

LCAP2016-2017

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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Introduction

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Morgan Hill Unified School District
LCAP Executive Summary 2015-18



What is the LCAP? *(follow the blue links to learn more).*

The Local Control Accountability Plan (LCAP) represents our district's allocation of resources towards specific actions designed to meet Board established goals. The goal setting process is based on the school district's [vision, mission and values statement](#). Our local board [goals](#) in turn help determine the relative attention and resources that will be directed toward each of the State's [eight priority areas](#). The priority areas are addressed through the [actions](#) in our [LCAP](#) and they are monitored throughout the year by maintaining an [LCAP progress report](#) and monitoring [metrics](#). Throughout the year, progress is reported out to [stakeholders groups](#) who are consulted and provide [input](#) regarding recommendations for [revisions](#) to the plan. Updates are posted on the [District website](#) in both English and Spanish. The overarching goal of the Local Control Accountability plan is constant improvement of the educational outcomes for our students.

District Vision

All students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st Century.

District Goals

1. With an equity lens, MHUSD will implement the CCSS, NGSS, and ELD standards to provide a strong grounding in core subject areas for all students.
2. All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career.
3. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.

LCAP Executive Summary 2015-18 (cont.)

State Priority Areas and Progress Monitoring	LCAP Goals	Highlights of Actions
Basic Services <ul style="list-style-type: none"> Annual William's Compliance Report (District in compliance) 	1	<ul style="list-style-type: none"> Recruit, hire & retain highly qualified employees Maintain safe and functioning facilities to support learning. Ensure that students have access to current learning materials.
Implementation of State Standards <ul style="list-style-type: none"> Completed K-12 math adoption Baseline data established for CAASPP results demonstrate positive initial implementation Adoption of EL master plan Morgan Hill "Imagine" 	1	<ul style="list-style-type: none"> Adopt instructional materials that are aligned to State standards. <ul style="list-style-type: none"> Provide ongoing professional development to all certificated staff and administrators on new Standards Provide an induction program for new teachers and coaching support for veteran teachers to constantly refine instruction. Implement the revised EL Master Plan "Imagine" under a new program implementation manager.
Parental Involvement <ul style="list-style-type: none"> Have implemented Aeries as a new student information system and expanded monitoring to K-12. Community Liaisons at all sites. Parent engagement plan nearing completion 	2	<ul style="list-style-type: none"> Implement a new Student Information System to support parent monitoring of student attendance and work completion. Provide Bilingual Community Liaisons at each school site. Develop & implement a Parent Engagement Plan <ul style="list-style-type: none"> Explore creating a Parent Center for support resources. Provide parents with opportunities to become more engaged in school activities.
Student Achievement <ul style="list-style-type: none"> Assessment plan completed MTSS implementation began Early literacy program in place. Technology deployed EL Master Plan completed Recognized high AP test rates New CTE department and director position in development due to low CTE completion rates 	1	<ul style="list-style-type: none"> Implement district-wide assessments to determine individual student needs. Develop and implement a tiered academic support model, including interventions and enrichment. Implement a strong early literacy program to ensure that students in early grades become proficient readers. Increase digital literacy in our students and staff through 1-1 device deployment, professional development and use monitoring. Revise the current EL Master Plan to expand services to EL's and to promote multilingualism for all students. Expand the number of Career Technical Education pathways.

Pupil Engagement <ul style="list-style-type: none"> <i>Extended day resources allocated</i> <i>TK program expanding to 5 sites</i> <i>Implemented Cyberhigh and Plato course software at 10-12 and Central Continuation High School.</i> <i>New student support programs under development.</i> <i>Service learning task force to convene in Fall 2016.</i> 	1, 2, 3	<ul style="list-style-type: none"> Provide extended day opportunities for students to participate in extracurricular activities, enrichment and intervention. Expand transitional Kindergarten to additional sites Implement alternative educational options for meeting graduation requirements including blended learning opportunities for credit recovery and enrichment in support of multi-lingual goals. Develop new programs and practices to provide coordinated support and resources for foster, homeless and low SES students. Develop a community service or service-learning component to be included in currently required courses.
School Climate <ul style="list-style-type: none"> <i>Decreasing trend in number of suspensions and expulsions</i> <i>Suspension and expulsion rates among Latino students are approaching actual enrollment rates.</i> <i>RJ and PBIS implementations expanding to additional sites.</i> <i>Reorganization and expansion of student services completed.</i> 	2, 3	<ul style="list-style-type: none"> Provide social emotional and academic counseling services at all sites/additional counselor at each comprehensive high school and one (shared) for all middle schools. Implement restorative justice (RJ) and positive behavior intervention and supports (PBIS) to reduce the number and percentage of students being suspended by school site and expelled districtwide. Provide additional health and social emotional counseling services to support success in school, improve connectedness, and reduce dropout rates. Improve attendance rates and reduce chronic absenteeism
Course Access <ul style="list-style-type: none"> <i>Counseling services are in place.</i> <i>Recognition for equitable AP enrollment.</i> <i>High comparative A-G completion rates among subgroups.</i> <i>Open enrollment policy.</i> 	1, 3	<ul style="list-style-type: none"> Maintain counselors to secondary school to support schools with college and career awareness and identification of support services Provide professional development for working with culturally and linguistically diverse students in Advanced Placement courses Continue to support college and career awareness activities Provide CAL-SOAP counselors to assist low-income and first-generation students who have the potential to succeed in postsecondary education
Other Pupil Outcomes <ul style="list-style-type: none"> <i>District-wide assessment plan has been completed</i> 	1, 3	<ul style="list-style-type: none"> Develop local monitoring metrics to provide for real time program information to refine instruction and connect students with services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

STATE PRIORITIES

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. CONDITIONS OF LEARNING

BASIC:

Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

IMPLEMENTATION OF STATE STANDARDS:

Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

COURSE ACCESS:

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

EXPELLED PUPILS (FOR COUNTY OFFICES OF EDUCATION ONLY):

Coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

FOSTER YOUTH (FOR COUNTY OFFICES OF EDUCATION ONLY):

Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. PUPIL OUTCOMES:

PUPIL ACHIEVEMENT:

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

OTHER PUPIL OUTCOMES:

Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. ENGAGEMENT:

PARENTAL INVOLVEMENT:

Efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

PUPIL ENGAGEMENT:

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

SCHOOL CLIMATE:

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

SECTION 1: STAKEHOLDER ENGAGEMENT

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

INSTRUCTIONS:

Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

GUIDING QUESTIONS:

1. How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>During the 2013-14 year, MHUSD staff engaged various stakeholder groups in the development of the three-year LCAP. The process included State Priority Work Groups that included different stakeholder groups: site and district staff, representatives from governance committees (DELAC, DAC), union representatives, parents, community members such as president of Chamber of Commerce, Mayor, Chief of Police, parents, and business owners. Three districtwide community meetings were held and parents and community had the opportunity to identify priorities. These were identified as follows:</p> <ul style="list-style-type: none"> • Ensure competitive salary schedule for school employees. • Evaluate technology and instructional materials that reflect Common Core State Standards and 21st Century learning and purchase as needed. • Continue to provide training to teachers to support their successful implementation of the Common Core State Standards. • Provide teachers opportunities to meet together (Collaboration time) to plan their instruction and evaluate their students' progress in meeting the new standards. • Teachers will learn how to use new assessments aligned to the Smarter Balanced Assessment. • Parents will receive information on how to support their children in learning the new standards. • Teachers will receive training and support in addressing the needs of students learning English as a second language (English Learners). • Students will have access to Advanced Placement (AP) classes. There will be a 10% increase in the number of English Learners, students from low socio-economic backgrounds and foster youth in these courses. • Research the benefits of all-day kindergarten, extended school day for primary grades and early education programs. • Provide training to school staff on how to work effectively with parents. • Increase the number of before and after school programs and activities and to provide transportation to offer more access. • Implement and provide staff training for School Wide Positive Behavior Intervention System (SWPBIS). <p>In April 2014, an online survey, both in English and Spanish, was posted</p>	<p>Feedback and input from the eight workgroups, combined with the online surveys from both staff and community and results from the community meetings held last year was used to develop the three-year LCAP that was approved on June 10, 2014. The LCAP has become the District's Strategic Plan and drives all district and site level initiatives as well as providing internal accountability for staff and Executive Cabinet. During the 2014-15 year, DELAC and ELAC parents continue to emphasize the need for interventions to support their students. The District provided CALSOAP tutoring after school, which was well received, but parents continue to stress the importance of receiving support after school for their children including transportation.</p> <p>The LCAP Committee as well as results from the Parent Engagement survey, which was open to all parents in the District, indicate a need to provide more parent education opportunities on how to help their children with Common Core math. Every school held parent education sessions at their school sites and still there is a request for more opportunities to help parents understand how the new standards are being taught.</p> <p>Feedback from student focus groups indicate a need to provide more instructional materials, provide teacher training and support for students feeling connected to school which reflects the California Healthy Kids Survey results. All of this input has been woven into the current LCAP.</p> <p>Based on this ongoing input, several actions have been implemented to address targeted intervention, extended day programs, student activity transportation, and parent education efforts. Those actions include piloting assessment and intervention programs to inform and support academic achievement, provide social emotional support, and enhance school climate and safety. As a result, a multi-tiered systems of support philosophy is emerging as a guiding structure by which to organize initiatives.</p>

Involvement Process	Impact on LCAP
<p>for all stakeholders' feedback. The questions were organized around the eight state priorities and were aligned with the actions described during the community meetings. These were the priorities identified by both parents and staff:</p> <ul style="list-style-type: none"> • Ensure competitive salary schedule • Evaluate technology and instructional materials that reflect Common Core State Standards and 21st Century learning and purchase as needed • Define digital learning and create plan for use of technology as a learning and teaching tool, including use of Library Media Centers at all sites • Parents will receive information on how to support their children in learning the new standards • Provide an instructional program for all students that emphasizes literacy skills across all subject areas • Develop how to measure learning in a variety of ways including student exhibitions and performance assessments where students must demonstrate their knowledge and skills <p>During the 2014-15 school year, the principals and district staff received ongoing updates to the activities being implemented during the school year during the principal meetings. School Plans for Student Achievement (SPSA) template reflected LCAP goals and priorities. Efforts were made to align SPSAs to LCAP and to ensure that all expenditures were aligned to LCAP goals.</p> <p>The District English Learner Advisory Committee received LCAP updates and had the opportunity to view data during their meetings. A copy of the data/PowerPoint is available on the District website.</p> <p>Each school site had a parent representative from the School Site Councils to participate in the LCAP Parent Advisory Committee. The DELAC received an orientation to LCAP on 3/26/15 as some of the parents were new to LCAP. On 3/19/15 the LCAP Committee also received an orientation which included information on their role.</p> <p>All parents with Foster children were sent a letter inviting them to participate on the LCAP Parent Advisory Committee. None responded.</p> <p>Our Coordinator of Student Services who oversees Foster Youth services and our Director of State and Federal Programs have participated in the LCAP process providing input in regard to services and support for Foster Youth.</p> <p>Other opportunities to engage our community were:</p> <ul style="list-style-type: none"> • Home and School Club Meetings: 2/6/15, 5/1/15 • Morgan Hill City/School Liaison Meeting: 2/20/15, 4/24/15 	

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> Two surveys were made available to the LCAP Committee, DELAC , Migrant parent representatives and staff LCAP Draft (English and Spanish) available on District website 5/29/15 for Public Comment Public Hearing was held on 6/9/15 Community Meeting for Public Comment 6/2/15 Board Approval of the LCAP 2015-18 6/23/15 	
Involvement Process : Annual Update	Impact on LCAP : Annual Update
<p>MHUSD has continued to refine an annual process for reporting out LCAP actions, monitoring progress, and collecting input from all stakeholder groups for LCAP revisions. An LCAP Progress Report was maintained and made available to stakeholders throughout the year; the report included descriptions of ongoing work related to each action as well as monitoring data related to each of the priority areas (the report can be found at: https://docs.google.com/document/d/1c8A3F5H_JkzDJfjSrl6ZFbxScWwXa4VHpfUk-kn4btA/edit?usp=sharing). During the 2015-2016 school year, the following activities were conducted:</p> <ul style="list-style-type: none"> LCAP Parent Advisory Committee (open mtg. with SSC and ELAC/DELAC): update on actions and progress: Nov 19 and Jan 21 Executive Cabinet and ESD--LCAP action and budget monitoring: Feb 9 TK-12 Principals/APs Leadership Meeting--Action monitoring and alignment to SPSA: Feb 25 LCAP progress report to all site advisory groups, input for revisions accepted (SSC, ELAC, and ASB): March MHFT Executive Council Meeting and Site labor Representatives--progress report and revision input: March 4 Executive Cabinet and Directors action and budget monitoring: March 8 SEIU Executive Council Meeting and Site labor Representatives--progress report and revision input: March 10 Progress Report to Board of Education, open public input for revisions: March 15 Progress Report and revision consultation with MTSS and EL master plan community stakeholder groups: March 17 Principal's report site level input back to district cabinet.: March 24 Executive Cabinet and Directors consultation on budget 	<p>As the Annual Update and progress monitoring results were shared with stakeholder groups, input was considered in the LCAP annual revision process. Parent and student survey interest in extended day programs to support students with targeted intervention and enrichment opportunities has resulted in greater allocation of supplemental funds to extended day programs under action 1.1.26.</p> <p>Action 3.1.5, creating a service learning graduation requirement has been changed to creating service learning components of study within existing required courses. This change was prompted by master scheduling concerns regarding the simultaneous growth of district wide A-G graduation requirements and CTE elective program which will use grant dollars to fund a program director under action 1.1.15.</p> <p>Over 1500 K-5 students participated in the K-5 math adoption pilot and provided feedback leading to the math program selection under LCAP action 1.1.12. An additional 2200 3-12 students piloted assessments to inform the district's new assessment plan, 1.1.9. 5500 students participated in standardized testing to help inform goal area 1. Over 1700 students participated in the California Healthy Kids survey to inform school climate actions. Student Reps also served on SSC, ELAC's and BOE.</p> <p>As the district continues to organize initiatives using an MTSS philosophy, the MTSS action (1.1.25) was detailed to serve as an index of actions with significant language added to provide context and organization to the overall plan as it evolves. Some renumbering of actions was also performed so that action numbers are consistent over the three year plan (using a format of Goal Number, Year Number, Action Number).</p> <p>Supplemental funding has been allocated to staff and launch a new EL master plan, Morgan Hill Imagine, under action 1.1.20 to be led by a</p>

Involvement Process : Annual Update	Impact on LCAP : Annual Update
<p>implications: March 29</p> <ul style="list-style-type: none"> • Progress Report to secondary Counselors and consultation on revisions: March 30 • Action monitoring and proposed revisions finalized by Educational Services: April • LCAP revisions submitted to business services for budgeting review. May 1 • Collaborate with Business Services to finalize revisions and populate LCAP required template: May • Public Stakeholder session to review revisions (Spanish and English sessions): May 27 • Public Hearing regarding LCAP revisions: June 7 • Approval by Board of Education: June 21 	<p>classified project manager. A stakeholder group including teachers, community, parents, and students developed the plan.</p> <p>Likewise, services and support for disadvantaged students including foster/homeless, English Learners, and socioeconomically disadvantaged students have been greatly increased. These services include social emotional counseling and therapeutic programs, academic supports, and extended day assistance to be found in actions 3.1.(6-7-9-10).</p> <p>Overall, LCAP revisions have been the result of significant stakeholder input. The revisions serve to increase compliance, incorporate additional budget streams as the LCAP becomes a more global plan, and to refine and provide added detail as the original LCAP actions evolve.</p>

SECTION 2: GOALS, ACTIONS, EXPENDITURES, AND PROGRESS INDICATORS

INSTRUCTIONS:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

GOAL:

Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

RELATED STATE AND/OR LOCAL PRIORITIES:

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

IDENTIFIED NEED:

Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

SCHOOLS:

Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

APPLICABLE PUPIL SUBGROUPS:

Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

EXPECTED ANNUAL MEASURABLE OUTCOMES:

For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

ACTIONS/SERVICES:

For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

SCOPE OF SERVICE:

Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

PUPILS TO BE SERVED WITHIN IDENTIFIED SCOPE OF SERVICE:

For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

GUIDING QUESTIONS:

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4. What are the LEA's goal(s) to address any locally-identified priorities?
5. How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	<p>1. College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.</p>	<p>Related State and/or Local Priorities: ✓1 ✓2 ✓4 ✓5 ✓7 ✓8 Local Specify: 1, 2, 4, 5, 7 and 8</p>
Identified Need:	<p>Continue to address the achievement levels of all students with emphasis on underperforming subgroups including low socioeconomic status, foster/homeless students, English learners, students with low parent education level, and students performing below grade level. Although these factors can affect any students, they are most prevalent in our Latino student population and contribute to an ethnic achievement gap.</p> <p>The Latino/Caucasian achievement gap is visible in all local metrics including standardized testing results, graduation rates, A-G completion rates, AP course passing rates, and school disciplinary actions. Desegregation of CAASPP results demonstrates that there is an achievement gap of 84 scaled points with Latino students underperforming their Caucasian student peers. Analysis of this gap to isolate each State collected demographic variable for the relative contribution to the gap reveals the following: 42% of the Latino to White achievement gap is attributable to differences in parent education levels; 33% to English language proficiency; 18% to socio-economic status; and 7% to potential systemic or instructional biases. This data suggests that differences in achievement are indicative of factors that go well beyond the traditional classroom and indicate an opportunity gap causality that will require a much wider response than merely instructional or curriculum refinement. (The report to the Governing Board on this analysis can be found at: http://mhusd.org/wp-content/uploads/2015/09/AAAA-SBAC-Board-Report-2-1.pdf).</p> <p>As regards this local control accountability plan, the need to address a wide range of factors for their causality to student achievement has resulted in a wide range of actions including: developing significant parent engagement and parent education opportunities; teaming with community based organizations to connect families with home level services and assistance; providing targeted student assistance in an extended day setting to assist families with a safe and meaningful supervised extended day opportunity; expanding our English learner master plan to better support language learners and to promote multi-lingualism as a valuable twenty first century goal for all students; and developing a responsive Multi-Tiered System of Supports informed by assessments that connects all students with enriching opportunities based on their individual needs and regardless of their subgroup labels.</p> <p>Metrics: Overview of the State priority metrics are below. Further analysis of the State priority metrics and related local metrics has been undertaken as part of the LCAP annual implementation, monitoring, and revision cycle. A summary of those metrics with visuals and links to the related California Department of Education data can be found at: https://docs.google.com/document/d/1y1RMfAOcMzcUdbqyKYgkApoTSv-SEkYOVgUI68hvmRQ/edit# and is highlighted below under each metric heading.</p> <ol style="list-style-type: none"> 1. Basic Services: Annual Williams Report will show Properly Assigned Teachers, adequate facilities, and instructional materials for every student <ol style="list-style-type: none"> 1. The report issued by the Santa Clara County Office of Education certifies compliance for the current year. 2. Implementation of State Standards: 	

