School wide§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Morgan Hill Unified School District   **Contact:** Steve Betando, Superintendent, betandos@mhusd.org, 408.201.6001   **LCAP Year:** 2014-15

Local Control and Accountability Plan and Annual Update Template

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.

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 targeted 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 targeted 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 targeted 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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Introduction
Morgan Hill Unified School District has 8,500 students in 13 schools (2 Comprehensive High Schools 9-12, 1 Continuation High School 11-12, 2 Middle Schools 7-8, 1 K-8, and 7 K-6). We are a geographically, ethnically and socioeconomically diverse community (Caucasian 35%, Latino 50%, English Learners 19%, Low Socio-economic 46%, Students with Disabilities 14%). Reflecting the diversity in educational preferences and in response to the needs in our community, some of our schools also have Transitional Kindergarten, preschool classes, and/or special day classes. There is also a dual immersion program and an environmental science focus academy (San Martin/Gwinn Elementary), a K-8 math and music academy (Jackson Academy of Math and Music), and a STEAM (Science, Technology, Engineering, Art, and Math (PA Walsh)). **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 will thrive in the challenges of the 21st Century. **Our Mission:** The Morgan Hill Unified School District's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential.

Special Education Program description for County Special Education Programs: The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

> **Deaf/Hard of Hearing**: Total communication approach that allows for all forms of communication in an instructional program.

> **Orthopedic Impairments**: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

> **Autism Spectrum Disorders:** Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

> **Emotional Disturbance:** Students receive individual and group mental health services as well as academic instruction.

> **Severe Medical Needs and Cognitive delays**: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

> **Early Start Program:** Provides support and resources to family members and care givers to enhance children's learning and development.

> **Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

> **WorkAbility Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self-advocacy.

> **Inclusion Collaborative:** This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for additional materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

Involvement Process	Impact on LCAP
Beginning November 2013, the district formed 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. On January 16, 2014, members from these groups attended the State Board of Education Public Hearing on LCFF and LCAP. This was an opportunity to hear the differing opinions, especially concerns about the use of supplemental and concentration grants. From December 2013 through February 2014, the Work Groups met, reviewed data, identified needs, drafted goals, and potential actions associated with each priority area. Between November 2013 and April 2014, meetings were held with individual stakeholder groups to share the process and provide updates. Groups included principals, executive staff, site staff, governance groups (e.g. DELAC, SSC, HSC), and the Board. Also during this time, the district advertised and conducted three regional community meetings: March 18 at Los Paseos Elementary (north end of the district) at 6 pm; April 7 at El Toro Elementary (middle of the district) at 6 pm; and April 11 at San Martin/Gwinn Elementary (southern end of the district) at 8 am. Flyers announcing the community meetings were disseminated to all sites in Spanish and English. Sites were required to post the flyers in visible spaces, to announce via marquis, and upload to websites. Additionally, ConnectEd phone messages were placed district-wide prior to each meeting, clarifying meeting times and locations. DELAC parents voted to attend the April 7 regional meeting. At each regional meeting, presentations were available in English and in Spanish. At these meetings, the eight priority areas and draft goals and actions that were generated by the work groups were reviewed. The community was asked: Are these the right goals and actions? Is anything missing? At the conclusion of each meeting, participants were given 16 sticker dots and, on posters with the goals and actions enlarged, were asked to post their dots next to the actions they believed were a priority. Participants were also invited to give suggestions and additional feedback via Post-it notes and post these on the posters. This feedback was tabulated as percentages of total dots per meeting, by English and Spanish groups as a way to prioritize the community's feedback. The following actions received 30% or more "dot votes" as a result of 132 participants' responses recorded at the three community regional meetings: • 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)	Work Groups helped create simple and clear draft goals and actions to bring to the larger community. Regularly updating the various stakeholders groups created a transparent process. Community meetings and the online survey gave options to engage with all stakeholders in both English and Spanish in the prioritizing process. The gathered, reviewed, tabulated, and prioritized community input helped further define, eliminate, or add goals and actions. Areas that did not receive high ratings were not prioritized in the LCAP; likewise, individual comments that did not fit into a trend of input were not prioritized into the plan. Given budgetary constraints only actions that received the highest rating could be included in the final LCAP, other actions that didn't rank as high may be considered in future LCAP years.

In April 2014, an online survey, both in English and Spanish, was posted for all stakeholders' feedback. The questions were organized around the eight state priorities and were aligned with the actions described during the community meetings. Principals provided information on the LCAP and priorities, and announced the survey at SSC (School Site Council) meetings to make sure these stakeholders were informed and had an opportunity to provide input. A total of 322 responses to the survey included 100 parents, 150 certificated staff, 29 classified staff, and 43 community members. There were responses from all district schools as well as the district office.

Trends varied by stakeholder. Responses that received 50% or higher of "very important" are tallied below, indicating "S" for staff and "P" for parents/community members.

- Prioritize site facility needs - S
- Ensure competitive salary schedule - S, P
- Evaluate technology and instructional materials that reflect Common Core State Standards and 21st Century learning and purchase as needed - S, P
- 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 - S, P
- Continue to provide training to teachers to support their successful implementation of the Common Core State Standards - S
- The District will provide teachers opportunities to meet together (Collaboration time) to plan their instruction and evaluate their students' progress in meeting the new standards - S
- Teachers will learn how to use new assessments aligned to the Smarter Balanced Assessment (new State tests aligned to Common Core State Standards) - S
- Parents will receive information on how to support their children in learning the new standards - S, P
- Teachers will receive training and support in addressing the needs of students learning English as a second language (English Learners) - S
- Provide an instructional program for all students that emphasizes literacy skills across all subject areas - S, P
- Develop how to measure learning in a variety of ways including student exhibitions and performance assessments where students must demonstrate their knowledge and skills - S, P
- Develop how to measure learning in a variety of ways including student exhibitions and performance assessments where students must demonstrate their knowledge and skills - S, P
- Define growth targets for all state mandated tests - P
- Research the benefits of all-day kindergarten, extended school day for primary grades and early education programs - S
- High School students will participate in community service project or activity to be part of their senior year exhibition or portfolio - P
- Establish family-friendly volunteer opportunities to promote meaningful participation - S
- School sites will build culture of inclusion and design ways to involve more parents - S
- Schools will participate in the School Attendance Review Board (SARB) process and monitor the number of students who are habitually truant providing the appropriate interventions - S
- Hire additional support staff who can support academic and social emotional needs - S
- Implement and provide staff training for school wide Positive Behavior Intervention System (SWPBIS) - S

Below is an example of the tracking process of the input gathered from the regional meetings and the online surveys.

