Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Steve Betando, Superintendent	betandos@mhusd.org (408) 201-6000

2017-20 Plan Summary

The Story

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

The Morgan Hill Unified School District serves 8,487 students, drawing from a geographically large and diverse community. The 296 square mile district encompasses parts of south San Jose, Morgan Hill, San Martin and unincorporated area of Santa Clara County ranging from Patterson in the east to Santa Cruz to the west. This area includes high-density urban as well as remote rural populations with the majority of population concentrated along the U.S. 101 corridor and generally regarded as suburban. Many parents endure long daily work commutes into the greater bay area. Although there is housing growth, the district is experiencing slow declining enrollment primarily due to the cost of housing and a decrease in the traditional number of children per household.

Students are served in six K-5 elementary schools, two K-8 primary schools, two comprehensive 6-8 middle schools, two comprehensive 9-12 high schools, 1 alternative 10-12 high school, a 6-12 digital curriculum individual learning program, a self-contained program for expelled students, and a community adult school.

The student body is diverse: 42.2% low socio-economic, 15.6% English Learners, 0.2% Foster, 7.2% Homeless, 3.5% Migrant, and 11.6% Students with Disabilities. (2017-18 year end enrollment from CDE, Data Quest). The Local Control Funding Formula unduplicated student count is 43.3% which generates about $5.8 million dollars in supplemental funds to service the needs of underperforming students. Ethnic diversity includes 51.3% Latino, 30.2% white, 8.5% Asian, 2.5% Filipino, and 1.7% African American.

Root Cause analysis of the white to Latino achievement gap indicates that about 30% of the gap is due to each of the these variables: low parent education levels, family incomes below the free and reduced lunch program level, and English Language mastery levels. The remaining 10% of the gap is

determined by other uncontrolled variables including but not limited to: instructional, assessment, and systems biases; and differences in cultural perspectives and practices related to education.

This analysis helps to inform our most global goal setting reflected in the overall structure of this Local Control Accountability Plan (LCAP). The plan has three goals: College and Career Readiness, Parent Engagement, and Student Engagement/ Positive School Climate. These goals are broken down into 11 total actions encompassing a variety of program and services. The strategic plan strives to address the whole child so that students are not only exposed to a rich curriculum, but are fed, clothed, healthy, encouraged and motivated to learn.

Programs and actions organized according to a Multi-Tiered System of Support (MTSS) provide a high quality standards based tier-one instructional program. This program includes professional development to enhance differentiation for the needs of struggling students to those who are ready for enrichment (Goal 1). Likewise, parent engagement, including educational opportunities to mitigate the impact of limited parent experience with higher education (Goal 2), as well as a variety of student social emotional wellness initiatives (Goal 3) round out the plan. Tiered programs are being vetted and centralized with a concentration on early literacy, deliberate outreach to parents of struggling students, and social-emotional supports for students challenged with a variety of traumatic experiences.

As with servicing the needs of struggling students, the district's MTSS also provides opportunities for students to enrich the educational experience. Cultural and linguistic diversity is an asset; although English Language Arts remains a priority, multilingualism for all students is highly valued in our master plans and is resulting in a Seal of Biliteracy Rate that outpaces the state rate by 3.7%. Likewise, students meeting the UC A-G entrance requirements is 5.1% higher than the state average while the percentage of students earning the Golden State Merit Diploma outperforms the state by 11.4%. Our high schools offer a robust Advanced Placement program recognized among the top few percent of such programs nationwide.

A variety of partnerships with community-based organizations further supports the educational program. These partnerships include: a joint venture with city leadership on the student asset building Project Cornerstone; School Linked Services; South County Youth Taskforce; First Harvest Food Bank; Cecilia's Closet; YMCA, The Tech Museum, and more.

The MTSS structure reflected in the LCAP is now uniform throughout all thirteen School Plans for Student Achievement (SPSA) providing ease of navigation and cross-referencing. The goal of this alignment work is to increase the efficiency of program evaluation to enable the sharing of best practices so that the expenditure of public funds becomes more transparent, monitored, and demonstrating a return on investment.

Subgroup	Non-Charter School Enrollment
English Learners	15.6%
Foster Youth	0.2%
Homeless Youth	7.2%
Migrant Education	3.5%
Students with Disabilities	11.6%
Socioeconomically Disadvantaged	42.2%
All Students	**8,487**

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) represents our district's allocation of resources towards specific actions designed to meet Board-established goals. The goal-setting process is based on the school district's vision, mission and values statement. Our Governing Board goals help determine the relative attention and resources directed toward each of the State's eight priority areas. Priority areas addressed through the actions in the LCAP are monitored by maintaining an LCAP annual update included in this document. Progress is reported to stakeholders groups who consult and provide recommendations for revisions found in the analysis section following each goal. Community input is also gathered through an ongoing survey dropbox. The Annual Update is posted on the district website in both English and Spanish. The overarching goal of the Local Control Accountability Plan is constant improvement of the educational outcomes for all students. The plan provides an overview of the operating budget and organizes the expenditures under three goals:

1. College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success for all students. ($86,786,253 allocated in 2018-19).

2. Parent Engagement: All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. ($554,826 allocated in 2018-19).

3. Student Engagement and School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready ($587,739 allocated in 2018-19)

Highlights for this third year of the three-year LCAP plan include:

Deeper alignment of the district LCAP, school level SPSA's and other strategic plans. This includes developing the LCAP as the overarching strategic plan and hub for all district programs such as the English Learner Master Plan, Family Engagement Plan, Visual and Performing Arts Plan, etc.

Continued refining of local metrics to add context and perspective to the states evolving dashboard. This includes advancing our data analysis capacity through partnerships with Schoolwise press to provide comparative and longitudinal global planning data as well as our County Office with DataZone to provide easily accessible and actionable student level data.

Advancing the implementation of MTSS including centralizing and expanding early literacy staffing and program support as well as progressing through positive behavior intervention and support (PBIS) professional development.

A focus on Tier 1 multidisciplinary instruction as we complete the last of four successive years of new core curriculum adoptions and begin the refining work of later phases of implementation. This work includes a restructure of our Teachers on Special Assignment (TOSA) to provide greater support for deeper implementation. Instructional coaching will become the system wide priority as opposed to initial instructional materials adoptions and early stage implementations.

Greater stakeholder engagement highlighted by increased parent participation in plan consulting and conferring opportunities including convening a congress of all School Site Councils (SSC), English Learner Advisory Councils (ELAC), and a student congress of representative from each school.

Review of Performance

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

Greatest Progress

Plan Alignment and MTSS: MHUSD had taken a lead in strategic plan alignment and the development of a Multi-Tiered System of Support (MTSS). By creating school plans (SPSA's) to align to our LCAP, we are enabling a more efficient sharing of practice as we vet the variety of school level practices and programs to centralize and spread the best of what we do well. That process is at the heart of developing an efficient MTSS and part of the reason why MHUSD served in the Santa Clara County knowledge development program for MTSS. Now, the district is well positioned to realize the benefits of those early efforts.

By aligning our plans with an MTSS structure, we have built the framework for monitoring needs, sharing program, and collecting an evidence base from which to move forward in a strategic manner. This is most apparent in our early literacy MTSS which includes Tier-1 guided reading instruction which is differentiated and data-informed (Lexia), as well as supported by culturally conscious instructional practices (Constructing Meaning); Tier 2 extended day programs informed by individualized learning plans (Study Island); and Tier 3 intensive intervention (Leveled Literacy Intervention).

This work is ongoing with updates to this year's plan that include increasing reading specialist staffing, centralizing and including Tier 2 supports within the school day (Read 180/System 44), and refining student monitoring systems and decision points for linking students with tiered supports. These efforts are beginning to generate returns in early literacy as demonstrated by growth measurements on standardized benchmarks using the Fountas and Pinnell Reading Assessment as well as the North West Evaluation Association Measure of Academic Progress (NWEA-MAP) which demonstrate student growth exceeding national norms (See goal 1 metric grid later in this report).

Adoption of New Instructional Materials: MHUSD is on schedule to complete the adoption of new instructional materials in all core areas with the selection of Next Generation Science Standards programs anticipated later this spring. The district has been providing professional development on frameworks and practicing the instructional shifts related to new standards as a foundation for high quality Tier-one instruction. The district is poised and eager for the next phase of deepening instructional practice with multi-disciplinary connections and developing Universal Design for Learning (UDL) lesson planning. These efforts will include maximizing opportunities to embed literacy, technology, Arts, historical and science context, and math and engineering applications across all content areas. UDL emphasizes multiple receptive and expressive modalities for both instruction and student expression of mastery. Early efforts include the successful launch of the K-5 writing initiative that includes prompts from a variety of core disciplines; the development of district-wide writing rubrics; and the participation of the entire K-5 teaching staff in related training and calibration of writing expectations. Higher cognitive function mathematical problem solving and application supported by our Silicon Valley Community Foundation and Barrett Elementary's Project Light grants also emphasize multidisciplinary instruction.