1. Comparison of the first year of CAASPP results demonstrates that the district has opened a significant gap in achievement compared to the rest of the State that was not apparent in the final year of CST data. Although there is much room for growth in proficiency, this is an indication of a strong relative initial implementation of the State's new rigorous academic standards. (There is a visual at the link found in the heading above).
2. The district has completed a k-12 Math adoption and has begun the ELA/ELD adoption process that will be completed next year. Professional development has emphasized the instructional shifts related to math practices, CCSS, literacy across the curriculum, and strategies to support NGSS.
3. The district is in the process of revising the EL Master Plan which is due for implementation during the 16-17 school year.
3. **Parental Involvement** (See LCAP goal area 2)
4. **Student Achievement:**
 1. Statewide Assessments: Percentage meeting or exceeding standard (snapshots to represent range)
 1. ELA all Students: District 50%, State 44%
 2. Math all Students: District 40%, State 33%
 3. ELA, non SED White students: District 70%, State 68%
 4. Math, non SED White students: District 61%, State 58%
 5. ELA, SED Latino Students: District 24%, State 28%
 6. Math, SED Latino Students: District 17%, State 17%
 2. Academic Performance Index: has been discontinued by the State.
 3. Percentage of students completing A/G requirements: Note A/G graduation requirements apply to class of '17
 1. District 54.3%, County 54.1%, State 41.9%
 4. Number of students completing a CTE pathway: Note CTE retooling from ROP and Pathways being defined.
 1. District 7%, State 15%
 5. EL student progress toward proficiency
 1. AMAO 1 (Increasing one or more CELDT Levels) 59.7% Target goal: 60.5%
 6. EL reclassification rates:
 1. AMAO 2: District 22.7%, County 13%, State 11.2%
 7. Percentage of students passing AP course exams
 1. District 83%, State 68.5% (Sum of passing scores of 3, 4 or 5 divided by grade 12 enrollment)
 8. Percentage of students demonstrating college preparedness on EAP exam. (The State is currently retooling the EAP program and recommends the CAASPP meet or exceed total percentages while new EAP criteria are established).
 1. ELA all Students: District 50%, State 44%
 2. Math all Students: District 40%, State 33%
5. **Pupil Engagement:**
 1. Attendance Rates:
 1. 2013: 95.49%, 2014: 95.38%, 2015: 95.12%
 2. Chronic Absenteeism rate: 11.2% (no comparison values available).
(Truancy rates): District 15.5%, County 25.71%, State 31.43%
 3. Middle School dropout rates:
 1. District: 0.2%

4. Adjusted 9-12 dropout rate:
 1. District 1.4%, County 3.5%, State 2.5%
5. High School dropout rates
 1. District 5.8%, County 11.1%, State 10.7%
6. High School Graduation Rates: graduation rates for 2015:
 1. All students 88.8% (Compared to 83.6% County and 82.3 State)
 2. White Students: 92.2% (Compared to 92.5% County and 88% State)
 3. Latino Students: 83.9% (Compared to 83.6 County and 78.5% State)
 4. English Learners: 80% (Compared to 62.7% County and 69.4% State)
6. **School Climate** (See LCAP goal area 3)
7. **Course Access:**
 1. Open enrollment policy in all courses
 2. High Schools have been recognized for AP enrollment demographics matching overall school demographics.
 3. A/G graduation requirements implemented and all courses approved by UC for A/G list.
8. **Other Pupil Outcomes:** The district piloted several assessments programs to inform the implementation of a district wide assessment plan during the 16-17 school year. That plan is detailed in action 1.1.9 and will provide student data moving forward.

Goal Applies to:**Schools:**

All schools

Applicable Pupil Subgroups:

All students with emphasis on low performing subgroups and individual students to close achievement gaps.

LCAP Year: 2016-2017**Expected Annual Measurable Outcomes****1. Basic Services:**

1. The annual Williams compliance report issued by the Santa Clara County Office of Education will certify that all student s have appropriate instructional materials, properly assigned teachers, and adequate facilities.

2. Implementation of State Standards:

1. Successful implementation of the new K-12 adopted math program
2. Successful adoption of a new K-12 ELA/ELD program
3. Effective implementation of instructional strategies that support the instructional shifts in support of CCSS and NGSS as evidenced by observation data trends over the course of the year.
4. Initial implementation of our new EL master plan, Morgan Hill Imagine, with cross curricular integrated ELD strategies (Glad at K-5 and Constructing Meaning at 6-12) as evidenced by observation data trends over the course of the year.

3. Parental Involvement (See LCAP goal areas 2 and 3)**4. Student Achievement**

1. Improve both average student score and percentages of student meeting or exceeding standards on the CAASPP at every grade level and in both ELA and Math.
2. Increase the percentage of students completing a CTE pathway by 3% and close the gap to the State target for the number of CTE concentrators enrolled in a capstone course.
3. Meet the State Targets for AMAO's 1 & 2: English learners advancing at least one CELDT level per year and reclassification of English Learners as English proficient.
4. Increase the pass rate percentage for students taking the AP course over baseline year.

5. Pupil Engagement:

1. Increase attendance rate by 0.1% per year during the three year plan.
2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third

6. School Climate: (See LCAP goal areas 2 and 3)**7. Course Access:**

1. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
2. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
3. Maintain an open enrollment policy in all courses and support student success with extended services as evidenced by the implementation of extended learning and intervention systems.

8. Other Pupil Outcomes:

1. Develop internal metrics using district wide assessments to measure and report student growth throughout the year.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1.1 Classroom teachers provide high quality, standards-based daily instruction.</p> <ul style="list-style-type: none"> • Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. • Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12. <p>Certificated Salary and Benefits: (LCFF Base) 010-0000-0-xxxx-xxxx-xx-xxxx-xxxx-01xxxx-xxx-xxxx Certificated Signing bonuses: (Title II) 060-4035-0-1111-00-1110-1000-403500-000-0000</p>	LEA Wide	✓All	<p>LCFF Base \$28,327,361.00 Title II \$14,000.00 Total: \$28,341,361.00</p>
<p>1.1.2 Provide an induction program for new teachers, interns and coaching support for struggling veteran teachers (Teacher Support Network).</p> <p>Certificated Salary & Benefits (LCFF Base) 010-0000-X-XXXX-XX-XXXX-2140-021000-XXX-XXXX Contracted Services (LCFF Base) 010-0000-0-5800-00-1110-2100-021000-000-0000 Certificated Salary & Benefits (Title II) 060-4035-0-1000→3999-XX-XXXX-2140-XXXXXX-XXX-XXXX</p>	LEA Wide	✓All	<p>LCFF Base \$231,015.00 Title II \$133,440.00 Total: \$364,455.00</p>
<p>1.1.3 Recruit, hire and retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college and career readiness.</p> <p>Certificated & Classified Salary & Benefits (LCFF Base:) 010-0000-X-XXXX-XX-XXXX-XXXX-027050-XXX-XXXX</p>	LEA Wide	✓All	<p>LCFF Base \$5,492,939.00 Total: \$5,492,939.00</p>
<p>1.1.4 Recruit, hire and retain a diverse group of staff to support central services essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.</p> <p>Certificated & Classified Salary & Benefits (LCFF Base) 0XX-XXXX-1XXX→3999-XX-XXXX-7000→8999-XXXXXX-XXX-XXXX Classified Salary & Benefits (LCFF Base) 070-XXXX-X-1XXX→3999-XX-XXXX-XXXX-XXXXXX-XXX-XXXX</p>	LEA Wide	✓All	<p>LCFF Base \$7,390,568.00 Total: \$7,390,568.00</p>

<p>1.1.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students.</p> <p>Certificated & Classified Salary & Benefits (LCFF Base): 080-XXXX-X-1XXX→3999-XX-XXXX-XXXX-XXXXXX-XXX-XXXX</p>	LEA Wide	✓Other Subgroups: Special Education	LCFF Base \$6,587,095.00 Total: \$6,587,095.00
<p>1.1.6 Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing Instructional Rounds and any other needed professional development based on a needs assessment.</p> <p>Certified Salary and Benefits (LCFF Base) : 010-0000-0-xxxx-xxxxxx-xxxx-091061-000-xxxx Certified Salary and Benefits (EEBG): 060-6264-0-xxxx-xx-xxxx-xxxx-626400-000-xxxx</p>	LEA Wide	✓All	One time Disc carry over \$110,000.00 Educator Effectiveness Grant C/O \$314,500.00 Total: \$424,500.00
<p>1.1.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers. Continue universal assessment for primary grades. Provide training and opportunities for cross-school articulation on early literacy instructional program and strategies. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten.</p> <p>Contracted Services (LCFF Base) 010-0000-0-5800-00-1110-3160-031600-000-0000</p>	Elementary Schools	✓All	LCFF Base \$10,100.00 Total: \$10,100.00
<p>1.1.8 Provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in Language Arts, English Language Development, Math, and the Next Generation Science Standards. Provide two district level TOSA's as resources to support the implementation of standards aligned best practices including instructional strategies in support of Common Core and Next Generation Science standards; early literacy assessment and intervention, and consistent with the development of a Multi-tiered System of Supports to assist underperforming students.</p> <p>Certificated Salary & Benefits (LCFF Supplemental) 010-0000-0-1XXX→3999-00-1110-2140-301010-000-0000</p>	LEA Wide	✓Other Subgroups: underperforming students	LCFF Supplemental \$203,527.00 Total: \$203,527.00

<p>1.1.9 Implement a district wide assessment plan to measure individual student current level and growth to inform systems and program needs. Data will assist: planning programs and monitoring program implementation fidelity and effectiveness as an integral part of organizing services in a Multi-Tiered System of Supports; providing timely and actionable information to connect students with programs based on their needs; guiding allocation of resources to match needs; informing Professional Development needs; providing multiple measures to add context to State testing and LCAP goal progress; informing the SST and GATE identification process; providing additional and more frequent growth measures to accurately inform English Learner reclassification and continued growth/monitoring after reclassification; ensuring the equitable identification of low SES, Foster, Homeless, and other underrepresented students as GATE with universal screening; assisting College and Career readiness initiatives and to help identify early AP course enrollment candidates, especially in underrepresented subgroups using PSAT; informing the math pathways acceleration process; provide alternatives for reporting standards based student progress to parents; providing data for instructional pacing and planning through our professional learning communities (collaboration). Find the plan at (https://docs.google.com/document/d/13xxwz4M62fPNSZJtsLLbcuAK9vHA_v1Bp6kb9H0-AdA/edit)</p> <p>Contracted Services (LCFF Base) 010-0000-0-5800-00-1110-3160-031600-000-0000 Contracted Services (LCFF Supplemental) 010-0000-0-5800-00-4760-1000-709100-000-0000 Contracted services/SPARCS (Base) 010-0000-0-5800-00-1110-2100-021300-000-0000</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Base \$83,600.00 LCFF Supplemental \$182,000.00 Total: \$265,600.00</p>
<p>1.1.10 Implement new Student Information System, under a Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement an assessment data management system for on-going and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed student, school, and district-wide data as well as anticipated annual data, such as for the LCAP. Implement additional module or system for on-going and longitudinal student data; provide professional development to teachers, counselors, and other users regarding extracting from or adding to the data system. Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p> <p>Contracted Services (LCFF Base): 010-0000-0-5800-00-0000-7700-077010-000-0000</p>	LEA Wide	✓All	<p>LCFF Base \$114,185.00 Total: \$114,185.00</p>

<p>1.1.11 Increase digital literacy in our students and staff. Provide one Instructional Technology Teacher on Special Assignment (TOSA) to support the development of digital literacy as part of the district's technology and State Standards Implementation Plan. The purpose of this support shall be to build capacity in staff and students to close the digital opportunity gap for underprivileged students.</p> <p>Certificated Salary & Benefits (LCFF Supplemental): 010-0000-0-1XXX→3999-1110-2490-301010-000-0000</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Supplemental \$104,281.00 Total: \$104,281.00</p>
<p>1.1.12 Provide instructional materials to support implementation of State Standards including:</p> <ul style="list-style-type: none"> • Full implementation of adopted Math programs grades K-12 (Pearson's Envisions/Investigations at grades K-5 and CPM math 9-12). • Identify and adopt English Language Arts instructional materials for implementation in the Fall of 17-18 (consistent with the timelines and provisions of AR 6161.1 and within 24 months of the SBE adoption). • Continue to provide consumable and supplemental Language Arts materials based on need for the 16-17 school year. • Conduct NGSS framework study and provide instructional materials and lab supplies to support the implementation of instructional shifts in advance of the SBE Science adoption. • Conduct survey of needs, schedule and complete adoptions for 6-12 elective course offerings based on identified needs. • Provide funding to support site library collections (database and research tools up to \$70,000) <p>Textbooks & Materials/Supplies (LCFF Base): 010-0000-0-xxxx-00-1110-1000-715600-000-0000</p>	LEA Wide	✓All	<p>LCFF Base \$498,621.00 LCFF Total: \$498,621.00</p>
<p>1.1.13 Purchase instructional materials and support devices to support the implementation of digital literacy and instructional technology into classroom lessons to aid teaching and increase student learning.</p> <p>Equipment & Materials/Supplies (One time disc. carryover): 010-0000-0-4xxx-00-1110-1000-091061-000-xxxx</p>	LEA Wide	✓All	<p>One Time Discretionary Carryover \$20,000.00 Total: \$20,000.00</p>

<p>1.1.14 Continue to support the identification of Gifted and Talented students and support their educational needs. Based on progress, implement a plan to improve instructional practices for identified GATE students including any changes in identification process for under-represented subgroups. Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.</p> <p>Certificated Salary & Benefits (LCFF Supp.); 010-0000-0-XXXX-XX-XXXX-XXXX-714000-XXX-XXXX Textbooks & Materials/Supplies (one-time disc.carryover): 010-0000-0-4xxx-00-1110-1000-091061-000-0000</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Gifted and Talented Students</p>	<p>LCFF Supp. \$17,748.00 One-Time Disc C/O \$50,000.00 Total: \$67,748.00</p>
<p>1.1.15 Under a College and Career Pathways program director, expand CTE programs through planning and development at various secondary sites including Bonfante-Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships and community classroom opportunities for students. Further develop current CTE programs as introduction to workplace skills and transition/pathway to additional CTE model programs as they are implemented</p> <p>CA Career Pathways Trust: 060-9630-0-4310-00-7110-1000-963xxx-0000 CTE Incentive Grant: 060-6387-0-xxxx-00-6000-1000-635xxx-xxx-0000 ROP: 010-0000-0-xxxx-00-6000-xxxx-635xxx-xxx-0000 Perkins: 060-3550-0-xxxx-00-3800-xxxx-355000-000-0000 Water Pathways: 060-9010-0-xxxx-00-3800-1000-901080-000-0000</p>	LEA Wide	✓All	<p>Water Path Grt. \$50,000.00 Carl Perkins Grant \$52,867.00 CCPT \$42,447.00 ROP \$335,162.00 CTE Incentive Grant \$542,583.00 Total: \$1,023,059.00</p>
<p>1.1.16 Maintain counselors at secondary schools to support schools with LCAP actions:</p> <ul style="list-style-type: none"> • College and career awareness (including presentations to elem schools) • Advanced Placement Access • PSAT Assessment • Identification of support services; referrals to socio-emotional services <p>Certificated Salary & Benefits (LCFF Base) 010-0000-0-XXXX-00-1110-3110-031100-XXX-0000</p>	LEA Wide	✓All	<p>LCFF Base \$568,300.00 Total: \$568,300.00</p>
<p>1.1.17 Ensure access to Advanced Placement courses and expand course offerings driven by student need. High Schools will continue to work with Equal Opportunity Schools as needed to identify missing students in AP courses. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.</p> <p>Contracted Services (LCFF Supplemental): 010-0000-0-5800-00-1110-2100-301010-000-0000</p>	Live Oak & Sobrato HS	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>LCFF Supplemental \$35,000.00 Total: \$35,000.00</p>

<p>1.1.18 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses. Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or provide support to students.</p> <p>Conference (LCFF Supplemental): 010-0000-0-5220-00-4760-1000-709100-000-0000 Contracted Services (LCFF Supplemental) 010-0000-0-5800-00-4760-1000-709100-000-0000</p>	Live Oak & Sobrato HS	✓Low Income pupils ✓English Learners	LCFF Supplemental \$35,000.00 Total: \$35,000.00
<p>1.1.19 Implement alternative educational options for high school students in meeting graduation requirements</p> <ul style="list-style-type: none"> • Provide Cyber High to credit-deficient students in our high schools*. • Establish a secondary team to explore best practices in designing a blended program that uses technology and teacher-led instruction as an alternative educational option. • Continue to refine the continuation high school program and programs offered at the comprehensive school sites that include Independent Studies. Improve articulation between the continuation high school and the comprehensive high schools. <p>Certificated Salary and Benefit (LCFF Base) 010-0000-0-xxxx-00-3300-1000-033000-033-000 Contracted Services (LCFF Supplemental)* 010-0000-0-5800-00-4760-1000-709100-000-0000</p>	High Schools	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students	LCFF Base \$102,629.00 LCFF Supplemental \$30,000.00 Total: \$132,629.00
<p>1.1.20 In accordance with the District's English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics. Continue the development of a strong ELD program for English Learners to continue the acceleration of English Language acquisition and support academics. Work on implementing the recommendations of the new EL Master plan (Imagine) to start creating multilingual pathways for students. The responsibilities for the multilingual pathways development will be under the English Learner and Parent Engagement project coordinator (Classified). Continue to work on the ELA/ELD framework implementation, Systematic ELD and Constructive Meaning, to deepen practices. Offer GLAD training to elementary sites and expand the instructional software options for supplemental instruction. Continue to support the District ELD Facilitator (1.0 TOSA), the EL facilitators at the sites and CM leads.</p> <p>Certificated Salaries and Benefits (LCFF Supplemental): 010-000-0-1000→3999-00-4760-2130-709100-000-0000 Title III: 060-4203-0-1xxx→3999-2700-420300-000-0000 Title 1: 060-3010-0-1xxx→3999-2100-301000-000-0000</p>	LEA Wide	✓English Learners	Title I \$78,477.00 LCFF Supplemental \$110,173.00 Title III \$89,900.00 Total: \$278,550.00