B	C ◀ ▶	G	H	I	J	K	L	M
Note: For summary percentages of regional meetings (column I), cells are shaded where there is a 30% or higher "dot vote". For the survey results, where respondents were not restricted with their vote (columns K and M), cells are shaded where 50% or higher indicated that the action was "very important."		Total of Reg Mtgs English	Total of Reg Mtgs Spanish	Reg Mtgs % English & Spanish	Very Imp Parents Comm	Parents Comm %	Very Imp Staff	Staff %
Establish family-friendly volunteer opportunities to promote meaningful participation		11	12	17%	46	44%	95	51%
Provide training to school staff on how to work effectively with parents		18	21	30%	38	36%	58	31%
Each school will develop a parent outreach plan		20	5	19%	39	37%	55	29%
Ensure parent info is available in accesible formats and languages spoken by majority of our families.		0	0	0%	44	42%	92	49%
School sites will build culture of inclusion and design ways to involve more parents.		0	0	0%	48	46%	100	53%

Using this tracking method, the un-highlighted areas were not prioritized in the LCAP. Additionally, the feedback given by individual Post-its or comments online were read and considered; however, because the comments were each one of a kind, trends could not be easily established. Where there was no visible trend, the comments were not prioritized.

District staff reviewed and summarized input from Work Groups, community meetings, stakeholder surveys and other sources (e.g. Board member communication, Latino parent meeting, Chamber of Commerce meeting) to create a draft LCAP document with identified needs, goals, and actions. On May 19, another community meeting was held at 6:00pm at El Toro Elementary inviting Work Groups, DELAC, DAC, key communicators, and general community to show the LCAP draft and overview document. The district received written comments from attendees and the Superintendent responded in writing to all comments received.

A Public Hearing was held at the June 10 Board of Education meeting and the final LCAP was presented for approval at the June 24 Board of Education meeting.

Section 2: Goals and Progress Indicators

*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 targeted subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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 (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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities
(What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and EOCs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate)
Identified Need Continue to address the achievement levels of all groups. English Learner and Low Socio-economic students fall behind English Only and Caucasian peers in all state assessments. The district has improved graduation rates and dropout rates for the Latino subgroup; however, a difference persists especially in students meeting A-G requirements. The API results indicate an urgent need to address the academic and	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.	All Students, English Learners, Low Socio-economic and Special Education students	All schools		*State Smarter Balance* Assessment/Common Core: Baseline to be determined from test results from 2015 administration. *Local Interim and Formative Assessments* Establish baseline performance levels and improvement targets district-wide and for Low Socio-economic, English Learner students and foster youth using district local assessments based on the new CCSS and SBAC results from Spring 2015.	*State Smarter Balance* Increase from baseline district-wide 5% overall and 7% for Low Socio-economic, English Learner student, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2015. *Local Interim and Formative Assessments* An increase of a minimum of 10% points in subject areas tested.	*State Smarter Balance* Increase from baseline district-wide 5% overall and 7% for Low Socio-economic, English Learner students, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2016. *Local Interim and Formative Assessments* An increase of a minimum of 10% points from 2016 results in subject areas tested.	1. Basic 2. Implementation of State Standards 4. Pupil achievement 5. Pupil engagement 7. Course access 8. Other pupil outcomes

linguistic needs of English Learners, students from Low Socio-economic backgrounds and Special Education students.
 	
Science CST results indicate a need to implement and expand science education for all students and raise the achievement for all subgroups as we prepare all of our students for 21st Century learning.
 	
The increased rigor of the Common Core State Standards requires that we prepare all of our students for college and career readiness.
 	
Metrics
•*Academic Performance Index (API) District* **2013**
  . Caucasian students 856
  . Latino students 715
  . English Learner English Language Arts students 715
  . Low socio students 699
  . Special Education students 587
		All Students, English Learners, Low Socio-economic and Special Education students	High schools		***Graduation Rate and Students Meeting A-G Requirements***
					
					The goal will be to exceed State Graduation targets district wide and for each school and increase the percentage of Latino graduates. Data not available from State on rates for EL/reclassified students, Low-socio or foster youth.
					
					Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5%.
					
					Drop Out Rate
					Significantly reduce the number and percentage of all students dropping out of school by identifying students at risk and providing academic support and counseling.
						Graduation Rate and Students Meeting A-G Requirements
						
						The goal will be to exceed State Graduation targets district wide and for each school and increase the percentage of Latino graduates. Develop internal goals for subgroups as not reported by State.
						
						Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5%.
						
						Drop Out Rate
						Continue to reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.
							Graduation Rate and Students Meeting A-G Requirements
							
							The goal will be to exceed State Graduation targets district wide and for each school and increase the percentage of Latino graduates. Continue to set internal goals for subgroups not reported by State.
							
							Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5%.
							
							Drop Out Rate
							Continue to reduce the number and percentage of all students dropping out of school by continuing to improve practices and support for identified students.	

Overall increase in the district base API of 2 points in the last 3 years. Latino students have shown an 8 point increase and Caucasian students have shown a 1 point increase. There is a difference of of 141 points between the API score of Caucasian and Latino students for the 2012-13 school year. English Learner students have shown a 14 point increase, Special Education students a 24 point decrease and low socio-economic students a 3 point increase in their base API scores during the past 3 years. • *Graduation Rate* 2013 Results District 93.2% Live Oak 98% Sobrato 95.9% A 13.5% increase in the overall graduation rate in the past three years. There has been a 20.4% increase in the graduation rate for Latino students and a		All Students, English Learners, Low Socio-economic and Special Education students	All Schools; Focus on STEM (San Martin-Gwinn) and STEAM (PA Walsh)		***CAHSEE Passage Rate*** Increase percentage of students passing CAHSEE by 2% each year districtwide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5% each year for EL students and by at least 5% for Low-socio students in ELA and math. ***Advanced Placement Participation and Passing Rates*** Increase number and percentage of students participating AND passing AP exams by 5% for all groups. ***Science*** Begin exploration phase of science education districtwide using State Next Generation Science Standards. Increase an overall student achievement on Science new assessments by 5% including achievement for each targeted subgroup.	***CAHSEE Passage Rate*** Increase percentage of students passing CAHSEE by 2% each year districtwide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5% each year for EL students and by at least 5% for Low-socio students in ELA and math. ***Advanced Placement Participation and Passing Rates*** Increase number and percentage of students participating AND passing AP exams by 5% for all groups. ***Science*** Begin to implement Next Generation Science Standards at all schools. Increase an overall student achievement on Science new assessments by 5% including achievement for each targeted subgroup.	***CAHSEE Passage Rate*** Increase percentage of students passing CAHSEE by 2% each year districtwide. And for each high school. Increase percentage of students passing CAHSEE by a minimum of 5% each year for EL students and by at least 5% for Low-socio students in ELA and math. ***Advanced Placement Participation and Passing Rates*** Increase number and percentage of students participating AND passing AP exams by 5% for all groups. ***Science*** Continue to implement Next Generation Science Standards at all schools. Increase an overall student achievement on Science new assessments by 5% including achievement for each targeted subgroup.	