PBIS and Attendance: Parallel MTSS development for social-emotional programs is progressing with all schools now involved in various cohort implementation stages of Positive Behavior Intervention and Support (PBIS). Current year-to-date data analysis projects lower suspension rates. (3.26% YTD, compared to 4.9% last year). Likewise, we have increased messaging for community awareness and attendance monitoring aimed at reducing chronic absenteeism rates (YTD 11.0% compared to 12.1% last year).

Collaborative and Informed Planning: The district has updated and approved a new Family Engagement Plan that expands stakeholder involvement in the planning process. All principals have received training for in-depth data analysis, and are equipped with global planning data (Schoolwise Press) and will soon be receiving similar training for student level data (DataZone). Parent advisory council and student congresses convened to provide stakeholder training to assist sites in the process of writing data-informed school plans. (Principal trainings conducted October 5, February 14, and March 13 and parent and student congresses convened on February 26).

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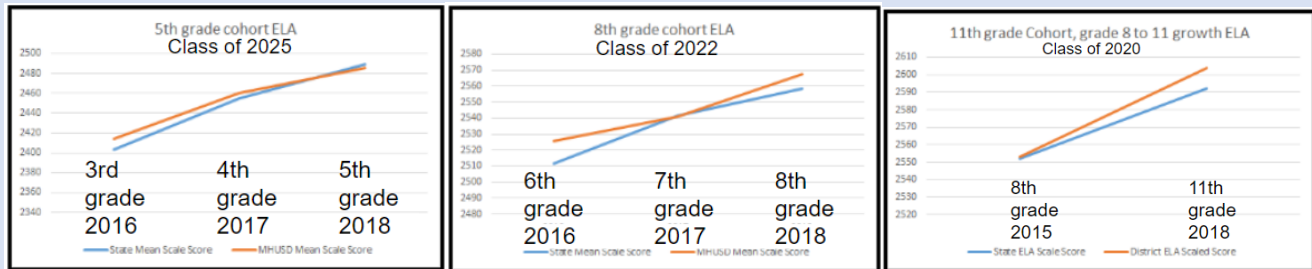
Greatest Needs

The chart below shows the six state dashboard metrics and major student subgroups. Although there are no overall red indicators (top row), there are several indicators in orange including chronic absenteeism, suspension rate, English Language Arts and Mathematics. There is also variance between student groups indicating challenges achieving equitable outcomes for all students. Students with Disabilities remains high priority student group with program indicator review revealing a high need for greater inclusion opportunities with accommodation to support achievement.

To address these needs, the district is supporting sites with Multi-Tiered Systems of Support (MTSS) development including Positive Behavior Intervention and Support (PBIS) and an emphasis on early literacy with a goal of improving ELA and Math outcomes as students exit elementary school.

Student Group Report for 2018

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

The reason for this emphasis is that deeper longitudinal and cohort analysis reveals that K-5 students, although performing above state averages, are growing at a slightly lower rate such that by the end of 5th grade, they are just at the state average. During middle school, our students then increase their growth rate and again outperform the state average, a trend that continues in high school indicating strong overall k-12 outcomes.

To address this need, tier 1 early literacy instruction is a focus for our professional development including an emphasis on writing and guiding reading instruction. English Learner strategies using the Constructing Meaning program are enhancing our capacity to address our diverse student audience. Tier 2 and 3 strategic and intensive supports becoming available system-wide include evidenced-based Leveled Literacy Intervention, System 44, Read 180 and the Sonday Program (piloting to support students with language processing challenges such as dyslexia). Schools now have designated MTSS staff including reading specialists and paraprofessionals to identify, service, and monitor individual student progress within these programs.

To address chronic absenteeism and suspension rates, all schools have begun training in PBIS. We are also revising our attendance monitoring and attendance review procedures while working with our parent and student community to emphasize the importance of school attendance.

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

Performance Gaps

The following indicator is the only indicator for an individual student group that is two or more performance levels below the "All Student" performance level.

College and Career Readiness: Students with Disabilities (Orange), All Students (Green)

This metric is an area of joint exploration with our County Office of Education during the Comprehensive Support and Improvement (CSI) process as well as a special education Program Improvement Review (PIR) to be convening in March and April. The County CCR metric for SWD is RED and comparison district metrics include Gilroy Unified (Yellow), Milpitas Unified (Orange), Santa Clara Unified (Yellow), Palo Alto Unified (Yellow), and San Jose Unified (Red).

As this is a new metric that has been undergoing review at the state level, the district and county will be exploring the metric to assess the range of accuracy and volatility of the measure as well as comparing similarity of Students with Disabilities within each LEA. The range of severity of disabilities can vary greatly and exploring the metric will provide perspective regarding any variance in student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA identified for CSI and the needs that the plans will address.

All schools statewide are part of California's continuous general support and improvement process. All schools will address areas of need according to the improvement model in their School Plans for Student Achievement. Links to School plans are in Goal-one, action 6 of this plan. Such plans are developed by School Site Councils and monitored with the dashboard and additional local metrics found in the school plans.

Schools are assigned two levels of additional support based on the dashboard metrics. Schools with student groups who have "all red" or "all red and one other color" indicators are identified for targeted Support and Improvement (TSI). Schools that have "all red" or "all red and one other color" or "All red and orange" indicators for the all student group or high schools that have a graduation rate below 67% are identified for Comprehensive Support and Improvement (CSI).

Targeted Support Schools: Plans are developed and monitored jointly by the site and district.

Paradise Valley Elementary:

> Students with Disabilities: suspension, chronic absenteeism, and English Language Arts.

Britton Middle School:

> English Learners: Chronic Absenteeism, English Language Arts and Mathematics

> Homeless Students: Suspension Rate, English Language Arts and Mathematics

Comprehensive Support and Improvement Schools: Plans are developed jointly with the district and site supported by the county office. Plans are approved by the local, county and state board of education through the LCAP process and monitored by the site and district with annual updates through the LCAP process.

Central Continuation School:

> Low graduation rate: 64.3%

San Martin Gwinn Elementary School

> All Student: Red Chronic Absenteeism and Suspension rate, Orange ELA and Math.

Support for Identified Schools

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

Preliminary Draft Plans only: Meetings are ongoing.

Central Continuation High School:

Planning supports include guidance for data analysis and root cause analysis for factors affecting graduation rate. This support is provided by Schoolwise Press (data consultants), the Santa Clara

County Office of Education, and District staff. Stakeholder input from Parents, students, and staff as well as statistical analysis of data has identified root causes. The plan is also informed by the just completed WASC self-study. Causal areas to be addressed as follows:

1. Earlier identification of students needing credit recovery in time for their inclusion into the four-year cohort. There has been a traditional practice of extended summer and fifth year completion now excluded from the state's new graduation rate methodology.

2. Increased and more frequent student attendance and work completion monitoring with supports including tutoring and home visits to assist students in staying on track for graduation.

3. CSI funding will support plan implementation to develop and implement data systems and student monitoring practices. Plan implementation will include additional classified employee support for a two-year period funded with CSI funds with the intent of building capacity and automating systems for longevity beyond initial implementation.

San Martin Gwinn Elementary:

High need areas from needs assessment and related programs:

Suspension Rate: Continue to deepen the implementation of PBIS and restorative practices to provide alternatives to suspension.

Chronic Absenteeism: Conduct a communication Campaign and employ support staff to refine and systematize student attendance monitoring and interventions. Develop supports such as home visits and parent education to value the importance of school attendance. Develop plans to enhance student feeling of connectedness to school through relationship building and engaging activities.

ELA and Math: Orange indicators are similar to District Wide measures and this part of the plan is addressed by the LCAP and SPSA. District support includes staying the course on MTSS development including a focus on high quality Tier one instruction with a focus on early literacy.

Support: Provide additional site based PBIS support to deepen and speed implementation. Provide support of increased and more frequent monitoring of student attendance.

Monitoring and Evaluating Effectiveness

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

Preliminary Draft Plans only: Meetings are ongoing.

Central High School:
1. **The LEA** will provide monthly attendance data and oversight into the systems development process for student level attendance and truancy monitoring and intervention. **Measure**: monthly and year end chronic absenteeism rate and truancy rates.

2. **The LEA** will conduct PBIS implementation status surveys and walkthrough observations to assess implementation progress and fidelity. **Measure**: Climate surveys and suspension/expulsion rates.

3. **The LEA** will conduct LEA wide fidelity of implementation (FIA) surveys for MTSS as part of the California Scaling Up Multi-Tiered Systems of Support Statewide (SUMS) initiative. **Measure**: implementation survey rubric scores.

4. **The LEA** will refine the process to identify and place students in alternative programs to stay on track for graduation. **Measure**: Graduation Rate
Overall Plan Effectiveness will be determined by the schools moving out of the qualifying criteria for Comprehensive Support and Improvement and entering the continuous cycle of general school improvement for all schools.

San Martin Elementary School:
1. **The LEA** will provide monthly attendance data and oversight into the systems development process for student level attendance and truancy monitoring and intervention. **Measure**: monthly and year end chronic absenteeism rate and truancy rates.

