

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Milpitas Unified School District

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Milpitas Unified School District is an exceptional district serving a rich diverse student population currently consisting of 10,283 students: 67% Asian, 20% Hispanic, 6% White, 4% Multiple, 2% African-American, 1% American Indian/Alaskan Native, 1% Hawaiian/Pacific Islander. 28% of our students are English Language Learners with approximately 16 different major languages represented or spoken at home. A total of 34% of our student population are Socioeconomically Disadvantaged.

We are an innovative and collaborate organization committed to creating nurturing environments where students are inspired and empowered to pursue their passions. Our diversity is our strength and even though we have a strong history of excellence, we remain vigilant and fully committed to engaging in continuous improvement in order to eliminate the opportunity gap. Our visionary mission and community support for innovative practices, using data to inform our work and continue to pursue personalized learning for all is palpable throughout our district. Our core values, listed below hold us together as a learning community committed to the district's priorities.

- Excellence in Learning and Achievement
- Equity in Opportunity to Eliminate the Achievement Gap
- Integrate Data to Inform Our Work
- Personalize Learning for All
- Engage Families and Community in a Culture of **"WE"**

We engage in continuous cycles of improvement using data to inform and adjust our practices, celebrate **GROWTH** and reach performance targets. The ultimate test of our culture of *WE* is to create a sense of urgency and work together to achieve our ambitious goal: 100% of our students become college and career ready as evidenced by 100% of students who apply to college are accepted into college, and those who pursue technical and career opportunities are 100% ready to fulfill their potential as evidenced by the percentage of students successfully completing the A-G and pathways requirements.

LCAP HIGHLIGHTS

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

Working closely with the Milpitas' community leaders, students, parents and teachers, we identified three broad goals inclusive of all the 8 state priorities and under each goal, we identified annual measurable outcomes, aligned to specific strategies and resources highlighted below.

LCAP Goals	State Priority Areas	Highlights of Actions
1	1) Basic Services and Conditions at Schools 2) Implementation of State Standards 4) Student Achievement 7) Access to a Broad Course of Study	Maintained highly qualified teachers via Induction Program. Provided professional learning and collaborative opportunities. Coaching opportunities for SEAL implementation at six elementary schools. Ensured all students had access to standards-aligned instruction, assessments and materials as evidenced by academic progress using local assessments. Greatest investment continues to be made on learning for all. Professional learning, technology, induction program and personnel to provide lower class size. Provided interventions during the day, site interventions, extended day opportunities for students to participate in extracurricular activities, blended learning and personalized learning for all, as well as planned a Summer School Intervention program. Goal 1 included a total of 15 Actions/Services with total estimated expenditures of \$ 6,266,425 detailed pages 6-13.
2	2) Implementation of State Standards 3) Parent Engagement 5) Student Engagement 6) School Climate 8) Outcomes in Broad Course of Study	Continued funding Community Manager to address family engagement needs and the special needs of Foster and Homeless students. Split Student Services and Special Education to ensure efficiency. Coordinator now in charge of monitoring SST's 504 Plans and attendance established a SARB System to increase student attendance. Hired additional Counselor for Comprehensive High School and Assistant Principals for Elementary to improve school climate. Investments in personal and PBIS program to learn and implement multi-tiered system of supports for struggling students. Continued CASSY's professional services to address social emotional needs of students. Total of 12 Actions/Services with total estimated expenditures of \$1,627,060 detailed pages 14-20.
3	2) Implementation of State Standards 3) Parent Engagement 4) Student Achievement 5) Student Engagement 6) School Climate 7) Access to Broad Course of Study 8) Outcomes in Broad Course of Study	Continued funding Community Liaisons, extended Project Cornerstone partnership to offer Take It Personally workshops and Parent University. Implementation of SEAL in 6/9 Elementary Schools and centrally funded .5 of each of the total 6 coaches. Increased 9 FTE to offer ELD classes in middle and high school with lower student-teacher ratio. Partnered with Equal Opportunity Schools (EOS), offered AVID and additional interventions and enrichment programs such as music. 10 Actions/Services with total estimated expenditures of \$1,980,744 pages 17-21

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

This year there was a total overall increase of 9% SBAC growth in both ELA and Math. ELA 64%-70% and Math 56%-61% students meeting and exceeding expectations. The Accountability Dashboard indicates the status level for all students and English Language Learners is high, very high for Asian students and medium for Low Socioeconomic status. All subgroups increased, significantly increased or maintained level of performance. English Language Learners, Socioeconomically Disadvantaged, students with Disabilities and American Indian students are exhibiting the most growth.

ELA & Math: 8th grade students exhibited the most growth with a 13% in English Language Arts and 15% in Math. 4th Grade students also made significant growth of 10% in ELA and 14% in Math. English Language Learners in grades 6th and 8th made the greatest scale score growth with a total of 52 scale score points in ELA and 84 in Math.

All students and subgroups increased or significantly increased academic standing in math. To maintain and build upon this success, we will continue to invest in providing time and professional learning on how to engage in ongoing cycles of inquiry via effective PLC's at all levels. Continue to support sites with FTE's to offer access to ELD, AVID and other intervention and enrichment supports and continue vertical and horizontal articulation for alignment. Continue to refine common essential practices, including personalize and blended learning strategies to accelerate students' academic growth.

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

GREATEST NEEDS

Language Arts: The California Accountability Dashboard indicates that our **Native Hawaiian or Pacific Islander students, students with Disabilities and Black or African American and Hispanic or Latino students** have a low academic status and maintained that status for the past two years. For the 2018-19 academic year, these student groups will need to make a significant growth by more than 10 points.

Math: The California Accountability Dashboard indicates that our **Native Hawaiian or Pacific Islander students, students with Disabilities, Black or African American and Hispanic or Latino** students have a low academic status and even though they increased their academic gains for the past two years, the average distance from performance level 3 remains low. For the 2018-19 academic year. These groups will make a significant growth by 15 points or more. Grades, 3rd, 5th, 7th and 11th need to make significant growth in mathematics. A significant improvement in math is needed for English Language Learners in all grades.

ELA and Math Overall low scores for 3rd grade and 5th grade students. A closer analysis to the curriculum, assessment and instruction is warranted to identify the root cause(s).

Graduation Rate: Even though the California Accountability Dashboard indicates that all of our students have medium, high or very high status and either increased or maintained in change level, our students with disabilities are low in status. For the 2018-19 academic year, all students will increase by 5% or greater. Our Special Education and Low Socioeconomic students need to

make significant improvement in both ELA and Math as well as improve attendance and access to A-G courses.

The steps we will take to address these areas with the greatest need for improvement are...

- Implement restorative practices.
- Fund 1 FTE to provide safety nets to struggling students
- Professional development on restorative practices. Identify students and create a shared plan to address needs.
- Community Manager to target secondary education to focus on servicing the needs to High School struggling students and parents.

INCREASED OR IMPROVED SERVICES

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

1 Improve School Climate by expanding PBIS implementation and Restorative Practices.

2. Fund Equity Student Advisor and Associate Principal for our Comprehensive High School to ensure safety.

3. Ensure Site Base interventions, access to AP and A-G courses will be supported by the implementation of the Aeries Analytics Dashboard and Data Analyst position to identify early leading indicators and evaluate students' response to intervention sooner.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Suspensions: Students with disabilities have 50% higher suspension rate (5% compared to all students at 2.4%). African American students have a very high (8.8%) suspension rate. Hispanic students have a high (4.8%), Pacific Islander 6.5% and Two/+Race 4.6%

The **graduation** rate for students with disabilities is low (83%) compared to all students at very high (95.4%) and for English Learners is medium at 88%.

African American negative growth in ELA. Pacific Islander negative growth in both **ELA and Math**

The greatest performance gaps are identified in our students with Disabilities. Hispanic, English Learners, African American and Low Socioeconomic students.

The steps we plan to implement to address these performance gaps are to

1. Implement a district-wide PBIS program.
2. Implement a SOS Safe One Student Mentoring program for each student with disabilities and African American student.
3. Improve school-home communication.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 115,746,097
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	Planned \$9,817,905
	Estimated Actual \$9,876,508

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

\$86,777,411

Total Projected LCFF **Revenues** for LCAP Year

Budget Expenditures specified above for the LCAP year not included in the LCAP.

79.3% \$91.8 Million in certificated and classified salaries and benefits in support of the goals articulated in the plan. 13.1% \$15.1 Million in supplies, and 7.6% \$8.8 Million other outgo and uses.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All MUSD students will receive effective standards-based instruction (curriculum, instruction and assessment CCSS and NGSS aligned) from highly qualified staff in outstanding facilities.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- 5% overall growth in SBAC ELA and Math
- Early Literacy: Increase number of students in grades K-3 on grade level in ELA and Math in 2016 – 2017 as per local assessments (DRA2 and iReady).
- Improved A – G completion rate (15 course sequence for UC/CSU qualifications) by 5% in all subgroups from (All-58%) (ELs-4%) (LI-48%) (SPED-50%)
- Reclassification rates: Increase reclassification to 25% from 24% in 2015-16
- Advanced Placement results: Increase AP passing results (3 or better) to 80% from 76% in 2015 – 16
- EAP rates: Increase EAP college readiness in ELA to 44% from 39% and Math to 30% from 27% in 2015-16

- 9% **MET**
- Early Literacy 45%
- A – G All 49% EL's 9% LI 33% SPED 3% **NOT MET**
- Reclassification Rate 12%
- AP 80% **MET**
- EAP ELA 31% **NOT MET** and Math 24% **NOT MET**

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Teacher Induction and Mentorship.

Provide a comprehensive job-embedded Induction Program for new teachers. New state framework requires more from support providers with a heavier emphasis on coaching and mentoring. Partner with New Teacher Center to support new Special Education teachers.

ACTUAL

We are currently serving a total of 38 teachers and 31 mentors. 12 teachers year 1 Gen Ed teachers and 8 Sped Ed teaches, 18 teachers year 2, and a total of 31 mentors supporting the new teachers meeting with them on a weekly basis.

Expenditures

BUDGETED

1.0 TOSA, Certificated
Salary/ Benefits (1000-1999/3000-3999) \$128,699
0.2 FTE Director \$39,654

ESTIMATED ACTUAL

\$121,789
\$25,470
New Teacher Center Contract

	\$34,0001000-1999 Mentors \$40,200 Sped Ed Mentor \$9,000 5000-5999 Commissioner on Teacher \$1300 Estimated Total: \$231,759
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Action

2

Actions/Services

Expenditures

PLANNED District Writing. Develop and implement District-Wide CCSS Writing Tasks and provide ongoing Professional Development to improve teacher preparation for teaching writing. Writing is a core component of the ELA CCSS	ACTUAL Total number of 21 teachers attended Writer's Workshop Summer. All have received coaching 2 sessions at their site. Will attend an all day follow up session in K-3 and 4-6 clusters. A total of 7 teachers comprised the District Writing Team Collaborative in charge to creating pre-writing tasks and informing the post-writing tasks as well as revising the Rubrics and creating the Writing continuum. ELA groups from the middle school have developed a district writing benchmark assessment. This assessment is aligned with the high school ELA writing rubric. It will be given 2X a year and will allow students to receive near instant feedback on constructed responses. The assessment is CC aligned and will serve to improve student writing in the genres of argumentative and narrative.
BUDGETED 0.1 Director LCFF \$19,827 (5000-5999) LCFF RDA Settlement 30,000 Consultant (Andrea Butler)	ESTIMATED ACTUAL 0.1 Director LCFF \$13,000 5000-5999) LCFF RDA Settlement 30,000 Consultant (Andrea Butler Writing Team Stipends/Assessments \$6,577 Substitutes for Writers' Workshop Follow ups \$ 24,000 Estimated Total: \$73,577

Action

3

Actions/Services

Expenditures

PLANNED Early Literacy. Provide Early Literacy Academy for TK-3 Teachers with focus CCSS Foundational Skills and ongoing support throughout the year	ACTUAL A total of 14 new teachers to the profession and teachers new to teaching grades TK-3 are being supported by Consultant in the areas of Balance Literacy by attending 3 all-day workshops and follow up one-one coaching support.
BUDGETED 0.1 FTE Director LCFF \$19,827 RDA Settlement \$30,000 Consultant (A. Butler)	ESTIMATED ACTUAL 0.1 FTE Director LCFF \$13,000 RDA Settlement \$30,000 Consultant (A. Butler) Subs \$6500 Estimated Total: 49,500

Action

4

Actions/Services

Expenditures

PLANNED

Site Based Interventions. School sites use site allocations to provide a variety of intervention programs for students to improve reading.
FTE, Materials, Software, Licenses. Small Group Intervention Support. Paraprofessionals work with targeted students to provide intensive intervention for EL students and other targeted populations

BUDGETED

Certificated Salary/ Benefits (1000-1999/3000-3999) Classified Salary and Benefits LCFF \$2,365,513

ACTUAL

iLit Intervention program for LTELs piloted for 16-17. Will continue to review and analyze data for the remainder of 16-17. Continue to collect data. Individual sites utilizing Read 180, System 44, Reading Counts for Intervention.
Student Success Teams at sites using formative assessments to identify struggling students, provide needed supports and monitor progress on an on-going basis.

ESTIMATED ACTUAL

Certificated Salary/ Benefits (1000-1999/3000-3999) Classified Salary and Benefits LCFF \$2,365,513
Estimated Total \$2,365,513

Action

5

Actions/Services

Expenditures

PLANNED

English Language Development. Provide high quality CCSS ELA/ELD research based instruction using **SEAL Model** to include professional development, unit design, lesson study, modeled lessons and coaching. Begin Seal of Bi-literacy framework for bi-literate students to be awarded and celebrated.

BUDGETED

Certificated Salary/ Benefits (1000-1999/3000-3999) 1.0 Coordinator LCFF \$156,628

ACTUAL

Cohort 2 (Pomeroy, Curtner, Randall) added during 16-17. Will be finished 2018-19. Cohort 1 continues. Will be finished 2017-18. Continuing to collect data for prevention of LTEL (DRA2, iReady, WIN reports, writing samples).

Seal and Path to Biliteracy has started implementation.
SEAL model implemented in 6/9 elementary schools

ESTIMATED ACTUAL

Certificated Salary/ Benefits (1000-1999/3000-3999) 1.0 Coordinator LCFF \$156,628
Membership Fee \$75,000 RDA
Classroom Supplies \$78,000 RDA/Lottery
Estimated Total \$309, 628

Action

6

Actions/Services

PLANNED

Instructional Materials. Pilot and adopt CCSS aligned materials in ELA classrooms in the 16-17 Academic Year.
Increase number of non-fiction materials in schools. Site based purchases of digital and analog non-fiction materials to support CCSS learning

ACTUAL

The (CPC) Curriculum Policy Council made up of K-12 teachers is ending a 2-year ELA adoption process will continue to adopt CCSS aligned textbooks in all subjects in the coming years. Sites will continue to spend funds on non-fiction texts and digital material.