		English Learners	All Schools		***CELDT & Reclassification*** All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.	***CELDT & Reclassification*** All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.	***CELDT & Reclassification*** All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.	
5.5% increase in the graduation rate for Caucasian students. There is a difference of 7.7% between the percentage of Caucasian and Latino graduates. •***Meeting A-G Requirement*s** 4.7% increase in the number of students who have met A-G requirements, with Latino students showing a 9.7% increase and Caucasian students showing a .6% decrease during the past 2 years. There is a difference of 18.6% between the percentage of Caucasian and Latino students who met A-G requirements in 2013. •***Drop Out Rates*** 11.7 percentage point decrease in the number of dropout's district-wide during the past 3 years. 16.9 percentage point decrease in the number of Latino students who dropout and a 5.4% decrease in the number								

of Caucasian students who dropout. The Latino dropout rate is 2.2% higher than the dropout rate for Caucasian students. 2013 Drop Out Rate: • All students 3.4% • Latino students 4.6% • Caucasian students 2.4% •*California High School Exit Exam (CAHSEE) Passage Rates* **2012-13** (English Language Arts) • Total = 85% • Caucasian = 94% • Latino = 73% • English Learner = 49% • Low socio = 69% **2012-13** (Math) • Total = 86% • Caucasian = 95% • Latino = 76% • English Learner = 57% • Low socio = 72%							

The percentage of 10th grade students passing the CAHSEE in the area of English Language Arts has remained consistent at 85% during the past 3 years. During the 2012-13 school year 94% of Caucasian students passed the English Language Arts portion of the test while 76% of Latino students passed the exam with only 57% of English Learner students passing the test and 72% of low socio-economic students passing the English Language Arts portion of the test. During the 2012-13 school year 94% of Caucasian students passed the math portion of the CAHSEE exam while only 76% of Latino students passed the test, 57% of English Learner students passed the test and 72% of low socio-economic students passed the math portion of the test.							

The achievement gap exists as evidenced by the fact that the number of Caucasian students who passed the 2012-13 English Language Arts portion of the CAHSEE was 21% higher than the number of Latino students who passed the test. In the math portion of the test, the number of Caucasian students who passed the test was 19% higher than the number of Latino students who passed the exam. English Learner students continue to have the lowest percentage of students passing the CAHSEE in English Language Arts and math of all targeted subgroups. • *Advanced Placement Participation and Passing Rates* Participation rates between 2011 and 2013 (3 years) - the percentage of students taking AP Exams annually has been on average as follows:							

- All students 49% - Latino students 24%; - Caucasian students 46% 2013 Passing Rates: - All students 54% - Latino students 41% - Caucasian students 49% *•Science CST (2012-13)* - All students 65% - Caucasian students 81% - Latino students 49% - English Learner students 24% - Low socio students 46% During the 2012-13 school year, Caucasian students scored 31% higher in the area of science than Latino students on the Science CST test with Caucasian students scoring 81% proficient while Latino							

students scored 49% proficient. English Learner students scored 24% proficient and low socio-economic students scored 46% proficient. During the past 3 years, English Learner students showed a 3% decrease in the number of students scoring proficient while low socio-economic students showed a 4% increase in the number of students scoring proficient, Latino students showed a 4% increase in the number of students scoring proficient and Caucasian students showed a 1% increase in students scoring proficient. •*CELDT AMAO* **AMAO 1 (English Learners advancing one CELDT Level per year)** The district-wide target was met for past four years; however last year in 2012-13, 7 of our 13 schools met the target.								

AMAO 2 (English Learners meeting English Proficiency within 5 Years) The district met target for past four years. For 2012-13, only 3 schools met AMAO less than five years and 6 schools met AMAO 2 for students identified as English Learner for 5 or more years. •*Reclassification Rates* 2011 7% 2012 7.7% 2013 22% There was a significant increase in English Learners being reclassified in 2013 surpassing the State's reclass rate of 12.1%							
Identified Need Input from families and staff during the LCAP community meetings indicated an interest in increasing opportunities for authentic engagement for ALL families to support academic and social/ emotional success for students. Parents of English Learner students	**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	All	All		A district-wide survey or tool will be developed to establish baseline and targets for subsequent years.	Using the baseline and targets from Year 1, use the information on family engagement in key activities to demonstrate improvement. Survey data will show a 10% increase in belief that input is valued, that families feel welcome, and that there are sufficient high quality	Based on results from Year 2, use the information on family engagement in key activities to demonstrate improvement. Survey data will show a 10% increase in belief that input is valued, that families feel welcome, and that there are sufficient high quality	3. Parent involvement 5. Pupil engagement 6. School climate

expressed a need to have more parents participate in school committees and meetings. **Metrics** 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. A metric must be determined to evaluate this goal.						opportunities for engagement.	opportunities for engagement.	
Identified Need Continue to improve Graduation rates for all students and reduce dropout rates. English Learner students need academic linguistic support. Intervention and alternatives are needed for students requiring credit recovery or additional time in order to meet graduation requirements. There is an urgent need	**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.	All	All		Demonstrate increased engagement, connectedness to school, and persistence as measured by: • Collect baseline data based on the Children's Healthy Kids Survey reporting that they feel safe and respected in school • Increase all students, including targeted sub group graduation rates and decrease dropout rates, suspensions, and expulsions by 10%	Demonstrate increased engagement, connectedness to school, and persistence as measured by: • 5% point increase in percent of students on Children's Healthy Kids Survey reporting that they feel safe and respected in school • Increase all students, including targeted sub group graduation rates and decrease dropout rates, suspensions, and expulsions by 10%	Demonstrate increased engagement, connectedness to school, and persistence as measured by: • 5% point increase in percent of students on Children's Healthy Kids Survey reporting that they feel safe and respected in school • Increase all students, including targeted sub group graduation rates and decrease dropout rates, suspensions, and expulsions by 10%	5. Pupil engagement 6. School climate 7. Course Access 8. Other pupil outcomes

to address how to engage Latino, English Learner students, and students from Low socio backgrounds in school and strengthen the relationship between home and school as indicated by the number of suspension and expulsions for Latino youth.

Metrics
Graduation Rates

	All	Caucasian	Latino
2011	79.7	91.1	68.5
2012	88.1	92.2	82.8
2013	93.2	96.6	88.9

Drop Out Rates

	All	Caucasian	Latino
2011	15.1	7.8	21.5
2012	8.0	5.4	11.9
2013	3.4	2.4	4.6

Suspensions
There is a high representative percentage of Latino students being suspended than other students.

In 2012-13, 60% of all students who were suspended were Latino; 23% of these students were Caucasian, 17% were from other

ethnic/racial backgrounds. **Expulsions** There is a higher percentage of Latino students being expelled. In 2012-13, 70% of the students expelled were Latino. 22% were Caucasian and 8% from other backgrounds.							