2. **The LEA** will conduct PBIS implementation status surveys and walkthrough observations to assess implementation progress and fidelity. **Measure**: Climate surveys and suspension/expulsion rates.

3. **The LEA** will conduct LEA wide fidelity of implementation (FIA) surveys for MTSS as part of the California Scaling Up Multi-Tiered Systems of Support Statewide (SUMS) initiative. **Measure**: implementation survey rubric scores.

4. **The LEA** will assist the site with instructional level coaching and support for instructional rounds as a protocol for improving Tier 1 instruction. **Measure:** Monitor completion and fidelity evaluation of instruction rounds

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Develop a local dashboard reporting measurable indicators to add context to the state dashboard and better inform strategic planning. The following grid includes local measures that are being examined for performance over time as a precursor to such a dashboard. Additional local priorities include attracting and retaining high quality instructional staff; the continued development of a Multi-Tiered System of Support; and progressing from initial implementation of new core curricula to an integrated multidisciplinary instructional pedagogy using Universal Design for Learning.

Annual Measurable Outcomes

Expected: Improve over previous year	Actual
Certificated Staff Assignments **Improve prior year by 0.1%, Prior year measures:** Fully Credentialed: 95.22% Misassigned outside of credential 3.0% Without full credential 4.77%	**Certificated Staff Assignments** **Current year measures from SARC:** Fully Credentialed: 95.8% MET Misassigned outside of credential 2.5% MET Without full credential 1.7% MET
Teaching staff: Local prior data to inform priority 1 Total teaching staff: 404.4 FTE (100%) Total Clear Credentials. 329.4 FTE (81.4%) Total Preliminary Credentials 53.0 FTE (13.1%) Total Intern by Ed Code 22.0 FTE (5.4%) Total Waiver Teachers 12.0 FTE (3%) Total First Year 35.0 FTE (8.7%) Total Retiring (as of March) 5 FTE (1.2%)	**Teaching staff: Current year data as of March 4** Total teaching staff: 395.0 FTE (100%) Total Clear Credentials. 338.0 FTE (85.5%) Total Preliminary Credentials 48.0 FTE (12.2%) Total Intern by Ed Code 9.0 FTE (2.3%) Total Waiver Teachers 8.0 FTE (2%) Total First Year 26.0 FTE (3.6%) Total Retiring (as of March) 3 FTE (0.8%)

Salary and Cost of Living data to inform priority 1
               District   State:
 Mid-range teacher salary: $72,134 $74,476
 % budget teacher salaries: 36% 36%
 % budget admin salaries: 6% 5%
 Cost of living index:
     SJ:82.8 LA:80.7 Sac:80.3
	Salary and Cost of Living data to inform priority 1
	               District State:
	 Mid-range teacher salary: $79,027 $74,775
	 % budget teacher salaries: 35% 35%
	 % budget admin salaries: 6% 6%
	 Cost of living index:
	     SJ: 78.4 LA:77.95 Sac: 62.5

Expected: Improve over previous year	Actual

Funding, mid-range salary and raise information:

USD	Funding/student	Step 10	Raise
Morgan Hill	$9,130	$81,398	3%
Milpitas		$91,684	2%
San Jose		$89,132	0%
Santa Clara	(parcel tax)	$106,719	5%
Gilroy		$77,544	2%

Funding, mid-range salary and raise information:

USD	Funding/student	Step 10	Raise
Morgan Hill	$9,257	$83,434	2.5%
Milpitas	(Parcel Tax)	$94,435	3%
San Jose	(Parcel Tax)	$89,132	0% YTD
Santa Clara	(Parcel Tax)	$110,509	3%
Gilroy	$9734	$79,326	2.3%

Maintain Financial Solvency and Bond Rating: 2017-18

Reserve percentage:	18.13% (reserve target 16.67%)
Credit rating:	Aa1(Moody's)
Budget Certification:	Positive

Maintain Financial Solvency and Bond Rating: 2018-19

Reserve percentage:	17.51%	Met
Credit rating:	Aa1(Moody's)	Met
Budget Certification:	Positive	Met

Maintain William's Act Compliance: SCCOE Audit 2017-18

	Audit	Complaints
Qualified Teachers:	Passed	0
Instructional Materials	Passed	0
Safe Facilities	Passed	0

Maintain William's Act Compliance: SCCOE Audit 2018-19

	Audit	Complaints	
Qualified Teachers:	Passed	0	Met
Instructional Materials	Passed	0	Met
Safe Facilities	Passed	0	Met

Implementation status Staff Survey (5 pt scale), 2017-18:

- Math: 3.9
- ELA/ELD: 3.2
- Social Science: 1.5
- NGSS: 2.1
- MTSS academic 3.0
- MTSS social emotional: 2.8
- PLC's: 3.3
- Add new metric for PBIS next year

Improve status of Staff Survey results (5 pt scale), 2018-19:

- Math: 4.2 Met
- ELA/ELD: 3.7 Met
- Social Science: 2.7 Met
- NGSS: 2.4 Met
- MTSS academic 3.4 Met
- MTSS social emotional: 3.2 Met
- PLC's: 3.9 Met
- PBIS 3.5 new

Graduation Rates: 2017 Improve rates and reduce gaps.

	All	White	Latino
District:	94.4%	97.0%	89.9%
District Change	-0.6%	+0.5%	-2.9%
County Rate	83.1%	92.5%	68.9%
State Rates:	83.8%	88.9%	80.5%

Graduation Rates: (note new 2018 cohort methodology)

	All	White	Latino	Low SES
District Status	89.3	91.7%	85%	86.5%
District Change	0%	-1.1%	-1.7%	+2.2%
County	85.2%	92.4%	72.6%	75.8%
State	83.5%	87.7%	81.2%	80.8%

Latino-white student achievement gap root cause effects

	2015-16	2016-17
ELA Gap (SBAC points)	83.9	76.7
Math Gap (SBAC points)	87.3	77.3
Parent Education Level:	37%	32%
Socioeconomic Status:	26%	26%
English Proficiency:	31%	37%
Controlled gap:	6%	5%

Latino-white student achievement gap root cause effects

	2017-18	2018-19	
ELA Gap (SBAC points)	78.5	82.2	Not Met
Math Gap (SBAC points)	84.2	86.3	Not Met
Parent Education Level:	28%	TBD	
Socioeconomic Status:	28%	TBD	
English Proficiency:	33%	TBD	
Controlled gap:	11%	TBD	

CAASPP SBAC Scores: reduce % not meeting standard
All Students: 2016-17 NAEP Research Link for context

ELA	Dist. 28%	St: 28%	
Math	Dist. 34%	St: 36%	
Science:	Dist. N/A	St: N/A	
Latino			
ELA	Dist. 40%	St: 36%	
Math	Dist. 48%	St: 46%	
Science	Dist. N/A	St: N/A	
White			
ELA	Dist. 11%	St: 16%	
Math	Dist. 15%	St: 22%	
Science	Dist. N/A	St: N/A	

CAASPP SBAC Scores: reduce % not meeting standard
All Students: 2017-18 CA Public Policy research link

ELA	Dist. 29%	St: 28%	Not Met
Math	Dist. 35%	St: 36%	Not Met
Science:	Dist. N/A	St: N/A	Not Met
Latino			
ELA	Dist. 41%	St: 35%	Not Met
Math	Dist. 49%	St: 45%	Not Met
Science	Dist. N/A	St: N/A	Not Met
White			
ELA	Dist. 17%	St: 16%	Not Met
Math	Dist. 20%	St: 22%	Not Met
Science	Dist. N/A	St: N/A	Not Met

CAASPP Scaled Score status and change values 2016-17

	Dist.	State
ELA	10 below -7.2 pts.	17 below -0.5 pts.
Math	29 below -5.9 pts.	38 below, +0.8 pts.
Science	N/A	N/A No science scores

Status scores are avg. distance from level meeting standard

CAASPP Scaled Score status and change values 2017-18

	Dist.	State
ELA	8.2 below -4.2 pts.	6 below +2.2 pts.
Math	34.1 below -3.3 pts.	36.4 below +1.3 pts.
Science	N/A	N/A No science scores

Status scores are avg. distance from level meeting standard

11

Expected: Improve over previous year   Actual

English Learner Metrics (dashboard) 2016-17

	District	State
RFEP Rate:	17.6%	13.3%
EL Growth Rate:	+1.5%	
EL Status:	76.8 (green)	

English Learner Metrics (dashboard) 2017-18

	District	State	
RFEP Rate:	18.1%	14.6%	MET
EL Growth Rate:	New methodology, establishing		
EL Status:	baseline for future reporting.		