In process to adopt ELA curriculum materials for K-6.

Expenditures	BUDGETED Instructional Materials (4000- 4999) LCFF \$500,000	ESTIMATED ACTUAL ELA and Math Instructional Materials (4000-4999) LCFF \$500,000
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Action

7

Actions/Services	PLANNED Site Based Instructional Coaching. Schools use site funds to hire instructional TOSA to support teacher growth and development.	ACTUAL Instructional coaches to support SEAL implementation at six elementary schools.
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Expenditures

BUDGETED Certificated Salary/ Benefits (1000-1999/3000- 3999 174,192 LCFF	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000-1999/3000- 3999 LCFF \$174, 192
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Action

8

Actions/Services	PLANNED Early Childhood Support. Provide significant financial investment in district CDCs and connected afterschool programs. Early childhood education will better prepare our future elementary school students to be successful students. Additional TK classrooms 2.0 FTE.	ACTUAL Currently, two (CDC) Childhood Development Center sites operate (Sunnyhills and Rose) providing four part-time morning classes, one full-day class and afternoon part-time class. Additionally, two School Age, after school programs are in operation at Rose and Sinnott; 108 students are receiving preschool services and 82 are attending our after school programs.
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Expenditures

BUDGETED Classified Salary/ Benefits (2000-2999) LCFF \$395,177 2.0 FTE \$195,068	ESTIMATED ACTUAL Classified Salary/ Benefits (2000-2999) LCFF \$395,177 2.0 FTE \$195,068 Estimated Total \$490,245
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Action

9

Actions/Services	PLANNED Class Size Reduction. Add additional staff to continue to reduce the class size of students in grades TK-3.	ACTUAL Maintained class-size reduction as per law.
Expenditures	BUDGETED Certificated Salary/ Benefits (1000-1999/3000- 3999) LCFF \$694,536	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000-1999/3000- 3999) LCFF \$694,536

Action

10

Actions/Services

Expenditures

PLANNED Technology and Assessment. Illuminate, iReady and Data Analyst to develop formative and summative assessments and provide easy to access data visualization. Illuminate will be the district platform for teachers to build their own assessments. Students able to monitor their own progress using illuminate. Teacher Laptop Program	ACTUAL iReady continues to be used as our district-wide benchmark for grades K-8 and illuminate for DRA2, Writing and a large number of teachers are using the tool to create their own formative assessments.
BUDGETED Professional Services (5000-5999) RDA Settlement \$375,000 Breakdown: Illuminate \$56, 601, Analyst \$18,360, i'Ready \$8550, Teacher Laptop \$200,000	ESTIMATED ACTUAL Professional Services (5000-5999) RDA Settlement \$283,511 Breakdown: Illuminate \$56, 601, Analyst \$18,360, i'Ready \$8550, Teacher Laptop \$34,000 Total Estimated Actual \$262,961

Action

11

Actions/Services

Expenditures

PLANNED Classified Staff professional development opportunities to work effectively with EL students in interventions.	ACTUAL A team attending conference
BUDGETED \$10,000	ESTIMATED ACTUAL \$537.00

Action

12

Actions/Services

Expenditures

PLANNED MUSIC. Continue to fund and enhance funding and coordination for music programs across all schools so that students have access to music programs supporting personalized offerings. Fund 50% cost for Music for Minors at 3 sites (Weller, Sinnott, Rose)	ACTUAL Our music program serves a total of 1000 students. A total 87 6 th grade students are ready to take advance band in middle school Team created aligned curriculum guides elementary-middle-high school.
BUDGETED Certificated Salary/ Benefits (1000-1999/3000-3999) LCFF \$241,936 (staff)	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000-1999/3000-3999) LCFF \$206,100 (staff) Music for Minor Contract \$19,506 Estimated Actual \$225,606

Action

13

Actions/Services

Expenditures

<p>PLANNED Technology Teacher Coaches (TOSAs). Coaches provide instructional technology support for all schools in order to help teachers plan, teach, assess effectively. Lead Project Based Learning, summer tech PD as well as MIX (Milpitas Innovator Exchange). PLP Coach.</p>	<p>ACTUAL Support MIX, Assessment, Science NGSS, PBL</p>
<p>BUDGETED Certificated Salary/ Benefits (1000-1999/3000-3999) 3.0 FTE \$341,037 PLP Coach \$10, 820 RDA</p>	<p>ESTIMATED ACTUAL Certificated Salary/ Benefits (1000-1999/3000-3999) 3.0 FTE \$341,037 PLP Coach \$10, 820 RDA Estimated Actual \$ 351,857</p>

Action

14

Actions/Services

Expenditures

<p>PLANNED Academies and Pathways. Develop a new Biotechnology pathway at MHS and continue the support of high quality CTE Academies at MHS and Cal Hills.</p>	<p>ACTUAL Engineering and Bio-Technology pathways are underway at both sites. Budgets are determined and funds are being spent. Developed plan. Year 1 9th grade Career exploration. Teachers applying for credential. MHS Staff continues to work toward Implementation of the Bio-Technology Pathway. Below are bullet points that represent progress to date</p> <ul style="list-style-type: none"> • Pathway outline created • Budget sent to pathway coordinator • Matching funds identified • Capital outlay plans underway • UC Course description submitted • Credentialed teacher in place (Fall 2017) • CPC outline presented (March 16th) <p>Supporting Documentation Pathway outline UC Course submission outline CPC course approval outline Budget Capital Outlay Plan</p>
<p>BUDGETED Certificated Salary/ Benefits (1000-1999) .1 Secondary Director \$19,473</p>	<p>ESTIMATED ACTUAL Certificated Salary/ Benefits (1000-1999) .1 Secondary Director \$19,473</p>

Actions/Services

Expenditures

PLANNED Math and Science Support. Host Silicon Valley Math Institute (SVMI) network in MUSD for teachers to collaborate and improve including the use of SVMI performance assessments. Use district “essential practices” to frame high quality teaching and learning in math. Science Specialist FTE. MHS Integrated Science FTE.	ACTUAL SVMI licenses were paid and used by many teachers. All workshops were hosted by MUSD. Some teachers attended and are implementing the strategies/performance assessments. Essential practices have been identified but not vetted by all teachers yet. Holding regular meetings to discuss the scope of science collaboration. Use of science specialists on the Health Curriculum sub-committee.
BUDGETED .1 Director Elementary \$19,827 .1 Director Secondary \$19,473 1.75 Science FTE \$166,250, .4 HS Science FTE \$46,073 Membership Fees \$5,000 RDA	ESTIMATED ACTUAL .1 Director Elementary \$19,827 .1 Director Secondary \$19,473 1.75 Science FTE \$166,250, .4 HS Science FTE \$46,073 Membership Fees \$5,000 RDA Total Estimated Actual \$90,373

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Dashboard, as applicable.

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

All actions and services for this goal were generally implemented as planned with the exception Action 14. The biotechnology pathway was not implemented as planned due to the difficulty finding appropriate credentialed teachers. Current science teachers exploring obtaining additional credential to get pathway off ground for implementation next academic year. The overall implementation of these actuals resulted in our ability to see an increase of 9% SBAC overall achievement for all students as per the AMO's described in Goal 1.

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

The overall academic achievement as measured by SBAC and California Dashboard continues to see an increase for all students, including all subgroups. All actions are making a positive impact on student learning as per the positive academic results for all students. Our teachers continue to take advantage of professional development opportunities, collaborating in grade/department meetings, assessing students' progress and providing necessary supports to accelerate learning.
 An increase of A-G and AP access for disadvantaged students continues to be a challenge and indicates a need to provide more resources to the secondary schools for targeted services to these populations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in estimated actual and budgeted expenditures were primarily due to the oversight of not including or budgeting some specific costs associated for paying stipends to teachers and substitutes to release teachers during the day to attend professional learning opportunities. Detailed of changes is captured as follows:
 Writing team stipends, curriculum evaluation team stipends, released time substitutes such as
 New Teacher Center Contract for Sped Ed Induction
 \$62,400/per year (for two years, \$124,800) 1000-1999
 Mentors \$40,200
 SVMI Membership Fees \$5,000 RDA
 Sped Ed Mentor \$9,000 5000-5999 were not budgeted
 SEAL Membership Fee \$75,000 RDA
 SEAL Classroom Supplies \$78,000 RDA/Lottery
 Early Literacy Released Subs \$6500 to attend workshops

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

Analysis: An overall total of 9% SBAC growth in each ELA and Math was achieved. As per the California Dashboard, our graduation rate status is either very high or high for all of our subgroups. However, our Students with Disabilities have a low status and English Learners have a medium status. Therefore, there continues to be a need to provide targeted supports to struggling students at all levels, but specifically to secondary students. We need to continue to explore different ways to accelerate their learning so they can access the A-G and AP courses, as well as increase their EAP results. We need to find different approaches and paths to authentically engage them by providing relevant and rigorous instruction so they can be fully invested in their learning.

Changes: The wording of this goal has been changed to: *All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.*

Other changes to services are as follows: Eliminate service contract for Writing and Early Literacy. Services to be supported by Director of Learning and Development. In addition, due to reduction of federal funds, two technology TOSA's Teachers on Special Assignment have been reassigned back to the classrooms.

Site Base interventions, access to AP and A-G courses will be supported by the implementation of the Aeries Analytics Dashboard to identify early leading indicators and evaluate students' response to intervention sooner. There will be a need to add a Data Analyst position to provide these services. These changes can be found in Goal 1 Actions 1.5, 1.7, 1.8, 1.10 1.16 and 1.17.

Goal 2

MUSD staff will successfully address the social emotional needs of our students through intervention, service and support.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

MUSD “supplemental” students and all district students will make growth each year in the following areas:

- Chronic Absenteeism: Decrease “truant” students to 10% from 11% in 2015-16
- Middle/High School Dropout rate: Eliminate to 0%
- Attendance: Improve district attendance (P2) by .25% from 2015-16 P2 rate.
- Graduation Rate: Improve district graduation rate to 97% from 96% in 2015-16.
- Parent Participation: Increase number of parents responding to district parental surveys by 5%
- Suspension and Expulsion: Reduce suspension by 5% for all subgroups. (Current year is 475 total and EI is 51, LI is 198, and SPED is 68).
- Project Cornerstone: Improve Developmental Assets Score by 10 points in defined category TBD.

ACTUAL

- Chronic Absenteeism 9.8% **MET**
- Middle School Drop out 4 students **NOT MET**
- High School Drop out 23 students **NOT MET**
- Attendance 85.2 **NOT MET**
- Graduation Rate 95.4% **NOT MET**
- Parent Participation 798 Responses **MET**
- Suspension and Expulsion Rate Suspension/Expulsion SWD high **5%**, LI Medium **4%**, Hispanic High **5%**, African American High **9%**

ACTIONS / SERVICES

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

Action **1**

Actions/Services

Expenditures

PLANNED Positive School Culture. Provide staff Professional Development on positive culture and discipline work with students who need extra social, emotional and physical support including PBIS and Restorative Justice. Expand implementation of PBIS for the 2017-18 school year.	ACTUAL PBIS continues to be implemented at Randall and Curtner are in Year 2 of implementation. Site teams are attending SCCOE trainings this year. District Leadership team has been created, and is meeting at regular intervals to plan next steps for PBIS within other MUSD school. District level coaches are being trained to support current and future sites in PBIS implementation.
BUDGETED .2 Family Engagement Manager Salary/ Benefits (2000-2999) \$14,358	ESTIMATED ACTUAL .2 Family Engagement Manager Salary/ Benefits (2000-2999) \$14,358 PBIS Contract \$6,000 RD

Action

2

Actions/Services

Expenditures

PLANNED Mental Health. Provide professional mental health services to students in their academic setting through continued partnership with CASSY.	ACTUAL Provided needed services as per referrals. Currently evaluating effectiveness of program.
BUDGETED Professional Services (5000- 5999) LCFF \$530,000 Mental Health \$55,000	ESTIMATED ACTUAL Professional Services (5000- 5999) LCFF \$530,000 Mental Health \$55,000

Action

3

Actions/Services

Expenditures

PLANNED High School Counseling. Continue to fund additional counselor at MHS to support high needs students around meeting all graduation requirements and aligned supports including decrease of suspensions and expulsions.	ACTUAL The additional counseling position was dedicated to the Freshman class for the 2015-2016 and 2016-2017 school years. The position was instrumental in helping middle school students transition into high school in the following ways: <ul style="list-style-type: none"> • Course selection • A-G requirements • 8th-9th social and emotional transition • Parent orientation support • Academic advising • The additional counselor allowed veteran counselors to aid upperclassmen with graduation requirements and a reduced upperclassman suspension rate. Supporting Documentation: 8th-9th Transition Plan Suspension Data Administration with district leaders discussion to take place in March 2017 to determine effective actions from this year and what was not.
BUDGETED Salary/Benefits (1000-1999/3000- 3999) LCFF 1.0 FT \$113,789	ESTIMATED ACTUAL \$71,200 LCFF. (paid to date, expected to be approximately \$100,000 by end of 2016-17)

Actions/Services

Expenditures

PLANNED Attendance. Partner with local agencies to support attendance improvement including the development of a comprehensive SART and SARB program.	ACTUAL SARB is being implemented in a systematic way. A calendar has been developed to hold the meetings and letters have been standardized. All principals are monitoring attendance and engage communities in raising awareness of importance. SARB panel is in place, SARB hearing dates are in place and SARB meetings are being held regularly. Site Administrators were trained this fall in SARB process. Steps are being taken to broaden and build new agency connections. Sites are monitoring attendance. District is seeking ways to broaden early interventions for all sites.
BUDGETED Salary and Benefits (2000-2999) \$28,715 Clerical Support for Student Family Services (2410- \$ 73,320)	ESTIMATED ACTUAL Salary and Benefits (2000-2999) \$28,062 Clerical Support for Student Family Services (2410- \$ 73,320)