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district-wide, school wide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A.   What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
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.	1. Basic	Classroom teachers provide high quality standards-based on daily instruction	LEA-wide		Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in addressing the needs of all students ultimately closing the achievement gap while all students improve.

Maintain a class size of 24:1 in grades TK-1 and 29:1 in grades 2-12.

Provide an induction program for new teachers and coaching support for struggling veteran teachers (Title II and LCFF Base)

LCFF Base Teachers: $26,405,000
LCFF Base BTSA: $75,000 | Recruit, hire & retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.

Maintain a class size of 24:1 in grades TK-2 and 29:1 in grades 3-12.

Provide an induction program for new teachers and coaching support for struggling veteran teachers (Title II and LCFF Base)

LCFF Base Teachers: $26,900,000
LCFF Base BTSA: $75,000 | Recruit, hire & retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.

Maintain a class size of 24:1 in grades TK-3 and 29:1 in grades 4-12.

Provide an induction program for new teachers and coaching support for struggling veteran teachers (Title II and LCFF Base)

LCFF Base Teachers: $27,405,000
LCFF Base BTSA: $75,000 |
| | 1. Basic | Recruit, hire & retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college & career readiness. | LEA-wide | | Recruit, hire & retain a diverse group of site support staff and administrators who are skilled in closing the achievement gap while all students improve.

LCFF Base: $5,620,000 | Recruit, hire & retain a diverse group of site support staff and administrators who are skilled in closing the achievement gap while all students improve.

LCFF Base: $5,775,000 | Recruit, hire & retain a diverse group of site support staff and administrators who are skilled in closing the achievement gap while all students improve.

LCFF Base: $5,900,000 |

	1. Basic	Recruit, hire & 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's office.	LEA-wide		Recruit, hire & retain a diverse group of staff to support central services which are essential to sites and programs such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the superintendent's office. LCFF Base: $9,000,000	Recruit, hire & retain a diverse group of staff to support central services which are essential to sites and programs such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the superintendent's office. LCFF Base: $9,200,000	Recruit, hire & retain a diverse group of staff to support central services which are essential to sites and programs such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the superintendent's office. LCFF Base: $9,400,000
	1. Basic	Recruit, hire and retain a diverse group of staff to provide high quality special education services for identified students.	LEA-wide		Recruit, hire & retain highly qualified staff (administrators, teachers, paraprofessionals, specialists, etc.) to provide exceptional programs and appropriate intervention for our special education students. LCFF Base: $8,180,000	Recruit, hire & retain highly qualified staff (administrators, teachers, paraprofessionals, specialists, etc) to provide exceptional programs for our special education students. LCFF Base: $8,300,000	Recruit, hire & retain highly qualified staff (administrators, teachers, paraprofessionals, specialists, etc) to provide exceptional programs and appropriate intervention for our special education students. LCFF Base: $8,420,000
	1. Basic 2. Impl. of State Standards 7. Course access	Provide ongoing professional development to teachers and administrators on the implementation of the Common Core State Standards in the base program for English Language	LEA-wide		As part of the district's Common Core Implementation Plan, provide release time and consultants for professional development sessions for teachers and administrators to include, but not limited to the following: **Elementary:** • Literacy Boot Camp K-2 • Literacy Boot Camp 3-5 • Engage NY English Language Arts and Math units	As part of the district's Common Core Implementation Plan, provide release time and consultants for professional development sessions for teachers and administrators to include, but not limited to the following: **Elementary:** • Gradual Release of Responsibility • Collaborative Structures (speaking and listening standards)	As part of the District's Common Core Implementation Plan, provide release time and consultants for professional development sessions for teachers and administrators to include, but not limited to the following: **Elementary:** • Next Generation Science Standards • Writing • Digital Literacy

		Arts, English Language Development and Math as specified in the district's Common Core Implementation Plan.			• Formative Assessment/DOK • Math Practice Standards • Next Generation Science Standards • ELD Standards • Digital Literacy **Secondary:** English Language Arts -unit development and planning Math-CPM Math curriculum planning Technical Subjects/Social Studies and electives-unit development and planning. *Constructing Meaning* – strategies for English Learners for Secondary teachers (specific departments and subject areas). **Leadership Development:** • Instructional Rounds for Administrators • Teacher Evaluation • Equity Common Core Funds: $400,000	• Math Content • Next Generation Science Standards • Digital Literacy **Secondary:** English Language Arts -unit development and planning Math-CPM Math curriculum planning Technical Subjects/Social Studies and electives-unit development and planning. *Constructing Meaning* strategies for English Learners for Secondary teachers (specific departments and subject areas). **Leadership Development:** • Culturally Proficient Schools & Leadership • Instructional Leadership LCFF Base: $200,000	**Secondary:** English Language Arts -unit development and planning Math-CPM Math curriculum planning Technical Subjects/Social Studies and Electives-unit development and planning. *Constructing Meaning* - strategies for English Learners for Secondary teachers (specific departments and subject areas). **Leadership Development:** • Instructional Leadership (Based on needs assessment) LCFF Base: $200,000
	1. Basic 2. Impl. of State Standards 7. Course access	Hire staff to provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in	LEA-wide		Hire a minimum of four district Teachers on Special Assignment to support the consistent implementation of the Common Core State Standards across all schools. They will provide guidance, professional development, technical assistance, and support the development and availability of curriculum. Develop and implement a plan to	A minimum of four district Teachers on Special Assignment will continue to support the consistent implementation of the Common Core State Standards by continuing to provide professional development and technical assistance. They will also develop coaching skills as they coach site teacher leaders. Implement a plan to provide teachers to collaborate across schools by grade	A minimum of four district Teachers on Special Assignment will continue to support the implementation of the Common Core State Standards by continuing to provide professional development and technical assistance. They will coach, develop needed materials, and provide site and district leadership on implementation of the state standards.