<p>1.1.21 Provide instructional support for teaching English Language Learners at site discretion.</p> <ul style="list-style-type: none"> • Allocate up to .2 FTE (one period) per secondary site or • Provide extra duty compensation for site leads to secondary school to support teachers in teaching ELs using Constructing Meaning resources and coaching support. <p>Certificated Salary and Benefits (LCFF Supplemental): 010-0000-0-1xxx→3999-00-4760-xxxx-709100-000-0000</p>	Secondary Schools	✓English Learners	LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00
<p>1.1.22 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy, San Martin/Gwinn Environmental Science Academy. Continue to implement the program plan as detailed in each school's plan and provide on-going professional development to teachers and support staff to assist with implementation. Maintain academy support by continuing to provide site-based Focus Academy Teachers to support academies specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs to determine whether the needed duration for these implementation positions. Provide up to \$10,000 to support exploration phase for the EL Toro Health Academy.</p> <p>Certificated Salary & Benefits (LCFF Base): 010-0000-0-1000→3999-00-1110-1000-010xxx-xxx-0000</p>	SMG, PV, PAW, JAMM	✓All	LCFF Base \$410,000.00 Total: \$410,000.00
<p>1.1.23 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students.</p> <p>Provide 10 FTE (full time equivalent) positions at secondary sties provide intervention courses for students below grade level in math and science, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate effectiveness of the Equity Adjustment and continue to implement based on student population and need.</p> <p>Certificated Salary & Benefits (LCFF Supplemental) 010-0000-0-1000→3999-00-4760-1000-709100-000-0000 Certificated Salary & Benefits (LCFF Supplemental) 010-0000-0-1000→3999-00-1110-1000-301010-000-0000</p>	Secondary Schools	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$882,867.00 Total: \$882,867.00

<p>1.1.24 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</p> <p>Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.</p> <p>Contracted Services (LCFF Base) 010-0000-0-5800-00-1110-3110-031100-000-0000</p>	LOHS, ASHS, CHS, BMS, MMMS	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Base \$55,000.00 Total: \$55,000.00</p>
<p>1.1.25 Organize initiatives under a Multi-Tiered System of Supports to address student academic and social emotional needs from universal access to strategic intervention to enrichment.</p> <p>This framework will encompass all of the District's initiatives of the Local Control Accountability Plan (LCAP) by establishing a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All schools in the district will grow a data informed and targeted intervention through enrichment system. Implementation teams made up of parents, staff and community members will engage in the work of establishing a culture which supports all students and creates systems to intervene when students require assistance to: bring a student up to grade level academically; support to provide a student with specific social-emotional development; or support to enrich and challenge a student to continue to excel. Find the plan at (https://docs.google.com/document/d/1Q9a2BA_i5HmIS1GfW0cx85_8KkS7HgURp2hQOdPxU40/edit)</p> <p>Contracted Services (LCFF Supplemental): 010-0000-0-5800-00-1110-1000-301010-000-0000 Title I Contracted services: 060-3010-0-5800-00-1110-1000-301000-000-0000</p>	Elementary and Middle Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Supplemental \$122,750.00 Title I \$165,194.00 Total: \$287,944.00</p>

<p>1.1.26 Provide supplemental academic support for struggling students such as tutoring or extended learning opportunities. May include but not limited to:</p> <ul style="list-style-type: none"> • Summer school in partnership with Silicon Valley Foundation Elevate courses). • Embedded or Extended day intensive intervention programs based on student assessment needs and specifically targeting underperforming subgroups (Such as using NWEA Skills Navigator or strategic reading interventions programs such as Lexia, System 44 or Read 180) • Strategic interventions such as targeted tutoring and homework assistance. • Enrichment programs intended to broaden student experience, increase student connectedness to school, and enhance the school climate. • Social emotional counseling and group support or activities to assist students in personal growth and executive functioning skills as they relate to school. <p>Related expenses include but not limited to:</p> <ul style="list-style-type: none"> • hourly compensation, extra-duty contracts for site level intervention or after school program leads. • Intervention specialists • Intervention program licenses and instructional materials • extended day program administrative support. <p>LCFF Supplemental carry-over anticipated GAP funding: 010-0000-0-xxxx-00-xxxx-xxxx-301010/709100-000-0000 Curriculum and Program Licenses (LCFF Supplemental) 010-0000-0-5800-xxxx-1000-301010/709100-000-0000 Certificated Salaries/Summer School for ELs: (Title III LEP) 060-4203-0-xxxx-00-4760-xxxx-420300-000-0000 Certificated Salaries (Title I Part C Migrant Ed): 060-3061-0-xxxx-00-4850-1000-306100-000-0000 Title I site: 060-3010-0-xxxx-xx-xxxx-xxxx-301000-xxx-0000</p>	Elementary and Middle Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students</p>	<p>Title III LEP \$65,100.00 Title I part C Migrant \$48,940.00 Title I Sites \$561,600.00 LCFF Supp C/over \$1,000,000.00 Total: \$1,675,640.00</p>
<p>1.1.27 To support low socio-economic, Foster Youth, and English Learners, staff will extend the range of eligible birthdates for TK enrollment from December 2nd through December 31st</p> <p>(LCFF Supplemental) 010-0000-0-1XXX→3999-00-1110-1000-301010-xxxx</p>	Elementary Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00</p>
<p>1.1.28 Early Childhood Education/Preschool, Collaborate with existing CDC and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs. Explore funding options for expanding preschool opportunities within the District.</p> <p>State Pre-School: 120-6105-0-5800-00-0001-1000-610500-000-0000 Migrant Pre-School: 060-3060-0-xxxx-xx-xxxx-xxxx-306200-000-0000 Migrant Even Start: 060-3110-0-xxxx-00-4850-1000-311000-000-0000</p>	LP, ET, PAW, PV, SMG	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>State PS Grt \$258,689.00 Migrant PS \$158,800.00 \$50,275.00 Total: \$467,764.00</p>

LCAP Year: 2017-2018**Expected Annual Measurable Outcomes****1. Basic Services:**

1. The annual Williams compliance report issued by the Santa Clara County Office of Education with certify that all student s have appropriate instructional materials, properly assigned teachers, and adequate facilities.

2. Implementation of State Standards:

1. Successful implementation of the new K-12 adopted ELA/ELD program
2. Successful adoption of a new K-12 Science/NGSS program
3. Effective implementation of instructional strategies that support the instructional shifts in support of CCSS and NGSS as evidenced by observation data trends over the course of the year.
4. Deepen implementation of our new EL master plan, Morgan Hill Imagine, with cross curricular integrated ELD strategies (Glad at K-5 and Constructing Meaning at 6-12) as evidenced by observation data trends over the course of the year. Plan multilingual enrichment opportunities for all students.

3. Parental Involvement (See LCAP goal areas 2 and 3)**4. Student Achievement**

1. Improve both average student score and percentages of student meeting or exceeding standards on the CAASPP at every grade level and in both ELA and Math.
2. Increase the percentage of students completing a CTE pathway by 3% and close the gap to the State target for the number of CTE concentrators enrolled in a capstone course.
3. Meet the State Targets for AMAO's 1 & 2: English learners advancing at least one CELDT level per year and reclassification rate of English Learners as English proficient.
4. Increase the pass rate percentage for students taking the AP course over baseline year.

5. Pupil Engagement:

1. Increase attendance rate by 0.1% per year during the three year plan.
2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third

6. School Climate: (See LCAP goal areas 2 and 3)**7. Course Access:**

1. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
2. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
3. Maintain an open enrollment policy in all courses and support student success with extended services as evidenced by the implementation of extended learning and intervention systems.

8. Other Pupil Outcomes:

1. Demonstrate student growth and areas of need using internal metrics from district wide assessments.
2. Use internal metrics to inform instruction through the PLC process (as evidenced by PLC observation and monitoring the tool use)
3. Use internal metrics to inform programs deployed district-wide as part of the MTSS initiative.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.2.1 Classroom teachers provide high quality, standards-based daily instruction. <ul style="list-style-type: none"> • Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. • Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12. 	LEA Wide	✓All	LCFF Base \$28,327,361.00 Title II \$14,000.00 Total: \$28,341,361.00
1.2.2 Provide an induction program for new teachers, interns and coaching support for struggling veteran teachers (Teacher Support Network).	LEA Wide	✓All	LCFF Base \$231,015.00 Title II \$133,440.00 Total: \$364,455.00
1.2.3 Recruit, hire and retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college and career readiness.	LEA Wide	✓All	LCFF Base \$5,492,939.00 Total: \$5,492,939.00
1.2.4 Recruit, hire and retain a diverse group of staff to support central services essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.	LEA Wide	✓All	LCFF Base \$7,390,568.00 Total: \$7,390,568.00
1.2.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students.	LEA Wide	✓Other Subgroups: Special Education	LCFF Base \$6,587,095.00 Total: \$6,587,095.00

<p>1.2.6 Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing Instructional Rounds and any other needed professional development based on a needs assessment.</p>	LEA Wide	✓ All	One time Disc carry over \$110,000.00 Educator Effectiveness Grant C/O \$314,500.00 Total: \$424,500.00
<p>1.2.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers. Continue universal assessment for primary grades. Provide training and opportunities for cross-school articulation on early literacy instructional program and strategies. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten.</p>	Elementary Schools	✓ All	LCFF Base \$10,100.00 Total: \$10,100.00
<p>1.2.8 Provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in Language Arts, English Language Development, Math, and the Next Generation Science Standards. Provide two district level TOSA's as resources to support the implementation of standards aligned best practices including instructional strategies in support of Common Core and Next Generation Science standards; early literacy assessment and intervention, and consistent with the development of a Multi-tiered System of Supports to assist underperforming students.</p>	LEA Wide	✓ Other Subgroups: underperforming students	LCFF Supplemental \$203,527.00 Total: \$203,527.00
<p>1.2.9 Implement a district wide assessment plan to measure individual student current level and growth to inform systems and program needs. Data will assist: planning programs and monitoring program implementation fidelity and effectiveness as an integral part of organizing services in a Multi-Tiered System of Supports; providing timely and actionable information to connect students with programs based on their needs; guiding allocation of resources to match needs; informing Professional Development needs; providing multiple measures to add context to State testing and LCAP goal progress; informing the SST and GATE identification process; provide additional and more frequent growth measures to accurately inform English Learner reclassification and continued growth/monitoring after reclassification; ensuring the equitable identification of low SES, Foster, Homeless, and other underrepresented students as GATE with universal screening; assist College and Career readiness initiatives and to help identify early AP course enrollment candidates, especially in underrepresented subgroups using PSAT; inform the math pathways acceleration process; provide alternatives for reporting standards based student progress to parents; provide data for instructional pacing and planning through our professional learning communities (collaboration).</p>	LEA Wide	✓ Low Income pupils ✓ English Learners ✓ Foster Youth ✓ Other Subgroups: underperforming students	LCFF Base \$83,600.00 LCFF Supplemental \$182,000.00 Total: \$265,600.00

<p>1.2.10 Implement new Student Information System, under a Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement an assessment data management system for on-going and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed student, school, and district-wide data as well as anticipated annual data, such as for the LCAP. Implement additional module or system for on-going and longitudinal student data; provide professional development to teachers, counselors, and other users regarding extracting from or adding to the data system. Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p>	LEA Wide	✓All	LCFF Base \$114,185.00 Total: \$114,185.00
<p>1.2.11 Increase digital literacy in our students and staff. Provide one Instructional Technology Teacher on Special Assignment (TOSA) to support the development of digital literacy as part of the district's technology and State Standards Implementation Plan. The purpose of this support shall be to build capacity in staff and students to close the digital opportunity gap for underprivileged students.</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students	LCFF Supplemental \$104,281.00 Total: \$104,281.00
<p>1.2.12 Provide instructional materials to support implementation of State Standards including:</p> <ul style="list-style-type: none"> • Full implementation of adopted ELA/ELD programs grades K-12 • Identify and adopt Science instructional materials for implementation in the Fall of 18-19 (consistent with the timelines and provisions of AR 6161.1 and within 24 months of the SBE adoption). • Conduct survey of needs, schedule and complete adoptions for 6-12 elective course offerings based on identified needs. • Provide funding to support site library collections • Begin preview of History curriculum and framework in preparation for adoption 	LEA Wide	✓All	LCFF Base \$498,621.00 LCFF Total: \$498,621.00
<p>1.2.13 Purchase instructional materials and support devices to support the implementation of digital literacy and instructional technology into classroom lessons to aid teaching and increase student learning.</p>	LEA Wide	✓All	One Time Discretionary Carryover \$20,000.00 Total: \$20,000.00

1.2.14 Continue to support the identification of Gifted and Talented students and support their educational needs. Based on progress, implement a plan to improve instructional practices for identified GATE students including any changes in identification process of under-represented students. Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Gifted and Talented Students	LCFF Supp. \$17,748.00 One-Time Disc C/O \$50,000.00 Total: \$67,748.00
1.2.15 Under a College and Career Pathways program director, expand CTE programs through planning and development at various secondary sites including Bonfante Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships and community classroom opportunities for students. Further develop current CTE programs as introduction to workplace skills and transition/pathway to additional CTE model programs as they are implemented	LEA Wide	✓All	Water Pathways Grnt. \$50,000.00 Carl Perkins Grant \$52,867.00 CCPT \$42,447.00 ROP \$335,162.00 CTE Incentive Grant \$542,583.00 Total: \$1,023,059.00
1.2.16 Maintain counselors at secondary schools to support schools with LCAP actions: <ul style="list-style-type: none"> • College and career awareness (including presentations to elementary schools) • Advanced Placement Access • PSAT Assessment • Identification of support services; referrals to socio-emotional services 	LEA Wide	✓All	LCFF Base \$568,300.00 Total: \$568,300.00
1.2.17 Ensure access to Advanced Placement courses and expand course offerings driven by student need. High Schools will continue to work with Equal Opportunity Schools as needed to identify missing students in AP courses. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.	LOHS, ASHS	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$35,000.00 Total: \$35,000.00

<p>1.2.18 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses. Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or provide support to students.</p>	LOHS, ASHS	<p>✓Low Income pupils ✓English Learners</p>	<p>LCFF Supplemental \$35,000.00 Total: \$35,000.00</p>
<p>1.2.19 Implement alternative educational options for high school students in meeting graduation requirements</p> <ul style="list-style-type: none"> • Provide Cyber High to credit-deficient students in our high schools. • Establish a secondary team to explore best practices in designing a blended program that uses technology and teacher-led instruction as an alternative educational option. • Continue to refine the continuation high school program and programs offered at the comprehensive school sites that include Independent Studies. Improve articulation between the continuation high school and the comprehensive high schools. 	LOHS, ASHS, CHS	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Base \$102,629.00 LCFF Supplemental \$30,000.00 Total: \$132,629.00</p>
<p>1.2.20 In accordance with the District's English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics. Continue the development of a strong ELD program for English Learners to continue the acceleration of English Language acquisition and support academics. Work on implementing the recommendations of the new EL Master plan (Imagine) to start creating multilingual pathways for students. The responsibilities for the multilingual pathways development will be under the English Learner and Parent Engagement project coordinator (Classified). Continue to work on the ELA/ELD framework implementation, Systematic ELD and Constructive Meaning deepening practices. Offer GLAD training to elementary sites and expand the instructional software options for supplemental instruction. Continue to support the District ELD Facilitator, the EL facilitators at the sites and CM leads.</p>	LEA Wide	<p>✓English Learners</p>	<p>Title I \$78,477.00 LCFF Supplemental \$110,173.00 Title III \$89,900.00 Total: \$278,550.00</p>
<p>1.2.21 Provide instructional support for teaching English Language Learners at site discretion.</p> <ul style="list-style-type: none"> • Allocate up to .2 FTE (one period) per secondary site or • Provide extra duty compensation for site leads to secondary school to support teachers in teaching ELs using Constructing Meaning resources and coaching support. 	Secondary Schools	<p>✓English Learners</p>	<p>LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00</p>

<p>1.2.22 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy, San Martin/Gwinn Environmental Science Academy and El Toro Health Science Academy. Continue to implement the program plan as detailed in each school's plan and provide on-going professional development to teachers and support staff to assist with implementation. Maintain academy support by continuing to provide site-based Focus Academy Teachers to support academies specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs to determine whether the needed duration for these implementation positions. Positions may be consolidated or reduced as site implementation capacity grows.</p>	SMG, PAW, PV, JAMM	✓All	LCFF Base \$410,000.00 Total: \$410,000.00
<p>1.2.23 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students.</p> <p>Provide 10 FTE (full time equivalent) positions at secondary sties provide intervention courses for students below grade level in math and science, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate effectiveness of the Equity Adjustment and continue to implement based on student population and need.</p>	Secondary Schools	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$882,867.00 Total: \$882,867.00
<p>1.2.24 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</p> <p>Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.</p>	LOHS, ASHS, CHS	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students	LCFF Base \$55,000.00 Total: \$55,000.00

<p>1.2.25 Organize initiatives under a Multi-Tiered System of Supports to address student academic and social emotional needs from universal access to strategic intervention to enrichment.</p> <p>This framework will encompass all of the District's initiatives of the Local Control Accountability Plan (LCAP) by establishing a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All schools in the district will grow a data informed and targeted intervention through enrichment system. Implementation teams made up of parents, staff and community members will engage in the work of establishing a culture which supports all students and creates systems to intervene when students require assistance to: bring a student up to grade level academically; support to provide a student with specific social-emotional development; or support to enrich and challenge a student to continue to excel. Find the plan at: https://docs.google.com/document/d/1Q9a2BA_i5HmlS1GfW0cx85_8KkS7HgURp2hQOdPxU40/edit</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Supplemental \$122,750.00 Title I \$165,194.00 Total: \$287,944.00</p>
<p>1.2.26 Provide supplemental academic support for struggling students such as tutoring or extended learning opportunities. May include but not limited to:</p> <ul style="list-style-type: none"> • Summer school in partnership with Silicon Valley Foundation Elevate courses). • Embedded or Extended day intensive intervention programs based on student assessment needs and specifically targeting underperforming subgroups (Such as using NWEA Skills Navigator or strategic reading interventions programs such as Lexia, System 44 or Read 180) • Strategic interventions such as targeted tutoring and homework assistance. • Enrichment programs intended to broaden student experience, increase student connectedness to school, and enhance the school climate. • Social emotional counseling and group support or activities to assist students in personal growth and executive functioning skills as they relate to school. <p>Related expenses include but not limited to:</p> <ul style="list-style-type: none"> • hourly compensation, extra-duty contracts for site level intervention or after school program leads. • Intervention specialists • Intervention program licenses and instructional materials • extended day program administrative support. 	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students</p>	<p>Title III LEP \$65,100.00 Title I part C Migrant \$48,940.00 Title I Sites \$561,600.00 LCFF Supp C/over \$1,000,000.00 Total: \$1,675,640.00</p>

<p>1.1.27 To support low socio-economic, Foster Youth, and English Learners, staff will extend the range of eligible birthdates for TK enrollment from December 2nd through December 31st</p> <p>(LCFF Supplemental) 010-0000-0-1XXX→3999-00-1110-1000-010000-xxxx</p>	Elementary Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00</p>
<p>1.2.28 Early Childhood Education/Preschool. Collaborate with existing CDC and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs. Explore funding options for expanding preschool opportunities within the District.</p>	Nor, PAW, ET, SMG,	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>State PS Grt \$258,689.00 Migrant PS \$158,800.00 \$50,275.00 Total: \$467,764.00</p>

LCAP Year: 2018-2019**Expected Annual Measurable Outcomes****1. Basic Services:**

1. The annual Williams compliance report issued by the Santa Clara County Office of Education with certify that all student s have appropriate instructional materials, properly assigned teachers, and adequate facilities.