Actions/Services

Expenditures

PLANNED Foster and Homeless Youth. Identify needed supports for homeless and foster youth through new partnerships with county and community based service providers. Provide adequate training to school leaders about supports and legal requirements.	ACTUAL Structures for identifying and serving homeless students (McKinney-Vento) have been put in place. All sites have been trained on new procedures (Intake form & Flow chart) and are actively using these forms. Connections have been made with SCCOE McKinney-Vento coordinators and county-wide/community-based service organizations. Foster Vision MOU was signed in June 2016, giving FACE Manager the ability to identify and appropriately place our foster youth.
BUDGETED .2 Family Engagement Manager Salary/ Benefits (2000-2999) \$14,358	ESTIMATED ACTUAL .2 Family Engagement Manager Salary/ Benefits (2000-2999) \$14,358

Actions/Services

PLANNED Student Transitions and Articulation. Continue new articulation process between transitional grades grade 6-7 and 8-9 students entering in multiple languages. Build more community and reduce suspensions for general education and SPED.	ACTUAL Articulation among transition years took place as follows. MHS 8-9 Transitions. <ul style="list-style-type: none"> Math placement protocols MHS new community service administrative regulation clarified the process for all MHS students. Counselors visit school sites for course selection process 8-9 transition day for 8th grade students and special education students. Special education case management articulation between 8-9 grade Parent university covered K-12 topics for all parents
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Expenditures

	<p>MHS 6-7 Transitions.</p> <ul style="list-style-type: none">• Math placement protocols• Parent university covered K-12 topics for all parents <p>Indirect articulation that impacts students include curriculum articulation among 6-9 teachers. Articulation in the areas of ELA and math produced new district writing benchmarks and math placement policy. These two curriculum changes directly impacts students.</p> <p>Supporting Documentation:</p> <ul style="list-style-type: none">• MHS Community Svc. BD Summary• Math Placement Rubric• 8-9 Transition Plan <p>Articulations plan in its infant stages. Need to revisit, evaluate and revise accordingly. Articulation between 6-9 math teachers resulted in the creation of a district wide math placement policy.</p>
<p>BUDGETED</p> <p>.1 Secondary Director Salary/ Benefits (1000-1999/3000-3999) \$19,473</p> <p>.1 Student Services Director \$19,911</p>	<p>ESTIMATED ACTUAL .1 Secondary Director Salary/ Benefits (1000-1999/3000-3999) \$19,473</p> <p>.1 Student Services Director \$19,911</p>

Action

7

Actions/Services

<p>PLANNED</p> <p>Family Engagement. Partner with families to support the social and emotional development of their children through partnerships with SEAL, Project Cornerstone, EMQ, Challenge Day and others.</p>	<p>ACTUAL</p> <p>2 Parent workshops have taken place (Spanish and English) by Project Cornerstone Titled, <i>Take It Personally</i></p>
<p>BUDGETED</p> <p>MUSD Staff (1000- 1999/3000- 3999) .2 Coordinator of CDC \$34,714</p> <p>Project Cornerstone</p> <p>\$10,000 Professional Services</p>	<p>ESTIMATED ACTUAL</p> <p>MUSD Staff (1000- 1999/3000- 3999) .2 Coordinator of CDC \$26,725</p> <p>Project Cornerstone</p> <p>\$10,000 Professional Services</p>

Expenditures

Action

8

Actions/Services

<p>PLANNED</p> <p>School Study Teams. Improve and refine school site SST processes as well as district support and guidance for analyzing data and develop student improvement action plans. Provide appropriate PD for teachers and leaders. Aim is also to reduce suspensions and expulsions.</p>	<p>ACTUAL</p> <p>SST training occurred in December and March. Teams were re-introduced to using Aeries as the vehicle to gather pre SST interventions, referrals and documentation.</p> <p>Use SIS Aeries analytics to monitor intervention effectiveness.</p>
<p>BUDGETED</p> <p>.1 Student Services Director \$19,911</p>	<p>ESTIMATED ACTUAL</p> <p>.1 Student Services Director \$ 18,854</p>

Expenditures

Action

9

Actions/Services

Expenditures

<p>PLANNED 9th. Grade Experience. Explore the current 9th grade program and provide recommendations for any changes to be made to the program for the 17-18 school year. Recommendations will address the need for stronger social and emotional support as well as academics.</p>	<p>ACTUAL 9th Grade transition events and updates include:</p> <ul style="list-style-type: none"> • Dedicated 9th grade counselor • 8th Grade Transition Day • Expanded Community Service opportunity <p>Supporting Documentation:</p> <ul style="list-style-type: none"> • 8-9 Transition Plan • Transition Day Outline • MHS Community Srvc. BD Summary <p>9th Grade transition events and family outreach continue to provide incoming freshman with social and emotional support during the transition into high school. Another 8th grade orientation is planned for the spring of 2017</p>
<p>BUDGETED .1 Secondary Director Salary/ Benefits (1000-1999/3000- 3999) \$19,473</p>	<p>ESTIMATED ACTUAL .1 Secondary Director Salary/ Benefits (1000-1999/3000- 3999) \$19,473</p>

Action

10

Actions/Services

Expenditures

<p>PLANNED Additional Assistant Principals to support the social and emotional development of students. Aim here is also to support success of general education and special education students and reduce suspension.</p>	<p>ACTUAL Full time VPs at all sites</p>
<p>BUDGETED Salary/ Benefits (1000-1999/3000- 3999) \$566,521 LCFF</p>	<p>ESTIMATED ACTUAL Salary/ Benefits (1000-1999/3000- 3999) \$566,521 LCFF</p>

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

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

All actions and services were implemented as planned but the level of impact was not substantial, as many of the measurable outcomes were not met and based on the California Dashboard, underserved students are being suspended at a higher rate, continue to face incredible challenges to close the gap.

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

The overall effectiveness of the services and actions yielded a positive outcome in terms of attendance. We are observing a reduction of drop out in middle and high school, as well as chronic absenteeism reduction by 2% and increase in attendance for Period 1. SST teams have been trained and the SARB process implemented as planned, although we need to identify and provide specific supports for students who go through the SARB process.

As per the LCAP Engagement meetings, stakeholders do not see a high level of impact in parent engagement. Low attendance to Parent University supports this evaluation; though those in attendance found the workshops very valuable. Measuring level of effectiveness of Family Engagement is troublesome, as we did establish a specific goal or identify specific metrics to measure level of impact. In addition, we were not able to train all staff members about stress, trauma and mindfulness and only two school communities benefitted from the Project Cornerstone Take it Personally workshops. One workshop in Spanish was well attended > 30 parents while the English one had > 10.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since most of the budgeted expenditures were of personnel nature and CASSY contract, there were no differences between budgeted and actual for this goal. The only difference is the costs added to pay for substitutes to release site teams to attend SST trainings.

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

Analysis:
 We began to put in place systems to identify, provide services and monitor students' response to the services. There needs to be clarity of roles and responsibilities, as well implementation of on-going monitoring systems to gauge effectiveness of services and programs as per students' responses. In terms of the SOCIAL-EMOTIONAL TOOLS and MENTAL HEALTH: There continues to be a need to create safe school and classroom environments where the focus is on the social-emotional development and mental health so students are ready to learn.

Changes: Propose wording changes goal 2 as follows: *All MUSD students' are fully invested to thrive socially and emotionally in a safe nurturing and culturally responsive school environment.*

A proposed change is to address the high rate of African American and Hispanic students who are being suspended at higher rate through partnership with SCCOE in the implementation of PBIS program to all schools item 2.1 @ approximate cost of \$3000 per school. Re-think the role and responsibility of the Family Engagement Manager and shift most of their responsibilities to supporting secondary education, Middle and High Schools in the implementation of restorative practices (2.1 2.6).

Begin to investigate other means to support the Social Emotional and Mental Health needs of our students. Evaluate level of impact and effectiveness of CASSY in meeting the needs of our students. **Changes are reflected in Goal 2, Actions 2.4, 2.5 and 2.8.**

- 2.4 All SPSSA's set a goal to address parent engagement strategies. Establish an Advisory committee for Special Education. 2.5 Add additional FTE to MHS to provide Tier II Supports. 2.8 Provide Translation materials and targeted workshops

Goal 3

MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

MUSD “supplemental” students and all district students will make growth each year in the following areas:

- SBAC ELA: 5% growth from the Spring 2016 results
- A-G: Increase by 5% in all supplemental subgroups from 15-16 (Current: All-58%, ELs-4%, LI-48%, SPED-50%)
- Reclassification rates: Increase reclassification to 25% from 24% in 2015-16
- Advanced Placement results: Increase AP passing results (3 or better) to 80% from 76% in 2015-16 (Current: All- 76%, ELs-68%, LI-70%, SPED-50%)
- EAP rates: Increase EAP college readiness in ELA to 44% from 39% and Math to 30% from 27% in 2015-16 (Current ELA: All-39%, ELs-0%, LI-24%, SPED-0%. Current Math: All-27%, ELs-4%, LI-17%, SPED-0%)
- Chronic Absenteeism: Decrease “truant” students to 10% from 11% in 2015-16
- Middle/High School Dropout rate: Eliminate to 0%
- Attendance: Improve district attendance (P2) by .25% from 2015-16 P2

ACTUAL

- SBAC Results 9% **MET**
- A-G All 49% **NOT MET** EL 9% **MET** LI 33% **NOT MET** SWD 3% **NOT MET**
- Reclassification rates: 12%
- 80% **MET**
- EAP rates: ELA 31% **NOT MET** Math 24% **NOT MET**
ELs- LEA 20%, **NOT MET** Math and 15% **NOT MET**
LI-34% ELA **NOT MET** and 20% Math **NOT MET**
SWD ELA 16% Math **NOT MET** 11% **NOT MET**
- Graduation Rate All 95%, **NOT MET**
EL 88% LI 93% SWD 85%
- Chronic Absenteeism: 9.8 **MET**
- Middle School Drop out 4 students **NOT MET**
- High School Drop out 23 students **NOT MET**
- Suspension/Expulsion SWD high 5%, LI Medium 4%, Hispanic High 5%, African American High 9%

<p>rate.</p> <ul style="list-style-type: none"> o Graduation Rate: Improve district graduation rate to 97% from 96% in 2015-16. o Parent Participation: Increase number of parents responding to district parental surveys by 5% o Suspension and Expulsion: Reduce suspension by 5% for all subgroups. (Current year is 475 total and EI is 51, LI is 198, and SPED is 68). o Project Cornerstone: Improve Developmental Assets Score by 10 points in defined category TBD. 	<ul style="list-style-type: none"> • Attendance: 85.2 NOT MET
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ACTIONS / SERVICES

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

Action

1

Actions/Services

Expenditures

<p>PLANNED English Language Development-Elementary. Provide high quality academic language instruction through early intervention via SEAL.</p> <p>Pilot new curriculum specifically targeted for Long Term English Learners.</p> <p>English Language Development-Secondary. Provide high quality sheltered EL instruction in secondary schools in order to focus on English Language Development and leveled instruction.</p>	<p>ACTUAL A total of 6 schools are currently implementing SEAL practices: Cohort 1 a total of three schools in their second year including grades K-3 and Cohort 2 3 schools first year of implementation grades K-1</p> <p>Cohort 2 (Pomeroy, Curtner, Randall) added during 16-17. Will be finished 2018-19. Cohort 1 continues. Will be finished 2017-18. Continuing to collect data for prevention of LTEL (DRA2, iReady, WIN reports, writing samples).</p> <p>iLit Intervention program for LTELs piloted for 16-17. Will continue to review and analyze data for the remainder of 16-17. Data continues being collected. Individual sites utilizing Read 180, System 44, Reading Counts for Intervention.</p>
<p>BUDGETED Certificated Salaries/ Benefits (1000- 1999/3000-3999) Coaches .5 at 6 participating sites \$174, 192 RDA 2.0 Middle School ELD FTE \$166,587 MHS SADIE classes 5.4 FTE \$568,601 MHS ELD 1.6 FTE \$185,723</p>	<p>ESTIMATED ACTUAL Certificated Salaries/ Benefits (1000- 1999/3000-3999) Coaches .5 at 6 participating sites \$174, 192 RDA 2.0 Middle School ELD FTE \$166,587 MHS SADIE classes 5.4 FTE \$568,601 MHS ELD 1.6 FTE \$185,723</p>

Action

2

Actions/Services

<p>PLANNED Parent Support. Provide high quality Parent Training at all sites and Workshops including Parent University, Milpitas Family Literacy Projects, Project Cornerstone at 2 sites and other training aimed at supporting</p>	<p>ACTUAL Two Take It Personally workshops offered at two sites, all sites offered workshops on safe use of technology well received, though not well attended.</p>
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	parents help students reach the high expectations of the CCSS	
Expenditures	BUDGETED Classified Salary/ Benefits (2000-2999/3000-3999) Family Engagement Manager .2 \$14, 358	ESTIMATED ACTUAL Classified Salary/ Benefits (2000-2999/3000-3999) Family Engagement Manager .2 \$14, 358

Action

3

Actions/Services	PLANNED Special Education Technology and Materials. Provide Instructional Technology for special education students. Provide devices and instructional technology for Special Education students in order to improve academic learning.	ACTUAL Purchased curriculum for students with Moderate to severe needs, teachers trained and implementation of curriculum will be evaluated by June 2017
Expenditures	BUDGETED (4000-4999) LCFF \$20,000 Special Education CCSS Aligned Materials	ESTIMATED ACTUAL (4000-4999) LCFF \$20,000 Special Education CCSS Aligned Materials

Action

4

Actions/Services	PLANNED AVID and EOS. Provide AVID Elective classes, materials and tutors for targeted students in targeted schools and Equal Opportunity Schools program at MHS to support non-traditional students to advance in school and in AP classes.	ACTUAL Interventions at secondary school sites include: <ul style="list-style-type: none"> • AVID, EOS, Horizontes, Dream Keepers • ACS Student monitoring process to Track student academic progress. • New SST Process • Increased AVID support to Rancho MS • After school homework club at MS • Intra-day Intervention at MS • Mentor program at Russell MS • Focus 50 Focal Student Strategy
Expenditures	BUDGETED Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF \$373,084	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF \$373,08

Action

5

Actions/Services	PLANNED Family Outreach. Latino Liaisons, Henry Robinson- Targeted Personnel to support Latino and Low Income family needs-translation, support services etc.	ACTUAL Support provided as planned. However, we do not have a specific metrics to evaluate level of effectiveness.
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Expenditures	BUDGETED Classified Salary/ Benefits (1000- 1999/3000-3999) LCFF \$194,331 3.0 FTE	ESTIMATED ACTUAL Classified Salary/ Benefits (2000- 2999/3000-3999) Classified \$106, 704 Certificated \$40,000 LCFF \$106,744
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Action 6