Fall F&P/Lexile average reading by grade level
Kinder: 0.63 (6 tenths through K or zero year equiv.)
Grade 1: 1.12
Grade 2: 2.1
Grade 3: 3.03/ 186.3 (Lexile)

Fall F&P reading levels, (note F&P scale recalibration)
Kinder: 0.01
Grade 1: 0.91
Grade 2: 1.71
Grade 3: 2.94/ 428.4 (Lexile)

Grade 8 RIT scores (NWEA MAP test)

	Score	Target
MAP English	217.8	219.1
Lexile Reading	927	925
Math	227.7	229.1
Science	214.4	212.3

Grade 8 RIT scores (NWEA MAP test)

	Score	Target	
MAP English	220.0	219.1	MET
Lexile Reading	1009	925	MET
Math	229.9	229.1	MET
Science	214.9	212.3	MET

College/Career Readiness (College Board Metrics) 2017
Meet grade 8 benchmarks (PSAT)	Dist: 30%	St: 22%
Meet grade 10 benchmarks (PSAT)	Dist: 30%	St: 29%
SAT Participation Rate:	Dist: 49%	St: 46%
SAT meeting ELA benchmarks	Dist: 84%	St: 72%
SAT meeting Math benchmarks	Dist: 62%	St: 51%
ACT Participation rate	Dist: insufficient n	
ACT College Readiness Rate:	Dist: insufficient n	
College Acceptances (naviance):	634 (1.1 per graduate)	
Grads meeting UC A-G	Dist: 46.5%	St: 49.5%
Biliteracy Graduates	Dist: 15.2%	St: 11.2%
Golden State Seal Merit Grads:	Dist: 30.4%	St: 24.8%
CCR Dashboard Value	Dist: 65.1 (High status)	
CCR Avg other 4 unified:	Comp: 50.9	
CCR Rank of 5 unified districts:	#1	

College/Career Readiness (College Board Metrics) 2018
Meet grade 8 benchmarks (PSAT)	Dist: 36%	St: 23%
Meet grade 10 benchmarks (PSAT)	Dist: 40%	St: 32%
SAT Participation Rate:	Dist: 56%	St: 48%
SAT meeting ELA benchmarks	Dist: 85%	St: 71%
SAT meeting Math benchmarks	Dist: 68%	St: 51%
ACT Participation rate	Dist: insufficient n	
ACT College Readiness Rate:	Dist: insufficient n	
College Acceptances (naviance):	1510 (2.2 per graduate)	
Grads meeting UC A-G	Dist: 54.7%	St: 49.6%
Biliteracy Graduates	Dist: 15.4%	St: 11.7%
Golden State Seal Merit Grads:	Dist: 34.2%	St: 22.8%
CCR Dashboard Value	Dist: 56.9 (High status)	
CCR Avg other 4 unified:	Comp: 50.4	
CCR Rank of 5 unified districts:	#2 to Milpitas Unified.	

AP Test Performance   2016-17
% AP participants:	District: 43.1%	State: 25.6%
% AP pass 3+ / total enroll.	District: 33.3%	State: 26.9%

AP Test Performance   2017-18
% AP participants	District: 45.2%	State: 26.2%
% AP pass 3+ / total enroll.	District: 34.6%	State: 28.3%

Career Technical Education

	students on pathway
Ag Business	89
Ag Mechanics	100
Agriscience	376
Cab Making/millwork	1
Design,visual, media	186
Food serv & Hosp	71
Plant & soil chem	98
Production & Mgmt.	73
Pathway Completers:	46
Agricultural Business:	2
Agricultural science:	33
Design, Visual & Media Arts:	8
Software & Systems Dev:	3

Career Technical Education   **MET**

	students on pathway
Ag Business	52
Ag Mechanics	73
Agriscience	623
Cab Making/millwork	115
Design,visual, media	191
Food serv & Hosp	176
Plant & soil chem	97
Production & Mgmt.	56
Software and Systems Development	35
Fashion Design, Manufacturing, and Merchandising	20
Pathway Completers:	TBD by June 30, 2019
Agricultural Business:	TBD
Agricultural science:	TBD
Design, Visual & Media Arts:	TBD
Software & Systems Dev:	TBD

New Metric for 2018-19
Special Education Program Indicator Review
Areas of need

Special Education Program Indicator Review
Areas identified for program improvement
Graduation Rate:	Orange	
ELA Achievement:	Red	
Math Achievement:	Red	
Suspension Rate:	Red	
LRE regular class target >51.2%:	45.5%	not met
LRE regular class target< 22.6%:	26.5%	not met

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Actions / Services

Goal 1 Action 1: Provide Tier 1 Staff: Recruit hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Classroom teachers to maintain an average class size of 24:1 in grade TK-3 and 29:1 in grades 4-12	Teachers were staffed and average class sizes were maintained at 23.7 in grades TK-3 and 26.1 in grades 4-12	**LCFF Base:** • **$33,379,338**	**LCFF Base:** **$33,220,072**
1b. Teacher mentors to provide an induction program for new teachers and support for veteran teachers (New Teacher Project, Intern support and Teacher Support Network)	Two FTE to provide support to new teachers and stipends were used to provide specific support for interns and veteran teachers based on need.	**LCFF Base:** • **$136,515** **Title II:** • **$89,130**	**LCFF Base:** • **$137,052** **Title II:** • **$89,480**
1c. Site and central office administrators and administrative support staff	Administrative and support staff were provided as planned	**LCFF Base:** • **$7,457,928** **Title II** • **$61,198** **Title 1 Migrant:** • **$28,933** **Title 1** • **$61,153** **LCFF Supp.** • **$342,842**	**LCFF Base:** • **$7,434,429** **Title II** • **$54,293** **Title 1 Migrant:** • **$21,906** **Title 1** • **$62,320** **LCFF Supp.** • **$365,529**
1d. Centralized services employees including transportation, facilities, maintenance, grounds, educational services, business office and human resources.	Central services staff were provided as planned	**LCFF Base:** • **$12,795,059**	**LCFF Base:** **$13,021,544**
1e. Academic counselors (does not include CARE team counselors, see action 1.2)	7 FTE of academic counselors were provided	**LCFF Base** • **$637,607** **LEA Funds** • **$86,529**	**LCFF Base** • **$580,693** **LEA Funds** • **$88,570**
1f. Focus academy implementation teachers on special assignment	Four FTE provided to support focus academy implementations.	**LCFF Supp.** • **$521,929**	**LCFF Supp.** • **$420,091**
1g. Signing bonuses in designated areas of high need	Signing bonuses to incentivize hiring in high need areas. Current bonuses paid for BCLAD and Special Education	**One-Time Disc.** • **$65,762**	**One-Time Disc.** • **$41,335**

Goal 1 Action 2: Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Care Staff (4 FTE counselors, 2 classified) to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling	Implemented as planned with adjustments to staffing levels. Hired and deployed two FTE counselors for LO and ASHS high schools and six classified staff (1 at each middle school and a central team that serves K-8) Staff identifies and support homeless, foster, disadvantaged and underperforming youth.	**LCFF Supp.** • $478,641	**LCFF Supp.** • $551,238
1b. Teachers on Special Assignment (6 FTE) to provide implementation support of tiered academic supports in the areas of Assessment (1), ELD services (1), ELA/ELD and Math (1), NGSS (1), Instructional Technology (1) Migrant Services (1)	Implemented as planned with adjustments to staffing levels Assessment TOSA reorganized into a classified Data Analyst position. Migrant TOSA position vacated mid-year and not refilled due to funding changes. VAPA and MTSS positions planned for 2019-20 with new grant funding.	**LCFF Supp.** • $499,197 **Migrant** • $102,582	**LCFF Supp.** • $464,431 **Migrant** • $41,509
1c. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Equity staffing) (10 FTE)	4.6 FTE of equity staffing provided to secondary sites to support access to a broad course of study for all students	**LCFF Supp.** • $526,268	**LCFF Supp.** • $336,095
1d. Paraprofessionals to support early literacy deployed at elementary sites to provide tier 2 early literacy interventions (8 FTE).	Paraprofessionals to support early literacy deployed at elementary sites as planned,. Added 0.4 reading specialist at each elementary (3.2 FTE) with Supplemental carry over	**LCFF Supp.** • $210,679	**LCFF Supp.** • $401,294
1e. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff (TBD)	Special education staffing provided (62.6 FTE certificated and 77 classified) 17.6 FTE contracted special education staff due to insufficient applicants in hiring pool.	**State Sp. Ed** • $7,264,339 **Federal IDEA** • $1,480,739 **LCFF Base** • $16,845	**State Sp. Ed** • $7,421,925 **Federal IDEA** • $1,490,033 **LCFF Base** • $18,803
1f. Positive Behavior Intervention and Support implementation coach (1 FTE)	Implemented as planned. Hired one full-time classified staff member to support the multi-year, multi-cohort implementation of PBIS	**LCFF Supp.** • $62,970	**LCFF Supp.** • $65,296