2. Implementation of State Standards:

1. Successful implementation of the new K-12 adopted Science program
2. Successful adoption of a new K-12 History/social science program
3. Effective implementation of instructional strategies that support the instructional shifts in support of CCSS and NGSS as evidenced by observation data trends over the course of the year.
4. Deepen implementation of our new EL master plan, Morgan Hill Imagine, with cross curricular integrated ELD strategies (Glad at K-5 and Constructing Meaning at 6-12) as evidenced by observation data trends over the course of the year as well as successful implementation of multilingual educational opportunities for all students.

3. Parental Involvement (See LCAP goal areas 2 and 3)**4. Student Achievement**

1. Improve both average student score and percentages of student meeting or exceeding standards on the CAASPP at every grade level and in both ELA and Math.
2. Increase the percentage of students completing a CTE pathway by 3% and close the gap to the State target for the number of CTE concentrators enrolled in a capstone course.
3. Meet the State Targets for AMAO's 1 & 2: English learners advancing at least one CELDT level per year and reclassification rate of English Learners as English proficient.
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4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third

6. School Climate: (See LCAP goal areas 2 and 3)**7. Course Access:**

1. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
2. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
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8. Other Pupil Outcomes:

1. Demonstrate student growth and areas of need using internal metrics from district wide assessments.
2. Use internal metrics to inform instruction through the PLC process (as evidenced by PLC observation and monitoring the tool use)
3. Use internal metrics to inform programs deployed district-wide as part of the MTSS initiative. Demonstrate efficacy of support programs using internal metrics for program participants.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.3.1 Classroom teachers provide high quality, standards-based daily instruction. <ul style="list-style-type: none"> • Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. • Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12. 	LEA Wide	✓All	LCFF Base \$28,327,361.00 Title II \$14,000.00 Total: \$28,341,361.00
1.3.2 Provide an induction program for new teachers, interns and coaching support for struggling veteran teachers (Teacher Support Network).	LEA Wide	✓All	LCFF Base \$231,015.00 Title II \$133,440.00 Total: \$364,455.00
1.3.3 Recruit, hire and retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college and career readiness.	LEA Wide	✓All	LCFF Base \$5,492,939.00 Total: \$5,492,939.00
1.3.4 Recruit, hire and retain a diverse group of staff to support central services essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.	LEA Wide	✓All	LCFF Base \$7,390,568.00 Total: \$7,390,568.00
1.3.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students.	LEA Wide	✓Other Subgroups: Special Education	LCFF Base \$6,587,095.00 Total: \$6,587,095.00

<p>1.3.6 Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing Instructional Rounds and any other needed professional development based on a needs assessment.</p>	LEA Wide	✓ All	One time Disc carry over \$110,000.00 Educator Effectiveness Grant C/O \$314,500.00 Total: \$424,500.00
<p>1.3.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers. Continue universal assessment for primary grades. Provide training and opportunities for cross-school articulation on early literacy instructional program and strategies. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten.</p>	Elementary Schools	✓ All	LCFF Base \$10,100.00 Total: \$10,100.00
<p>1.3.8 Provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in Language Arts, English Language Development, Math, and the Next Generation Science Standards. Provide two district level TOSA's as resources to support the implementation of standards aligned best practices including instructional strategies in support of Common Core and Next Generation Science standards; early literacy assessment and intervention, and consistent with the development of a Multi-tiered System of Supports to assist underperforming students.</p>	LEA Wide	✓ Other Subgroups: underperforming students	LCFF Supplemental \$203,527.00 Total: \$203,527.00

<p>1.3.9 Implement a district wide assessment plan to measure individual student current level and growth to inform systems and program needs. Data will assist: planning programs and monitoring program implementation fidelity and effectiveness as an integral part of organizing services in a Multi-Tiered System of Supports; providing timely and actionable information to connect students with programs based on their needs; guiding allocation of resources to match needs; informing Professional Development needs; providing multiple measures to add context to State testing and LCAP goal progress; informing the SST and GATE identification process; provide additional and more frequent growth measures to accurately inform English Learner reclassification and continued growth/monitoring after reclassification; ensuring the equitable identification of low SES, Foster, Homeless, and other underrepresented students as GATE with universal screening; assist College and Career readiness initiatives and to help identify early AP course enrollment candidates, especially in underrepresented subgroups using PSAT; inform the math pathways acceleration process; provide alternatives for reporting standards based student progress to parents; provide data for instructional pacing and planning through our professional learning communities (collaboration). Find the plan at (https://docs.google.com/document/d/13xxwz4M62fPNSZJtsLLbcuAK9vHA_v1Bp6kb9H0-AdA/edit</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Base \$83,600.00 LCFF Supplemental \$182,000.00 Total: \$265,600.00</p>
<p>1.3.10 Implement new Student Information System, under a Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement an assessment data management system for on-going and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed student, school, and district-wide data as well as anticipated annual data, such as for the LCAP.</p> <p>Implement additional module or system for on-going and longitudinal student data; provide professional development to teachers, counselors, and other users regarding extracting from or adding to the data system.</p> <p>Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p>	LEA Wide	<p>✓All</p>	<p>LCFF Base \$114,185.00 Total: \$114,185.00</p>

1.2. 11 Increase digital literacy in our students and staff. Provide one Instructional Technology Teacher on Special Assignment (TOSA) to support the development of digital literacy as part of the district's technology and State Standards Implementation Plan. The purpose of this support shall be to build capacity in staff and students to close the digital opportunity gap for underprivileged students.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students	LCFF Supplemental \$104,281.00 Total: \$104,281.00
1.3.12 Provide instructional materials to support implementation of State Standards including: <ul style="list-style-type: none"> • Full implementation of adopted Science programs grades K-12 • Identify and adopt History/Social Science instructional materials for implementation in the Fall of 19-20 (consistent with the timelines and provisions of AR 6161.1 and within 24 months of the SBE adoption). • Conduct survey of needs, schedule and complete adoptions for 6-12 elective course offerings based on identified needs. • Provide funding to support site library collections 	LEA Wide	✓All	LCFF Base \$498,621.00 LCFF Total: \$498,621.00
1.3.13 Purchase instructional materials and support devices to support the implementation of digital literacy and instructional technology into classroom lessons to aid teaching and increase student learning.	LEA Wide	✓All	One Time Discretionary Carryover \$20,000.00 Total: \$20,000.00
1.3.14 Continue to support the identification of Gifted and Talented students and support their educational needs. Based on progress, implement a plan to improve instructional practices for identified GATE students including any changes in identification process of under-represented students. Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Gifted and Talented Students	LCFF Supp. \$17,748.00 One-Time Disc C/O \$50,000.00 Total: \$67,748.00

<p>1.3.15 Under a College and Career Pathways program director, expand CTE programs through planning and development at various secondary sites including Bonfante Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships and community classroom opportunities for students.</p> <p>Further develop current CTE programs as introduction to workplace skills and transition/pathway to additional CTE model programs as they are implemented</p>	LEA Wide	✓All	Water Pathways Grnt. \$50,000.00 Carl Perkins Grant \$52,867.00 CCPT \$42,447.00 ROP \$335,162.00 CTE Incentive Grant \$542,583.00 Total: \$1,023,059.00
<p>1.3.16 Maintain counselors at secondary schools to support schools with LCAP actions:</p> <ul style="list-style-type: none"> • College and career awareness (including presentations to elementary schools) • Advanced Placement Access • PSAT Assessment • Identification of support services; referrals to socio-emotional services 	LEA Wide	✓All	LCFF Base \$568,300.00 Total: \$568,300.00
<p>1.3.17 Ensure access to Advanced Placement courses and expand course offerings driven by student need. High Schools will continue to work with Equal Opportunity Schools as needed to identify missing students in AP courses. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.</p>	LOHS, ASHS	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$35,000.00 Total: \$35,000.00
<p>1.3.18 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses. Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or provide support to students.</p>	LOHS, ASHS	✓Low Income pupils ✓English Learners	LCFF Supplemental \$35,000.00 Total: \$35,000.00

1.3.19 Implement alternative educational options for high school students in meeting graduation requirements <ul style="list-style-type: none"> • Provide Cyber High to credit-deficient students in our high schools. • Establish a secondary team to explore best practices in designing a blended program that uses technology and teacher-led instruction as an alternative educational option. • Continue to refine the continuation high school program and programs offered at the comprehensive school sites that include Independent Studies. Improve articulation between the continuation high school and the comprehensive high schools. 	LOHS, ASHS, CHS	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students	LCFF Base \$102,629.00 LCFF Supplemental \$30,000.00 Total: \$132,629.00
1.3.20 In accordance with the District's English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics. Continue the development of a strong ELD program for English Learners to continue the acceleration of English Language acquisition and support academics. Work on implementing the recommendations of the new EL Master plan (Imagine) to start creating multilingual pathways for students. The responsibilities for the multilingual pathways development will be under the English Learner and Parent Engagement project coordinator (Classified). Continue to work on the ELA/ELD framework implementation, Systematic ELD and Constructing Meaning (CM) deepening practices. Offer GLAD training to elementary sites and expand the instructional software options for supplemental instruction. Continue to support the District ELD Facilitator, the EL facilitators at the sites and CM leads.	LEA Wide	✓English Learners	Title I \$78,477.00 LCFF Supplemental \$110,173.00 Title III \$89,900.00 Total: \$278,550.00
1.3.21 Provide instructional support for teaching English Language Learners at site discretion. <ul style="list-style-type: none"> • Allocate up to .2 FTE (one period) per secondary site or • Provide extra duty compensation for site leads to secondary school to support teachers in teaching ELs using Constructing Meaning resources and coaching support. 	Secondary Schools	✓English Learners	LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00
1.3.22 Focused Academies: 1.2.22 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy, San Martin/Gwinn Environmental Science Academy and El Toro Health Science Academy. Continue to implement the program plan as detailed in each school's plan and provide on-going professional development to teachers and support staff to assist with implementation. Maintain academy support by continuing to provide site-based Focus Academy Teachers to support academies specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs to determine whether the needed duration for these implementation positions. Positions may be consolidated or reduced as site implementation capacity grows.	SMG, PV, PAW, JAMM	✓All	LCFF Base \$410,000.00 Total: \$410,000.00

<p>1.3.23 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students. Provide 10 FTE (full time equivalent) positions at secondary sties provide intervention courses for students below grade level in math and science, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate effectiveness of the Equity Adjustment and continue to implement based on student population and need.</p>	Secondary Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>LCFF Supplemental \$882,867.00 Total: \$882,867.00</p>
<p>1.3.24 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</p> <p>Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.</p>	LOHS, ASHS, CHS	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Base \$55,000.00 Total: \$55,000.00</p>
<p>1.3.25 Organize initiatives under a Multi-Tiered System of Supports to address student academic and social emotional needs from universal access to strategic intervention to enrichment.</p> <p>This framework will encompass all of the District's initiatives of the Local Control Accountability Plan (LCAP) by establishing a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All schools in the district will grow a data informed and targeted intervention through enrichment system. Implementation teams made up of parents, staff and community members will engage in the work of establishing a culture which supports all students and creates systems to intervene when students require assistance to: bring a student up to grade level academically; support to provide a student with specific social-emotional development; or support to enrich and challenge a student to continue to excel.</p>	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: underperforming students</p>	<p>LCFF Supplemental \$122,750.00 Title I \$165,194.00 Total: \$287,944.00</p>

<p>1.3.26 Provide supplemental academic support for struggling students such as tutoring or extended learning opportunities. May include but not limited to:</p> <ul style="list-style-type: none"> • Summer school in partnership with Silicon Valley Foundation Elevate courses). • Embedded or Extended day intensive intervention programs based on student assessment needs and specifically targeting underperforming subgroups (Such as using NWEA Skills Navigator or strategic reading interventions programs such as Lexia, System 44 or Read 180) • Strategic interventions such as targeted tutoring and homework assistance. • Enrichment programs intended to broaden student experience, increase student connectedness to school, and enhance the school climate. • Social emotional counseling and group support or activities to assist students in personal growth and executive functioning skills as they relate to school. <p>Related expenses include but not limited to:</p> <ul style="list-style-type: none"> • hourly compensation, extra-duty contracts for site level intervention or after school program leads. • Intervention specialists • Intervention program licenses and instructional materials • extended day program administrative support. 	LEA Wide	<p>✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students</p>	<p>Title III LEP \$65,100.00 Title I part C Migrant \$48,940.00 Title I Sites \$561,600.00 LCFF Supp C/over \$1,000,000.00 Total: \$1,675,640.00</p>
<p>1.1.27 To support low socio-economic, Foster Youth, and English Learners, staff will extend the range of eligible birthdates for TK enrollment from December 2nd through December 31st</p> <p>(LCFF Supplemental) 010-0000-0-1XXX→3999-00-1110-1000-010000-xxxx</p>	Elementary Schools	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>LCFF C/O Supplemental \$100,000.00 Total: \$100,000.00</p>
<p>1.3.28 Early Childhood Education/Preschool, Collaborate with existing CDC and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs. Explore funding options for expanding preschool opportunities within the District.</p>	Nor, PAW, ET, SMG	<p>✓Low Income pupils ✓English Learners ✓Foster Youth</p>	<p>State PS Grt \$258,689.00 Migrant PS \$158,800.00 \$50,275.00 Total: \$467,764.00</p>

GOAL:	2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.	Related State and/or Local Priorities: ✓3 ✓5 ✓6 Local Specify:
Identified Need:	<p>Need: The analysis of student achievement data demonstrates the impact of such factors as parent education level, socioeconomic status, early language development at home, and a daily positive message about the importance of education on student outcomes. To positively affect student achievement, it is imperative to engage families as partners in the education of students.</p> <p>Input from families and staff during the LCAP community meetings indicates an interest in increasing opportunities for authentic engagement for ALL families to support academic and socio-emotional success for students. Parents of English Learner students expressed a need to have more parents participate in school committees and meetings.</p> <p>A parent engagement plan that can help to mitigate the impact of socioeconomic disadvantages, low parent education levels, and deficits to early literacy is essential to improving student outcomes.</p> <p>Metrics: Overview of the State priority metrics are below. Further analysis of the State priority metrics and related local metrics has been undertaken as part of the LCAP annual implementation, monitoring, and revision cycle. A summary of those metrics with visuals and links to the related California Department of Education data can be found at: https://docs.google.com/document/d/1y1RMfAOcMzcUdbqyKYgkApoTSv-SEkYOVgUI68hvmRQ/edit# and is highlighted below under each metric heading.</p> <ol style="list-style-type: none"> 1. Basic Services (See LCAP goal area 1) 2. Implementation of State Standards (See LCAP goal area 1) 3. Parental Involvement <ol style="list-style-type: none"> 1. 2011 Project Cornerstone survey indicates that 60% of the elementary schools have 60% or more answering that parent involvement is an asset present at their schools; of the secondary schools, one school had a score of 60% or more. 2. Parent Engagement Survey 2014-15 Baseline Data. Key Findings: <ol style="list-style-type: none"> 1. Learning Environment- Respondents appear more satisfied with their children's teachers than with the overall learning environment in their children's schools 2. School Climate- The majority of respondents agree or strongly agree with each of the survey's positive statements about school climate. 3. Communication- Respondents are most satisfied with communication regarding their children's progress. In contrast, communication regarding children's non-academic needs and a given school's overall direction represent potential development areas. 4. Parent Participation- Nearly all respondents refer to special events as a means through which their children's schools engage parents. Other common forms of engagement include volunteering at their children's schools and knowing how to help their children succeed in school. However, opportunities exist for schools to express a greater appreciation for parent involvement, as only two-thirds of respondents perceive their children's schools as valuing 	

parent input. Forty-four percent of respondents report that nothing prevents them from participating in activities at their children's schools. Of those respondents who do confront one or more barriers, however, conflict with work appears the most common. Moreover, 28 percent of respondents whose children are ELs cite their inability to speak English well.