	English Language Arts, English Language Development and Math as specified in the District's Common Core Implementation Plan.			provide teachers to collaborate across schools by grade level or by course/subject at the secondary level. Common Core Funds: $292,000	level or by course/subject at the secondary level. LCFF Base: $300,000	Implement a plan to provide teachers to collaborate across schools by grade level or by course/subject at the secondary level. LCFF Base: $300,000
2. Impl. Of State Standards 4. Pupil achievement 7. Course Access	Implement formative Common Core State Standards aligned assessments for the identification of student needs and instructional planning.	LEA-wide		Identify resources and/or develop formative assessments including data management system. LCFF Base: $305,000	Continue to develop and implement formative assessments including use of data management system. LCFF Base: $205,000	Continue to develop and implement formative assessments including use of data management system. LCFF Base: $205,000
3. Parent involvement 4. Pupil achievement	A comprehensive data management system accessible to staff, parents, and students to monitor progress of student success.	LEA-wide		Investigate, purchase, and migrate data to new Student Information System focused on parent access to online information regarding progress on standards and class grades TK-12. Investigate additional module or system for readily accessible student longitudinal information for all testing (local and state), local interventions, and teacher comments regarding ongoing progress, including Individual Educational Plan and language goals. Add district-level staffing, such as an Student Information System Coordinator; to support implementation, training, and site	Implement new Student Information System, including training for all users, use of online parent communication tool access, and view ongoing progress information (grades, testing, etc.). Implement additional module or system for ongoing and longitudinal student data; provide Professional Development to teachers, counselors, and other users regarding extracting from or adding to the data system.	Continue to provide training to new users in the Student Information System. Monitor effectiveness of additional module or system; continue to provide training to use system to document student progress.

				support for new systems. LCFF Base: $350,000 (Purchase Software & Training) LCFF Base: $80,000	LCFF Base: $80,000	LCFF Base: $80,000
	1. Basic 2. Impl. Of State Standards 4. Pupil achievement 7. Course access	Implement a strong early literacy program to ensure foundational skills are taught and students in early grades become proficient readers.	Elementary schools	Establish early literacy task force to: • Identify universal literacy assessment to identify skill gaps as part of the district's multi-tiered academic intervention system • Define literacy program for Transitional Kindergarten and Kindergarten • Design and implement assessment process for Transitional Kindergarten and Kindergarten • Support the design of the Transitional Kindergarten-2 literacy program LCFF Base: $20,000	Implement 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 LCFF Base: $20,000	Implement 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 LCFF Base: $20,000
	1. Basic 2. Impl. Of State Standards 4. Pupil achievement 7. Course access	Increase digital literacy in our students and staff.	LEA-wide	Hire a minimum of one Instructional Technology Teacher on Special Assignment to support the development of digital literacy and use of technology within the instructional program as part of the district's technology and Common Core State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction.	Maintain or hire a minimum of two Instructional Technology Teachers on Special assignment to support the development of digital literacy in teachers as part of the district's technology and Common Core State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction. One to one devices will be made	Maintain at least two Instructional Technology Teachers on Special assignment to support the development of digital literacy in teachers as part of the district's technology and Common Core State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction. One to one devices will be made

					One to one devices will be made available to students as part of district's Measure G funds; training and coaching for staff will be provided as part of the implementation plan. Explore increasing hours for Library/Media clerks to support use of book collection as well as use of technology to support learning. LCFF Base: $150,000	available to students as part of district's Measure G funds; continue training and coaching for staff will be provided. LCFF Base: $225,000	available to students as part of district's Measure G funds; continue training and coaching for staff will be provided. LCFF Base: $225,000
	1. Basic 2. Impl. Of State Standards	Purchase instructional materials to support implementation of the Common Core State Standards in English Language Arts and Math.	LEA-wide		Purchase supplemental English Language Arts materials and Math supplemental materials Transitional Kindergarten-12. Provide consumable English Language Arts and Math materials. Common Core Funds: $200,000 LCFF Base: $500,000	Within 12 months of State adoption, investigate, pilot and purchase English Language Arts materials for 2016-17. Continue to provide consumable and supplemental English Language Arts and Math materials. LCFF Base: $500,000	Within 12 months of State adoption, investigate, pilot and purchase English Language Arts materials for 2016-17. Continue to provide consumable and supplemental English Language Arts and Math materials LCFF Base: $500,000
	4. Pupil Achievement 5. Pupil Engagement 7. Course access	Continue to support the identification of Gifted and Talented students and support their educational needs.	LEA-wide		Evaluate current practices and programs at school sites serving Gifted and Talented Education students; conduct an analysis of student achievement and review criteria and identification process. Make recommendation for modification or support as needed. LCFF Base: $25,000	Based on year 1, implement a plan for how to improve instructional practices for identified GATE students including any changes in identification process. LCFF Base: $150,000	Based on year 1, continue with any plans or modifications in improving education of identified GATE students. LCFF Base: $150,000

4. Pupil Achievement 7. Course access	Maintain and expand Career Technical Education Courses.	LEA-wide		Implement Career Technical Education pathways and courses. SCROP: $705,000	Implement Career Technical Education pathways and courses. LCFF Base: $705,000	Implement Career Technical Education pathways and courses. LCFF Base: $705,000
4. Pupil Achievement 7. Course access	Ensure access to Advanced Placement courses and expand course offerings as driven by student need.	High schools		Using Equal Opportunity Schools, Cal-SOAP, and counseling information, create a recruiting plan into Advanced Placement courses for traditionally underrepresented students. Within plan, identify possible expansion of Advanced Placement course offerings in order to plan for staffing changes and registration. Provide an additional 1.0 FTE of counseling per high school and 0.5 FTE per middle school. LCFF Base: $890,000	Implement recruiting plan, adding in any identified expansion of courses; monitor student success as measured by class grades and Advanced Placement exam pass rate. Provide an additional 1.0 FTE of counseling per high school and 0.5 FTE per middle school. LCFF Base: $890,000	Continue recruiting plan; continue monitoring student success as measured by class grades and Advanced Placement exam pass rate. Continue with implementation of any changes or modifications with parity in instructional minutes. Provide an additional 1.0 FTE of counseling per high school and 0.5 FTE per middle school. LCFF Base: $890,000
7. Course access	Monitor and maintain parity of instructional minutes.	LEA-wide		Examine current instructional minutes across the district. Propose an equitable solution to address any disparities across the district, working with site administration, transportation, and teachers. LCFF Base: $5,000	Implement proposal for changes in instructional minutes. Monitor instructional minutes in compliance with Ed Code and ensure parity across schools. LCFF Base: $5,000	Monitor instructional minutes in compliance with Ed Code and ensure parity across schools. LCFF Base: $5,000
1. Basic 2. Impl. Of State Standards 4. Pupil achievement 5. Pupil	Offer a vigorous, online curriculum for high school students as an alternative to traditional	High School		Create team to explore best ideas for implementing a "digital high school" as part of alternative education if possible instead of independent study. Assess technology and staffing needs for an alternative online high school, using A-G	Design a "digital high school" and create implementation plan.	Implement plan.