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1g. School Resource Officer (s) (1 FTE)	Implemented as planned. Hired one full-time SRO to support secondary schools.	**LCFF Base** ● **$161,497**	**LCFF Base** ● **$101,497**
1h. School Linked Services coordinator (.6 FTE)	Increased to 7 hour/day position with increase in grant funding	**SLS Grant** ● **$46,746**	**SLS Grant** ● **$49,431**
1i. Professional Development Demonstration Lab Teacher on special assignment (TOSA) (1 FTE)	Hired one PD Demo Lab TOSA focusing on k-5 math. 80% Silicon Valley Community Foundation Grant and 20% project light grant (Barrett): site contribution $23,711	**SVCF Grant** ● **$59,277** **LCFF Supp.** ● **$35,567**	**SVCF Grant** ● **$54,564** **LCFF Supp.** ● **$32,798**
1j. Provide Migrant Program Community Liaison and clerical support. (2 FTE)	Implemented as planned, Hired Migrant office personnel. Supplemental portion accounted for in 1.2.1.c	**LCFF Supp.** ● **$33,703** **Title 1c migrant** ● **$135,033**	**Title 1c migrant** ● **$142,222**

Goal 1 Action 3: Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Supervise a support network to provide assistance for veteran and intern teachers	Provided mentors as planned, revised budget at first interim to $86,956	**LCFF Base** ● **$131,538**	**LCFF Base** ● **$81,000**
1b. Provided professional development opportunities for administrators.	Providing training and coaching through new administrators cohort	**Title II c/o** ● **$15,000**	**Title II c/o** ● **$9,000**
2a. Provide professional development opportunities for classified employees.	The district received the Classified School Employee Professional Development Block Grant ($49,290). The plan includes: 5 professional learning sessions of 90 min each (topics range from Domestic Violence,/Sexual Assault/Healthy Relationships/Suicide Prevention/Mental Health and Our Youth/Disaster Preparedness and Crisis Response. Voluntary CPR certification, and tuition reimbursement for those with a Bachelor's degree seeking to add an SLPA certification.	**LEA Funds** ● **$3,500**	**LEA Funds** ● **$0**
3a. Supervise an induction program for new teachers	As planned contracting with New Teacher Project.	**LCFF Base** ● **$80,000**	**LCFF Base** ● **$110,400**
4a. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science,	PD provided for initial implementation of new History/Social Science curriculum to all k-5 and departmentalized 6-12 teachers.	**LCFF Supp.** ● **$60,000** **One X Disc. C/O** ● **$60,000**	**LCFF Supp.** ● **$0** **One X Disc. C/O** ● **$39,629**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NGSS), instructional technology, assessment and strategic content.	Core PD provided for new teachers. NGSS toolkit training provided for adoption team and Math pedagogy PD provided for elementary math leads. Leveled Literacy Intervention, Lexia, R-80/System 44 and Study Island trainings provided for targeted staff.		
4b. Provide stipend positions for site leads to build internal capacity to train core programs.	Implementation lead stipends provided at JAMM, LP, Nord, and Barrett to serve as on site resource for PD to support core programs, 3 each (originally 2 at each of 7 sites revised with reinstatement of focus academy TOSA positions)	**LCFF Supp.** • **$23,000**	**LCFF Supp.** • **$23,544**
5a. PD support for the unique needs of English Learners through Constructing Meaning, and provide stipends for EL Facilitators.	Two cohorts of secondary teachers, one cohort of administrators and one cohort of elementary teachers completed CM training and site CM Leads attended annual symposium. Elementary and Secondary CM Leads to attend Summer Symposium. EL Facilitators received training and support on ELLevation, reclassification, EL monitoring, ELPAC and supported ELs at their school sites	**LCFF Supp:** • **$115,300** **Title I:** • **$72,007** **Title III LEP:** • **$58,941**	**LCFF Supp:** • **$53,702** **Title I:** • **$84,565** **Title III LEP:** • **$58,799**
5b. PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.	CTE teachers participated in professional development on online certifications through Precision Exams, Work Based Learning and Skills USA (CTSO)	**$0 grant ending**	**CTEIG spend out** • **$15,066**
6a. PD to implement social-emotional support, safety, and campus climate programs	PBIS cohort training, Kognito Suicide prevention training, provided to all staff and trauma informed teaching training provided at District PD day.	**LCFF Supp:** • **$50,000**	**LCFF Supp:** • **$50,000**
6b. PD to support classified staff with enrollment, attendance and effective use of the student information system.	Training provided to classified and administrative staff on AERIES data entry practices; also trained SARB and short-term independent study and SST process through meetings designed for site level and district office clerical support staff.	**EEBG Grant Ending** • **$0**	**EEBG Grant Ending** • **$0**
7a. PD to support the unique needs of students with disabilities	Bi-Monthly K-5 PD for special education staff through SELPA and neighboring districts in the areas of behavior and academic support.	**EEBG Grant Ending** • **$0**	**EEBG Grant Ending** • **$0**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7b. PD coaching support for the implementation of MTSS for teachers and paraprofessionals.	Paraprofessional training on instructional strategies before the start of school. Special education and general education teacher training on UDL and MTSS to occur in conjunction with student services and curriculum and instruction	**EEBG Grant Ending** • **$0**	**EEBG Grant Ending** • **$0**

Goal 1 Action 4: Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Procure and deploy instructional materials for Social Science/History adoption Fall of 2018	History/Social Science materials procured and deployed: K-5 Pearson's my world, 6-8 TCI, and 9-12 core (World, US, Civics, Econ) Pearson, elective McGH.	**Restricted Lottery:** • **$401,776** Plus Instructional materials fund c/o	**IMF c/o-Res.Lottery** • **$1,356,974**
4b. Support the NGSS Adoption process and task force for the Fall of 2019 implementation	Task force is on schedule, programs previews, screened and select pilots underway	**One x Disc c/o** • **$5,000**	**One x Disc c/o** • **$5,000**
4c. Support NGSS Adoption with materials and lab supplies.	Supplemental lab and instructional materials provided on limited basis as needed pending selection and adoption of programs (3 yr. budget)	**One x Disc c/o** • **$218,000**	**One x Disc c/o** • **$19,152**
4d. Provide support materials for school library inventory.	Supplemental data bases procured and rollover of k-5 library inventory to Destiny system (from no longer supported Athena system) 3 year budget.	**One x Disc c/o** • **$30,000**	**One x Disc c/o** • **$37,337**
4e. Provide needed Tier 1 instructional materials to support the General Education Curriculum including online curriculum for alternative learning programs.	Provided as planned Edmentum 6-12 digital courseware for the Morgan Hill Individual Learning Academy	**LCFF Supp.** • **$23,797**	**LCFF Supp.** • **$23,797**
5a. Provide curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.	High schools held Job Shadow event, earned certifications, and offered dual enrollment courses. Students participated in FFA and Skills USA (CTSOs) under supervision of advisors. CTE Staffing sustained and new programs added at Sobrato: Sports Medicine and Computer Science. CTE funding supporting facilities and equipment upgrades for all pathways at high schools.	**Perkins:** • **$38,969** **AIG** • **$22,469** **LCFF Base** • **$750,000**	**Perkins:** • **$51,933** **AIG** • **$20,861** **LCFF Base** • **$750,000**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Facilitate curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by underrepresented students	One teacher assigned a stipend as VAPA Coordinator, after receipt of $1 million dollar SSAE grant, VAPA Coordinator became a part time VAPA TOSA. Partnership with CA Alliance for Arts Ed continued to complete the Strategic Arts Plan (March 2019). Contract with SCCOE for VAPA PD as well as cost of books and supplies for arts integration professional development.	**LCFF Supp.** • **$20,000**	**LCFF Supp.** • **$20,000** **Title IV SSAE Grant** • **$163,394**
5c. Support Enrichment coordinators and assessments to identify and support gifted students	Continue to fund 8 stipends for Enrichment Coordinators at every elementary school and one teacher stipend for a District Enrichment Coordinator.	**LCFF Supp.** • **$19,131**	**LCFF Supp.** • **$19,145**
8a. Procure, deploy and maintain student Chromebooks and instructional technology.		**LCFF Base** • **$100,000**	**LCFF Base** • **$18,441**
8b. Provide support programs for Chromebooks security and student information management (Aeries, CALPADS, investigate parent engagement, investigate mobile Aps etc.)		**LCFF Base** • **$95,910**	**LCFF Base** • **$93,797**