5. Parent Education Opportunities- Respondents appear most interested in parent education opportunities related to supporting children in learning the Common Core State Standards. Other parent education opportunities that respondents would find helpful include: using online student information systems to monitor students' success; understanding school decision-making processes; and fostering study skills. For the complete report, see District website for the Parent Engagement Analysis.
6. For the complete report, see District website for the Parent Engagement Analysis.
4. **Pupil Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 1. Attendance Rates: 2013: 95.49%, 2014: 95.38%, 2015: 95.12%
 2. Chronic Absenteeism rate: 11.2% (no comparison values available).
 3. (Truancy rates): District 15.5%, County 25.71%, State 31.43%%
 4. Middle School dropout rates:
 1. District: 0.2%
 2. Adjusted 9-12 dropout rate: District 1.4%, County 3.5%, State 2.5%
 5. High School dropout rates
 1. District 5.8%, County 11.1%, State 10.7%
 6. High School Graduation Rates: The district posted relative graduation rates for 2015:
 1. All students 88.8% (Compared to 83.6% County and 82.3 State)
 2. White Students: 92.2% (Compared to 92.5% County and 88% State)
 3. Latino Students: 83.9% (Compared to 83.6 County and 78.5% State)
 4. English Learners: 80% (Compared to 62.7% County and 69.4% State)
6. **School Climate**
 1. Suspension Rates:
 1. Current Rates (through 2014-15): District: 2.4%, County: 2.5%, State: 3.8%
 2. Six year suspension trends show a steady reduction of 67% from high of 960 to 313 per year.
 3. 53% of all suspensions are of Latino Students and 32% are White students (Latino students account for 50% of total enrollment and White students 34%)
 2. Expulsion Rates
 1. Current Rates Through 2014-15): District: 0.2%, County: 0.1%, State: 0.1%
 2. Six year trends show volatility of this statistic due to its very small size.
 3. 71% of all expulsions are of Latino students while 19% are White students (Latino students account for 50% of total enrollment and White students 34%)
 3. Local Measures
 1. The California Healthy Kids Survey was administered to grade 5, 7, 9 and 11 students in 2014. This data serves as baseline data for this goal..
 2. Elementary: The CHKS fifth grade-only survey yields the following data on resilience-

	<p>promoting protective factors and school connectedness:58% report a positive school environment</p> <ol style="list-style-type: none"> 1. 81% report a positive home environment 2. 48% report a positive peer environment 3. 66% report a high level of school connectedness 4. 64% report a high level of caring relationships with a teacher or caring adult at their school 5. 58% report feel very safe at school <p>3. Secondary: The CHKS asks students in 7th, 9th, 11th and 11th questions to evaluate their health and wellness. In 2014, the following data points were reported.</p> <ol style="list-style-type: none"> 1. Percentage of students reporting a high level of school connectedness: <ol style="list-style-type: none"> a. 7th grade, 53%; 9th grade, 39%; 11th grade, 38%; 11th Alt., 44%. 2. Percentage of students reporting that their school is safe or very safe: <ol style="list-style-type: none"> a. 7th grade, 66%; 9th grade, 56%; 11th grade, 62%; 11th Alt., 51%. 3. Percentage of students reporting current (last 30 days) alcohol or drug use: <ol style="list-style-type: none"> a. 7th grade, 7%; 9th grade, 29%; 11th grade, 41%; 11th Alt., 68%. 4. Percentage of students reporting feelings of chronic sadness/hopelessness: <ol style="list-style-type: none"> a. 7th grade, 22%; 9th grade, 32%; 11th grade, 39%; 11th, Alt. 46% <p>7. Course Access (See LCAP goal area 1)</p> <p>8. Other Pupil Outcomes (See LCAP goal area 1)</p>				
Goal Applies to:	<table> <tr> <td data-bbox="514 857 800 922">Schools:</td><td data-bbox="800 857 1919 922">All Schools</td></tr> <tr> <td data-bbox="514 922 800 1015">Applicable Pupil Subgroups:</td><td data-bbox="800 922 1919 1015">All Students, with emphasis on underperforming students (English Learners, Low Socio-economic and Special Education)</td></tr> </table>	Schools:	All Schools	Applicable Pupil Subgroups:	All Students, with emphasis on underperforming students (English Learners, Low Socio-economic and Special Education)
Schools:	All Schools				
Applicable Pupil Subgroups:	All Students, with emphasis on underperforming students (English Learners, Low Socio-economic and Special Education)				

LCAP Year: 2016-2017**Expected Annual Measurable Outcomes**

1. **Basic Services:** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement**
 1. Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400) over the three year plan.
 2. Survey data will show a 10-percentage point increase in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.
 3. Attendance Rates for all of our schools and District wide will improve by .10 each year
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 1. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 1. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 2. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 3. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric
7. **Course Access: (See LCAP goal area 1)**
8. **Other Pupil Outcomes: (See LCAP goal area 1)**

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1.1 A Parent Engagement plan will be implemented based on the State Family Engagement Framework. The District program to align with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school. Expenses to support parent initiatives and community events (Winter basket project, Morgan Hill Youth faire, PIQE, CAFE Project to Inspire.... (translation, babysitter, snacks and materials) = \$15,000 a location for the Parent Resource center is identified, \$40k for furniture, technology, equipment and supplies to open a parent center during the second semester).</p> <p>Provocative Practice/E.Rangel: 010-0000-0-5800-00-4760-2100-709100-000-0000 CAFE Family School: 010-0000-0-5800-00-4760-2495-709100-000-0000</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	<p>LCFF Supplemental \$43,500.00 Total: \$43,500.00</p>
<p>2.1.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career. Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as the Parent Institute for Quality Education, Learning and Loving Center and Adult Education, and Project Inspire. Develop a plan for a centralized parent center.</p> <p>Certified Salary, Adult Ed. (LCFF Supplemental): 110-0000-0-1110→3999-4110-1000-639000-000-0000 Title 1 (Parent Inv. Act) 060-3010-0-xxxx-00-1110-2495-301000-xxx-0000 Title III 060-4201-0-xxxx-00-4760-xxxx-420100-000-0000 Title 1 part C Migrant: 060-3060-0-5800-00-4850-2495-306000-000-0000 LCFF Supplemental: 010-0000-0-5800-00-1110-2495-301010-000-0000</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	<p>Title I \$10,400.00 Title III \$11,000.00 LCFF Supplemental \$20,000.00 Title I part c Migrant \$4,000.00 Adult Ed. \$28,962.00 Total: \$74,362.00</p>

<p>2.1.3 Support two-way communication with families and community members to inform them about and get input on District programs and practices. Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practices. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p> <p>Classified Salary & Benefits (LCFF Base) 010-0000-0-XXXX-XX-1110-2495-024950-XXX-XXXX</p>	LEA Wide	✓All	LCFF Base \$198,404.00 Total: \$198,404.00
<p>2.1.4 Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners. Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits.</p> <p>Classified Salary & Benefits (LCFF Supplemental): 010-0000-0-XXXX-00-4760-2490-709100-000-0000</p>	LEA Wide	✓English Learners	LCFF Supplemental \$129,474.00 Total: \$129,474.00
<p>2.1.5 Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. Continue partnerships with organizations such as YMCA Project Cornerstone and Parent Institute for Quality Education to support parent leadership and engagement in creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio-economic students and Foster Youth. Continue with <u>Project Cornerstone</u> services including Los Dichos, Asset Building Champions, Expect Respect, Take it Personally. Continue to offer parent leadership and education opportunities.</p> <p>Contracted Services (LCFF Supplemental): 010-0000-0-5800-00-4760-2495-709100-000-0000</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$10,000.00 Total: \$10,000.00
<p>2.1.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish-speaking English Learners. Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Create internal goals for staff participation in program.</p> <p>Contracted Services (LCFF Supplemental): 010-0000-0-5800-00-4760-2100-709100-000-0000</p>	LEA Wide	✓English Learners	LCFF Supplemental \$20,000.00 Total: \$20,000.00

2.1.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement. Provide professional development to certificated and classified staff on working effectively with diverse students and families.

Certified Salary (LCFF Supplemental): 010-0000-0-1150→3999-00-4760-1000-709100-000-0000

LEA Wide

✓Low
Income
pupils
✓English
Learners
✓Foster
Youth

LCFF
Supp C/Over
\$15,000.00
Total:
\$15,000.00

LCAP Year: 2017-2018**Expected Annual Measurable Outcomes**

1. **Basic Service** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement:**
 1. Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400) over the three year plan.
 2. Survey data will show a 10-percentage point increase in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 1. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 1. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 2. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 3. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric
7. **Course Access:** (See LCAP goal area 1)
8. **Other Pupil Outcomes:** (See LCAP goal area 1)

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.2.1 A Parent Engagement plan will be implemented based on the State Family Engagement Framework. The District program to align with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school. Additional expenses to support parent initiatives and community events (Winter basket project, Morgan Hill Youth faire, PIE, CAFE Project to inspire.... (translation, babysitter, snacks and materials) = \$15kIf a location for the Parent Resource center is identified, we will need about \$40k for furniture, technology, equipment and supplies to open the center second semester.</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	<p>LCFF Supplemental \$43,500.00 Total: \$43,500.00</p>
<p>2.2.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career. Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as the Parent Institute for Quality Education, Learning and Loving Center and Adult Education, and Project Inspire. Develop a plan for a centralized parent center.</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	<p>Title I \$10,400.00 Title III \$11,000.00 LCFF Supplemental \$20,000.00 Title I part c Migrant \$4,000.00 Adult Ed. \$28,962.00 Total: \$74,362.00</p>

<p>2.2.3 Support two-way communication with families and community members to inform them about and get input on District programs and practices. Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practices. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p>	LEA Wide	✓All	LCFF Base \$198,404.00 Total: \$198,404.00
<p>2.2.4 Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners. Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits.</p>	LEA Wide	✓English Learners	LCFF Supplemental \$129,474.00 Total: \$129,474.00
<p>2.2.5 Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. Continue partnerships with organizations such as YMCA Project Cornerstone and Parent Institute for Quality Education to support parent leadership and engagement in creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio-economic students and Foster Youth. Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, Take it Personally. Continue to offer parent leadership and education opportunities.</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$10,000.00 Total: \$10,000.00
<p>2.2.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish-speaking English Learners. Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Create internal goals for staff participation in program.</p>	LEA Wide	✓English Learners	LCFF Supplemental \$20,000.00 Total: \$20,000.00
<p>2.2.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement. Provide professional development to certificated and classified staff on working effectively with diverse students and families.</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supp C/Over \$15,000.00 Total: \$15,000.00

LCAP Year: 2018-2019**Expected Annual Measurable Outcomes**

1. **Basic Service** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement:**
 1. Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400) over the three year plan.
 2. Survey data will show a 10-percentage point increase in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 1. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 1. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 2. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 3. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric
7. **Course Access:** (See LCAP goal area 1)
8. **Other Pupil Outcomes:** (See LCAP goal area 1)

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.3.1 A Parent Engagement plan will be implemented based on the State Family Engagement Framework. The District program to align with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school. Additional expenses to support parent initiatives and community events (Winter basket project, Morgan Hill Youth faire, PIE, CAFE Project to inspire.... (translation, babysitter, snacks and materials) = \$15kIf a location for the Parent Resource center is identified, we will need about \$40k for furniture, technology, equipment and supplies to open the center second semester.</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	LCFF Supplemental \$43,500.00 Total: \$43,500.00
<p>2.3.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career. Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as the Parent Institute for Quality Education, Learning and Loving Center and Adult Education, and Project Inspire. Develop a plan for a centralized parent center.</p>	LEA Wide	<ul style="list-style-type: none"> ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students 	Title I \$10,400.00 Title III \$11,000.00 LCFF Supplemental \$20,000.00 Title I part c Migrant \$4,000.00 Adult Ed. \$28,962.00 Total: \$74,362.00

<p>2.3.3 Support two-way communication with families and community members to inform them about and get input on District programs and practices. Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practices. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p>	LEA Wide	✓All	LCFF Base \$198,404.00 Total: \$198,404.00
<p>2.3.4 Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners. Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits.</p>	LEA Wide	✓English Learners	LCFF Supplemental \$129,474.00 Total: \$129,474.00
<p>2.3.5 Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. Continue partnerships with organizations such as YMCA Project Cornerstone and Parent Institute for Quality Education to support parent leadership and engagement in creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio-economic students and Foster Youth. Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, Take it Personally. Continue to offer parent leadership and education opportunities.</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supplemental \$10,000.00 Total: \$10,000.00
<p>2.3.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish-speaking English Learners. Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Create internal goals for staff participation in program.</p>	LEA Wide	✓English Learners	LCFF Supplemental \$20,000.00 Total: \$20,000.00
<p>2.3.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement. Provide professional development to certificated and classified staff on working effectively with diverse students and families.</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth	LCFF Supp C/Over \$15,000.00 Total: \$15,000.00

GOAL:	3. Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.	Related State and/or Local Priorities: ✓5 ✓6 ✓7 ✓8 Local Specify:
Identified Need:	<p>Need: There is a need to continue to improve graduation rates for all students and reduce dropout rates. Intervention and alternatives are needed for students requiring credit recovery or additional time in order to meet graduation requirements.</p> <p>There is an urgent need to address how to engage Latino, English Learner students, and students from low socio-economic backgrounds in school and strengthen the relationship between home and school as indicated by the number of suspension and expulsions for Latino youth. Elementary students feel more connected to school than secondary students. Staff must continue to improve school climate to promote a caring environment for all students.</p> <p>The Chronic Absenteeism Rate is a new metric required by the State Department. The identified need for attendance is to reduce the number of students being absent, particularly at the secondary level. Most chronic absences are at the secondary level with Title I elementary schools experience a high rate. Chronic absenteeism includes both excused and unexcused absences.</p> <p>Metrics: Overview of the State priority metrics are below. Further analysis of the State priority metrics and related local metrics has been undertaken as part of the LCAP annual implementation, monitoring, and revision cycle. A summary of those metrics with visuals and links to the related California Department of Education data can be found at: https://docs.google.com/document/d/1y1RMfAOcMzcUdbqyKYgkApoTSv-SEkYOVgUI68hvmRQ/edit# and is highlighted below under each metric heading.</p> <ol style="list-style-type: none"> 2. Basic Services (See LCAP goal area 1) 3. Implementation of State Standards (See LCAP goal area 1) 4. Parental Involvement 5. Pupil Achievement (See LCAP goal area 1) 6. Pupil Engagement: <ol style="list-style-type: none"> 1. Attendance Rates: <ol style="list-style-type: none"> 1. 2013: 95.49%, 2014: 95.38%, 2015: 95.12% 2. Chronic Absenteeism rate: 11.2% (no comparison values available). (Truancy rates): District 15.5%, County 25.71%, State 31.43% 3. Middle School dropout rates: <ol style="list-style-type: none"> 2. District: 0.2% 4. Adjusted 9-12 dropout rate: <ol style="list-style-type: none"> 2. District 1.4%, County 3.5%, State 2.5% 5. High School dropout rates <ol style="list-style-type: none"> 2. District 5.8%, County 11.1%, State 10.7% 6. High School Graduation Rates: graduation rates for 2015: <ol style="list-style-type: none"> 5. All students 88.8% (Compared to 83.6% County and 82.3 State) 	

- 6. White Students: 92.2% (Compared to 92.5% County and 88% State)
- 7. Latino Students: 83.9% (Compared to 83.6 County and 78.5% State)
- 8. English Learners: 80% (Compared to 62.7% County and 69.4% State)

7. School Climate

1. Suspension Rates:

- 1. Current Rates (through 2014-15): District: 2.4%, County: 2.5%, State: 3.8%
- 2. Six year suspension trends show a steady reduction of 67% from high of 960 to 313 per year.
- 3. 53% of all suspensions are of Latino students and 32% are White students (Latino students account for 50% of total enrollment and White students 34%)

2. Expulsion Rates

- 1. Current Rates Through 2014-15): 71% of all expulsions are of Latino students while 19% are White students (Latino students account for 50% of total enrollment and White students 34%)
- 2. Six year trends show volatility of this statistic due to its very small size. District: 0.2%, County: 0.1%, State: 0.1%

3. Local Measures: The California Healthy Kids Survey was administered to grade 5, 7, 9 and 11 students in 2014. This data serves as baseline data for this goal..

- 1. Elementary: The CHKS fifth grade-only survey yields the following data on resilience-promoting protective factors and school connectedness:
 - 1. 58% report a positive school environment
 - 2. 81% report a positive home environment
 - 3. 48% report a positive peer environment
 - 4. 66% report a high level of school connectedness
 - 5. 64% report a high level of caring relationships with a teacher or caring adult at their school
 - 6. 58% report feel very safe at school
- 2. Secondary: The CHKS asks students in 7th, 9th, 11th and 11th questions to evaluate their health and wellness. In 2014, the following data points were reported.
 - 1. Percentage of students reporting a high level of school connectedness:
 - 1. 7th grade, 53%; 9th grade, 39%; 11th grade, 38%; 11th Alt., 44%.
 - 2. Percentage of students reporting that their school is safe or very safe:
 - 1. 7th grade, 66%; 9th grade, 56%; 11th grade, 62%; 11th Alt., 51%.
 - 3. Percentage of students reporting current (last 30 days) alcohol or drug use:
 - 1. 7th grade, 7%; 9th grade, 29%; 11th grade, 41%; 11th Alt., 68%.
 - 4. Percentage of students reporting feelings of chronic sadness/hopelessness:
 - 1. 7th grade, 22%; 9th grade, 32%; 11th grade, 39%; 11th, Alt. 46%

8. Course Access (See LCAP goal area 1)

- 1. Open enrollment policy in all courses
- 2. High Schools have been recognized for AP enrollment demographics matching overall school demographics.
- 3. A/G graduation requirements implemented and all courses approved by UC for A/G list.

9. Other Pupil Outcomes (See LCAP goal area 1) The district piloted several assessments programs to inform the implementation of a district wide assessment plan during the 16-17 school year. That plan is detailed in action 1.1.9 and will provide student data moving forward.