engagement 7. Course access	instructional delivery and to support credit recovery for at risk students.			approved program. Research existing online curriculum and programs. Identify student need for an online alternative and identify capacity of alternative program Design a "digital high school" and create implementation plan. LCFF Base: $5,000	LCFF Base: $5,000 LCFF Base: $100,000 (Purchase Software & Training)	LCFF Base: $75,000
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.	3. Parent involvement 5. Pupil engagement 6. School climate	Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.	LEA-wide		Using Hanover Research Group, develop a parent survey to evaluate engagement and involvement in activities as part of the LCAP process. Survey should account for involvement for different grade spans, schools, type of activity, and the demographics of family. LCFF Base: $17,500	Begin collecting survey baseline data and set goals to improve involvement and connectedness including parent volunteer opportunities. LCFF Base: $25,000	Increase overall parental involvement and connectedness by 5% from baseline. LCFF Base: $25,000
	3. Parent involvement 5. Pupil engagement 6. School climate	Provide opportunities and resources for parents/guardians to support their children's education at home and their role in preparing their children for college and career.	LEA-wide		Survey parents to determine areas of need for parent education. For example computer literacy, English as a Second Language, study skills, etc. Establish a centralized parent center with resources to assist parents in helping their students. LCFF Base: $25,000	Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as Learning and Loving Center and Adult Education. LCFF Base: $100,000	Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as Learning and Loving Center and Adult Education. LCFF Base: $100,000
	3. Parent involvement 5. Pupil	Support two-way communication with families and	LEA-wide		Maintain Community Liaisons for each site to engage families and community members in two-way communication on	Maintain Community Liaisons for each site to engage families and community members in two-way communication on	Maintain Community Liaisons for each site to engage families and community members in two-way communication on

	engagement 6. School climate	community members to inform them about and get input on district programs and practices.			district programs and practice. 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. LCFF Base: $101,000	district programs and practice. 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. LCFF Base: $110,000	district programs and practice. 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. LCFF Base: $120,000
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.	4. Pupil achievement 5. Pupil engagement 6. School climate	Provide social emotional and academic counseling services.	LEA-wide		At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students. LCFF Base: $607,000	At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students. LCFF Base: $625,000	At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students. LCFF Base: $625,000
	5. Pupil engagement 6. School climate	Provide social emotional and academic counseling services.	LEA-wide		Provide socio-emotional counseling services at all sites. Continue social-emotional partnerships and programs (e.g. Project Cornerstone, outside counseling agencies). Design system for collecting data on these services. Add district-level staffing, such as Student Services Coordinator, to support implementation of all programs that will support student socio-emotional and academic needs and promote student engagement and safety. Provide an additional 1.0 FTE of counseling per high school and 0.5 FTE per middle school.	Maintain socio-emotional counseling services at all sites. Monitor and continue partnerships (e.g. Project Cornerstone, outside counseling agencies) evaluating effectiveness.	Maintain socio-emotional counseling services at all sites. Monitor and continue partnerships (e.g. Project Cornerstone, outside counseling agencies) evaluating effectiveness.

6/5/2014

					LCFF Base: $415,000	LCFF Base: $415,000	LCFF Base: $415,000

	5. Pupil engagement 6. School climate	Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System a multi-tiered system of support for behavior.	LEA-wide		Create implementation plan for Positive Behavior Intervention System. LCFF Base: $25,000	Pilot Positive Behavior Intervention System at designated sites (at least one elementary, middle and high school). Identify site staff to be site leads for Positive Behavior Intervention System. Provide training within each school. LCFF Base: $100,000	Expand Positive Behavior Intervention System to other sites including training and coaching support as needed. LCFF Base: $175,000
	5. Pupil engagement 6. School climate 8. Other pupil outcomes	Develop a community service or service learning component to the high school curriculum and/or graduation requirements to be included with the senior year exhibition.	LEA-wide		Create a team for middle and high school teachers to explore how other districts implement community service and/or service learning within their curriculum. Create proposal and implementation plan for Secondary Curriculum Council, Board of Education, and high school staff. Adopt criteria by June 2015. LCFF Base: $5,000	Begin implementation of service learning. Continue to work with community partners. LCFF Base: $25,000	Continue to refine service learning per implementation plan. LCFF Base: $25,000

B.   Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	1. Basic 2. Impl. Of State Standards 7. Course access	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.	LEA-wide		Review current course offerings, curricula and instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL students. Evaluate the need for new English Language Development materials at the secondary level. Provide professional development to staff to include the following but not limited: • New English Language Development Standards • Constructing Meaning training , • Continue to refine ELD practices with EL Achieve *Systematic ELD* program LCFF Supplemental: $50,000 Title I, Title III: $75,000	Revise course offerings, curricula and instructional practices to ensure alignment with new State Standards. and make necessary changes to address the needs of EL students. Offer ongoing professional development for staff. It is expected that curricula needs would be met though purchase of new textbooks with English Language Development supports, costs already included in Section A. Continue to provide professional development to new staff to include the following but not limited: • English Language Development Standards • *Constructing Meaning* training , • Continue to refine ELD practices with EL Achieve *Systematic ELD* program LCFF Supplemental: $50,000	Revise course offerings, curricula and instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL students. Offer ongoing professional development for staff. It is expected that curricula needs would be met though purchase of new textbooks with English Language Development supports, costs already included in Section A. Continue to provide professional development to new staff to include the following but not limited: • English Language Development Standards • *Constructing Meaning* training , • Continue to refine ELD practices with EL Achieve *Systematic ELD* program LCFF Supplemental: $50,000

	1. Basic 2. Impl. Of State Standards 4. Pupil achievement 5. Pupil engagement 7. Course access	To support the low socio-economic students and English Learners who currently attend two Year 5 Program Improvement schools. The district will restructure the schools beginning in 2014-15. San Martin Gwinn Elementary will become science focus with a Spanish Dual Immersion strand and PA Walsh will become a STEAM school. Continue support for previously restructured school Jackson Academy of Math and Music in the implementation of its music and math focus.	San Martin Gwinn, PA Walsh, and Jackson Academy		Implement the program plan as detailed in each school plan. San Martin Gwinn will begin project based learning aligned with the Next Generation Science Standards. PA Walsh will begin by implementing the "A" and "T" in STEAM - art and technology. Provide ongoing Professional Development to teachers and support staff to assist with implementation. Hire Teachers on Special Assignment (TOSA) to support academy schools specific needs: Science Teacher on Special Assignment for San Martin Gwinn, Instructional Technology Teacher on Special Assignment for PA Walsh, and Music Teacher on Special Assignment for Jackson. Total of 3.5 FTE's. LCFF Supplemental: $300,000	Continue to implement the program plan as detailed in each schools plan and provide ongoing Professional Development to teachers and support staff to assist with implementation. Maintain additional academy support by continuing to provide Teachers on Special Assignment to support academies specific needs – science, technology, and music. LCFF Supplemental: $300,000	Continue to implement the program plan as detailed in each schools plan and provide ongoing Professional Development to teachers and support staff to assist with implementation. Maintain additional academy support by continuing to provide Teachers on Special Assignment to support academies specific needs – science, technology, and music. LCFF Supplemental: $300,000
	4. Pupil achievement 5. Pupil engagement 7. Course access	Support the educational needs the low socio-economic students and English Learners who are currently identified as Gifted and Talented program eligible and expand the representation of low socio-economic students and English Learners in the Gifted and Talented program	All Schools		Evaluate current practices and programs at school sites serving Gifted and Talented Education students; conduct an analysis of identification practices in identifying EL, Special Education, Foster and Low-socio students and practices addressing the needs of high achieving students. LCFF Supplemental: $10,000	Based on year 1, implement a plan for to improve identification practices and instructional practices for identified GATE and high achieving students from underrepresented groups. LCFF Supplemental: $10,000	Based on year 1, continue with any plans or modifications in improving education of identified GATE and high achieving students from underrepresented groups. LCFF Supplemental: $10,000