Goal 1 Action 5: Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Implement the district wide assessment plan	NWEA MAP (benchmarks), F&P (k-5 reading), ESGI (TK-k early skills), MDTP (8-11 math placement), PSAT, NNAT3 (Gifted and Talented), and ELPAC implemented as planned. State testing window opens April 15. School City contract terminated, contracting with Schoolwise Press for global planning data and DataZone for student level data. Agreement with CA first 5 reduced Data Zone start-up costs	**LCFF Supp.** • **$200,000**	**LCFF Supp.** • **$191,534**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Provide Read 180, System 44, Lexia, LLI and Study Island as district wide strategic	Lexia, READ-180/System 44 and Study Island provided as planned. Current LLI program expanded to additional levels at grades K-8 ($57,000 additional unplanned but covered by LCFF Supplemental C/O)	**LCFF Supp.** • **$250,000**	**LCFF Supp.** • **$284,935**
4c. Provide Cyberhigh as a credit recovery program for high schools. (link to contract)	Cyberhigh contract executed as planned to provide credit recovery options at Central, LOHS and ASHS.	**LCFF Supp.** • **$26,250**	**LCFF Supp.** • **$26,250**
4d. Provide supplementary instructional materials and assessments for tiered supports	The Be Seen and Heard anti Child Abuse program provided as planned to all students K-12.	**LCFF Base** • **$12,000**	**LCFF Base** • **$12,000**
5a. Contract with Equal Opportunity Schools to Increase the access and success of underrepresented students in Advanced Placement Classes (in 2018-19 and 2019-20)	Sobrato High School in contract with EOS this school year. Next year, Live Oak HS and Sobrato High School to be in contract with EOS. Due or receipt of Title IV funding, funds moved from LCFF to Title IV for contract costs.	**LCFF Supp.** • **$19,500**	**Title IV.** • **$19,500**
5b. Cal Soap Contract to improve access to college for underrepresented students and parents.	K-8 Parent Workshops were held,all 5th graders participated in I'm Going to College (with college field trip), Live Oak Cal-SOAP hub and additional high school advising.	**LCFF Supp.** • **$70,000** **LCFF Base** • **$55,000**	**LCFF Supp.** • **$138,000** **Title IV** • **$1,000**
5c. Provide extended day support and extended day learning opportunities for EL and SED	All schools offered extended day programs before and after school. ASES provided after school care for children at PA Walsh & San Martin Gwinn Elementary schools. CDC provided after school care for children at Nordstrom, El Toro and PA Walsh Elementary schools. 21st Century provided after school care for children at Barrett Elementary school. Added high school credit recovery summer school program from extended day funding.	**ASES Grant** • **$245,700** **CDC Grant** • **$307,450** **LCFF Supp C/O** • **$404,000**	**ASES Grant** • **$234,000** **LCFF Supp C/O** • **$363,154** Moved CDC to action 5e below
5d. Implement supplemental support provisions of the EL Master Plan	Rosetta Stone licenses available for all EL students. ELLevation training for staff. Costs for districtwide annual Reclassification Ceremony. Expense lower to sync licenses to fiscal year.	**LCFF Supp.** • **$17,500**	**LCFF Supp.** • **$6,375**
5e. Provide pre-school to serve eligible students	Provided two half day migrant preschool classes; San Martin Gwinn and PA Walsh. Two teachers and one bilingual instructional aid (SpEd pre-k in SpEd dept budget).	**Title 1c migrant** • **$91,093**	**Title 1c migrant** • **$99,606** **CDC Grant** • **$307,450**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5f. Provide extended learning opportunities to English Learner and Migrant Students	Migrant and EL Summer School for grades Preschool through 8. Migrant case management for middle and high school students as well as out of school youth. After school tutoring for K-12 students below grade level. Parent education and workshops for EL and Migrant parents.	**Title 1c migrant** • **$52,715** **Title III** • **$49,511** **LCFF Supplement** • **$39,000**	**Title 1c migrant** • **$39,951** **Title III** • **$60,750** **LCFF Supplement** • **$5,609** **SVCF Grant** • **$2,872**
6a. Conduct a TK/K enrollment outreach annual event.	Implemented as planned.TK/Kinder Round Up held November 3, 2018.	**LCFF Base** • **$8,000**	**LCFF Base** • **$6,800**
6b. Provide for growth of Independent Learning Program based on enrollment.	Implemented new PRESS program to respond to the closure for SCCOE program for expelled students.	**LCFF Base** • **$124,374**	**LCFF Base** • **$121,516**
7a. Contracts and resources to support the District's MTSS knowledge Development District Plan for Santa Clara County	Consulting with SCCOE including a grant through the inclusion collaborative. Paraprofessional training before the school year. Staff training on de-escalation/behavior and targeted special education teacher support.	**LCFF Supp.** • **$72,000** **SpEd Mental Health** • **$101,579**	**LCFF Supp.** • **$0** **SpEd Mental Health** • **$102,509**
7b. Provide extended year learning opportunities for students with disabilities	Extended School Year provided in accordance with individual needs, TK-adult	**SpEd Dpt. Budget** • **$200,000**	**SpEd Dpt. Budget** • **$204,360**

Goal 1 Action 6: Provide support for Single Plans for Student Achievement and safety plans to meet the unique needs of individual schools

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9a. Fund school plans for student achievement (SPSA). Link to SARC's Link to SPSA's Link to Dashboard Link to Safety Plans pending approval	**Single Plans for Student Achievement** funded as indicated. District level work completed includes furthering the alignment between the LCAP and SPSA and refining the planning process with improved metrics and data analysis. SPSA's will also now include specific plans to address problematic dashboard indicators as the state's accountability system continues to evolve. Upcoming SPSA's for Central High School and San Martin Gwinn will include formal improvement plans to fulfill ESSA accountability requirements and will include additional CSI funding.	**LCFF Supp.** • **$500,000** **Unres. Lottery** • **$1,155,903** **Extended Day** • **$404,000** **Title 1** • **$525,033** **LO Foundation** • **$371,475**	**LCFF Supp.** • **$500,000** **Unres. Lottery** • **$1,155,903** **Extended Day** • **$0** (see action 1.5.5.c) **Title 1** • **$525,033** **LO Foundation** • **$371,475**

Goal 1 Action 7: Provide Tier 1 Non-instructional basic service to all sites, through support department operating budgets. Specifically

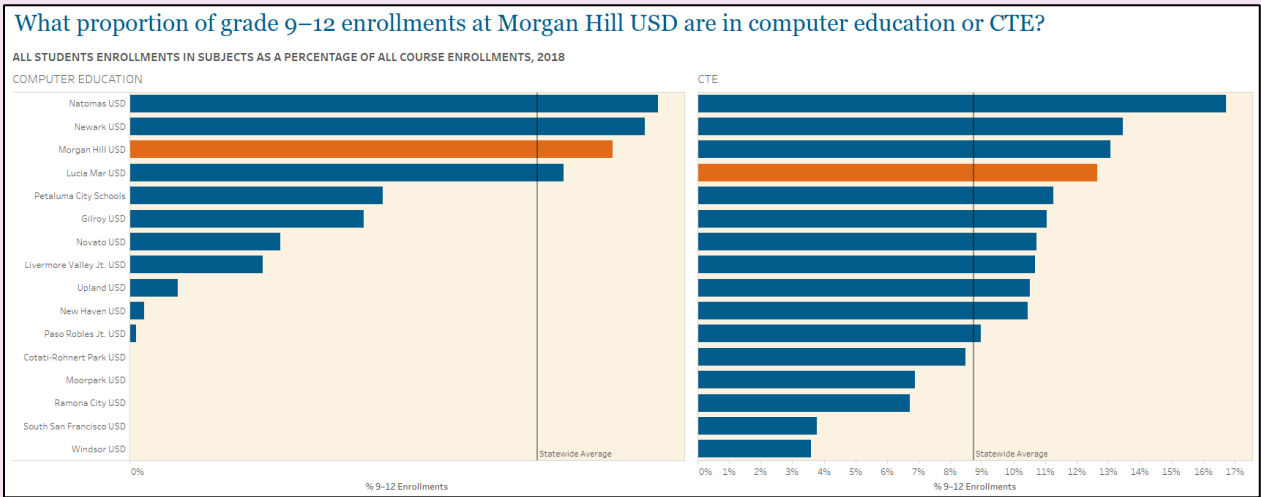| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Provide for emergency mass communication	Mass communication system synced with student information system, Emergency Command Center radios provided to all sites by MHPD.	• $0	• $0
2b. Facilities	Facilities department operating expenses.	**LCFF Base** • $2,483,927	**LCFF Base** • $3,417,859
2c. Transportation	Provided bus services as planned, Special Education bus service in SpEd dept. Budget	**LCFF Base** • $1,097,448 **LCFF Supp.** • $357,104	**LCFF Base** • $1,171,506 **LCFF Supp.** • $337,195
2d. Food Service	Supplemental expenses lower than expected as low SES are not taking advantage of breakfast program.	**LCFF Supp.** • $100,000 **LCFF Base** • $367,075	**LCFF Supp.** • $14,000 **LCFF Base** • $880,037
2e. Maintenance	Revised budget to $1,681,681, actuals	**LCFF Base** • $1,940,000	**LCFF Base** • $1,681,681
2f. Planning for new facilities	Revised solar pay off to $1,400,000. (one time discretionary)	**One x Disc.** • $2,708,540	**One x Disc.** • 1,786,481
2g. Fiscal Services	Provided as planned	**LCFF Base** • $955,212	**LCFF Base** • $985,956
2h. Educational Services	Carried out LCAP related activities as indicated in LCAP p	• $0	• $0
2i. Special Education	Carried out LCAP related activities as indicated in the overall LCAP plan, listing SpEd transportation costs here.	**IDEA Funds** • $216,755 **State SpEd** • $9,740,952	**IDEA Funds** • $322,920 **State SpEd** • 10,405,568 **LCFF Base (trans)** • $628,844
2j. Student Services	Carried out LCAP related activities as indicated in LCAP	• $0	• $0
2k. Technology support and infrastructure.	Additional infrastructure upgrades needed with modernization projects.	**LCFF Base** • $139,570	**LCFF Base** • $185,611
2l. Superintendent's Office	As planned, later filing of PIO accounts for savings.	**LCFF Base** • $146,099	**LCFF Base** • $130,000
2m. Human Resources	Retiree benefits and operating expenses as planned	**LCFF Base** • $967,482	**LCFF Base** • $868,619

Goal 1 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.

