohort in the coming school year. Plymouth Elementary school will add a 3rd grade cohort to their Mandarin program in the coming school year. Support is provided to unduplicated students to participate and succeed in these programs, with the goal of students earning the Seal of Biliteracy upon graduation from MHS.

Goal 2 Action 3 (Line 3) Writing Support - ERWC and DBQs \$ 75,000.00

Goal 2 Action 10 (Line 10) Educational Data Specialist \$ 55,000.00

Goal 3 Action 1 (Line 16) Support materials for CCSS (ELA and Math) \$ 50,768.00  
Goal 7 Action 1 (Line 23) Yr Round Support 6-12 ELA Targeted (Read/Math 180 licenses) \$ 150,000.00  
Goal 7 Action 2 (Line 24) K-5 Interventions Summer School \$ 150,000.00  
Goal 7 Action 4 (Line 25) 6-12 Intervention Intervention Summer School \$ 130,000.00  
Goal 7 Action 3 (Line 26) .5 FTE Coordinator HS Intervention \$ 77,000.00  
Goal 8 Action 1 (Line 27) Grade Level Literacy (iReady + 30% Interventionist salary) \$ 150,000.00  
Goal 8 Action 3 (Line 29) Support for targeted students in need of Dual Immersion intervention \$ 15,000.00  
Goal 9 Action 1 (Line 30) Grade Level Math Improvement - 8 MP (SWUN/CGI K-5) \$ 25,000.00  
Goal 3 Action 15 (Line 56) Ed Services Director/Secretary/Clerk III/Categorical Clerk \$ 110,000.00

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\*\*\*English Learning Academic Monitoring and Support\*\*\*

To increase and improve our monitoring and support of students who are EL, two TOSAs will be dedicated to working with ALL schools. With the challenges of the new language acquisition assessment and reclassification metrics, there is a need to monitor the students more frequently and efficiently. These TOSAs will work with principals, teachers, and families to help everyone stay abreast of these changes and work together to meet our goal of having students who are EL ready to reclassify prior to being considered At-Risk of becoming LTEL. Teachers will receive consistent, on-going support in the use of best practices in working with a variety of language levels within their classroom.

Goal 5 Action 1 (Line 17) Instructional Specialists - EL Intervention Support \$ 256,500.00  
Goal 5 Action 2 (Line 18) PD to Improve LTEL Reclass \$ 1,000.00  
Goal 5 Action 3 (Line 19) Monitoring Recent RFEPs \$ 1,000.00

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\*\*\*Site Support\*\*\*

In order to provide sufficient funding for school sites to individualize their support of unduplicated students, site allocations have been increased. Based on feedback from stakeholders, some sites will use these funds to expand their counseling support, while others will increase their academic intervention personnel. The SPSA for each site includes details about specifically how these funds are used to provide principally-directed support to unduplicated students, including descriptions of the increased and/or improved services, metrics to measure effectiveness, and on-going evaluation of their goals, actions and services. These allocations are closely monitored through site plans and monthly RAD reports (LACOE) to ensure that these expenses are principally directed to support unduplicated student groups. SPSA budgets must include expenditure specifications that demonstrate how these funds are principally directed to

EL, LI, and FY. All POs coded to this line MUST receive prior approval by categorical clerk and Ed. Services Director or Asst. Supt. prior to final processing.

- Goal 2 Action 13 (Line 13) Site LCAP Intervention Hourly \$ 200,000.00
- Goal 2 Action 14 (Line 14) Site LCAP CCSS materials \$ 200,000.00
- Goal 2 Action 15 (Line 15) Site LCAP Travel & Conference \$ 447,030.00

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\*\*\*i-Coach Program\*\*\*

The iCoach program provides two teachers at each elementary school and four teachers at each secondary school to participate in ongoing professional development in the use of instructional technology. These teachers receive a laptop and a classroom set of Chromebooks to allow daily technology integration. These teachers serve as the on-site coaches providing professional developing and one-on-one coaching to teachers at their site, increasing the capacity of the staff in the use of technology to enhance their instruction, particularly to English learner, low income, and foster youth students.

- Goal 2 Action 4 (Line 4) iCoach Program - Stipends, Nearpod, Consultant, Instructional Specialist (.5 FTE) \$ 188,000.00
- Goal 13 Action 13 (Line 54) District clerical support - monitor iCoach program (10%) \$ 11,000.00
- Goal 13 Action 14 (Line 55) Director of Technology - manage iCoach program (10%) \$ 20,000.00

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\*\*\*District PLC\*\*\*

Continuing with the work from the past three years with Focused Schools, this year's work will be about further developing site and district PLCs to respond to the the needs of unduplicated students through systematic formative data analysis and well-developed tiered support based on the needs of the targeted populations.