1. Basic Standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Course access	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 students.	Murphy Britton Sobrato Live Oak		Provide an additional 10 FTE's (full time equivalent) positions at secondary sites to provide intervention courses for students below grade level in math or 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 Latino EL and bilingual students. LCFF Supplemental: $900,000	Evaluate effectiveness of Equity Adjustment and continue to implement based on student population and need. Based on evaluation consider increasing allocation. LCFF Supplemental: $920,000	Evaluate effectiveness of Equity Adjustment and continue to implement based on student population and need. Based on evaluation consider increasing allocation. LCFF Supplemental: $940,000
4. Pupil achievement 5. Pupil engagement 7. Course access 8. Other pupil outcomes	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.	Live Oak Sobrato Central		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. LCFF Supplemental: $40,000	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. LCFF Supplemental: $75,000	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. LCFF Supplemental: $75,000
4. Pupil achievement 5. Pupil engagement 6. School climate 7. Course access 8. Other pupil outcomes	Increase the number of underrepresented youth (specifically English Learners and low-socio) in Advanced Placement (AP) courses at the high school level.	Sobrato Live Oak		In partnership with the Equal Opportunity Schools (EOS) grant, support high schools in setting goals, enhancing course recruitment practices and identifying missing students from AP course selection. This includes creating internal capacity to identify potential students via databases; college knowledge and AP education for parents and students and providing PD to teachers. Sobrato worked with EOS in 2013-14.	Implement procedures and practices identified through EOS grant for increasing the number of underrepresented youth in AP Courses. Evaluate effectiveness of these practices for Sobrato. Support sites with funding teachers to attend AP training with the College Board.	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 these practices for Sobrato and Live Oak. Support sites with funding teachers to attend AP training with the College Board.

				Live Oak will begin to work with EOS in 2014-15. Support sites with funding teachers to attend AP training with the College Board. LCFF Supplemental: $50,000	LCFF Supplemental: $50,000	LCFF Supplemental: $50,000
	1. Basic Standards 2. Impl. Of State Standards 4. Pupil achievement 5. Pupil engagement 7. Course access 8. Other pupil outcomes	Develop and implement a tiered academic support model, including interventions and enrichment, specifically addressing the academic needs of low –socio students, foster youth, and English Learners.	LEA-wide		Establish task force to research and develop a multi-tiered, Transitional Kindergarten-12 system of interventions and enrichment • Monitor existing interventions and enrichment programs for impact on student success. • Identify/create a universal screening for students Transitional Kindergarten -8 and 9-12 • Research and identify effective in-class interventions and enrichment for identified students • Research and identify additional pull-out interventions during or after school for lowest 25% • Research and identify enrichment programs during or after school for the top 25%	Task force begins to pilot a multi-tiered in primary grades (Transitional Kindergarten-2) system of interventions and enrichment during and after school with assessments and materials • Implement the universal screening for students Transitional Kindergarten-8. • Provide Professional Development for in-class interventions and enrichment for all teachers • Provide Professional Development for teachers in targeted intervention curriculum for pull-out interventions • Provide Professional Development or guidelines/curricula for teachers in targeted enrichment • Pilot implementation of in class intervention & enrichment. Revise plan accordingly.	Task force implements a multi-tiered, system of interventions & enrichment for students in grades 3-6 during and after school with assessments and materials • Analyze results of Year 2 implementation • Fully implement and continue to refine system of interventions • Continue to provide Professional Development for in-class interventions and enrichment for teachers • Continue to provide Professional Development for teachers in targeted intervention curriculum for pull-out interventions • Continue to provide Professional Development or guidelines/curricula for teachers in targeted enrichment • Research interventions for secondary students and develop a plan
					LCFF Supplemental: $75,225 LCFF Supplemental: $600,000 to support site-level specific intervention and support services.	LCFF Supplemental: $100,000 LCFF Supplemental: $700,000 to support site-level specific intervention and support services.	LCFF Supplemental: $100,000 LCFF Supplemental: $700,000 to support site-level specific intervention and support services.

	1. Basic Standards 2. Impl. Of State Standards 4. Pupil achievement 5. Pupil engagement 7. Course access 8. Other pupil outcomes	To support all students and accommodate choice options within the district, a committee shall be formed to advise on school grade level structures	Elementary School and Middle Schools		A task force will be established to review research on the options related to alternate grade level configurations including K-8 and middle school grade structures. Based on the research and recommendation from the task force, a committee will explore and possibly advise on school configurations. LCFF Supplemental: $5,000	Implement recommended changes in grade level configurations. LCFF Supplemental: $5,000	Implement recommended changes in grade level configurations. LCFF Supplemental: $5,000
	1. Basic Standards 2. Impl. Of State Standards 4. Pupil achievement 5. Pupil engagement 7. Course access 8. Other pupil outcomes	To support low-socio, foster children, and English Learners, staff will explore the possibility of offering all-day kindergarten in order to increase instructional minutes	Elementary Schools		A task force will be established to review research on the effectiveness of full day kindergarten specifically for subgroups. Hanover Research and WestEd will be consulted for the research and analysis of any surveys collected. Full day kindergarten will be piloted at three elementary sites who have submitted a Trust Agreement (district and teacher's union) LCFF Supplemental: $5,000	Based on the research and recommendation from the task force, a plan will be created to address increasing instructional minutes for kindergarten students. LCFF Supplemental: $5,000	Evaluate effectiveness of kindergarten and continue to monitor success and address areas for improvement. LCFF Supplemental: $5,000
2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for	3. Parent involvement 5. Pupil engagement 6. School climate	Provide Bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners.	LEA-wide		Provide additional two hours of Community Liaison support district-wide for each school. Provide three additional days of professional development for Community Liaisons. LCFF Supplemental: $40,000	Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits. LCFF Supplemental: $50,000	Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits. LCFF Supplemental: $60,000

college or career readiness.		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 creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio-students and foster youth.	LEA-wide		Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, and Take it Personally. Continue to offer Parent Institute for Quality Education program to parents.	Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, and Take it Personally. Continue to offer parent leadership and education opportunities for parents.	Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, and Take it Personally. Continue to offer parent leadership and education opportunities for parents.
					LCFF Supplemental: $10,000 Title III: $30,000	LCFF Supplemental: $10,000 Title III: $30,000	LCFF Supplemental: $10,000 Title III: $30,000
	3. Parent involvement 5. Pupil engagement 6. School climate	Provide Spanish language classes for staff to improve communication between staff and parents of Spanish speaking English Learners.	LEA-wide		Offer Spanish language classes through the Adult Education school at no-cost to MHUSD staff	Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Develop staff recognition program to acknowledge staff that successfully complete the program.	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.
					LCFF Supplemental: $8,000	LCFF Supplemental: $10,000	LCFF Supplemental: $10,000