Goal 1 actions are progressing as planned. Implementation of standards aligned to the state frameworks and the adoption of updated instructional materials has stayed on schedule with the NGSS science adoption nearing completion (the final core subject in the current 8-year cycle). The district continues to develop a Multi-Tiered System of Support informed by a comprehensive assessment plan and is growing centrally supported strategic Tier 2 and 3 programs. A mid-year revision and implementation of additional reading specialist staffing has bolstered early literacy support, this is a data driven need and foundational priority.
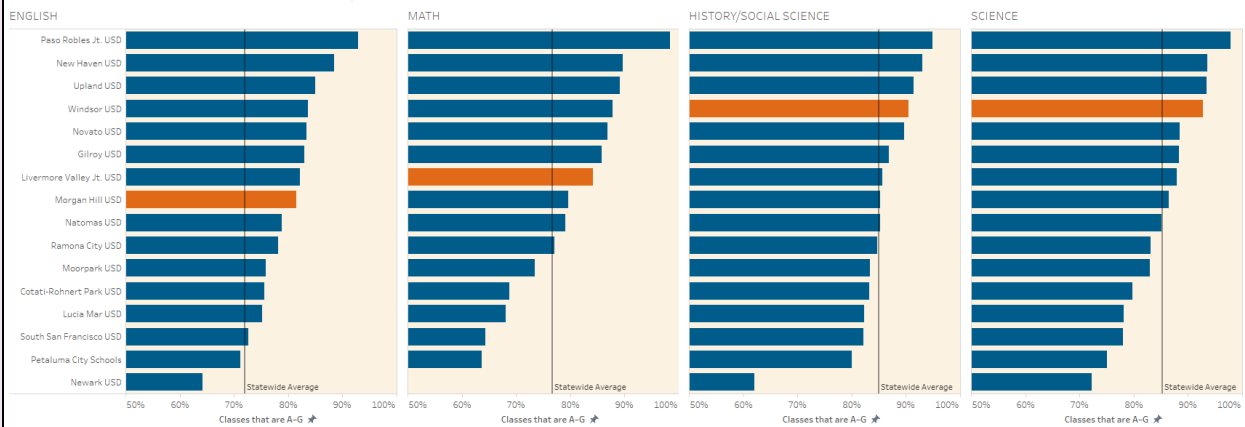
Local implementation status surveys indicate that programs are progressing through the various stages of implementation as expected with core subjects having completed framework studies, instructional shifts, instructional materials selection and initial implementation. The next phase of implementation will focus on deepening instruction based on the commonality of the new standards and instructional shifts. The district regards this as an opportunity to advance interdisciplinary learning and connections to add relevance and context to student learning. In short, our implementation focus is now to tie what may have seemed many implementations into two main initiatives. Multi-Tiered Systems of Support will organize our work to maximize our response to student needs; and STEAM for ALL, provides an instructional framework to emphasize interdisciplinary instruction and differentiating to the needs of students using the Universal Design for Learning.

Likewise, the district continues to build a comprehensive and challenging curriculum with access support for all students. The visuals below show the number of students taking Career Technical Education or computer science courses. The vertical black line shows the state average and the bars represent the 15 most similar districts in California. The next diagram below depicts course offerings that support student completion of the UC/CSU A to G graduation requirements. MHUSD placement within the comparison group is shown in orange (visuals with permission of Schoolwise Press). Robust course offerings are reflected in our local CTE pathway participant data showing CTE pathway participants increasing from 994 to 1418 in the last year. College and Career readiness are further supported by Advancement via Individual Determination (AVID) and the California Student Opportunity and Access Program (Cal SOAP); both growing programs support the college pathway with study skills and targeted outreach to assist underrepresented students successfully prepare and enter post-secondary education.

What proportion of grade 9–12 enrollments at Morgan Hill USD are in computer education or CTE?

How many core classes are A–G level at Morgan Hill USD?

PERCENTAGE OF ALL CLASSES THAT MEET A-G REQUIREMENTS, 2018

ENGLISH | MATH | HISTORY/SOCIAL SCIENCE | SCIENCE

Paso Robles Jt. USD
New Haven USD
Upland USD
Windsor USD
Novato USD
Gilroy USD
Livermore Valley Jt. USD
Morgan Hill USD
Natomas USD
Ramona City USD
Moorpark USD
Cotati-Rohnert Park USD
Lucia Mar USD
South San Francisco USD
Petaluma City Schools
Newark USD

Statewide Average
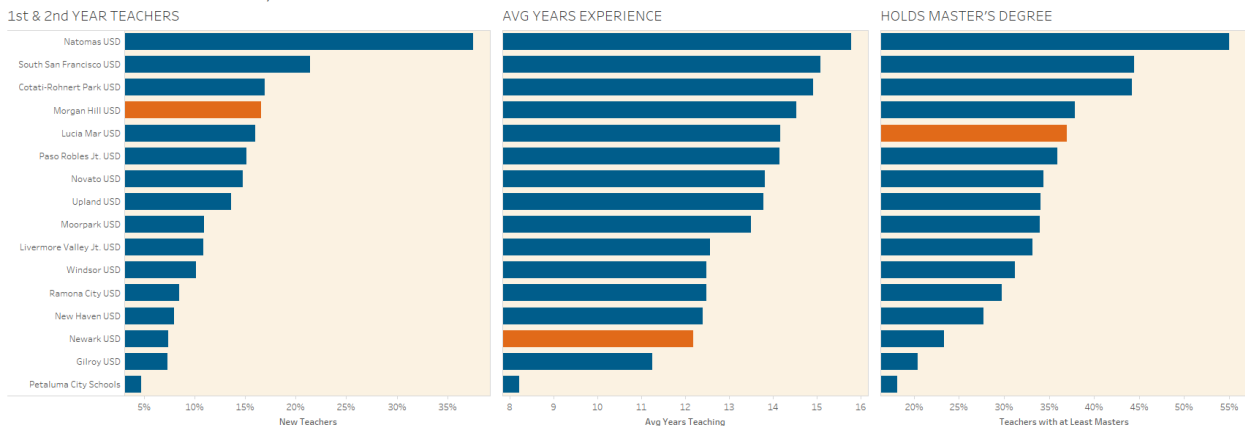
Classes that are A–G

Finally, our district as well as most of the state of California continues to struggle with hiring and retaining teachers faced with a rising cost of housing that outpaces school funding and salary increases. The uncertainty and staff turnover that results hampers implementation as not only are programs at various stages of implementation, but within each program, individual staff are at various stages of their own program mastery. The following visual shows various levels of experience of the Morgan Hill teaching staff compared to the 15 most similar school districts in the state (visuals with permission of Schoolwise Press).

How much experience and education do teachers in Morgan Hill USD have?

TEACHER EXPERIENCE AND EDUCATION, 2018

1st & 2nd YEAR TEACHERS | AVG YEARS EXPERIENCE | HOLDS MASTER'S DEGREE

Natomas USD
South San Francisco USD
Cotati-Rohnert Park USD
Morgan Hill USD
Lucia Mar USD
Paso Robles Jt. USD
Novato USD
Upland USD
Moorpark USD
Livermore Valley Jt. USD
Windsor USD
Ramona City USD
New Haven USD
Newark USD
Gilroy USD
Petaluma City Schools