- Goal 2 Action 6 (Line 6) District PLC PD (formerly Focused Schools) \$ 71,700.00

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\*\*\*Professional Development\*\*\*

The district professional development plan is created around the specific needs of our students. In order to respond to the individual site needs and to more closely document how this PD supports teacher practice specific to our unduplicated students, a more formal process for collecting data around participation and impact on practice will be collected through an online PD sign up and survey system.

- Goal 2 Action 7 (Line 7) Summer Teacher Institute \$ 58,500.00
- Goal 2 Action 8 (Line 8) Extra Days PD - Certificated \$ 800,000.00
- Goal 2 Action 9 (Line 9) Extra Days PD - Classified \$ 70,000.00
- Goal 2 Action 11 (Line 11) NGSS Science Secondary Science (PD and materials) \$ 15,000.00
- Goal 2 Action 12 (Line 12) DISTRICT LCAP implementation support (Kick-Up) \$ 75,000.00

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\*\*\*Counseling and Support\*\*\*

A commitment to providing counseling and student support services including access to counselors at the elementary schools to unduplicated students, especially in the area of student attendance. Additionally, continued implementation of PBIS at all sites provides structure and positive adult relationships that many of our unduplicated students do not receive outside of the school setting. The Wellness Center will be expanded to middle schools to support families of our unduplicated student groups.

- Goal 11 Action 1 (Line 33) PBIS Training \$ 50,000.00
- Goal 11 Action 3 (Line 35) Implement restorative justice practices (currently funded through Owelus grant)
- Goal 11 Action 4 (Line 36) PBIS instructional aide \$ 174,000.00
- Goal 11 Action 5 (Line 37a) Secondary Counselors (4x24%, 2x20%, 2x62.5%) + Summer Registration hours \$ 220,000.00
- Goal 11 Action 5 (Line 37b) Elementary Counseling (1FTE ) \$ 132,000.00
- Goal 11 Action 6 (Line 38) Wellness Center support personnel - SRO \$ 75,000.00
- Goal 13 Action 4 (Line 45) Community liaison for MUSD (50%), Coordinator of Intervention \$ 77,000.00
- Goal 13 Action 5 (Line 46) Director/Clerk Data Management (40%) \$ 105,000.00
- Goal 13 Action 6 (Line 47) College, Career, Counseling clerical - MHS \$ 62,000.00

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\*\*\*College and Career Readiness\*\*\*

The programs within this category will continue to be included particularly in support of our unduplicated student groups who may not other wise have these opportunities. They support a college-going culture for all students.

Goal 6 Action 1 (Line 20) AP Summer Institutes \$ 2,500.00  
Goal 6 Action 2 (Line 21) AP Testing \$ 10,000.00  
Goal 6 Action 3 (Line 22) AVID Program & Tutoring \$ 165,000.00  
Goal 11 Action 2 (Line 34) College, Career & Counseling Director + Clerical Support \$ 245,000.00  
Goal 13 Action 1 (Line 42) College going culture - PIQE \$ 100,000.00  
Goal 13 Action 1 (Line 43) Plan for college going culture implementation and monitoring Naviance \$ 32,000.00  
Goal 13 Action 2 (Line 44) UC/CSU/college workshops for counselors \$ 2,000.00  
Goal 13 Action 9 (Line 50) IT Pathway at MHS + VMA \$ 133,000.00  
Goal 13 Action 11 (Line 52) Additional HS AP - College and Career Pathways \$ 170,000.00

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\*\*\*Elementary Visual and Performing Arts\*\*\*

Additional support is provided to unduplicated students at each of the elementary sites in the area of the visual and performing arts. Wild Rose Elementary was provided extra support as they continue to build their focus as an arts magnet school. This school has the highest unduplicated student counts and currently is the lowest performing school. Both visual and performing arts are provided.

Goal 13 Action 7 (Line 48) Arts integration (Art Instructor + Extra Hours) \$ 173,070.00  
Goal 13 Action 8 ( Line 49) Performing and Visual Arts Director + Clerk (30%) \$ 65,000.00

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\*\*\*Code to the Future\*\*\*

Unduplicated student groups are provided the opportunity to deeply engage with technology both to gain greater access the curriculum and to advance their knowledge and experience with writing code. The elementary Code to the Future schools (Mayflower and Plymouth) are 1:1 and receive coding instruction. Each grade level participates in project building throughout the year that progressively stretches their coding skills. Students from Plymouth matriculate to Santa Fe Computer Science Magnet School for grades 6-8. Santa Fe is located in a low income area and serves many of our unduplicated students. These students continue to learn advanced coding, allowing for students who are interested in continuing their studies at MHS's computer science pathway to be prepared for the rigors of the program, which includes the opportunity for industry-standard certification with in high school.