Goal Applies to:**Schools:**

All Schools

Applicable Pupil Subgroups:

All Students, English Learners, Low Socio-economic and Special Education students

LCAP Year: 2016-2017**Expected Annual Measurable Outcomes**

1. **Basic Services:** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement** (See LCAP goal are 2)
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 1. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 2. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 3. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 4. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 1. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 2. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 3. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric.
 4. Administer the Project Cornerstone Developmental Assets Survey to students in grades 4, 5, 7, 9, and 11 to gather additional data on student positive supports.
7. **Course Access:**
 1. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
 2. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
 3. Maintain an open enrollment policy in all courses and support student success with extended services as evidenced by the implementation of extended learning and intervention systems.
8. **Other Pupil Outcomes:** Develop internal metrics using district wide assessments to measure and report student growth throughout the year.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1.1 Provide socio-emotional and academic counseling services by maintaining academic counseling services at secondary sites.</p> <p>Certificated Salary & Benefits (LCFF Base): 010-0000-0-1xxx→3xxx-00-1110-3110-031100-xxx-0000</p>	Secondary Schools	✓All	LCFF Base \$568,296.00 Total: \$568,296.00
<p>3.1.2 Provide socio-emotional and academic counseling services at all sites. Under the leadership of the Director of Student Services, monitor and continue to develop partnerships with community-based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15. Maintain a school resource officer in conjunction with Morgan Hill Police department and participate in Project Cornerstone in cooperation with the City of Morgan Hill.</p> <p>Project Cornerstone (LCFF Supp) 010-0000-0-5800-00-1110-1000-301010-000-0000 PC Survey (LCFF Base) 010-0000-0-5800-00-1110-3130-031300-000-0000 SRO Contract (LCFF Base) 010-0000-0-5800-00-1110-1000-640500-000-0000 Dir. of Stu Services (LCFF Base) 010-0000-0-1310→3999-00-1110-3130-031300-000-0000</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$258,203.00 Total: LCFF Supplemental \$17,000 \$275,203.00
<p>3.1.3 Improve attendance rates and reduce chronic absenteeism. Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and develop interventions strategies for working with truant and chronically absent students with a focus on secondary and title one elementary schools.</p> <p>P.D. Subs sal. & ben.(LCFF Base): 010-0000-0-2410-3999-00-1110-3160-031600-000-0000 Hourly Training (LCFF Supp): 010-0000-0-2410-3999-00-4760-1000-709100-000-0000</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$620.00 LCFF Supp 710.00 Total: \$1330.00

<p>3.1.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System at designated sites. Identify site staff to be site leads for Positive Behavior Intervention System. Provide training within each school. Hire PBIS to support implementation with fidelity and in accordance with implementation guidelines.</p> <p>Contracted services, PD (LCFF Base): 010-0000-0-5800-00-1110-3130-031300-000-0000 PBIS Coach (LCFF Base): 010-0000-0-2913→3999-00-1110-3130-031300-000-0000</p>	LEA Wide	✓All	LCFF Base \$62,377.00 Total: \$62,377.00
<p>3.1.5 Develop a community service or service-learning component for the school curriculum that will have project based components throughout all grade levels. These projects will align to and enhance the content standards at each grade level. Components will be embedded within required courses at the secondary level. Convene grade level work groups through the curriculum council to develop grade level projects. Support curriculum development with extra duty compensation. Write an extra duty job description for the creation of a sequence of projects that is cohesive and reflects the established practices and goals of service learning.</p> <p>Extra duty stipends: (LCFF Base): 010-0000-0-1111→3999-00-1110-3130-031300-000-0000</p>	LEA Wide	✓All	LCFF Base \$5,000.00 Total: \$5,000.00
<p>3.1.6 Support Foster Youth and low socioeconomic students by providing additional counseling and other services. To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates. Provide an additional 1.0 FTE of counseling per comprehensive high school and 1.0 shared for middle schools. Develop an educational program, including RSP services, to support foster youth placed in Morgan Hill group homes for 45-day therapeutic treatment. Develop an additional program to support identified Foster Youth, homeless and EL students. (\$3700 Counseling services obj 5800; \$15,000 SCYTF obj 5800; \$130,000 classified coaches obj. 2914-3999; \$96,000 advent teacher obj 1110-3999; \$38,2000 0.4 counselor obj. 2914-3999, \$25,000 paraprofessional obj. 2110-3999)</p> <p>(LCFF Supp. Contracts): 010-0000-0-5800-00-1110-1000-301010-000-0000 (LCFF Supp. S&B) 010-0000-0-2419→3999-00-1110-3110-301010-000-0000 (LCFF Supp. S&B) 010-0000-2xxx→3xxx-00-1110-1000-301010-000-0000</p>	LOHS, ASHS, CHS, BMS, MM, JAMM	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$307,900.00 Total: \$307,900.00

<p>3.1.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school. Continue expanded transportation services. Based on feedback from students on offering activities before school vs. after school adjust schedule accordingly.</p> <p>Activity Bus (LCFF Supplemental): 010-0000-0-5727-00-1110-1000-301010-000-0000</p>	LEA Wide	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$100,000.00 Total: \$100,000.00
<p>3.1.8 Under the leadership of the Director of Student Services/Enrollment, develop a plan for implementing culturally responsive practices in addressing behavior such as Restorative Justice, participation in counseling and other alternatives to suspension. Continue to work with school sites in reviewing current discipline policies and practices. Monitor the number of discipline referrals by school with the goal of reducing the number and percentage of Latino students being suspended by school site and expelled district-wide. Each school will include a goal in the SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention. Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions .(Suspension \$10,000, Alt Ed. \$55,000)</p> <p>Contracted Services (LCFF Supp.): 010-0000-0-5800-00-4760-2130-709100-000-0000 Alt ed placements (LCFF Base): 010-0000-0-7142-00-1110-9200-031300-000-0000</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students, Latino students	LCFF Supplemental \$10,000.00 LCFF base \$62,838.00 Total: \$72,838.00
<p>3.1.9 Continue to support college knowledge and career awareness activities to support student engagement with a special focus on underrepresented students such as low socioeconomic students and Foster Youth. Expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</p> <ul style="list-style-type: none"> • Work with Gavilan College to offer High Step program to all of our high schools where students may take a community college course at one of our campuses. • Develop a core team at the District level to examine the need for a comprehensive, district-wide plan to prepare all students for career, college and community. (newly added during 2015-2016) • SY 2016 - 2017 Enter into contract with facilitator (TBD) to lead the work of defining a vision, mission and guiding principles for a uniform and cohesive strategy to foster career and college readiness district-wide for all students. <p>Contracted Services (LCFF Supplemental): 010-0000-0-5800-00-1110-1000-301010-000-0000</p>	LEA Wide	✓Low Income pupils ✓Foster Youth ✓Other Subgroups: Underrepresented	LCFF Supplemental \$40,000.00

<p>3.1.10 Develop a comprehensive Homeless Education plan to identify, connect with and support low SES students and families to help reduce drop outs, increase graduation rate and ensure that homeless students receive the protections guaranteed to them by law.</p> <p>Title I: 060-3010-0-5800-00-1110-1000-301000-000-0000</p>	LEA Wide	<p>✓Low Income pupils ✓Foster Youth</p>	<p>Title I \$15,000.00 Total: \$15,000.00</p>

LCAP Year: 2017-2018**Expected Annual Measurable Outcomes**

1. **Basic Services:** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement** (See LCAP goal area 2)
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 - a. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 - b. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 - c. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 - d. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 - a. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 - b. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 - c. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric.
 - d. Administer the Project Cornerstone Developmental Assets Survey to students in grades 4, 5, 7, 9, and 11 to gather additional data on student positive supports.
7. **Course Access:**
 - a. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
 - b. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
 - c. Maintain an open enrollment policy in all courses and support student success with extended services as evidenced by the implementation of extended learning and intervention systems.
8. **Other Pupil Outcomes:** Develop internal metrics using district wide assessments to measure and report student growth throughout the year.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.2.1 Provide socio-emotional and academic counseling services by maintaining academic counseling services at secondary sites.	Secondary Schools	✓All	LCFF Base \$568,296.00 Total: \$568,296.00
3.2.2 Provide socio-emotional and academic counseling services at all sites. Under the leadership of the Director of Student Services, monitor and continue to develop partnerships with community-based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15. Maintain a school resource officer in conjunction with Morgan Hill Police department and participate in Project Cornerstone in cooperation with the City of Morgan Hill.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$258,203.00 Total: LCFF Supplemental \$17,000 \$275,203.00
3.2.3 Improve attendance rates and reduce chronic absenteeism. Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and develop interventions strategies for working with truant and chronically absent students with a focus on secondary and Title I elementary schools.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$620.00 LCFF Supp 710.00 Total: \$1330.00
3.2.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System at designated sites. Identify site staff to be site leads for Positive Behavior Intervention System. Provide training within each school. Hire PBIS Coach to support implementation with fidelity and in accordance with implementation guidelines. PBIS Coach also to support Restorative Justice options.	LEA Wide	✓All	LCFF Base \$62,377.00 Total: \$62,377.00

<p>3.2.5 Develop a community service or service-learning component for the school curriculum that will have project based components throughout all grade levels. These projects will align to and enhance the content standards at each grade level. Components will be embedded within required courses at the secondary level. Convene grade level work groups through the curriculum council to develop grade level projects. Support curriculum development with extra duty compensation. Write an extra duty job description for the creation of a sequence of projects that is cohesive and reflects the established practices and goals of service learning.</p>	LEA Wide	✓All	LCFF Base \$5,000.00 Total: \$5,000.00
<p>3.2.6 Support Foster Youth and low socioeconomic students by providing additional counseling and other services. To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates. Provide an additional 1.0 FTE of counseling per comprehensive high school and 1.0 shared for middle schools. Develop an educational program, including RSP services, to support foster youth placed in Morgan Hill group homes for 45-day therapeutic treatment. Develop an additional program to support identified Foster Youth, homeless and EL students.</p>	Secondary Schools	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$307,900.00 Total: \$307,900.00
<p>3.2.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school. Continue expanded transportation services. Based on feedback from students on offering activities before school vs. after school adjust schedule accordingly.</p>	LEA Wide	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$100,000.00 Total: \$100,000.00
<p>3.2.8 Under the leadership of the Director of Student Services/Enrollment, develop a plan for implementing culturally responsive practices in addressing behavior such as Restorative Justice, participation in counseling and other alternatives to suspension. Continue to work with school sites in reviewing current discipline policies and practices. Monitor the number of discipline referrals by school with the goal of reducing the number and percentage of Latino students being suspended by school site and expelled district-wide. Each school will include a goal in the SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention. Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions .</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students, Latino students	LCFF Supplemental \$10,000.00 LCFF base \$62,838.00 Total: \$72,838.00

<p>3.2.9 Continue to support college knowledge and career awareness activities to support student engagement with a special focus on underrepresented students such as low socioeconomic students and Foster Youth. Expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</p> <ul style="list-style-type: none"> • Work with Gavilan College to offer High Step program to all of our high schools where students may take a community college course at one of our campuses. • Develop a core team at the District level to examine the need for a comprehensive, district-wide plan to prepare all students for career, college and community. (newly added during 2015-2016) • SY 2016 - 2017 Enter into contract with facilitator (TBD) to lead the work of defining a vision, mission and guiding principles for a uniform and cohesive strategy to foster career and college readiness district-wide for all students. 	LEA Wide	<p>✓Low Income pupils ✓Foster Youth ✓Other Subgroups: Underrepresented</p>	<p>LCFF Supplemental \$40,000.00</p>
<p>3.2.10 Develop a comprehensive Homeless Education plan to identify, connect with and support low SES students and families to help reduce drop outs, increase graduation rate and ensure that homeless students receive the protections guaranteed to them by law.</p>	LEA Wide	<p>✓Low Income pupils ✓Foster Youth</p>	<p>Title I \$15,000.00 Total: \$15,000.00</p>

LCAP Year: 2018-2019**Expected Annual Measurable Outcomes**

1. **Basic Services:** (See LCAP goal area 1)
2. **Implementation of State Standards:** (See LCAP goal area 1)
3. **Parental Involvement** (See LCAP goal area 2)
4. **Student Achievement** (See LCAP goal area 1)
5. **Pupil Engagement:**
 - a. Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%)
 - b. Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels.
 - c. Reduce dropout rates by 0.5% per year and maintain them below State and County levels.
 - d. Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third
6. **School Climate:**
 - a. Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third.
 - b. Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third.
 - c. Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric.
 - d. Administer the Project Cornerstone Developmental Assets Survey to students in grades 4, 5, 7, 9, and 11 to gather additional data on student positive supports.
7. **Course Access:**
 - a. Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools.
 - b. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup.
 - c. Maintain an open enrollment policy in all courses and support student success with extended services as evidenced by the implementation of extended learning and intervention systems.
8. **Other Pupil Outcomes:** Develop internal metrics using district wide assessments to measure and report student growth throughout the year.

Action/Service	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.3.1 Provide socio-emotional and academic counseling services by maintaining academic counseling services at secondary sites.	Secondary Schools	✓All	LCFF Base \$568,296.00 Total: \$568,296.00
3.3.2 Provide socio-emotional and academic counseling services at all sites. Under the leadership of the Director of Student Services, monitor and continue to develop partnerships with community-based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15. Maintain a school resource officer in conjunction with Morgan Hill Police department and participate in Project Cornerstone in cooperation with the City of Morgan Hill.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$258,203.00 Total: LCFF Supplemental \$17,000 \$275,203.00
3.3.3 Improve attendance rates and reduce chronic absenteeism. Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and develop interventions strategies for working with truant and chronically absent student with a focus on secondary and Title I elementary schools.	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students	LCFF Base \$620.00 LCFF Supp 710.00 Total: \$1330.00
3.3.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System at designated sites. Identify site staff to be site leads for Positive Behavior Intervention System. Provide training within each school. Hire PBIS Coach to support implementation with fidelity and in accordance with implementation guidelines. PBIS Coach also to support Restorative Justice options.	LEA Wide	✓All	LCFF Base \$62,377.00 Total: \$62,377.00

<p>3.3.5 Develop a community service or service-learning component for the school curriculum that will have project based components throughout all grade levels. These projects will align to and enhance the content standards at each grade level. Components will be embedded within required courses at the secondary level. Convene grade level work groups through the curriculum council to develop grade level projects. Support curriculum development with extra duty compensation. Write an extra duty job description for the creation of a sequence of projects that is cohesive and reflects the established practices and goals of service learning.</p>	LEA Wide	✓All	LCFF Base \$5,000.00 Total: \$5,000.00
<p>3.3.6 Support Foster Youth and low socioeconomic students by providing additional counseling and other services. To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates. Provide an additional 1.0 FTE of counseling per comprehensive high school and 1.0 shared for middle schools. Develop an educational program, including RSP, to support foster youth placed in Morgan Hill group homes for 45-day therapeutic treatment. Develop an additional program to support identified Foster Youth, homeless and EL students.</p>	Secondary Schools	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$307,900.00 Total: \$307,900.00
<p>3.3.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school. Continue expanded transportation services. Based on feedback from students on offering activities before school vs. after school adjust schedule accordingly.</p>	LEA Wide	✓Low Income pupils ✓Foster Youth	LCFF Supplemental \$100,000.00 Total: \$100,000.00
<p>3.3.8 Under the leadership of the Director of Student Services/Enrollment, develop a plan for implementing culturally responsive practices in addressing behavior such as Restorative Justice, participation in counseling and other alternatives to suspension. Continue to work with school sites in reviewing current discipline policies and practices. Monitor the number of discipline referrals by school with the goal of reducing the number and percentage of Latino students being suspended by school site and expelled district-wide. Each school will include a goal in the SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention. Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions .</p>	LEA Wide	✓Low Income pupils ✓English Learners ✓Foster Youth ✓Other Subgroups: Under-performing students, Latino students	LCFF Supplemental \$10,000.00 LCFF base \$62,838.00 Total: \$72,838.00

<p>3.3.9 Continue to support college knowledge and career awareness activities to support student engagement with a special focus on underrepresented students such as low socioeconomic students and Foster Youth. Expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</p> <ul style="list-style-type: none"> • Work with Gavilan College to offer High Step program to all of our high schools where students may take a community college course at one of our campuses. • Develop a core team at the District level to examine the need for a comprehensive, district-wide plan to prepare all students for career, college and community. (newly added during 2015-2016) • SY 2016 - 2017 Enter into contract with facilitator (TBD) to lead the work of defining a vision, mission and guiding principles for a uniform and cohesive strategy to foster career and college readiness district-wide for all students. 	LEA Wide	<p>✓Low Income pupils ✓Foster Youth ✓Other Subgroups: Underrepresented</p>	<p>LCFF Supplemental \$40,000.00</p>
<p>3.3.10 Develop a comprehensive Homeless Education plan to identify, connect with and support low SES students and families to help reduce drop outs, increase graduation rate and ensure that homeless students receive the protections guaranteed to them by law.</p>	LEA Wide	<p>✓Low Income pupils ✓Foster Youth</p>	<p>Title I \$15,000.00 Total: \$15,000.00</p>

ANNUAL UPDATE

ANNUAL UPDATE INSTRUCTIONS:

For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

GUIDING QUESTIONS:

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 Education Code 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?