Actions/Services	PLANNED High School Intervention Support in Math and English includes Read 180, Math and English Connections classes.	ACTUAL Interventions provided to identified students.
Expenditures	BUDGETED Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF \$197,819 1.6 FTE	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF \$197,819 1.6 FTE

Action 7

Actions/Services	PLANNED Special Education ELD Reclassification. Develop new reclassification criteria using alternative language assessment for the reclassification of English Learners who are Special Education students.	ACTUAL Has not started yet. State of CA is looking at Special Education and Reclassification. Waiting for update. Even though this activity was not started, the money allocated went to pay part of the Special Education Coordinator salary as per plan
Expenditures	BUDGETED (1000- 1999/3000-3999) LCFF .1 Special Ed. Coordinator \$15,491	ESTIMATED ACTUAL (1000- 1999/3000-3999) LCFF .1 Special Ed. Coordinator \$18,854

Action 8

Actions/Services	PLANNED Special Education Inclusion. Pilot Co-Teaching program at two sites next in order to better "include" special education students in the general education setting.	ACTUAL Inclusion pilot at one middle school and CDC. CDC experience has been positive. Special education continues to look into the idea of launching a co-teaching program across the district. A three year co-teaching implementation plan was shared with special education in the spring of 2016. It was L&D best attempt to promote a co-teaching pilot at the MS. Supporting Document <ul style="list-style-type: none"> Co-teaching notes and scope of work Final proposal to special education
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Expenditures	BUDGETED Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF .1 Special Education Coordinator \$15,491	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000- 1999/3000-3999) LCFF .1 Special Education Coordinator \$18,854
Action	9	
Actions/Services	PLANNED Summer Intervention and Support K-12	ACTUAL Will offer Extended Year for targeted students. SEAL Summer Bridge to include students from all sites, especially site in PI, Title 1, and have SES. Able to serve more students.
Expenditures	BUDGETED Certificated Salary/ Benefits (1000- 1999/3000-3999) Classified Salary/ Benefits (2000-2999) LCFF \$315,000	ESTIMATED ACTUAL Certificated Salary/ Benefits (1000- 1999/3000-3999) Classified Salary/ Benefits (2000-2999) LCFF \$315,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

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

The SEAL program has been implemented with consistency and fidelity as well as the iLit curriculum for Long-Term English Language Learners was piloted in upper Elementary and Secondary schools. Unique online CCSS curriculum was purchased and Professional Development for its implementation began in January for all Mod to Severe SWD. EOS and additional AVID classes were provided and judging from the growth observed specifically by English Learners, these interventions were deemed to be effective in achieving the goal.

Special Education EL Reclassification was not pursued as we are awaiting direction from State. Family outreach level of impact needs review. Special Education Inclusion plan was piloted at one middle school and Childhood Development Center. A committee needs to be formed to seek input from all stakeholders.

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

Separating the Student Services and Special Education has allowed more focus on attendance, implementation of SARB and SST training. We will need to clarify specific metrics to evaluate effectiveness and impact of support in closing gaps and accelerating learning for historically underserved students. Attendance has improved and SARB practices as well as SST systems have been articulated and are now in place.

Suspension rate remains high for African American Students, SWD and Hispanics, Pacific Islander and two or more race are either orange or yellow, even though our district status is low and change level has declined. We have a total of two schools identified yellow and two orange. Three of those schools have increased the change level and one maintained, signaling the need to specifically target supports to identified subgroups in order to improve outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No differences between the Budgeted and Estimated Actual expenditures. There was one activity that was not completed, however the money set aside was not to pay for the activity, it was to pay for part of the salary whose person was in charge of leading the activity.

Analysis

As per the California Dashboard, our English Learner Progress indicator shows High district status. All our schools show a high or very high status except for one school. The change level either increased or maintained. We have a total of 3 schools yellow who declined and one orange who maintained the level of growth.

Change: The proposed goal wording is as follows: *All MUSD historically underserved students will make accelerated growth to close the achievement gap.* A plan to support secondary implement ELD needs to be added. A specific Parent Support and Engagement will be added to include additional parent activities with clear metrics to addresses the needs. There is a need to add metric to evaluate EOS and AVID level of effectiveness.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Milpitas Unified School District is committed to engage all stakeholders in the evaluation and revision of the LCAP. We believe in the process of cycles on improvement and as such began the input process in early September via meetings and surveys.

Community Engagement Process

September, 2016

Budget Priorities 9/6 Rose Elementary, 9/14 District Office for all parents and staff, 9/20 MMA, MTA, CSEA,

October 5, 2016

District LCAP Committee meeting to review LCAP actions and expenditures, student data and goals

January

District LCAP Committee 1/17 meeting

District LCAP Training 1/23 @ SCCOE

Annual Update Board of Education 1/24 at a Board of Education meeting

Management LCAP Goal Setting 1/25 Certificated & Classified Management Meeting

Latino Parents LCAP Engagement 1/26 at Burnett Elementary School

February

DELAC LCAP Engagement Session 2/7

District LCAP Training 2/14 @ SCCOE

Certificated and Classified LCAP Input Session 2/15 during regularly scheduled meeting

CBAC LCAP Input Session 2/16 during regularly scheduled meeting

March

District LCAP Committee 3/7 meeting review Dashboard data

LCAP Town Hall Meeting 3/13 at Zanker Elementary School

District LCAP Training 3/16 @ SCCOE

District LCAP Committee Consultation 3/21 consult on recommended actions to add/remove

California Dashboard and LCAP Board of Education Study Session 3/28

Thought Exchange Survey to ALL stakeholders

District LCAP Committee Consultation to review all survey results and respond accordingly

April

District LAP Advisory Meeting April 6

LCAP School Communities Input Faculty/SSC/PTA

Board LCAP Review

May

SPSA's Adoption

June

LCAP Public Hearing 6/13

LCAP Board Adoption 6/26

IMPACT ON LCAP AND ANNUAL UPDATE

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

Using the suggestions and recommendations provided through the input process, Actions and Services are being drafted or revised to support the achievement of our three broad Goals. Basic Actions and Services are designed to assist all students; additional or expanded Actions and Services will also be provided to support students in the following subgroups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Proposed Actions and Services to support the success of MUSD students are:

Continue to provide High quality professional development and collaboration opportunities for all MUSD teachers

- Continue to use diagnostic, formative, interim, and summative assessments to inform instruction
- Continue Mentoring & Coaching (SEAL Schools) & Continue SEAL implementation
- Creation of K-12 vertical alignment math map facilitated by Silicon Valley Math Initiative (SVMI).

Provide High quality CCSS- and NGSS- instruction

Consistent, purposeful and clear communication with the community and meaningful opportunities for parent engagement and input (Create a Family Engagement Plan based on current needs with actions and metrics to measure level of effectiveness)

Parents request to receive consistent and frequent information regarding students' assignments and grades to monitor academic progress that can be accessed remotely.

Use Aeries Analytics to increase teacher-to-parent communication via Parent Portal

Priorities:

RtI2 Response to Instruction and Intervention & Cultural Targeted Measurable Family Engagement Outreach

Implementation of social-emotional programs, such as Project Cornerstone and expansion of PBIS implementation to other schools

Increase social-emotional supports for all students

Increase after school options and access to counseling for supplemental students

Increase in number of technology devices for purposeful student use (blended/personalized) learning during instruction and assessment

Implementation of STEAM (Science, Computer Science, Coding, Technology, Engineering, Arts, Math, and Music)

2017-18 Revisions

Goals have been revised

Additional actions as follows:

Include all personnel costs as per SCCOE expectations.

Explore Implementation of Systematic Cross-Age Tutoring Program

Implement Buddy System for incoming 9th graders, transition plan and creation of 4 year plans for targeted students

SEAL adjustments to the implementation model and creation of a sustainability plan.

Eliminate /Reduce the contract for Consultant for Writing and Early Literacy but continue support to teachers via Director TOSA

Continue funding to provide additional supports for EL's in the areas of writing and math

Survey Data from Staff indicate that Only 85 teachers took the survey. OF the 85 teachers, 78% scored 3,4 and 5 initial to full implementation of the state standards in ELA and ELD and 75% for Math. This data indicates a need to continue our work furthering teachers' understanding of the state standards.

Survey Data from Community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 1	<i>All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.</i>

[State and/or Local Priorities Addressed by this goal:](#)

[Identified Need](#)

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL 3rd Grade level proficiency

All MUSD students need exemplary credentialed teachers who are caring, committed, collaborative and use diverse teaching strategies.
 Data Sources: Surveys and Engagement Groups.
 All MUSD students need Culturally Responsive Teaching to build strong emotional social skills as well as grade-level/ subject proficiency in literacy and math in order to access curriculum and instruction.
 All MUSD students, and specifically Unduplicated Students need to have a College and Career Goal aligned to a four-year plan and monitoring progress. Counseling and high school courses that are meaningfully connected to life goals
 Data Sources: Gap between Unduplicated Students and their peers. Student focus groups input and LCAP engagement groups.
 More data sources:
Language Arts: The California Accountability Dashboard shows 3 out of 11 schools are yellow and one orange. Only one school has low status compared to the rest of the schools that are either green or blue with high and very high status. In addition, Native Hawaiian or Pacific Islander Students, Students with Disabilities and Black or African American and Hispanic or Latino students have a low academic status and maintained that status for the past two years. For the 2018-19 academic year students will make a significant growth **by more than 10 points.**
Mathematics: The California Accountability Dashboard shows 2 out of 11 schools are yellow with one low status and one medium, compared to the rest of the schools that are either green or blue with high and very high status. In addition Native Hawaiian or Pacific Islander students, students with Disabilities, Black or African American and Hispanic or Latino students have a low academic status and even though they increased their academic gains for the past two years, their average distance from performance level 3 remains low. For the 2018-19 academic year students will make a significant growth **by 15 points or more.**
Graduation Rate: Even though the California Accountability Dashboard indicates that all of our students have medium, high or very high status and either increased or maintain in change level, our students with disabilities are low in status. For the 2018-19 academic year students will increase **by 5% or greater.**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Standards-Based Materials	100% Williams Report	100%	100%	100% Williams Report
School Facilities are maintained clean and in good repair	100% Williams Report	SARC Report 100%	SARC Report 100%	SARC Report 100%

Implementation of Standards-Based Curriculum, Instruction and Assessments	Total of 85 Responses TK-12	80% teachers respond	90% Teachers respond	95% Teachers respond
3rd Grade Level Reading Proficiency as per iReady	45% Proficient and Above	75% or more	85 % or more	95% or more
SBAC ELA	70%	5%-8% overall ELA growth from 70% to 75%-78% or minimum of more than 10 scale points	5%-8% overall ELA growth from no less than 75% to 80%-83% increase by 7-20 scale points	5%-8% overall growth from no less than 80% to 85%-88% increase a minimum of 7-20 scale points
SBAC Math	61%	4%-7% overall Math growth from 62% to 66%-69% or minimum of 15 scale points	4%-7% overall Math growth from no less than 66% to 70%-73%	4%-7% overall growth from no less than 70% to 75%-78%
Graduation Rate	ALL 95% SWD 85% EL88% LI 93%	ALL 97% SWD 87% EL 90% LI 95%	ALL 98% SWD 89% EL92% LI 97%	100%
All 11 th Grade EAP	College Ready (EXCEEDS) ELA 44% Math 26% Conditionally Ready (MET) ELA 31% Math 24%	College Ready (EXCEEDS) ELA 45% Met Math 30% Met Conditionally Ready (MET) ELA 35% Math 30%	College Ready (EXCEEDS) ELA 48% Met Math 40% Met Conditionally Ready (MET) ELA 38% Math 35%	College Ready (EXCEEDS) ELA 50% Met Math 45% Met Conditionally Ready (MET) ELA 40% Math 45%
A-G	All 49% EL 9% LI 33% SWD 3%	All 55% EL 15% LI 40% SWD 10%	All 60% EL 20% LI 45% SWD 15%	All 95% EL 30% LI 50% SWD 30%
AP	Passing Rate 3 or Better on the AP Test 80%	85%	90%	95%

Action 1.1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

General Education Staffing

Classroom teachers provide high quality, standards-based daily instruction. For all vacancies, recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12.

General Education Staffing

Classroom teachers provide high quality, standards-based daily instruction. Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12.

General Education Staffing

Classroom teachers provide high quality, standards-based daily instruction. Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$ 46,557,822

Amount

\$ 48,075,926

Amount

\$ 49,576,218

Source

LCFF Base

Source

LCFF Base

Source

LCFF Base

Budget
Reference

Resource 0000
Object 1xxx, 3xxx

Budget
Reference

Salaries and Benefits

Budget
Reference

Salaries and Benefits

Action 1.2

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

New Teacher Induction

Provide a job-embedded induction program for new teachers and coaching support. Provide support system for interns and tenured teachers in need of support (Peer Assistance Support).

New Teacher Induction

Provide a job-embedded induction program for new teachers and coaching support. Provide support system for interns and tenured teachers in need of support (Peer Assistance Support).

New Teacher Induction

Provide a job-embedded induction program for new teachers and coaching support. Provide support system for interns and tenured teachers in need of support (Peer Assistance Support).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$163,205

Amount

\$134,775

Amount

\$134,775

Source

LCFF Base, Educator Effectiveness

Source

LCFF Base

Source

LCFF Base

Budget Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Budget Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Budget Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.3

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Support & Administrative Staffing

Recruit, hire and retain a diverse group of site support staff and administrators as open positions become available to support vigorous instruction and preparation of all students for college and career readiness.

Support & Administrative Staffing

Recruit, hire and retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college and career readiness.

Support & Administrative Staffing

Recruit, hire and retain a diverse group of site support staff and administrators to support vigorous instruction and preparation of all students for college and career readiness.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$11,543,274

Amount

\$11,976,667

Amount

\$12,425,372

Source

LCFF Base Title I, Title III

Source

LCFF Base Title I, Title III

Source

LCFF Base Title I, Title III

Budget

Resource 0000

Budget

Resource 0000

Budget

Resource 0000

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.4

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

Students to be Served

☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Special Education Staffing

Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students. BMT's Psychologists, Speech Therapists.

Special Education Staffing

Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students.