Goal 13 Action 10 (Line 51) Code To The Future for 3 schools - Contract + VMA \$ 300,000.00  
Goal 13 Action 12 (Line 53) Code to the Future materials \$ 100,000.00



LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$6,105,736.00

Percentage to Increase or Improve Services

14.47%

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).

Actions that will IMPROVE services to the targeted pupil groups are identified as follows:

Educator professional development: In order to continue to improve the delivery of quality instruction by increasing the use of culturally and linguistically relevant instructional practices. Specific topics and consultants are secured for the all staff training days that support improved teacher practice for unduplicated students (LEA-WIDE)

\$815,000.00 Instructional Coaches - support teachers in practices to meet the needs of unduplicated student groups

\$12,000.00 ELA Support Extra Hours - development of specific skills to implement ELA/ELD supports, especially to practice and reflect on effectiveness of new skills attained through training.

\$50,000.00 Writing Support - training for teachers around teaching writing, especially in diagnosing specific deficits in writing skills and providing support building these skills for unduplicated student groups.

\$250,000.00	iCoach Program - training of teachers at each site to support implementation of educational technology for student use in order to support unduplicated student groups who are less likely to have access to technology outside of the school setting.
\$276,700.00	Focused Schools - PLC training for administrators and teacher teams to create continuous improvement systems to strengthen the identification and targeted support for unduplicated student groups.
\$1,000.00	PD to Improve LTEL Reclassification procedures, including research-based models of progress monitoring.
\$50,000.00	Additional hours for improving teacher practice for targeted students to support site initiatives in need of additional funding
\$200,000.00	Site S&C Travel & Conference funds for professional development aligned to support of unduplicated student groups.
\$25,000.00	Unit Planning (Summer) - Extra hours for K-12 teachers to strengthen units of study with a focus on unduplicated students.
\$725,000.00	Extra Days PD - Certificated - Specific topics and trainers for improving practices in support of unduplicated students.
\$24,000.00	Extra Days PD - Classified - Specific topics and trainers for improving practices in support of unduplicated students.
\$20,000.00	NGSS Science implementation training - teams of teachers to integrate science into ELA/ELD and math lessons/units of study to
\$100,000.00	Site S&C Planning hours for teachers and other personnel for additional support both inside and outside of the school day for unduplicated student groups
\$1,858.00	Monitoring recent RFEPs training - targeted training for teachers who monitor RFEPs
\$75,000.00	Grade level math improvement & implementation of the 8 MP training and math intervention materials for unduplicated student groups.
\$50,000.00	PD for writing grades 2-4 in support of site initiatives to deepen the implementation of the district writing plan.
\$70,000.00	Hours for writing calibration K-12 for teachers to create specific intervention steps for students who are not writing at grade level, especially for unduplicated student groups.
\$2,797,736.00	TOTAL

CCSS aligned materials to support implementation of rigorous curriculum, specific to (LEA-WIDE)

\$100,000.00	Site S&C CCSS materials - for purchase of supplemental materials to meet the needs of students not achieving at grade level, particularly unduplicated student groups.
\$20,000.00	Decodable books sets, K-2 targeted student groups
\$5,000.00	Grade level literacy - supplemental training for intervention teachers who support unduplicated student groups (K-5)
\$391,000.00	Support materials for CCSS - supplemental materials aligned to the ELA/ELD adopted curriculum to support the needs of unduplicated student groups.
\$516,000.00	TOTAL

Support for students and counselors around college going culture (schoolwide)

\$40,000.00	Plan for college going culture implementation and monitoring Naviance in order to broaden the knowledge base of students who would not receive this support outside of the school setting
\$2,000.00	UC/CSU/college workshops for counselors to stay current with practices in support of unduplicated student groups who are traditionally under-represented.
\$250,000.00	Group counseling - time specifically allocated to unduplicated student groups to meet with counselors in support of academic, social, and emotional needs.
\$173,000.00	AVID Program & Tutoring - in support of unduplicated targeted student groups and their access to post-secondary experiences.
\$20,000.00	AP Summer Institutes - to keep AP teachers current with practices in support of unduplicated student groups who are traditionally under-represented.
\$488,000.00	TOTAL