Annual Update: Review of Expected vs. Actual Measurable Outcomes for 2015-16

Goal 1	College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students	Related State and/or Local Priorities: ✓1 ✓2 ✓4 ✓5 ✓7 ✓8
Goal 2	Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.	Related State and/or Local Priorities: ✓3 ✓5 ✓6
Goal 3	Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.	Related State and/or Local Priorities: ✓5 ✓6 ✓7 ✓8

Expected Annual Measurable Outcomes by State Priority Area	Actual Annual Measurable Outcome
1. Basic Services: (LCAP goal area 2): <ul style="list-style-type: none"> Annual Williams Report will show Properly Assigned Teachers, adequate facilities, and instructional materials for every student 	Basic Services: (LCAP goal area 2): <ul style="list-style-type: none"> The William's report issued by the Santa Clara County Office of Education certifies compliance for the current year. The LCAP Actions now include the following to address these data needs: <ul style="list-style-type: none"> Hiring and retaining of all classifications highly qualified employees is delineated the LCAP
2. Implementation of State Standards: (LCAP goal area 2): <ul style="list-style-type: none"> Implementation of content and performance standards for all students including EL's Programs and services for EL's to access core and ELD standards/ 	Implementation of State Standards: (LCAP goal area 2): <p>Comparison of the first year of CAASPP results demonstrates that the district has outperformed in achievement compared to the rest of the State in a way that was not apparent in the final year of CST data. Although there is much room for growth in proficiency, this is an indication of a strong relative initial implementation of the State's new rigorous academic standards.</p> <p>The district has completed a k-12 Math adoption and has begun the ELA/ELD adoption process that will be completed next year. Professional development has emphasized the instructional shifts related to math practices, CCSS, literacy across the curriculum, and strategies to support NGSS. The LCAP continues to support three implementation TOSA positions to deepen implementation.</p> <p>The district is in the process of revising the EL Master Plan which is due for implementation during the 16-17 school-year. There has been PD delivered to all staff for integrated ELD (GLAD at elementary and Constructing Meaning at secondary) with deeper implementation continuing in the LCAP (ELD</p>

	<p>TOSA). Current Reclassification rate is 22.7 % compared to 13% County and 11.2 State wide. 59.7 % of EL's progressed 1 or more CELDT levels.</p> <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> • Adoption timelines established for ELA/ELD, Science, and Social Science curricula. • EL Master plan and PD for integrated ELD strategies. • Continuing professional development for CCSS/NGSS
<p>3.Parental Involvement: (LCAP goal area 2):</p> <ul style="list-style-type: none"> • Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400) over the three year plan. • Survey data will show a 10-percentage point increase in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities. 	<p>Parental Involvement: (LCAP goal area 2)</p> <p>Parent survey indicates:</p> <ul style="list-style-type: none"> • There is a high interest in extended day learning opportunities • Interest in expanding parent education opportunities beyond introductory PIQE program <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> • Implementation of a parent engagement plan. • Expanding parent education to include PIQE 2 and Project to Inspire • Allocations supporting extended day learning opportunities.
<p>4.Student Achievement: (LCAP goal area 1)</p> <ul style="list-style-type: none"> • Improve both average student score and percentages of student meeting or exceeding standards on the CAASPP at every grade level and in both ELA and Math. • Increase the Academic Performance Index • Increase the percentage of students completing a CTE pathway by 3% and close the gap to the State target for the number of CTE concentrators enrolled in a capstone course. • Meet the State Targets for AMAO's 1 & 2: English learners advancing at least one CELDT level per year and reclassification of English Learners as English proficient. • Increase the pass rate percentage for students taking the AP course over baseline year. • Percent demonstrating College Preparedness on EAP Exams. 	<p>Student Achievement: (LCAP goal area 1)</p> <ul style="list-style-type: none"> ○ Percentage meeting or exceeding standard (snapshots to represent range during baseline year for data) <ul style="list-style-type: none"> ▪ ELA all Students: District 50%, State 44% ▪ Math all Students: District 40%, State 33% ▪ ELA, non SED White students: District 70%, State 68% ▪ Math, non SED White students: District 61%, State 58% ▪ ELA, SED Latino Students: District 24%, State 28% ▪ Math, SED Latino Students: District 17%, State 17% ○ Academic Performance Index: has been discontinued by the State. ○ Number of students completing a CTE pathway: Note CTE retooling from ROP and Pathways being defined. <ul style="list-style-type: none"> ▪ District 7%, State 15% ○ EL student progress toward proficiency <ul style="list-style-type: none"> ▪ AMAO 1 (Increasing one or more CELDT Levels) 59.7% Target goal: 60.5% ○ EL reclassification rates: <ul style="list-style-type: none"> ▪ AMAO 2: District 22.7%, County 13%, State 11.2% ○ Percentage of students passing AP course exams

	<ul style="list-style-type: none"> ▪ District 83%, State 68.5% (Sum of passing scores of 3, 4 or 5 divided by grade 12 enrollment) ○ Percentage of students demonstrating college preparedness on EAP exam. (The State is currently retooling the EAP program and recommends the CAASPP meet or exceed total percentages while new EAP criteria are established). <ul style="list-style-type: none"> ▪ ELA all Students: District 50%, State 44% ▪ Math all Students: District 40%, State 33% ○ Percentage of students completing A/G requirements: Note A/G graduation requirements apply to class of '17 <ul style="list-style-type: none"> ▪ District 54.3%, County 54.1%, State 41.9% <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> • CCSS implementation TOSA's to support instructional shifts • PD including instructional rounds to deepen instructional practices • Expanding CTE with a program Director • Beginning implementation of a new EL master plan under a new program manager • Continuing work with College Board and Equal Opportunities Schools for identification and support of AP students. • Multi-tiered Systems of Supports to provide intervention assisting student achievement • A district wide assessment plan to generate real time standards aligned data to inform MTSS. • New A-G graduation requirements.
<p>5. Pupil Engagement: (LCAP goal area 1,2 and 3)</p> <ul style="list-style-type: none"> • Increase attendance rate by 0.1% per year during the three year plan.(Baseline 2013-14 95.38%) • Reduce chronic absenteeism rates 0.5% per year and maintain them below State and County levels. • Reduce dropout rates by 0.5% per year and maintain them below State and County levels. • Increase graduation rates for all students and reduce the gap between major ethnic subgroups by one-third 	<p>Pupil Engagement: (LCAP goal area 1, 2 and 3)</p> <p>Attendance Rates:</p> <ul style="list-style-type: none"> • 2013: 95.49%, 2014: 95.38%, 2015: 95.12% <p>Chronic Absenteeism rate: 11.2% (no comparison values available).</p> <ul style="list-style-type: none"> • (Truancy rates): District 15.5%, Cty 25.71%, State 31.43% <p>Middle School dropout rates:</p> <ul style="list-style-type: none"> • District: 0.2% <p>Adjusted 9-12 dropout rate:</p> <ul style="list-style-type: none"> • District 1.4%, County 3.5%, State 2.5% <p>High School dropout rates</p> <ul style="list-style-type: none"> • District 5.8%, County 11.1%, State 10.7% <p>High School Graduation Rates: graduation rates for 2015:</p> <ul style="list-style-type: none"> • All students 88.8% (Compared to 83.6% Cty and 82.3 State) • White Students: 92.2% (Compared to 92.5% Cty and 88% State) • Latino Students: 83.9% (Compared to 83.6 Cty and 78.5% State)

	<ul style="list-style-type: none"> • EL's: 80% (Compared to 62.7% Cty and 69.4% State) <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> • New student information system to support parent monitoring of attendance. • Parent education opportunities • Increased supports for achievement and opportunities to participate in extended day programs and activities.
<p>6. School Climate: (LCAP goal area 2 and 3)</p> <ul style="list-style-type: none"> • Reduce overall suspension rates below baseline year and reduce the gap between ethnic group suspension rates and ethnic group overall enrollment by one-third. • Reduce overall expulsion rates and reduce the gap between ethnic group expulsion rates and ethnic group overall enrollment by one-third. • Improve positive responses on survey metrics for the CHKS by 3% at each grade level and each metric. • Administer the Project Cornerstone Developmental Assets Survey to students in grades 4, 5, 7, 9, and 11 to gather additional data on student positive supports. 	<p>School Climate (LCAP goal area 2 and 3)</p> <p>Suspension Rates:</p> <ul style="list-style-type: none"> • '14-'15 Rates: District: 2.4%, Cty: 2.5%, State: 3.8% <p>Six year suspension trends</p> <ul style="list-style-type: none"> • Has been reduced by of 67% (from high of 960 to 313 per year). • 53% of all suspensions are of Latino students and 32% are White students (Latino students account for 50% of total enrollment and White students 34%) <p>Expulsion Rates Current Rates Through 2014-15):</p> <ul style="list-style-type: none"> • 71% of all expulsions are of Latino students while 19% are White students (Latino students account for 50% of total enrollment and White students 34%) • Six year trends show volatility of this statistic due to its very small size. District: 0.2%, County: 0.1%, State: 0.1% <p>Local Measures:</p> <ul style="list-style-type: none"> • The California Healthy Kids Survey was administered to grade 5, 7, 9 and 11 students in 2014. This data serves as baseline data for this goal.. <p>Elementary: The CHKS fifth grade-only survey yields the following data on resilience-promoting protective factors and school connectedness:</p> <ul style="list-style-type: none"> • 58% report a positive school environment • 81% report a positive home environment • 48% report a positive peer environment • 66% report a high level of school connectedness • 64% report a high level of caring relationships with a teacher or caring adult at their school • 58% report feel very safe at school <p>Secondary: The CHKS asks students in 7th, 9th, 11th and 11th questions to evaluate their health and wellness. In 2014, the following data points were reported.</p> <p>Percentage of students reporting a high level of school connectedness:</p> <ul style="list-style-type: none"> • 7th grade, 53%; 9th grade, 39%; 11th grade, 38%; 11th Alt.,

	<p>44%.</p> <p>Percentage of students reporting that their school is safe or very safe:</p> <ul style="list-style-type: none"> 7th grade, 66%; 9th grade, 56%; 11th grade, 62%; 11th Alt., 51%. <p>Percentage of students reporting current (last 30 days) alcohol or drug use:</p> <ul style="list-style-type: none"> 7th grade, 7%; 9th grade, 29%; 11th grade, 41%; 11th Alt., 68%. <p>Percentage of students reporting feelings of chronic sadness/hopelessness:</p> <ul style="list-style-type: none"> 7th grade, 22%; 9th grade, 32%; 11th grade, 39%; 11th, Alt. 46% <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> Chronic absenteeism monitoring and reorganization of student services department Expansion of services and monitoring for Foster, homeless, and other students with attendance challenges. Increased opportunities for students to connect with school through extended day learning opportunities. PBIS and Restorative Justice Implementations to further reduce suspension and expulsion. Ethnic suspension rates compared to ethnic enrollment rates were greatly improved this year. Student information system to assist parents in monitoring student attendance. Increased parent education opportunities Increased social emotional and counseling services.
<p>7. Course Access: (LCAP goal area 1 and 3)</p> <ul style="list-style-type: none"> Continue to close the gap by one-third to match AP course enrollment to overall student enrollment demographics at both high schools. Increase the percentage of student meeting A-G graduation requirements and close the gap between those meeting and overall graduation rates by one-third for all students as well as each major subgroup. Maintain an open enrollment policy in all courses and support student success with extended services 	<p>Course Access (LCAP goal area 1 and 3)</p> <ul style="list-style-type: none"> Open enrollment policy in all courses High Schools have been recognized for AP enrollment demographics matching overall school demographics. <ul style="list-style-type: none"> Percentage of students passing AP course exams <ul style="list-style-type: none"> District 83%, State 68.5% (Sum of passing scores of 3, 4 or 5 divided by grade 12 enrollment) A/G graduation requirements implemented and all courses approved by UC for A/G list including new CTE courses. <ul style="list-style-type: none"> Percentage of students completing A/G requirements: <ul style="list-style-type: none"> District 54.3%, County 54.1%, State 41.9% <p>The LCAP Actions now include the following to address these data needs:</p> <ul style="list-style-type: none"> Work with EOS to improve and support underrepresented

	students in succeeding in AP Courses <ul style="list-style-type: none"> Expand CTE pathways and align courses to A-G list. Support student success with extended day learning.
8. Other Pupil Outcomes: (LCAP goal area 1 and 3) <ul style="list-style-type: none"> Develop internal metrics using district wide assessments to measure and report student growth throughout the year. 	Other Pupil Outcomes (LCAP goal area 1 and 3) <ul style="list-style-type: none"> The district piloted several assessments programs to inform the implementation of a district wide assessment plan during the 16-17 school year. That plan is detailed in action 1.1.9 and will provide future student data.

Annual Update: Summary of Actions Being Revised as Part of the Monitoring and Stakeholder Input Cycle.

Unlisted actions are remaining as previously approved under the 2014-15 LCAP review. The action numbers refer to the previous year's LCAP. Discontinued or combined actions in this year's LCAP has resulted in some renumbering of actions

LCAP Action.	General Description of LCAP Actions	Purpose of Revision Brief description of revision
1.1.8	Hire staff to provide professional development on CCSS , ELA/ELD, Math and NGSS.	Reducing the number of central office teachers on special assignment who assist initial CCSS implementation from 4 to 2 positions as instructional and peer coaching capacity in the field grows.
1.1.9	Implement a district-wide assessment plan	This action has been modified for next steps as plan has been developed and specifies the assessments to be given by grade level.
1.1.11	Hire Technology TOSA's to assist with initial implementation of 1 to 1 devices and increase digital literacy of staff and students.	Reducing the number of central office teachers on special assignment who assist initial technology implementation from 2 to 1 position as instructional and peer coaching capacity in the field grows.
1.1.12	Purchase instructional materials to support implementation of CCSS in Language Arts and Math TK-12.	This action is being modified to specify adopted math program, and establish timeline for ELA/ELD adoption as well as NGSS and Social Science in years 2 and 3
1.1.15	Career Technical Education	Expand CTE program and pathways as a result of low CTE completions rates. Add start-up program director funded by the CTE Grant
1.1.20	Implement EL Master Plan	New language update to reflect "Imagine" the new EL master plan and EL project manager position (classified).
1.1.22	Support focus academies with site based teachers on special assignment.	Modify to include and additional Focus Academy Teacher to support PV Engineering Academy during initial implementation.

1.1.25	Provide academic interventions addressing the academic needs of low SES, Foster Youth, and ELL's	Language modified to specify next steps as district organizes initiatives under a Multi-Tiered Systems of Support (MTSS) umbrella.
1.1.26	Extended Day support	Expand the extended day program in response to high level of parent interest and as a venue to support MTSS, enrichment, and multilingual programs.
2.1.1	Parent Engagement Plan	New language to align with the seven program dimensions recommended by the State: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development.
3.1.1	Provide socio-emotional and academic counseling services.	List in action funding for S. County youth task force annual contribution in the interest of increasing the comprehensive transparency of the LCAP document.
3.1.2	School Climate	List School Resource Officer and Project Cornerstone expenses among LCAP expenses in the interest of increasing the comprehensive transparency of the LCAP document.
3.1.4	Improve school climate and safety through the implementation of PBIS and MTSS social-emotional components	Deepen and spread the pilot implementations of Positive Behavior Intervention and Support (PBIS) and Restorative Justice (RJ) to additional sites under a program specialist. This action is to further reduce student disciplinary actions and to increase equity in suspension and expulsion data.
3.1.5	Develop a community service or service-learning component for the school curriculum and add to graduation requirements.	Revise language to reflect units of study within existing courses as opposed to new graduation requirement in light of priority interests to support new A-G graduation requirements and expanding CTE pathways.
3.1.6	Support Foster Youth and low SES with additional counseling for success, connectedness, and to reduce dropout rates	Develop educational program, including RSP services, to support foster youth placed in MH group homes for 45-day therapeutic treatment.
3.1.8	Reduce suspension and expulsion rates	Add restorative justice to language as a result of positive pilot results demonstrating reduced rates at pilot schools.
3.1.9	Expand practices supporting college and career awareness	Language to enter into contract with a facilitator (TBD) to lead the work of defining a vision, mission and guiding principles for a uniform and cohesive strategy to promote career and college readiness district-wide for all students.
3.1.10	New Action: Homeless Education Plan	Develop a Homeless Education plan to identify students and to ensure that homeless students receive the protections guaranteed to them by law. Title I funds.

Index of prior year LCAP Actions, Planned Expenditures, and Actual Expenditures:

Note: This is a snapshot of a working document that is under constant revision as expenses are processed. This snapshot is as of June 14, 2016. The action numbers refer to the previous year's LCAP. Discontinued or combined actions in this year's LCAP have resulted in some renumbering of actions.

LCAP Action	Planned LCAP Action	Actual LCAP Action	Planned Expenditures	Actual Expenditures
1.1.1	Recruit, hire and retain a diverse group of highly qualified teachers, Class size and enrollment LCFF Base: \$26,950K salaries Title II: \$14K salaries	As Planned	LCFF Base salaries \$26,950,000 Title II salaries \$14,000	salaries \$25,353,436 Title II salaries \$28,505
1.1.2	Provide an induction program for new teachers LCFF Base: \$61K contracts contracts: 010-0000-0-5800-00-1110-2100-021000-000-0000 Title II: \$146,080 salaries	As Planned	Title II salaries \$146,080 Contracts: \$61,000	Title II salaries \$141,921 \$45,000 SCCOE PO 610799
1.1.3	Recruit, hire and retain a diverse group of site support staff and administrators LCFF Base: \$5,200K salaries Title II: \$15K carryover	As Planned	salaries \$5,200,000 Title II carryover: \$15,000	salaries \$5,331,629
1.1.4	Recruit, hire and retain a diverse group of staff to support essential central services LCFF Base: \$9,230K salaries	As Planned	salaries \$9,230,000	salaries \$9,279,045
1.1.5	Recruit, hire and retain a diverse group of staff to provide high quality Special Education services LCFF Base: \$8,690K salaries	As Planned	salaries \$8,690,000	salaries \$8,488,611

1.1.6	Provide ongoing professional development to all teachers, classified staff and administrators One Time Discretionary Fund: \$250K salaries	As Planned Contracted with some outside PD providers	salaries \$250,000	salaries \$53,688 contracts: \$119,716 PO 600264 \$55k Instructional Rounds PO 600359/PO 600322 PO610759/ admin coaching UC Irvine PD PO 610403/PO 610468/ PO610717 ACSA/ Aeries/ CUE/ CISC/ ALI/ CCSEA/ CALSA / secretary training/ CreateCA/ Creativity Conf/ Budget bootcamp Silicon Valley Math Initiative
1.1.7	Implement early literacy program to ensure students become proficient readers. LCFF Base: \$10,100 010-0000-0-5800-00-1110-3160-031600-000-0000	Implemented assessment and have delayed program to coincide with ELA/ELD adoption	\$10,100	\$3393 PO 610794 HM
1.1.8	Hire staff to provide professional development on CCSS , ELA/ELD, Math and NGSS. One Time Discretionary Fund: \$184K salaries LCFF Supplemental: \$165K salaries	As Planned	One Time Discretionary Fund salaries \$184,000 LCFF Supplemental salaries \$165,000	One Time Discretionary salaries \$192,815 LCFF Supplemental salaries \$135,381

1.1.9	Implement a district-wide assessment plan LCFF Base: \$85k 010-0000-0-5800-00-1110-3160-031600-000-0000	As Planned	\$85,000	\$86,843 PO 600195 Key Data Systems \$7069 PO 610128 SchoolCity \$70451 PO 610313 Diverse Network Assoc. \$7823 PO 600502 Ed Testing Svc \$1500
1.1.10	Implement new Student Information System LCFF Base: \$100k 010-0000-0-5800-00-0000-7700-077000-000-0000	As Planned	\$100,000	\$109,992 PO 650006 Aeries Software \$98595 PO 610568 Certica Solutions (subscr records/CalPads \$8819 PO 600518 Aeries \$1400
1.1.11	Hire two IT (TOSAs) to support the development of digital literacy LCFF Supplemental: \$75k salaries LCFF Base: \$75k salaries	As Planned	LCFF Supplemental salaries \$75,000 LCFF Base salaries \$75,000	LCFF Supplemental salaries \$101,692 LCFF Base salaries \$67,376
1.1.12	Purchase instructional materials to support implementation of CCSS in Language Arts and Math TK-12. LCFF Base: \$500k 010-0000-0-4100-00-1110-1000-715600-000-0000	As Planned Some additional costs associated with updating AP program textbooks.	\$500,000	\$777,029 Pearson, Casey, Cengage, Bedford, Vista, CPM, Follett, Benchmark Ed, EL Achieve, Rourke, MPS, Amplify, McGraw Hill, etc.