Special Education Staffing

Recruit, hire and retain a diverse group of staff to provide high quality Special Education services for identified students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$13,590,862

Amount \$13,842,293

Amount \$14,098,375

Source LCFF Base

Source LCFF Base

Source LCFF Base

Budget Reference Resource 0000
Object 1xxx,

Budget Reference Resource 0000
Object 1xxx,

Budget Reference Resource 0000
Object 1xxx,

Action 1.5

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

- Continue implementation of PLC's District-Wide**
- 1) PLC's at sites to ensure that there is articulation of standards alignment towards clarity of grade level standards mastery, including key milestones and expectations of foundational standards.
 - 2) Teams regularly collect, analyze, and use data to evaluate program across the district.
 - 3) Conversations provide a consistent opportunity to arrive at a shared view of progress, to surface challenges, to problem-solve together, and to make mid-course corrections.
 - 4) California Curriculum Frameworks are used as guidance for implementing student content standards and for professional learning.
 - 5) District and school leaders, including the superintendent and those directly responsible for standards implementation, meet monthly to review progress towards student success.

2018-19

☐ New ☐ Modified ☐ Unchanged

- Continue implementation of PLC's District-Wide**
- 1) PLC's at sites to ensure that there is articulation of standards alignment towards clarity of grade level standards mastery, including key milestones and expectations of foundational standards.
 - 2) Teams regularly collect, analyze, and use data to evaluate program across the district.
 - 3) Conversations provide a consistent opportunity to arrive at a shared view of progress, to surface challenges, to problem-solve together, and to make mid-course corrections.
 - 4) California Curriculum Frameworks are used as guidance for implementing student content standards and for professional learning.
 - 5) District and school leaders, including the superintendent and those directly responsible for standards implementation, meet monthly to review progress towards student success.

2019-20

☐ New ☐ Modified ☐ Unchanged

- Continue implementation of PLC's District-Wide**
- 1) PLC's at sites to ensure that there is articulation of standards alignment towards clarity of grade level standards mastery, including key milestones and expectations of foundational standards.
 - 2) Teams regularly collect, analyze, and use data to evaluate program across the district.
 - 3) Conversations provide a consistent opportunity to arrive at a shared view of progress, to surface challenges, to problem-solve together, and to make mid-course corrections.
 - 4) California Curriculum Frameworks are used as guidance for implementing student content standards and for professional learning.
 - 5) District and school leaders, including the superintendent and those directly responsible for standards implementation, meet monthly to review progress towards student success.

BUDGETED EXPENDITURES

2017-18

Amount	\$80,468
Source	LCFF Base, Title I, II, RDA
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xx, 5xxx 0.1 FTE Director

2018-19

Amount	\$60,000
Source	LCFF Base, Title I, II, RDA
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount	\$60,000
Source	LCFF Base, Title I, II, RDA
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action **1.6**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Site Supplemental Allocations

To better address the needs of the unduplicated students, and provide *site based local control* to address the unique needs at each site, a portion of LCFF supplemental funds are allocated to each individual school based on the population (see chart "Supplemental Budget" – Sites will be held accountable through the SPSA (Site Plan) the direct actions of the sites are included in the Executive Summaries of the Site Plans.

2018-19

☐ New ☐ Modified ☐ Unchanged

Site Supplemental Allocations

To better address the needs of the unduplicated students, and provide *site based local control* to address the unique needs at each site, a portion of LCFF supplemental funds are allocated to each individual school based on the population (see chart "Supplemental Budget" – Sites will be held accountable through the SPSA (Site Plan) the direct actions of the sites are included in the Executive Summaries of the Site Plans.

2019-20

☐ New ☐ Modified ☐ Unchanged

Site Supplemental Allocations

To better address the needs of the unduplicated students, and provide *site based local control* to address the unique needs at each site, a portion of LCFF supplemental funds are allocated to each individual school based on the population (see chart "Supplemental Budget" – Sites will be held accountable through the SPSA (Site Plan) the direct actions of the sites are included in the Executive Summaries of the Site Plans.

SUPPLEMENTAL BUDGET 2017-18

		LCFF			Other Categorical			Totals
School	Total Students w TK and SDC	Cal Safe	CAHSEE	Block 17-18	Supplemental 17-18	Title I 17-18	RDA 17-18	Total 17-18
Spangler	586			\$40,938	\$154,399	\$51,625		\$246,962
Weller	477			\$33,323	\$173,874	\$51,123		\$258,320
Rose	484			\$33,812	\$229,339	\$67,162		\$330,314
Burnett	574			\$40,100	\$170,457	\$59,644		\$270,201
Randall	392			\$27,385	\$229,732	\$69,668		\$326,785
Curthner	739			\$51,627	\$139,022			\$190,649
Pomeroy	719			\$50,229	\$128,720			\$178,949
Sinnott	773			\$54,002	\$130,271			\$184,273
Zanker	680			\$47,505	\$141,808			\$189,313
Rancho	724			\$50,579	\$147,179			\$197,758
Russell	823			\$57,495	\$126,540			\$184,035
MHS	3163		48,150	\$220,967	\$249,646			\$1,690,930.00
Cal Hills	119	25,781	15,297	\$8,313	\$29,013			\$78,404
Total	10253	25,781	63,447	\$716,275	\$2,050,000	\$299,222	\$0.00	\$1,690,930.00

BUDGETED EXPENDITURES

2017-18

Amount	\$2,898,496
Source	LCFF Supplemental /Title I
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2018-19

Amount	\$2,898,496
Source	LCFF Supplemental /Title I
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount	\$2,898,496
Source	LCFF Supplemental /Title I
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.7

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Professional Development <ol style="list-style-type: none"> Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the <i>Common Core State Standards, Literacy, Early Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards</i> and <i>Writing</i> in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing PLCs at their sites and any other needed professional development based on a needs assessment. 	Professional Development <ol style="list-style-type: none"> Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the <i>Common Core State Standards, Literacy, Early Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards</i> and <i>Writing</i> in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing PLCs at their sites and any other needed professional development based on a needs assessment. 	Professional Development <ol style="list-style-type: none"> Provide ongoing professional development to all teachers, classified staff and administrators on the implementation of the <i>Common Core State Standards, Literacy, Early Literacy, Digital Literacy, ELD Standards, and the Next Generation Science Standards</i> and <i>Writing</i> in the base program. Training will be based on surveys and identified needs and those needs specific to sites in support of focus academies or grade level configurations. Site leaders will continue to receive support in implementing PLCs at their sites and any other needed professional development based on a needs assessment.

BUDGETED EXPENDITURES

2017-18

Amount	\$69,114
Source	LCFF Supplemental
Budget	Resource 0000

2018-19

Amount	\$72,570
Source	LCFF Supplemental
Budget	Resource 0000

2019-20

Amount	\$76,199
Source	LCFF Supplemental
Budget	Resource 0000

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.1 FTE Director - Secondary

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.1 FTE Director - Secondary

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.1 FTE Director - SecondaryAction **1.8**

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☒ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged**Formative and Summative Assessments**

1. The district assessment calendar is implemented to support the regular collection and analysis of common formative, interim, and summative assessment data. iReady, NWEA, MAP, Writing, DRA2 and Illuminate
2. PLCs at all levels use data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention, support programs, and monitor student progress and achievement.

2018-19☐ New ☐ Modified ☐ Unchanged**Formative and Summative Assessments**

1. The district assessment calendar is implemented to support the regular collection and analysis of common formative, interim, and summative assessment data. iReady, NWEA, MAP, Writing, DRA2 and Illuminate
2. PLCs at all levels use data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention, support programs, and monitor student progress and achievement.

2019-20☐ New ☐ Modified ☐ Unchanged**Formative and Summative Assessments**

1. The district assessment calendar is implemented to support the regular collection and analysis of common formative, interim, and summative assessment data. iReady, NWEA, MAP, Writing, DRA2 and Illuminate
2. PLCs at all levels use data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention, support programs, and monitor student progress and achievement.

BUDGETED EXPENDITURES**2017-18**

Amount

\$181,870

Source

Licenses for iReady, MAP and Illuminate

Budget
ReferenceResource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx**2018-19**

Amount

\$190,963

Source

Licenses for iReady, MAP and Illuminate

Budget
ReferenceResource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx**2019-20**

Amount

\$200,512

Source

Licenses for iReady, MAP and Illuminate

Budget
ReferenceResource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

0.4 FTE – Director – Curr. & Assess.

0.4 FTE – Director – Curr. & Assess.

0.4 FTE – Director – Curr. & Assess.

Action 1.9

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☒ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18****2018-19****2019-20**☐ New ☒ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged**Blended Learning and Personalized Instruction.**

- 1) Continue to support the implementation of blended leaning and personalized instruction through the use of digital content. Renew licenses for Mystery Science, Newsella, Brain-pop
- 2) Illuminate used for teacher created assessments and to provide easy access data visualization for writing and DRA2.
- 3) Refresh/replace student and teacher computers; acquire or replace technology.
- 4) Special Education Implement Unique online curriculum and instructional support to special education students and evaluate tool's effectiveness to address students' needs.
- 5) Continue partnership with Summit to implement PLP at existing sites and expand as an optional alternative

Blended Learning and Personalized Instruction.

- 1) Continue to support the implementation of blended leaning and personalized instruction through the use of digital content. Renew licenses for Mystery Science, Newsella, Brain-pop
- 2) Illuminate used for teacher created assessments and to provide easy access data visualization for writing and DRA2.
- 3) Refresh/replace student and teacher computers; acquire or replace technology.
- 4) Special Education Implement Unique online curriculum and instructional support to special education students and evaluate tool's effectiveness to address students' needs.

Blended Learning and Personalized Instruction.

- 1) Continue to support the implementation of blended leaning and personalized instruction through the use of digital content. Renew licenses for Mystery Science, Newsella, Brain-pop
- 2) Illuminate used for teacher created assessments and to provide easy access data visualization for writing and DRA2.
- 3) Refresh/replace student and teacher computers; acquire or replace technology.
- 4) Special Education Implement Unique online curriculum and instructional support to special education students and evaluate tool's effectiveness to address students' needs.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	\$ 153,935	Amount	\$161,632	Amount	\$169,914
Source	Licenses	Source		Source	
Budget Reference	Resource 0000 0.1 FTE Director – Curr. & Assess.	Budget Reference	Resource 0000 0.1 FTE Director – Curr. & Assess.	Budget Reference	Resource 0000 0.1 FTE Director – Curr. & Assess.

Action 1.10

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increased & Improved Services to Keep Parents Informed <ol style="list-style-type: none"> Increase % of targeted parent engagement by keeping them consistently informed through the Implementation of Aeries Analytics. Link parent portal to web pages that contain district-wide or school based intervention programs. Provide parents online parent communication tool access and view on-going progress information (grades, attendance, interventions, behavior, assessment results, etc.). Data Analyst provides data reports and training for all users in Aeries Analytics for on-going and longitudinal student data. Provide professional development to teachers, 	Increased & Improved Services to Keep Parents Informed <ol style="list-style-type: none"> Increase % of targeted parent engagement by keeping them consistently informed through the Implementation of Aeries Analytics. Link parent portal to web pages that contain district-wide or school based intervention programs. Provide parents online parent communication tool access and view on-going progress information Data Analyst provides data reports and training for all users in Aeries Analytics for on-going and longitudinal student data. Provide professional development to teachers, 	Increased & Improved Services to Keep Parents Informed <ol style="list-style-type: none"> Increase % of targeted parent engagement by keeping them consistently informed through the Implementation of Aeries Analytics. Link parent portal to web pages that contain district-wide or school based intervention programs. Provide parents online parent communication tool access and view on-going progress information Data Analyst provides data reports and training for all users in Aeries Analytics for on-going and longitudinal student data. Provide professional development to teachers,

counselors, and other users.	counselors, and other users.	counselors, and other users.
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BUDGETED EXPENDITURES

2017-18

Amount	\$93,592
Source	LCFF Base
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 1.0 FTE Data Analyst

2018-19

Amount	\$98,272
Source	LCFF Base
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 1.0 FTE Data Analyst

2019-20

Amount	\$103,185
Source	LCFF Base
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 1.0 FTE Data Analyst

Action **1.11**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
English Language Development. EL Coordinator and Coaches provide high quality CCSS ELA/ELD research based instruction using SEAL Model to include professional development, unit design, lesson's study, modeled lessons and direct coaching.

2018-19

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
English Language Development. EL Coordinator and Coaches provide high quality CCSS ELA/ELD research based instruction using SEAL Model to include professional development, unit design, lesson's study, modeled lessons and direct coaching.

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
English Language Development. EL Coordinator and Coaches provide high quality CCSS ELA/ELD research based instruction using SEAL Model to include professional development, unit design, lesson's study, modeled lessons and direct

		coaching.
--	--	-----------

BUDGETED EXPENDITURES

2017-18

Amount

\$ 434,429

Source

LCFF Base

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx

2018-19

Amount

\$ 434,429

Source

LCFF Base

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx

2019-20

Amount

\$ 434,429

Source

LCFF Base

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx

Action **1.12**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools ☒ Specific Grade spans: 6th -12th

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

STATE Seal & Path of Bi-literacy

6th-12th grade students who fulfill necessary requirements will receive Seal of Bi-literacy to highlight importance of bi-literacy.
Unduplicated students are provided opportunities to take the SAT, Chinese, AP Spanish or any other AP language test to receive a fee waiver.

2018-19

☐ New ☒ Modified ☐ Unchanged

STATE Seal & Path of Bi-literacy

All students who fulfill necessary requirements will receive Seal of Bi-literacy to highlight importance of bi-literacy.
Unduplicated students are provided opportunities to take the SAT, Chinese, AP Spanish or any other AP language test to receive a fee waiver.

2019-20

☐ New ☒ Modified ☐ Unchanged

STATE Seal & Path of Bi-literacy

All students who fulfill necessary requirements will receive Seal of Bi-literacy to highlight importance of bi-literacy.
Unduplicated students are provided opportunities to take the SAT, Chinese, AP Spanish or any other AP language test to receive a fee waiver.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	Resource 4203 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Resource 4203 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Resource 4203 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: Pre-School, Early Childhood and T-K	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Early Childhood Development Support Provide significant financial investment in district CDCs and connected afterschool programs. Early Childhood education teachers collaborate with TK teachers, meet monthly for articulation, alignment and parent engagement.	Early Childhood Development Support Provide significant financial investment in district CDCs and connected afterschool programs. Early Childhood education teachers collaborate with TK teachers meet monthly for articulation, alignment and parent engagement	Early Childhood Development Support Provide significant financial investment in district CDCs and connected afterschool programs. Early Childhood education teachers collaborate with TK teachers meet monthly for articulation, alignment and parent engagement

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$557,545	\$557,545	\$557,545
Source	Source	Source
LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Budget Reference	Budget
Resource 0000	Resource 0000	Resource 0000

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.14

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: 4th 12th Grade**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18****2018-19****2019-20**☐ New ☒ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged**Instrumental Music**

Continue to fund the coordination and implementation of the District-Wide music program across schools with a focus to increase number of supplemental students' participation.