Implementation of PBIS to support needs of unduplicated students (LEA-WIDE unless otherwise noted):

\$58,000.00	PBIS Training - district wide implementation of PBIS
\$160,000.00	PBIS instructional aide (schoolwide) at each secondary site to support proactive behavioral interventions for over-represented unduplicated students groups.
\$49,000.00	Implement restorative justice practices - district support for site PBIS implementation in support of unduplicated student groups.
\$267,000.00	TOTAL

Support personnel to implement, monitor and evaluate student engagement of unduplicated student groups (LEA-WIDE unless otherwise noted):

\$73,000.00	.5 FTE Coordinator HS Intervention (schoolwide) to work with PBIS aides and SRO to provide multiple layers of needed support for unduplicated students.
\$50,000.00	School Resource Officer (SRO) to provide support in educating students and families about preventing juvenile delinquency by promoting positive relations between youth and law enforcement, including collaboration with district counseling liaison programs aimed at supporting targeted students with community resources through the newly developed Wellness Center at MHS principally directed toward unduplicated students.
\$16,000.00	District clerical support - to implement and monitor iCoach program (10%)
\$8,500.00	Director of Technology - to implement and manage iCoach program (10%)
\$100,000.00	Director of Educational Services/Secretary/Clerk III - specific identification of
\$115,000.00	Director of Student Support Services/Clerk Data Management (40%)

\$25,000.00 Community liaison for MUSD (25%), Coordinator of Intervention - work closely with Director of Student Support Services to provide a wide variety of support to unduplicated students groups.  
\$94,000.00 Arts integration (Art Instructor + Extra Hours) for the integration of visual and performing arts programs K-12 providing exposure to unduplicated student groups who would not otherwise have the opportunity to engage.  
\$25,000.00 Performing and Visual Arts Director (15%) - planning, monitoring and overall management of arts integration program  
\$506,500.00 TOTAL

Actions that will INCREASE services to the targeted pupil groups are identified as follows:

Support for post-secondary education specifically for unduplicated students (LEA-WIDE unless otherwise indicated)  
\$100,000.00 Site S&C Intervention - funds for individual sites to develop and implement intervention programs for unduplicated student groups.  
\$20,000.00 Intervention support outside school day - extra hours for teachers to provide short-term intervention support projects for unduplicated student groups.  
\$10,000.00 EL Intervention Support - materials to support EL intervention programs  
\$200,000.00 Yr Round Support 6-12 ELA Targeted - training and materials to support literacy programs for unduplicated students who are reading and writing below grade level.  
\$120,000.00 6-8 Interventions summer school (schoolwide) focus on unduplicated student groups  
\$135,000.00 9-12 Intervention summer school (schoolwide) focus on unduplicated student groups  
\$70,000.00 Academic, social and emotional intervention for chronically failing students  
\$15,000.00 Intervention and counseling for at-risk gr 6-8, all FY, and gr 9 < 1.9 GPA  
\$730,000.00 TOTAL

Support for post-secondary education specifically for unduplicated students (LEA-WIDE unless otherwise indicated)  
\$2,000.00 AP Testing fees for unduplicated students (schoolwide)  
\$2,000.00 Counselor monthly meetings with FY  
\$70,000.00 College going culture - PIQE, parent education for unduplicated students around preparation for post-secondary life that would not otherwise be available.  
\$74,000.00 TOTAL

Implementation of K-12 coding programs (schoolwide)  
\$108,500.00 Code to the Future Devices - training and materials for coding curriculum for unduplicated student groups at two elementary and one middle school sites in support of unduplicated student groups who would not have access to this curriculum otherwise.  
\$75,000.00 IT Pathway at MHS to provide certification and higher education opportunities in the IT field, especially for unduplicated

student groups.

\$175,000.00 Code To The Future for 3 schools - curriculum and materials for CTTF program.

\$358,500.00 TOTAL

Fully funded support positions specific to the goals and actions set forth in the LCAP (LEA-WIDE unless otherwise indicated)

\$43,000.00 College, Career, Counseling clerical support for Homeless Liaison

\$165,000.00 College, Career & Counseling Director - work closely with HS AP, Intervention coordinator and parents to support above mentioned actions.

\$45,000.00 Educational Data Specialist - clerical support for the identification and close management of unduplicated student progress

\$115,000.00 Addition of an assistant principal at the comprehensive high school to support the implementation of actions and services delineated in the goals of this LCAP, particularly the intervention supports for unduplicated students who are not achieving at the level of all students (schoolwide).

\$368,000.00 TOTAL

# 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](mailto: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. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of 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?

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