1.1.13	Purchase materials and devices for the implementation of digital literacy and instructional technology One Time Site Discretionary: \$20K 010-0000-0-4340-00-1110-1000-091061-000-0000	Implementation support provided in-house by technology TOSA's	\$20,000	\$0
1.1.14	Support the identification of Gifted and Talented students LCFF Base: \$16,600 salaries One Time Discretionary: \$50k 010-0000-0-4310-00-1110-1000-091061-000-0000	Universal screening conducted for GATE district wide at grade 3, , enrichment activities incorporated in site plans.	One Time Discretionary \$50,000 LCFF Base salaries \$16,600	\$219 LCFF Base salaries \$11,798
1.1.15	Support the educational needs the low SES students, ELL's and Foster Youth who are GATE LCFF Supplemental: \$20k 010-0000-0-4310-00-1110-1000-301010-000-0000	As Planned	\$20,000	\$20,604 PO 600266 \$20,524 from 5800-709100 EI Achieve
1.1.16	Maintain and expand Career Technical Education LCFF Base: \$665k salaries Carl Perkins: \$56,971 060-3550-0-xxxx-xx-xxxx-xxxx-xxxxxx-xxx-xxxx	As Planned	LCFF Base salaries \$665,000 Perkins \$56,971	LCFF Base salaries \$653,607 Perkins \$20,376 PO 610370 LO Battery PO 610335 Leadership Pkts PO 610310 Cal Poly State Conf PO 610410/6 South Coast Region PO 610650 SCCOE PO 610355 Perkinss Conf Citea Conf/ CTE Conf/ FFA State Conf/ ACTE/ and classroom materials

1.1.17	Maintain counselors at secondary schools to support College and career awareness LCFF Base: \$600k salaries	As Planned	LCFF Base salaries \$600,000	LCFF Base salaries \$555,949
1.1.18	Ensure access to Advanced Placement courses and expand course offerings. LCFF Supplemental: \$25k 010-0000-0-5800-00-4760-2100-709100-000-0000	As Planned EOS contract reduced as some services are redundant with College Board and Cal Soap	\$25,000	\$9,000 PO 600265 \$9K for EOS (split with 1.1.19)
1.1.19	Increase the number of underrepresented youth in Advanced Placement (AP) courses LCFF Supplemental: \$50k conferences: 010-0000-0-5220-00-4760-1000-709100-000-0000 contracts: 010-0000-0-5800-00-4760-1000-709100-000-0000	As Planned	\$50,000	\$42,920 PO 600265 \$9K for EOS (split with 1.1.18) PO 600287 \$33,920 EL Achieve (from 4760-2100-709100)
1.1.20	Administer PSAT to all grade 8 and grade 10 students and grade 11 at the continuation high LCFF Base: \$16k 010-0000-0-5800-00-1110-3160-031600-000-0000	As Planned	\$16,000	\$13,065 PO 610741 College Bd \$13,065

1.1.21	Implement alternative educational options for high school students in meeting graduation requirements. LCFF Base: \$5k LCFF Supplemental: \$30K 010-0000-0-5800-00-4760-2100-709100-000-0000 One Time Discretionary Fund: \$100K 010-0000-0-5800-00-1110-1000-091061-000-0000	Piloting blended programs in preparation for adoption: Cyberhigh and Edmentum.	LCFF Base \$5,000 LCFF Supplemental \$30,000 One Time Discretionary Fund \$100,000	\$75,690 PO 610941/601577 Edmentum PO 610330/610152/610284 J Feldman Sobrato \$23,000 PO 610720 J Feldman Central \$2500 PO Cyber High est \$26k
1.1.22	District's English Learner Master Plan LCFF Supplemental: \$75,600 salaries Title III: \$84,000 060-4203-0-5800-00-4760-1999-420300-000-0000	Developed and adopted updated EL Master Plan	LCFF Supplemental salaries \$75,600 Title III \$84,000	LCFF Supplemental salaries \$107,393 \$80,224 PO 610303 \$14.5K ATDLE SMG DIME PO 600363 \$31K F. Sanchez contract (5800-709100) From 5220-709100: LCFF-EL: PO 610369 \$399 Nat'l Equity Bev conf PO 610479 \$405 SCCOE Kinsella conf PO 600287 EL Achieve \$33,920
1.1.23	Focus Academies: JAMM, Walsh SMG LCFF Supplemental: \$284K salaries	Provided as planned, expense absorbed in general ed salaries under action 1.1.1.	salaries \$284,000	Salaries included in 1.1.1
1.1.24	Equity Staffing LCFF Supplemental: \$920K salaries	As Planned	salaries \$920,000	salaries \$921,557

1.1.25	Provide CAL-SOAP counselors and services LCFF Base: \$55k 010-0000-0-5800-00-1110-3110-031100-000-0000	As Planned	\$55,000	\$47,421 PO 610378 \$55k Cal Soap PV 510468 (\$10079) CalSoap
1.1.26	Provide academic interventions addressing the academic needs of low SES, Foster Youth, and ELL's LCFF Supplemental: \$100k 010-0000-0-5800-00-1110-1000-301010-000-0000 LCFF Supplemental: \$700k site Title I Site: \$197K salaries	As Planned	Title I site salaries \$197,000 Site LCFF Supplemental \$700,000 LCFF Supplemental \$100,000	Title I site salaries \$ 286,583 Site LCFF Supplemental \$681,173 LCFF Supplemental \$91,600 PO 600362 \$10.4k F. Reveles PO 600284 \$3.7k Discovery Counseling PO 600328/TF 600112 \$45500 MTSS PO 610531 \$32K SVEF summer school
1.1.27	Provide supplemental academic support for struggling students LCFF Supplemental Carryover: \$90k Title III: \$27k salaries Title I Part C: \$30k salaries	As Planned	Title III salaries \$27,000 Title I Part C salaries \$30,000 LCFF Supplemental carryover \$90,000	Title III salaries \$43,442 Title I Part C salaries \$49,177 LCFF Supplemental \$103,624 PO 610001-3 \$924 Childrens Disc Museum summer school PV 600021 \$222 Tech Museum PO 600266 \$13396 EI Achieve JE 600019 \$1144 Transport PO 610478 \$1857 Rosetta Stone \$86,081 Inst mat'l from Title I from Mondo and Heinemann
1.1.28	Grade Level Configuration LCFF Supplemental: \$5k 010-0000-4310-00-1110-1000-301010-000-0000	As Planned	\$5,000	\$10,000 PO 600531 NASCO NGSS start up materials \$10,000

1.1.29	All-day Transitional Kinder and Kindergarten program One Time Discretionary: \$50K salaries	As Planned	salaries \$50,000	salaries \$51,670
<u>2.1.1</u>	Expand opportunities for parents and community to participate in school and district activities.	As Planned	In Kind	In Kind
<u>2.1.2</u>	Provide parent education and resources for parents/guardians to support their children's education 110-0000-0-1110-12-4110-1000-639000-000-0000 Adult Ed Salaries 060-3010-0-5800-00-1110-1000-301000-000-0000 \$20k contracted services Other budget accounts not sited		Adult Ed salaries \$91,000 LCFF Supplemental \$20,000 Title I \$20,000 Title III \$1,500 Title I Part C Migrant \$2,000	Adult Ed salaries \$35,584 \$45,832 PO 600318 \$20,000 PIQE PO 601089/61103 GLAD - Barrett from Title I \$6,000 CABE/Nat'l Equity Project/ Title I Conferences est \$19,832
<u>2.1.3</u>	Support two-way communication with families and community with Bilingual Community Liaisons 010-0000-0-xxxx-xx-1110-2495-024950-xxx-xxxx LCFF Base	As Planned	salaries \$170,000	salaries \$187,685
<u>2.1.4</u>	Provide bilingual Community Liaisons at each school site 010-0000-0-xxxx-00-4760-2490-709100-0000-0000 LCFF supplemental salaries	As Planned	salaries \$111,000	salaries \$125,050

<u>2.1.5</u>	Provide parent opportunities to learn how to support their children's education – Project Cornerstone 010-0000-0-5800-00-1110-1000-301010-000-0000	As Planned	\$10,000	\$10,000 PO 610681 YMCA Silicon Valley \$10,000
<u>2.1.6</u>	Provide Spanish classes for staff to improve communication with parents of Spanish ELL's 010-0000-0-5800-00-4760-1000-709100-000-0000	Action as planned, reduced cost	\$20,000	\$4,900 PO 610290 \$3,500 / PO 610681 \$1,400 A Gomez spanish classes
<u>2.1.7</u>	Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement. 010-0000-0-1150-00-4760-1000-709100-000-0000 LCFF supplemental salaries	As Planned	LCFF Supplemental salaries \$15,000	LCFF Supplemental salaries \$1,236 Contracts: \$2,500 From 709100 LCFF-EL PO 600189 \$2500 E Rangel Translations
<u>3.1.1</u>	Provide socio-emotional and academic counseling services. 010-0000-0-xxxx-00-xxxx-3110-031100-xxx-xxxx LCFF Base salaries	As Planned	salaries \$600,000	salaries \$555,949
<u>3.1.2</u>	Monitor and develop partnerships with community-based organizations 010-0000-0-xxxx-00-xxxx-3130-031300-xxx-xxxx LCFF Base salaries	As Planned	salaries \$140,000	salaries \$140,956

<u>3.1.3</u>	Improve attendance rates and reduce chronic absenteeism 010-0000-0-5800-00-1110-3130-031300-000-0000 LCFF Base	Reorganizing effort to match new state metric for chronic absenteeism	\$2,000	\$0
<u>3.1.4</u>	Improve school climate and safety through the implementation of a PBIS and MTSS 010-0000-0-5800-00-1110-3130-031300-000-0000 LCFF Base 010-0000-0-5800-00-1110-1000-091061-000-0000 Per KP for SP Ed Training	As Planned	\$100,000	\$72,500 PO 600414 \$7k PBIS (031300-5800) (split) PO 600120 \$20k Sp Ed Self Study (091061-5800) PO 600328 West Ed \$45,500
<u>3.1.5</u>	Develop a community service or service-learning component for the school curriculum to add to graduation requirements (plan by June) 010-0000-0-5800-00-1110-3130-031300-000-0000 LCFF Base	Delayed by curriculum council in preference for units of study within required classes as opposed to new graduation requirement to keep focus on developing A-G requirements and support elective programs such as AP and CTE.	\$5,000	\$0
<u>3.1.6</u>	Support Foster Youth and low SES with additional counseling for success, connectedness, and to reduce dropout rates 010-0000-0-xxxx-00-xxxx-3110-301010-xxx-xxxx Salaries	As Planned	salaries \$250,000	salaries \$185,075

<u>3.1.7</u>	Expand opportunities for low SES to participate in extended day programs with Activity Bus 010-0000-0-5800-00-4760-3600-709100-000-0000	As Planned--ridership lower than projected by survey.	\$100,000	\$50,599 (through March – estimate \$64,000)
<u>3.1.8</u>	Reduce the percentage of Latino students being suspended and expelled 010-0000-0-5800-00-4760-2130-709100-000-0000	As Planned	\$10,000	\$7,000 PO600414 PBIS (split)
<u>3.1.9</u>	Expand practices supporting college and career awareness 010-0000-0-5800-00-1110-1000-301010-000-0000	Supported activities, CCR plan delayed while reorganizing to create a CTE/CCR director.	\$40,000	\$25,102 PO 600288 MESA \$16,000 Sobrato Mock Trial \$1932 AVID contract \$7,170

SECTION 3: USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS AND PROPORTIONALITY

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$4,980,143
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MHUSD's unduplicated percentage of low income, Foster Youth, and English Learner pupils is 43.73%.

MHUSD will offer a variety of programs and support services that will meet the academic and socio-emotional needs of English Learners, low-income students and Foster Youth to close the achievement gap. These include:

- Teachers on Special Assignment (District Level) will support all schools in providing professional development in the implementation of the new Common Core State Standards and ELD standards, emphasizing the use of language as a means to communicate knowledge and the particular needs of EL learners;
- Teachers on Special Assignment (District Level) will support all schools in providing development of digital literacy for teachers, emphasizing the use of educational software to increase language acquisition as a means to increase language learning opportunities for EL learners and access to low socio-economic students.
- The development of a systematic and cohesive multi-tiered District academic interventions to support our under-served students will allow the district to detect academic deficiencies at earlier stages and have the systems in place to provide a timely intervention to the student and eventually close the achievement gap in MHUSD.
- The district wide assessment plan will identify specific student needs and provide resources to intervene and support all underperforming students including English learners, socioeconomically disadvantaged, and foster/homeless students to meet grade level standards.
- The use of universal assessments of all students at grade 3 will help identify all students into the GATE program during the elementary school years to provide equitable opportunities for under-represented students to participate in challenging educational opportunities and increase the opportunities to take AP classes during their high school years.
- The development of a strong and comprehensive ELD program to accelerate English Language acquisition will provide the EL students across the District with rigorous support to become proficient in English, meet the graduation requirements, and to recognize their multilingual abilities as a valuable 21st century asset.
- Increasing hours of work for the bilingual Community Liaisons at all sites has increased the support that parents from under-represented populations have to access school information, community resources and communication with school personnel in their primary language.
- Continuing to build partnerships with community organizations that empower parents to improve school climate and create vibrant, caring

communities of learners, specifically creating an inclusive community for English L earners, low income and Foster Youth would increase parent participation in their children's education and the likelihood to graduate.

- The Spanish classes for staff will improve communication and cultural understanding to better serve and understand EL students and their families.
- The professional development for staff on strategies for working effectively with diverse student and families will improve the communication and relationships with our under-represented students and families, a fundamental component for our students to feel and be successful in school.
- Strengthening the socio-emotional and counseling services as a District as well as PBIS and Restorative Justice Implementations will have an impact on reducing the number of suspension and expulsions, primarily for under-represented students.
- By providing additional health and emotional counseling services to our under-represented populations, we will provide additional opportunities for students to feel and be successful in school, improve connectedness and reduce dropout rates.
- By expanding extended day programs and transportation services after school, students from under-represented populations will have expanded opportunities to participate in after-school sports, clubs, tutoring and extracurricular activities.
- By the use of a parent accessible student information system and parent education opportunities, we will increase the level of student monitoring and improve attendance among low performing and disadvantaged students.
- By providing direct academic and therapeutic services to foster and homeless students, we will improve their attendance and student achievement.
- A District-wide focus on college and career knowledge affects all students, but is especially focused on those targeted students necessary to close the District's achievement gap.

The district recognizes that while English Learners, low-socio students, and foster youth generate supplemental funds, some services must be implemented on an "LEA-wide" basis in order to be successful. Although the primary focus was ensuring supplemental services supported the students who generated the additional funds, services that are "LEA-wide" benefit all students, in addition to the focus students. Example services and programs include: positive behavior support which will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups; a comprehensive English Language Development program throughout the district as English learner students are one of the district's largest subgroup and English learner students are enrolled in nearly every class throughout the district a limited implementation focus is not feasible; and the development of multi-tiered systems of support which will identify individual student needs and provide targeted assistance based on need regardless of subgroup, but will disproportionately serve underperforming subgroups.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Minimum Proportionality: 8.04%

There is an increased need to support professional development of all District teachers in implementing the new math adoption and learning the new ELA/ELD Framework in advance of the ELA/ELD adoption to take place this year. Providing teachers the instructional tools that they need to assist students in mastering the State's more rigorous standards is foundational to student achievement. Continuing Instructional coaches as Teachers on Special Assignment will support ongoing professional development around instructional shifts of the CCSS as implementation deepens.

Integrated ELD strategies using GLAD at elementary and Constructing Meaning at secondary will provide much needed support to help move our EL's towards proficiency as shown by our most recent AMAO results. Continuing the elementary ELD Teacher on Special Assignment at the District level will support ELD implementation and develop capacity across the system. The secondary schools will also receive site based implementation teacher support through teacher leadership stipends. Initiating the new EL master plan, Morgan Hill "Imagine" under a classified program implementation manager will provide a higher level of coordinated services to our English Learners.

Student monitoring programs have expanded. Community Liaisons having increased hours. Parents can access the student information system to monitor attendance and grades. Parent education opportunities targeting students with low parent education levels who are often EL, socioeconomically disadvantaged, or foster/homeless promote attendance and college and career readiness

The District LCAP has allocated supplemental funds for embedded or extended day and extended year support services including intensive and strategic intervention as part of our developing Multi-Tiered Systems of Supports. These support services are targeted based on interim assessment results generated by a new district-wide assessment plan to ensure that underperforming students are connected with the necessary academic assistance. This includes early literacy and reading assessments to intervene prior to third grade.

Likewise, social emotional counseling services are being aligned to student needs in response to data from the California Healthy Kids Survey and Project Cornerstone assessment. Additional school climate PBIS and Restorative Justice initiatives greatly benefit disadvantaged students by helping to reduce their suspension and expulsion rates.

The district wide assessment plan embeds equitable universal screening at 3rd grade to ensure identification of underrepresented youths as GATE. All 8th and 10th graders, as well as 11th graders at Central continuation High School also take the PSAT as part of the college awareness and Advanced Placement candidate identification initiative aimed at increasing the enrollment of underrepresented students in Advanced Placement courses.

Goal area 3 also includes several new services to support disadvantaged youth including academic supports and therapeutic placements for foster/homeless students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a). “Chronic absenteeism rate” shall be calculated as follows:

1. The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
3. Divide (1) by (2).

(b). “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c). “High school dropout rate” shall be calculated as follows:

1. The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
2. The total number of cohort members.
3. Divide (1) by (2).

(d). “High school graduation rate” shall be calculated as follows:

1. The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
2. The total number of cohort members.
3. Divide (1) by (2).

(e). “Suspension rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
3. Divide (1) by (2).

(f). “Expulsion rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
3. Divide (1) by (2).