Instrumental Music

Continue to fund the coordination and implementation of the District-Wide music program across schools with a focus to increase number of supplemental students' participation.

Instrumental Music

Continue to fund the coordination and implementation of the District-Wide music program across schools with a focus to increase number of supplemental students' participation.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20****Amount**

\$ 311,570

Amount

\$327,149

Amount

\$343,506

Source

LCFF Supplemental

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget

Resource 0000

Budget

Resource 0000

Budget

Resource 0000

Reference

Object 1xxx, 2xxx, 3xxx

Reference

Object 1xxx, 2xxx, 3xxx

Reference

Object 1xxx, 2xxx, 3xxx

Action **1.15**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Technology Teacher on Special Assignment Provide support to the schools in the integration of technology, run monthly MIX Milpitas Innovator Exchange and provide ongoing online and site based PD on blended learning.	Technology Teacher on Special Assignment Provide support to the schools in the integration of technology, run monthly MIX Milpitas Innovator Exchange and provide ongoing online and site based PD.	Technology Teacher on Special Assignment Provide support to the schools in the integration of technology, run monthly MIX Milpitas Innovator Exchange and provide ongoing online and site based PD.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$116,418	\$122,239	\$128,351
Source	Source	Source
LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Budget Reference	Budget Reference
Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.16

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: Secondary 9th-12th Grade

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Implement College Readiness Grant to **increase** and **improve** services for **unduplicated pupils** to ensure **college readiness**. Specific actions are highlighted throughout this plan describing the extent to which all pupils within the LEA, particularly **unduplicated pupils**, will have **access to a-g courses** approved by the University of California.

2018-19

☐ New ☐ Modified ☐ Unchanged

Implement College Readiness Grant to **increase** and **improve** services for **unduplicated pupils** to ensure **college readiness**. Specific actions are highlighted throughout this plan describing the extent to which all pupils within the LEA, particularly **unduplicated pupils**, will have **access to a-g courses** approved by the University of California.

2019-20

☐ New ☐ Modified ☐ Unchanged

Implement College Readiness Grant to **increase** and **improve** services for **unduplicated pupils** to ensure **college readiness**. Specific actions are highlighted throughout this plan describing the extent to which all pupils within the LEA, particularly **unduplicated pupils**, will have **access to a-g courses** approved by the University of California.

BUDGETED EXPENDITURES

2017-18

Amount

\$30,000

Source

College Readiness Grant

Budget

Resource 7338

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2018-19

Amount

\$30,000

Source

College Readiness Grant

Budget

Resource 7338

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount

\$30,000

Source

College Readiness Grant

Budget

Resource 7338

Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.17

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Math and Science Support.

1. Host Silicon Valley Math Institute (SVMI) network in MUSD for teachers to collaborate and improve including the use of SVMI performance assessments.
2. Use district "essential practices" to frame high quality teaching and learning in math.
3. Identify group of SVMI teacher experts to provide on-going shared best practices with colleagues and begin creation of TK-12 vertical mathematical standards alignment.
4. Science Specialist FTE. MHS Integrated Science FTE.

2018-19

☐ New ☐ Modified ☐ Unchanged

Math and Science Support.

1. Host Silicon Valley Math Institute (SVMI) network in MUSD for teachers to collaborate and improve including the use of SVMI performance assessments.
2. Use district "essential practices" to frame high quality teaching and learning in math.
3. Identify group of SVMI teacher experts to provide on-going shared best practices with colleagues and begin creation of TK-12 vertical mathematical standards alignment.
4. Science Specialist FTE. MHS Integrated Science FTE.

2019-20

☐ New ☐ Modified ☐ Unchanged

Math and Science Support.

1. Host Silicon Valley Math Institute (SVMI) network in MUSD for teachers to collaborate and improve including the use of SVMI performance assessments.
2. Use district "essential practices" to frame high quality teaching and learning in math.
3. Identify group of SVMI teacher experts to provide on-going shared best practices with colleagues and begin creation of TK-12 vertical mathematical standards alignment.
4. Science Specialist FTE. MHS Integrated Science FTE.

BUDGETED EXPENDITURES

2017-18

Amount

\$90,000

Source

LCFF Supplemental

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2018-19

Amount

\$94,500

Source

LCFF Supplemental

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount

\$99,225

Source

LCFF Supplemental

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 1.18

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Academies, Pathways and College Readiness

1. Begin exploration of the new Education pathway at MHS to tackle the teacher shortage.
2. Investigate the possibility to implement Cross-Age Tutoring where High School Tutors earn elective credit for service learning community service classes.
3. Begin implementation of the new Biotechnology pathway at MHS
4. Continue support of high quality CTE Academies at MHS and Cal Hills.

Academies, Pathways and College Readiness

1. Begin exploration of the new Education pathway at MHS to tackle the teacher shortage.
2. Investigate the possibility to implement Cross-Age Tutoring where High School Tutors earn elective credit for service learning community service classes.
3. Begin implementation of the new Biotechnology pathway at MHS
4. Continue support of high quality CTE Academies at MHS and Cal Hills.

Academies, Pathways and College Readiness

1. Begin exploration of the new Education pathway at MHS to tackle the teacher shortage.
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3. Begin implementation of the new Biotechnology pathway at MHS
4. Continue support of high quality CTE Academies at MHS and Cal Hills.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$30,000

Amount

\$30,000

Amount

\$30,000

Source

College Readiness

Source

College Readiness

Source

College Readiness

Budget
Reference

Resource 7338
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Budget
Reference

Resource 7338
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Budget
Reference

Resource 7338
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

☐ New☒ Modified☐ Unchanged

Goal 2

All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment.

[State and/or Local
Priorities Addressed by
this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Reduce absenteeism and Suspensions

1.1 % Severe chronic absence: **Missing 20% or more of total school days**

3.8% Moderate chronic absence: **Missing 10 -19.99% of total school days**

4.9% ALL chronic absence: **Missing 10% or more school days** (incl. moderate + severe chronic)

9.9% At-risk attendance: **Missing 5-9.99% of total school days**

85.2% Satisfactory attendance: **Missing less than 5% of total school days**

Need to improve attendance for all students, in particular Students w/Disabilities, Hispanic and African American. The pattern of absence has not changed with grades TK+K experiencing the greatest absence rate and grade 6 experiencing the lowest absence rate. Hispanic/Latino group exhibits the greatest number of chronic absences (> 10%) with 227 students. Asians comprise the next largest number of chronic absences (> 10%) with 173 students. Boys and girls have similar numbers of chronic absences (boys-265 vs. girls-253). When the data is disaggregated by race/ethnicity and gender, boys and girls are also similar except for African-American males who have more than double the number of moderate chronic absence (AA boys - 10 vs. AA girls - 4). The data suggests that our special needs students are **three times** more likely to be chronically absent (>10%). Special needs students are also 6% more likely to be at-risk (5%-9.99%) for attendance.

The data suggests our students with free/reduced lunch status are 4% more likely to be chronically absent (> 10%) and at-risk (5% - 9.99%).

Suspensions: As per the California Dashboard, we have a total of 2 orange and 2 yellow schools out of 12 schools. Students with disabilities have 50% higher suspension rate (4.7% compared to all students at 2.2%). Our African American students have a very high (7%) suspension rate. Our Hispanic students have a medium (4%), Pacific Islander 5.4% and Two/+Race 4.4%

The **graduation** rate for students with disabilities is low (83%) compared to all students at very high (95.4%) and for English Learners is medium at 88%. African American negative growth in ELA. Pacific Islander negative growth in both **ELA and Math**

The greatest performance gaps are identified in our students with Disabilities. Hispanic, English Learners, African American and Low Socioeconomic students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism				
Attendance	85.2%	Improvement of 4% from an overall "satisfactory attendance" of 85% to 89%.	Improvement of 4 % from an overall "satisfactory attendance" of 89% to 93%.	Improvement of 4 % point from an overall "satisfactory attendance" of 93% to 98%.
Graduation Rate	All 95% Hispanic 91% LI 93% SWD 83% EL 88%	Increase by 1.0% to 5.0% or greater for each subgroup	Increase by 1.0% to 5.0% or greater for each subgroup	Increase by 1.0% to 5.0% or greater for each subgroup
Suspensions	African American 7% Pacific Islander 5.4% SWD 4.7% Two/Race 4.4%, Hispanic 4% ALL 2.2	Decline Significantly by no less than 1% or greater	Decline significantly by no less than 1% or greater	Decline significantly by no less than 1% or greater
Dropout Rate	Middle School 4 High School 23	Reduce to zero	Reduce to zero	Reduce to zero
Local Indicator Parent Engagement	Establish a Baseline Aug-Sept 2017	100% parent satisfaction survey	100% parent satisfaction survey	100% parent satisfaction survey

Action 2.1

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☐ All schools ☒ Specific Schools ☐ Specific Grade spans: _____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Positive School Culture: PBIS Tier I <ol style="list-style-type: none"> 1. Improve school culture and overall safety through the implementation of Positive Behavior Intervention System and Restorative Justice. 2. Continue PBIS implementation at 3 the sites and explore expanding to other sites. 3. Establish a district and site lead team to support implementation. 	Positive School Culture: PBIS Tier I <ol style="list-style-type: none"> 1. Improve school culture and overall safety through the implementation of Positive Behavior Intervention System and Restorative Justice. 2. Continue PBIS implementation at 3 the sites and explore expanding to other sites. 3. Establish a district and site lead team to support implementation. 	Positive School Culture: PBIS Tier I <ol style="list-style-type: none"> 1. Improve school culture and overall safety through the implementation of Positive Behavior Intervention System and Restorative Justice. 2. Continue PBIS implementation at 3 the sites and explore expanding to other sites. 3. Establish a district and site lead team to support implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$33,000 \$143,569 Source LCFF Supplemental Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.4 Student Services Coordinator 0.2 Director - Secondary 0.3 Staff Secretary	Amount \$33,000 \$150,748 Source LCFF Supplemental Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.4 Student Services Coordinator 0.2 Director - Secondary 0.3 Staff Secretary	Amount \$33,000 \$158,285 Source LCFF Supplemental Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.4 Student Services Coordinator 0.2 Director - Secondary 0.3 Staff Secretary

Salary/Benefit
PBIS Contract

Salary/Benefit
PBIS Contract

Salary/Benefit
PBIS Contract

Action 2.2

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☒ LEA-wide ☐ School-wide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Social Emotional Supports

1. Provide socio-emotional mental health services to Tier III students in their academic setting.
2. Explore other means to develop internal capacity to provide socio-emotional services in house to Tier II students.
3. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of expulsions.

2018-19

☐ New ☐ Modified ☐ Unchanged

Mental Health

1. Provide socio-emotional mental health services to Tier III students in their academic setting.
2. Explore other means to develop internal capacity to provide socio-emotional services in house to Tier II students.
3. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of expulsions.

2019-20

☐ New ☐ Modified ☐ Unchanged

Mental Health

1. Provide socio-emotional mental health services to Tier III students in their academic setting.
2. Explore other means to develop internal capacity to provide socio-emotional services in house to Tier II students.
3. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of expulsions.

BUDGETED EXPENDITURES

2017-18

Amount

\$ 450,000

Source

LCFF Supplemental \$395,000
Mental Health \$55,000

2018-19

Amount

\$ 450,000

Source

LCFF Supplemental \$395,000
Mental Health \$55,000

2019-20

Amount

\$ 450,000

Source

LCFF Supplemental \$395,000
Mental Health \$55,000

Budget Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
Professional Services

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
Professional Services

Budget
Reference

Resource 0000
Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
Professional Services

Action 2.3

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

[Students to be Served](#)
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
[Location\(s\)](#)
☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____
OR

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

[Students to be Served](#)
☒ English Learners ☐ Foster Youth ☒ Low Income
[Scope of Services](#)
☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location\(s\)](#)
☐ All schools ☒ Specific Schools: MHS ☒ Specific Grade spans: Freshman
[ACTIONS/SERVICES](#)**2017-18****2018-19****2019-20**
☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged
High School Counseling

- Continue to fund additional counselor at MHS to support Tier II, high needs students around meeting all graduation requirements and aligned supports including decrease of suspensions and expulsions.

High School Counseling

- Continue to fund additional counselor at MHS to support Tier II, high needs students around meeting all graduation requirements and aligned supports including decrease of suspensions and expulsions.

High School Counseling

- Continue to fund additional counselor at MHS to support Tier II, high needs students around meeting all graduation requirements and aligned supports including decrease of suspensions and expulsions.

[BUDGETED EXPENDITURES](#)**2017-18****2018-19****2019-20**

Amount

\$ 113,789

Amount

\$119,479

Amount

\$125,452

Source

LCFF Supplemental

Source

LCFF Supplemental

Source

LCFF Supplemental

Budget Reference

Resource 0000
Object 1xxx, 3xxx,

Budget
Reference

Resource 0000
Object 1xxx, 3xxx,

Budget
Reference

Resource 0000
Object 1xxx, 3xxx,

Action 2.4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School-wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Family Engagement Special Committees

1. All sites create a Parent Engagement Goal in their SPSA's to ensure parents, guardians, and community members are welcomed and encouraging contributions and providing opportunities to develop awareness and skills to support student learning.
2. District will continue to seek parent input in making decisions for the district through advisory groups, CBAC, DELAC LCAP Advisory Board, and Site Councils.
3. Establish an advisory committee for special education comprised educators to evaluate program effectiveness and provide input and explore a Multi-Tiered System of Supports.

Family Engagement

1. All sites create a Parent Engagement Goal in their SPSA's to ensure parents, guardians, and community members are welcomed and encouraging contributions and providing opportunities to develop awareness and skills to support student learning.
2. District will continue to seek parent input in making decisions for the district through advisory groups, CBAC, DELAC LCAP Advisory Board, and Site Councils.
3. Establish a advisory committee for special education comprised educators to evaluate program effectiveness and provide input.