	3. Parent involvement 5. Pupil engagement 6. School climate	Improve communication and relationship with parents of English Learners, low-socio, and foster youth in order to increase parent and student engagement.	LEA-wide		Provide professional development to administrators on working with linguistically and culturally diverse families in order to develop cultural proficiency/cross-cultural understanding. LCFF Supplemental: $15,000	Provide professional development to certificated staff on working effectively with diverse students and families. Provide ongoing professional development to groups already trained (administrators). LCFF Supplemental: $75,000	Provide Professional Development to classified staff on working effectively with diverse students and families. Provide ongoing professional development to groups already trained (administrators and certificated staff). LCFF Supplemental: $150,000
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.	5. Pupil engagement 6. School climate 7. Course access	To support foster youth and low –socio students, provide additional health and social emotional counseling services to support success in school, improve connectedness, and reduce drop-out rates.	LEA-wide		Expand health services to reduce absenteeism of low-socio and foster youth as a result of preventable health related issues. Expand counseling services to support social emotional well-being of low-socio and foster youth who may not have access to these services outside of the district. LCFF Supplemental: $150,000	Expand counseling services to support unique academic needs of low-income and foster youth. LCFF Supplemental: $250,000	Maintain expanded health and counseling services to support academic needs of low-income and foster youth. LCFF Supplemental: $300,000
	5. Pupil engagement 6. School climate 7. Course access	Expand opportunities for students of low –socio to participate in extra-curricular activities and enrichment or intervention afterschool.	LEA-wide		Reduce barriers for participation of low-income youth by expanding transportation services especially at the secondary level to provide for an "activities bus." Investigate providing early morning activities and/or classes to support students who have after-school jobs. LCFF Supplemental: $100,000	Evaluate effectiveness of "activities bus" at increasing student engagement in extra-curricular programs. LCFF Supplemental: $100,000	Continue expanded transportation services. Based on feedback from students on offering activities before school vs. after school adjust schedule accordingly. LCFF Supplemental: $100,000
	5. Pupil engagement 6. School climate	Reduce the number and percentage of Latino students being suspended by school	LEA wide		Conduct root-cause analysis and engage all site leaders in conversations regarding discipline policies and practices. Collect data for each targeted subgroup (EL,	Implement plan. Monitor number of discipline referrals by school. Each school will include a goal in SPSA to reduce number of suspensions and	Continue to implement plan. Monitor number of discipline referrals by school. Each school will include a goal in SPSA to reduce number of suspensions and

	7. Course access	site and expelled districtwide.			Low-socio, Special Ed and foster youth). Under the leadership of Coordinator of Student Services, develop a plan for implementing culturally responsive practices behavior intervention system. Research community resources to support students at risk such as Parent Project. LCFF Supplemental: $10,000	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. LCFF Supplemental: $10,000	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. LCFF Supplemental: $10,000
	5. Pupil engagement 6. School climate 7. Course access	Continue to support college knowledge and career awareness activities to support student engagement with a special focus on underrepresented students such as low-socio students and foster youth.	LEA wide		Continue current practices of supporting college and career awareness. Focus efforts with underrepresented communities and students with the support of community resources. LCFF Supplemental: $10,000	Expand practices supporting college and career awareness. Focus efforts with underrepresented communities and students with the support of community resources. LCFF Supplemental: $40,000	Continue to expand practices supporting college and career awareness. Focus efforts with underrepresented communities and students with the support of community resources. LCFF Supplemental: $40,000

C. Describe the LEA's increase in 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 district-wide, 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 school site in the LCAP year, when using supplemental and concentration funds in a district-wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

MHUSD's unduplicated percentage of low income, foster youth, and English Learner pupils is 42.58%. The district used Economic Impact Aid expenditures as the basis for identifying $1,214,104 in expenditures in FY 2013-14 to support and serve students identified in the unduplicated count. The increased supplemental grant funding for FY 2014-15 is estimated to be $1,164,121 for a total projected supplemental grant expenditure amount of $2,378,225.

MHUSD will offer a variety of programs and support services specifically for English Learners, low-socio students and foster youth. These include: Teacher on Special Assignment at our highest English Learner and low-socio elementary sites, additional teachers in the secondary sites to provide intervention classes and increase the number of underrepresented youth in Advanced Placement courses, and expansion of counseling services. Additionally, increasing the Bilingual Liaison hours to support families and continuing 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 learners, low income and foster youth.

The district recognizes that while supplemental funds are generated by English Learners, low-socio students, and foster youth, some services must be implemented on an "LEA-wide" basis in order to be successful. Although the primarily focus was insuring supplemental services supported the students who generated the additional funds services that are "LEA-wide" benefit all students, in addition to the focus students. These 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.

The complete list of programs and services funded are provided in Section 3B of this document.

D. 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). 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). 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.

For 2014‑2015, MHUSD has a proportionality percentage of 4.40% which results in a total Supplemental allocation of $2,378,225. The district has provided additional services and programs for English Learners, low-socio students and foster youth, including Teacher on Special Assignment at our highest English Learner and low-socio elementary sites. Additional teachers at the secondary sites to provide intervention classes and increase the number of underrepresented youth in Advanced Placement courses, expansion of counseling services, increasing the Bilingual Liaison hours to support families, and continuing partnerships with community organizations that empower parents to improve school climate. The district will have increased expenditures of $1,164,121 as a result of implementing these additional programs and services. The use of supplemental funds is described in more detail in section B and C.

			2014-15
	1.	LCFF Target Supplemental & Concentration Grant Funding	$5,371,679
	2.	Prior Year (estimated) Expenditures for Unduplicated Pupils	$1,214,104
	3.	Difference *[1] less [2]*	$4,157,575
	4.	Increase in Estimated Supplemental & Concentration Grant Funding *[3] * GAP funding rate*	$1,164,121
		GAP funding rate	*28.00%*
	5.	Estimated Supplemental and Concentration Grant Funding	$2,378,225
	6.	Base Funding *LCFF Phase-In Entitlement less [5]*	$54,048,926
		LCFF Phase-In Entitlement	*$57,962,240*
	7.	Minimum Proportionality Percentage* *[5] / [6]*	4.40%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.