Family Engagement

1. All sites create a Parent Engagement Goal in their SPSA's to ensure parents, guardians, and community members are welcomed and encouraging contributions and providing opportunities to develop awareness and skills to support student learning.
2. District will continue to seek parent input in making decisions for the district through advisory groups, CBAC, DELAC LCAP Advisory Board, and Site Councils.
3. Establish a advisory committee for special education comprised educators to evaluate program effectiveness and provide input.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$35,455

Amount

\$37,228

Amount

\$39,089

Source	LCFF/ Title III	Source	LCFF/ Title III	Source	LCFF/ Title III
Budget Reference	Object 1xxx, 2xxx, 3xxx, .20 Venus .01 Carla	Budget Reference	Object 1xxx, 2xxx, 3xxx, .20 Venus .01 Carla	Budget Reference	Object 1xxx, 2xxx, 3xxx, .20 Venus .01 Carla

Action 2.5

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: MHS <input checked="" type="checkbox"/> Specific Grade spans: _____		

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Equity/Student Advocate 1. Add an additional FTE at the high school to provide Tier II supports for social, emotional and academic via implementation of restorative practices to decrease suspension rates and increase attendance and engagement ensuring Advanced Placement Access PSAT Assessment Identification of support services; referrals to socio-emotional services	Equity/Student Advocate 1. Add an additional FTE at the high school to provide Tier II supports for social, emotional and academic via implementation of restorative practices to decrease suspension rates and increase attendance and engagement ensuring Advanced Placement Access PSAT Assessment Identification of support services; referrals to socio-emotional services	Equity/Student Advocate 1. Add an additional FTE at the high school to provide Tier II supports for social, emotional and academic via implementation of restorative practices to decrease suspension rates and increase attendance and engagement ensuring Advanced Placement Access PSAT Assessment Identification of support services; referrals to socio-emotional services

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$123,277	Amount	\$129,441	Amount	\$135,912
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

PLANNED ACTIONS / SERVICES

Action 2.6

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Foster and Homeless Youth. 1. Identify needed supports for homeless and foster youth through new partnerships with county and community based service providers. 2. Continue to provide adequate training to school leaders about supports and legal requirements.	Foster and Homeless Youth. 1. Identify needed supports for homeless and foster youth through new partnerships with county and community based service providers. 2. Continue to provide adequate training to	Foster and Homeless Youth. 1. Identify needed supports for homeless and foster youth through new partnerships with county and community based service providers. 2. Continue to provide adequate training to

3. Provide Professional Learning to classified and certificated staff in understanding the impact of trauma and strategies for working with students who have experienced or experiencing trauma.	school leaders about supports and legal requirements. 3. Provide Professional Learning to classified and certificated staff in understanding the impact of trauma and strategies for working with students who have experienced or experiencing trauma	school leaders about supports and legal requirements. 3. Provide Professional Learning to classified and certificated staff in understanding the impact of trauma and strategies for working with students who have experienced or experiencing trauma
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BUDGETED EXPENDITURES

2017-18

Amount	\$29,682
Source	LCFF Supplemental
Budget Reference	Resource 0000 Object 2xxx, 3xxx, .2 Family Engagement Manager

2018-19

Amount	\$31,166
Source	LCFF Supplemental
Budget Reference	Resource 0000 Object 2xxx, 3xxx, .2 Family Engagement Manager

2019-20

Amount	\$32,724
Source	LCFF Supplemental
Budget Reference	Resource 0000 Object 2xxx, 3xxx, .2 Family Engagement Manager

PLANNED ACTIONS / SERVICES

Action **2.7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: ____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Improve Attendance <ol style="list-style-type: none"> 1. Continue to evaluate SART and SARB process and develop targeted interventions strategies for working with truant students, as well as partnering with agencies to provide targeted supports. 2. Community Liaisons support increase attendance efforts 3. Provide training to school and Attendance Clerks. 4. Schools design and implement plans for improving attendance in School Plans for Student Achievement (SPSA). 	Improve Attendance <ol style="list-style-type: none"> 1. Continue to evaluate SART and SARB process and develop targeted interventions strategies for working with truant students, as well as partnering with agencies to provide targeted supports. 2. Community Liaisons support increase attendance efforts 3. Provide training to school and Attendance Clerks. 4. Schools design and implement plans for improving attendance in School Plans for Student Achievement (SPSA). 	Improve Attendance <ol style="list-style-type: none"> 1. Continue to evaluate SART and SARB process and develop targeted interventions strategies for working with truant students, as well as partnering with agencies to provide targeted supports. 2. Community Liaisons support increase attendance efforts. 3. Provide training to school and Attendance Clerks. 4. Schools design and implement plans for improving attendance in School Plans for Student Achievement (SPSA).
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$82,652 Source LCFF Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 0.2 Student Services Coordinator 0.5 Clerical Support	Amount \$86,785 Source LCFF Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 0.2 Student Services Coordinator 0.5 Clerical Support	Amount \$91,124 Source LCFF Budget Reference Resource 0000 Object 1xxx, 2xxx, 3xxx, 0.2 Student Services Coordinator 0.5 Clerical Support

Action **2.8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: ____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18
☐ New ☒ Modified ☐ Unchanged
Family Engagement

- Provide translations and translated materials as supports for parents with a primary language other than English to stay apprised and engage in district and school activities that support their child's learning
- Actively reach out to English Learners, foster youth, high poverty, and students with disabilities, to provide information and supports to facilitate understanding and participation in planning and evaluation activities.
- Provide parents access to data regarding student attendance and performance in courses to support engagement in learning opportunities.
- Provide opportunities for parents/guardians to learn regarding risk factors and strategies for improvement.
- Provide parents workshops to develop understanding the benefits and requirements of A-G, AP, Dual Enrollment and Academies and other Alternative Paths,

2018-19
☐ New ☐ Modified ☐ Unchanged
Family Engagement

- Provide translations and translated materials as supports for parents with a primary language other than English to stay apprised and engage in district and school activities that support their child's learning
- Actively reach out to English Learners, foster youth high poverty, and students with disabilities, to provide information and supports to facilitate understanding and participation in planning and evaluation activities.
- Provide parents access to data regarding student attendance and performance in courses to support engagement in learning opportunities.
- Provide opportunities for parents/guardians to learn regarding risk factors and strategies for improvement.
- Provide parents workshops to develop understanding de benefits and requirements of A-G, AP, Dual Enrollment and Academies and other Alternative Paths,

2019-20
☐ New ☐ Modified ☐ Unchanged
Family Engagement

- Provide translations and translated materials as supports for parents with a primary language other than English to stay apprised and engage in district and school activities that support their child's learning
- Actively reach out to English Learners, foster youth high poverty, and students with disabilities, to provide information and supports to facilitate understanding and participation in planning and evaluation activities.
- Provide parents access to data regarding student attendance and performance in courses to support engagement in learning opportunities.
- Provide opportunities for parents/guardians to learn regarding risk factors and strategies for improvement.
- Provide parents workshops to develop understanding de benefits and requirements of A-G, AP, Dual Enrollment and Academies and other Alternative Paths,

BUDGETED EXPENDITURES**2017-18****Amount**

\$14,841

SourceCollege Readiness Grant
LCFF Supplemental**Budget
Reference**Resource 0000
Object 1xxx, 2xxx, 3xxx,
0.1 Nicole S.**2018-19****Amount**

\$15,583

SourceCollege Readiness Grant
LCFF Supplemental**Budget
Reference**Resource 0000
Object 1xxx, 2xxx, 3xxx,
0.1 Nicole S.**2019-20****Amount**

\$16,362

SourceCollege Readiness Grant
LCFF Supplemental**Budget
Reference**Resource 0000
Object 1xxx, 2xxx, 3xxx,
0.1 Nicole S.

Action 2.9

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Student Study Teams 1. Improve and refine school site SST processes as well as district support and guidance for analyzing data and develop student improvement action plans. 2. Provide appropriate PD for teams to use SIS Aeries to monitor interventions effectiveness to increase academic attainment and reducing of suspensions and expulsions.		

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Student Study Teams 1. Improve and refine school site SST processes as well as district support and guidance for analyzing data and develop student improvement action plans. 2. Provide appropriate PD for teams to use SIS Aeries to monitor interventions effectiveness to increase academic attainment and reducing of suspensions and expulsions.		

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Student Study Teams 1. Improve and refine school site SST processes as well as district support and guidance for analyzing data and develop student improvement action plans. 2. Provide appropriate PD for teams to use SIS Aeries to monitor interventions effectiveness to increase academic attainment and reducing of suspensions and expulsions.		

BUDGETED EXPENDITURES

2017-18

Amount	\$75,714
Source	LCFF
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Student Services Coordinator 0.1 Student Services Director 0.5 Clerical support

2018-19

Amount	\$79,500
Source	LCFF
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Student Services Coordinator 0.1 Student Services Director 0.5 Clerical support

2019-20

Amount	\$83,475
Source	LCFF
Budget Reference	Resource 0000 Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Student Services Coordinator 0.1 Student Services Director 0.5 Clerical support

Action 2.10

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: ____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Transitions Middle Grades and High School (8th 9th 6th 7th) <ol style="list-style-type: none"> Increase articulation and create concrete transition plans for the transition years to ensure students' social and emotional support for academic success. Communicate plans to parents, execute, evaluate and revise plans as needed. Continue articulation process between grades 6-7 and 8-9 to evaluate math placement protocols Special Education Case management articulation between 8-9 Partner with Secondary Student Leaders to provide informal forums such as round-table discussions, Teen-Teen conversations about transitioning years. 	Transitions Middle Grades and High School (8th 9th 6th 7th) <ol style="list-style-type: none"> Increase articulation and create concrete transition plans for the transition years to ensure students' social and emotional support for academic success. Communicate plans to parents, execute, evaluate and revise plans as needed. Continue articulation process between grades 6-7 and 8-9 to evaluate math placement protocols Special Education Case management articulation between 8-9 	Transitions Middle Grades and High School (8th 9th 6th 7th) <ol style="list-style-type: none"> Increase articulation and create concrete transition plans for the transition years to ensure students' social and emotional support for academic success. Communicate plans to parents, execute, evaluate and revise plans as needed. Continue articulation process between grades 6-7 and 8-9 to evaluate math placement protocols Special Education Case management articulation between 8-9

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$38,228	Amount	\$40,139	Amount	\$42,146
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.2 L&D Director, Secondary

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.2 L&D Director, Secondary

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx
0.2 L&D Director, Secondary

PLANNED ACTIONS / SERVICES

Action **2.11**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s) _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: Early Childhood and Kinder

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Early Grade Transition (CDC-K)

1. CDC teachers will push-into Kinder during the first week of school to support students' transition into Kinder and collaborate with Kinder teachers.
2. Explore the possibility to provide Kinder a one-week before school starts of jumpstart program targeted to EL's LI and FY students.

2018-19

☐ New ☐ Modified ☐ Unchanged

Early Grade Transition (CDC-K)

CDC teachers will push-into Kinder during the first week of school to support students' transition

2019-20

☐ New ☐ Modified ☐ Unchanged

Early Grade Transition (CDC-K)

CDC teachers will push-into Kinder during the first week of school to support students' transition

BUDGETED EXPENDITURES

2017-18

Amount

\$65,697

Source

LCFF

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2018-19

Amount

\$68,982

Source

LCFF

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount

\$72,431

Source

LCFF

Budget
Reference

Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

0.2 CDC Coordinator
0.2 Sped Ed Coordinator

0.2 CDC Coordinator
0.2 Sped Ed Coordinator

0.2 CDC Coordinator
0.2 Sped Ed Coordinator

Action 2.12

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: ____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Family Supports 1. Continue partnership with Project Cornerstone to provide parent workshops such as ABC, Los Dichos and Take It Personally at targeted title I schools.	Family Supports 1. Continue partnership with Project Cornerstone to provide parent workshops such as ABC, Los Dichos and Take It Personally at targeted title I schools.	Family Supports 1. Continue partnership with Project Cornerstone to provide parent workshops such as ABC, Los Dichos and Take It Personally at targeted title I schools.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$44,714	Amount	\$46,950	Amount	\$49,297
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Contract & .2 DCD Coordinator	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Contract & .2 DCD Coordinator	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Contract & .2 DCD Coordinator

Goal 3

All MUSD historically underserved students will make accelerated growth to close the achievement gap.

State and/or Local Priorities
Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The need to accelerate academic growth for our unduplicated students continues to be the focus of this goal. As per the California Dashboard, SBAC results and graduation rates, Students with Disabilities, Pacific Islander, Hispanic and African American students have low status in both English Language Arts and Mathematics and in terms of change they have maintained this status for two years. Our English Learner Status on the other hand is high at 83% (high is defined as 75% to less than 85%). Even though our EL's are making adequate progress attaining a second language, their access to grade level content continues to be a challenge as per their SBAC Results. In addition, data shows that a very low number of students are accessing A-G path and have low rates accessing AP courses. The graduation rates as compared to the overall MUSD student population. There is a need to provide targeted supports and extended opportunities to access alternate paths towards the successful completion and successful preparation for college and career.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	LI-40% EL-33% SWD-20% Hispanic 28% African American 26%	LI-50% EL-40% SWD-30% Hispanic 40% African American 40%	LI-65% EL-50% SWD-45% Hispanic 55% African American 55%	LI-75% EL-60% SWD-55-60% Hispanic 75% African American 75%
SBAC ELA	LI-52% EL-34% SWD-20% Hispanic 42%	LI-60% EL-50% SWD-80% Hispanic 55%	LI-70% EL-65% SWD-80% Hispanic 65%	LI-80% EL-80% SWD-80% Hispanic 85%

	African American 41%	African American 55%	African American 65%	African American 85%
A-G	LI-33% EL-9% SWD-3%	LI-40% EL-15% SWD-10%	LI-45% EL-25% SWD-20%	LI-60% EL-30% SWD-30%
EAP Rates	College Ready (EXCEEDS) LI- 28% ELA & 15% Math EL-1% ELA & 7% Math SWD-45% ELA & 26% Math Conditionally Ready (MET) LI- 34% ELA & 20% Math EL-20% ELA & 15% Math SED-16% ELA & 11% Math	5-% increase	5-% increase	5-% increase
Graduation Rate	LI-93% EL-88% SWD-83%	5-% increase	5-% increase	5-% increase
AP Access	LI 129 EL 12	Increase by 10%	Increase by 10%	Increase by 10%
Reclassification Rate	12%	10%-15%	10%-15%	10%-15%
EL Progress Indicator	8 out of 12 schools are green or blue, 3 yellow and one orange. 11/12 schools have high or very high status and one school with low status.	100% of our schools will have a status of High or Very High. Increase change by 1.5%to less than 10.0%	100% of our schools will have a status of High or Very High. Increase change by 1.5%to less than 10.0%	100% of our schools will have a status of High or Very High. Increase change by 1.5%to less than 10.0%

Action 3.1

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Milpitas High School <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Access and Outcomes to Broad Course of Study <ol style="list-style-type: none"> Increase or improve services for unduplicated pupils to ensure college readiness. Ensure access to Advanced Placement courses and expand course offerings driven by student need. Evaluate and continue partnership with Equal Opportunity Schools to identify missing students in AP courses. Implement strategies to increase AP participation. Staff will monitor student success as measured by class grades and Advanced Placement exam passing rate. 	Access and Outcomes to Broad Course of Study <ol style="list-style-type: none"> Increase or improve services for unduplicated pupils to ensure college readiness. Ensure access to Advanced Placement courses and expand course offerings driven by student need. Evaluate and continue partnership with Equal Opportunity Schools to identify missing students in AP courses. Implement strategies to increase AP participation. Staff will monitor student success as measured by class grades and Advanced Placement exam passing rate. 	Access and Outcomes to Broad Course of Study <ol style="list-style-type: none"> Increase or improve services for unduplicated pupils to ensure college readiness. Ensure access to Advanced Placement courses and expand course offerings driven by student need. Evaluate and continue partnership with Equal Opportunity Schools to identify missing students in AP courses. Implement strategies to increase AP participation. Staff will monitor student success as measured by class grades and Advanced Placement exam passing rate.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$38,228	Amount	\$40,139	Amount	\$42,146
Source	College Reediness Grant & LCFF	Source	College Reediness Grant & LCFF	Source	College Reediness Grant & LCFF
Budget Reference	0.2 FTE L&D Director- Secondary Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	0.2 FTE L&D Director- Secondary Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	0.2 FTE L&D Director- Secondary Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action **3.2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Middle and High School <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff to attend professional development AVID, A-G and AP training with the College Board in order to Increase the number of underrepresented youth (specifically English Learners and low socioeconomic) and ensure success in Advanced Placement (AP) A-G courses at the high school level.	Teachers to attend professional development AVID, A-G and AP training with the College Board in order to Increase the number of underrepresented youth (specifically English Learners and low socioeconomic) and ensure success in Advanced Placement (AP) A-G courses at the high school level.	Teachers to attend professional development AVID, A-G and AP training with the College Board in order to Increase the number of underrepresented youth (specifically English Learners and low socioeconomic) and ensure success in Advanced Placement (AP) A-G courses at the high school level.

BUDGETED EXPENDITURES

2017-18

Amount	\$44,841	2018-19	Amount	\$47,083	2019-20	Amount	\$49,437
Source	College Readiness Grant	Source	College Readiness Grant	Source	College Readiness Grant		
Budget Reference	Professional Development 0.1 FTE - Nicole	Budget Reference	Professional Development 0.1 FTE - Nicole	Budget Reference	Professional Development 0.1 FTE - Nicole		

Action 3.3

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: TK-1

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Randall Elementary <input checked="" type="checkbox"/> Specific Grade span

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Alternative Option: Dual Immersion Program: The District approved the adoption and implementation of TWDI Program in Spanish at Randall Elementary School beginning in 2016-17. Continue to implement the program plan as detailed in the Master Plan and provide ongoing professional development to teachers and support staff to assist with implementation.	Alternative Option: Dual Immersion Program: The District approved the adoption and implementation of TWDI Program in Spanish at Randall Elementary School beginning in 2016-17. Continue to implement the program plan as detailed in the Master Plan and provide ongoing professional development to teachers and support staff to assist with implementation	Alternative Option: Dual Immersion Program: The District approved the adoption and implementation of TWDI Program in Spanish at Randall Elementary School beginning in 2016-17. Continue to implement the program plan as detailed in the Master Plan and provide ongoing professional development to teachers and support staff to assist with implementation

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 3.4

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Middle and High Schools <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

High School and Middle School Intervention Supports
Continue current staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students. Provide intervention courses for students below grade level in Language Arts, ELD and math, implement AVID courses, expand Advanced Placement course offerings for under-represented youth or provide an inclusive enrichment courses focused on meeting the needs target students.

2018-19

☐ New ☐ Modified ☐ Unchanged

High School and Middle School Intervention Supports
Continue current staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students. Provide intervention courses for students below grade level in Language Arts, ELD and math, implement AVID courses, expand Advanced Placement course offerings for under-represented youth or provide an inclusive enrichment courses focused on meeting the needs target students.

2019-20

☐ New ☐ Modified ☐ Unchanged

High School and Middle School Intervention Supports
Continue current staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students. Provide intervention courses for students below grade level in Language Arts, ELD and math, implement AVID courses, expand Advanced Placement course offerings for under-represented youth or provide an inclusive enrichment courses focused on meeting the needs target students.

BUDGETED EXPENDITURES

2017-18

Amount	\$920,911
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2018-19

Amount	\$966,957
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

2019-20

Amount	\$1,015,304
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx

Action 3.5

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s) Unduplicated & At Risk
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: 2 nd Grade, Transition Students/Credit Recovery

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New
 ☐ Modified
 ☐ Unchanged

Student Interventions and Summer School Programs

- District staff will research and develop a multi-tiered academic support model.
- Provide academic interventions specifically addressing the academic needs of low socioeconomic students, Foster Youth, and English Learners.
- District collaborates with school sites and stakeholders to develop a summer school intervention program.

This process will include:

- Establishing a leadership team to identify current practices in effective in-class academic and socio-emotional interventions for identified students and a data analysis of specific needs
- A review of existing intervention programs such as the existing Read 180, Math 180 and other research based programs
- Research successful Response to Intervention programs
- Professional development on tiered systems LEA-wide
- Create a system of data collection for interventions

2018-19

☐ New
 ☐ Modified
 ☐ Unchanged

Student Interventions and Summer School Programs

- District staff will research and develop a multi-tiered academic support model.
- Provide academic interventions specifically addressing the academic needs of low socioeconomic students, Foster Youth, and English Learners.
- District collaborates with school sites and stakeholders to develop a summer school intervention program.

This process will include:

- Establishing a leadership team to identify current practices in effective in-class academic and socio-emotional interventions for identified students and a data analysis of specific needs
- A review of existing intervention programs such as the existing Read 180, Math 180 and other research based programs
- Research successful Response to Intervention programs
- Professional development on tiered systems LEA-wide
- Create a system of data collection for interventions

2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

Student Interventions and Summer School Programs

- District staff will research and develop a multi-tiered academic support model.
- Provide academic interventions specifically addressing the academic needs of low socioeconomic students, Foster Youth, and English Learners.
- District collaborates with school sites and stakeholders to develop a summer school intervention program.

This process will include:

- Establishing a leadership team to identify current practices in effective in-class academic and socio-emotional interventions for identified students and a data analysis of specific needs
- A review of existing intervention programs such as the existing Read 180, Math 180 and other research based programs
- Research successful Response to Intervention programs
- Professional development on tiered systems LEA-wide
- Create a system of data collection for interventions

BUDGETED EXPENDITURES

2017-18

Amount	\$356,844
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.1 FTE L&D Director – Secondary 0.1 FTE Rozina

2018-19

Amount	\$356,844
Source	LCFF
Budget Reference	

2019-20

Amount	\$356,844
Source	LCFF
Budget Reference	

Action 3.6

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Comprehensive/Strategic Family Engagement: <ol style="list-style-type: none"> Continue existing family engagement programs and explore meaningful opportunities for parents to actively participate in school and district activities. Based on surveys' results from Thought Exchange, baseline data will be reviewed and goals

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Comprehensive/Strategic Family Engagement: <ol style="list-style-type: none"> Continue existing family engagement programs and explore meaningful opportunities for parents to actively participate in school and district activities. Based on surveys' results from Thought Exchange, baseline data will be reviewed and

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Comprehensive/Strategic Family Engagement: <ol style="list-style-type: none"> Continue existing family engagement programs and explore meaningful opportunities for parents to actively participate in school and district activities. Based on surveys' results from Thought Exchange, baseline data will be reviewed and

<p>determined to improve involvement and connectedness including parent volunteer/engagement opportunities which include the following resources such as, parent institute for quality education, project cornerstone, adult education, family literacy project and digital literacy.</p> <p>3. A Parent Engagement plan will be developed based on the State Family Engagement Framework .The District program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school.</p> <p>4. Targeted personnel to support our SWD, Latino and Low Socioeconomic families (Liaisons and Family Engagement Managers targeted support in primary language)</p>	<p>goals determined to improve involvement and connectedness including parent volunteer/engagement opportunities which include the following resources such as, parent institute for quality education, project cornerstone, adult education, family literacy project and digital literacy.</p> <p>3. A Parent Engagement plan will be developed based on the State Family Engagement Framework .The District program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school.</p> <p>4. Targeted personnel to support our SWD, Latino and Low Socioeconomic families (Liaisons and Family Engagement Managers targeted support in primary language)</p>	<p>goals determined to improve involvement and connectedness including parent volunteer/engagement opportunities which include the following resources such as, parent institute for quality education, project cornerstone, adult education, family literacy project and digital literacy.</p> <p>3. A Parent Engagement plan will be developed based on the State Family Engagement Framework .The District program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school.</p> <p>4. Targeted personnel to support our SWD, Latino and Low Socioeconomic families (Liaisons and Family Engagement Managers targeted support in primary language)</p>
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BUDGETED EXPENDITURES

2017-18

Amount	\$305,443 + 15,000
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Family Engagement 0.2 CDC Coordinator Community Liaison 0.4 Venus

2018-19

Amount	\$320,715 + \$15,000
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Family Engagement 0.2 CDC Coordinator Community Liaison 0.4 Venus

2019-20

Amount	\$336,751 + \$15,000
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx 0.2 Family Engagement 0.2 CDC Coordinator Community Liaison 0.4 Venus

Action 3.7

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Math and Science Support <ol style="list-style-type: none"> Continue collaborative vertical and horizontal articulation between math and science teachers to support the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) Use existing formative assessments to inform instruction and explore new forms of assessment to bridge the gaps. 		

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Math and Science Support <ol style="list-style-type: none"> Continue collaborative vertical and horizontal articulation between math and science teachers to support the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) Use existing formative assessments to inform instruction and explore new forms of assessment to bridge the gaps. 		

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Math and Science Support <ol style="list-style-type: none"> Continue collaborative vertical and horizontal articulation between math and science teachers to support the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) Use existing formative assessments to inform instruction and explore new forms of assessment to bridge the gaps. 		

BUDGETED EXPENDITURES

2017-18

Amount	\$11,803 + 10,000
Source	LCFF
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Stipend/collaboration time subs

2018-19

Amount	\$0
Source	
Budget Reference	

2019-20

Amount	\$0
Source	
Budget Reference	

Action 3.8

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Spangler, Curtner, Burnett, Weller, Pomeroy, Randall <input checked="" type="checkbox"/> Specific Grade spans: CDC, TK-3

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

English Language Development

1. Provide high quality sheltered EL academic language instruction through early intervention via SEAL.
2. Purchase supplies/materials for program implementation
3. Develop a sustainable model to continue implementation of SEAL strategies at all participating elementary Schools.

2018-19

☐ New ☐ Modified ☐ Unchanged

English Language Development

1. Provide high quality sheltered EL academic language instruction through early intervention via SEAL.
2. Purchase supplies/materials for program implementation
3. Develop a sustainable model to continue implementation of SEAL strategies at all participating elementary Schools.

2019-20

☐ New ☐ Modified ☐ Unchanged

English Language Development

1. Provide high quality sheltered EL academic language instruction through early intervention via SEAL.
2. Purchase supplies/materials for program implementation
3. Develop a sustainable model to continue implementation of SEAL strategies at all participating elementary Schools.

BUDGETED EXPENDITURES

2017-18

Amount	\$120,000
Source	RDA
Budget Reference	Object 5xxx

2018-19

Amount	\$120,000
Source	RDA
Budget Reference	Object 5xxx

2019-20

Amount	\$120,000
Source	RDA
Budget Reference	Object 5xxx

Action 3.9

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s) _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Special Education Coordinated Efforts Establish a SPED Ed leadership committee to meet quarterly to: <ol style="list-style-type: none"> 1. Establish time for all Sped Education teachers and paraprofessionals to meet regularly for collaboration, articulation and sharing best practices. 2. Explore use of standards-based report card for Mild-Severe students 	Special Education Establish a SPED Ed leadership committee to meet quarterly to: <ol style="list-style-type: none"> 1. Establish time for all Sped Education teachers and paraprofessionals to meet regularly for collaboration, articulation and sharing best practices. 2. Explore use of standards-based report card for Mild-Severe students 	Special Education Establish a SPED Ed leadership committee to meet quarterly to: <ol style="list-style-type: none"> 1. Establish time for all Sped Education teachers and paraprofessionals to meet regularly for collaboration, articulation and sharing best practices. 2. Explore use of standards-based report card for Mild-Severe students

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Amount \$0	Amount \$0	Amount \$0
Source LCFF	Source	Source
Budget Reference Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx	Budget Reference	Budget Reference

Action 3.10

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Milpitas High School <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Comprehensive Advising Plans Provide data to counselors to help prioritize support, develop and execute a comprehensive advising plan to support pupil completion of A-G course requirement Improve college admission workflow (Transcripts and Letters of Rec.	Comprehensive Advising Plans Provide data to counselors to help prioritize support, develop and execute a comprehensive advising plan to support pupil completion of A-G course requirement Improve college admission workflow (Transcripts and Letters of Rec.	Comprehensive Advising Plans Provide data to counselors to help prioritize support, develop and execute a comprehensive advising plan to support pupil completion of A-G course requirement Improve college admission workflow (Transcripts and Letters of Rec.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	College Readiness Grant	Source	College Readiness Grant	Source	College Readiness Grant
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Extended Duty/Counselor Salary	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Extended Duty/Counselor Salary	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Extended Duty/Counselor Salary

Action 3.11

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> School-wide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Middle and High Schools <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Materials to Support College Readiness Purchase Naviance and other materials to support high performance on assessments required for admittance to a postsecondary educational institution.	Materials to Support College Readiness Purchase Naviance and other materials to support high performance on assessments required for admittance to a postsecondary educational institution.	Materials to Support College Readiness Purchase Naviance and other materials to support high performance on assessments required for admittance to a postsecondary educational institution.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$35,000	Amount	\$35,000	Amount	\$35,000
Source	College Readiness Grant	Source	College Readiness Grant	Source	College Readiness Grant
Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Naviance/Materials	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Naviance/Materials	Budget Reference	Object 1xxx, 2xxx, 3xxx, 4xxx, 5xxx Naviance/Materials

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Estimated Supplemental and Concentration
Grant Funds:

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school wide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