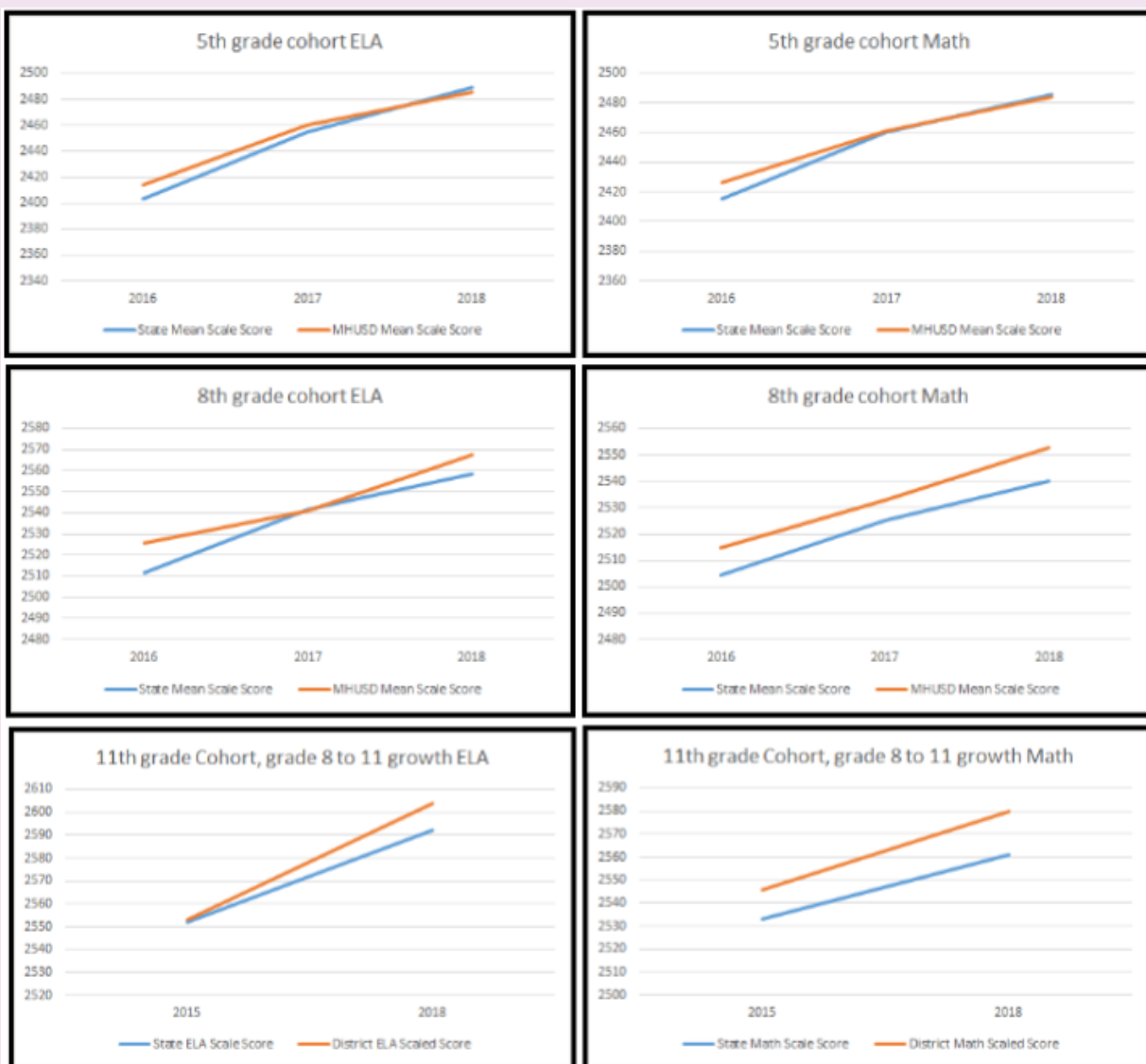New Teachers | Avg Years Teaching | Teachers with at Least Masters

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

College and Career Readiness remains the overarching goal. Although changing graduation rate methodology and continuing SBAC calibration and test bank development has caused dashboard indicators to flash all over the state, deeper analysis indicates that Morgan Hill Students are experiencing strong and increasingly positive outcomes. CTE pathways continue to develop with growth in the number of pathways, participants and completers. Our advanced placement program continues to be strong and produce gains with both participation and passing rates outpacing the state. College Board SAT participation and percentage of students meeting both Evidence Based Reading and Writing and Math benchmarks both continue to grow and outpace the state. The number of college acceptances per student has doubled from 1.1 to 2.2. The number of graduates earning the Golden State Seal Honor Diploma as well as the Seal of Biliteracy Diploma have both grown and exceed state averages.

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Despite volatile growth measures derived from the State dashboard, growth analysis using longitudinal cohort growth and similar school district comparative statistics provides context to state test scores as well as local standardized MAP benchmarking assessments. This analysis indicates that students are growing and progressing as expected. Longitudinal cohort student outcomes at the end of grades K-5 are being converged upon by statewide outcomes by the end of grade 5. Outcomes at grades 6-8 begin to pull ahead of state averages with that trend continuing through 9-12 again indicating a strong secondary program. Although early grade reading assessments appear flat, we have recalibrated our scale to raise early expectations. We have also experienced a marked improvement in 8th grade Lexile reading scores to accompany strong scores on the 8th grade PSAT, outpacing the state average of students meeting both Math and Evidence Based Reading and Writing benchmark by 13%. NWEA MAP test scores continue to demonstrate growth that outpaces national average growth.

CAASPP test cohort outcomes ending Elementary, Middle, and High School for ELA on the left and Math on the right; The series illustrates a challenge of elementary outcomes and overall strength of K-12 outcomes. (the district is in orange and the state in blue, data is state standardized test score data from 2015-2018).
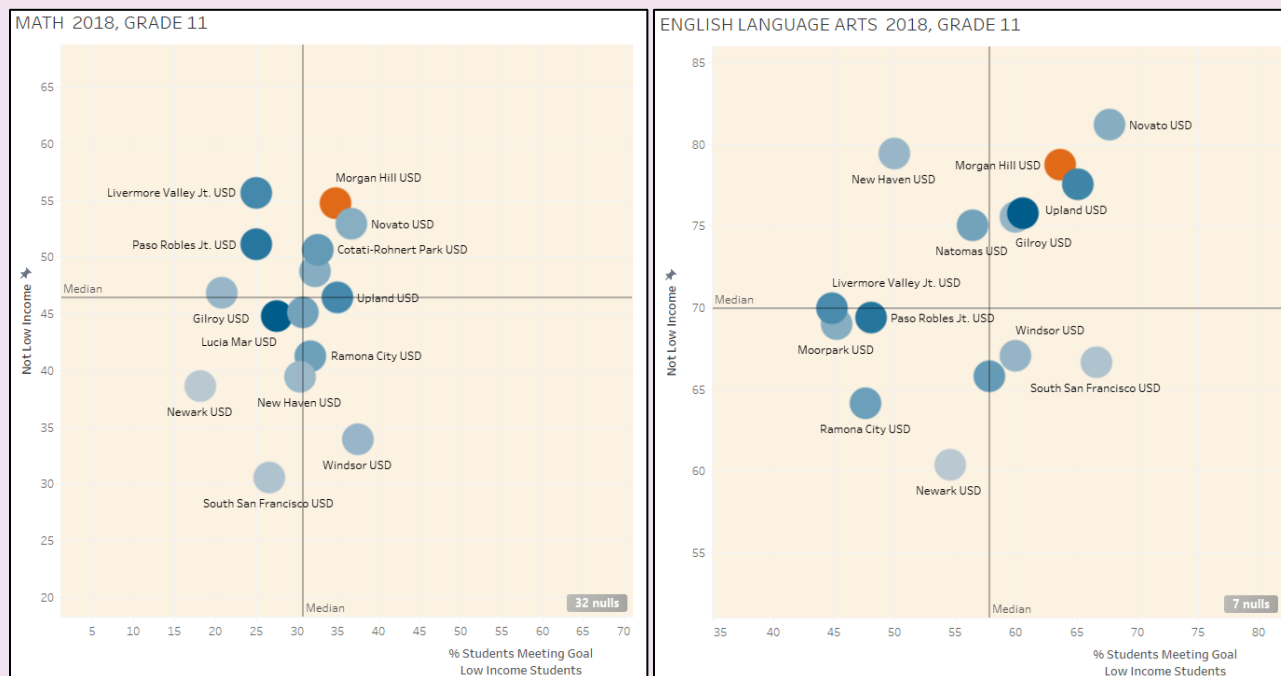

Challenges include continuing to enhance the educational program and outcomes for all students. Emphasis on outcomes in both ELA and Math as students exit elementary school with localized challenges in 7th grade ELA are warranted (based on 2018 CAASPP test score results). Students with disabilities warrant additional

attention to address achievement and graduation rates. Root causes indicated by the program indicator review show that inclusion access for students with disabilities are below target expectations.

Performance gap analysis continues to demonstrate a need to support equitable outcomes for students, particularly students with disabilities and homeless students. Regression analysis of our Latino-White achievement gap supports a whole child approach to address the effects of poverty, additional challenges faced by English Learners, and mitigating the effects of parents with limited experience with higher education. With this more focused approach, the district is positioning programs to address the persistent achievement gap (see goal 1 metrics for gap data history).

2018 Gaps	White & Latino Gap	White Latino Non English Learner Gap	White Latino Non Disadvantaged Gap	White Latino Similar Parent Ed. Gap	All 3 controlled, remaining GAP
ELA	79	55	47	46	19
Math	85	66	56	55	21
Effect		33%	28%	28%	11%

Morgan Hill Unified is continuing to explore deeper data analysis to inform whether initiatives are providing a return on investment. For example, The Coordinated Advocacy for Resources in Education (CARE) specialists monitor and link disadvantaged students with a variety of supports that may range from medical, food, clothing, tutoring, and other school linked services. To measure whether such efforts are working, we look at the 15 most similar school districts in the state based on enrollment demographics. This visual shows the relative standing of student achievement in math on the left and ELA on the right with the vertical axis representing non-disadvantaged students and the horizontal representing disadvantaged students. Placement toward the top right quadrant indicates strong relative performance of both groups of Morgan Hill Students (visual used with permission of Schoolwise Press).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The approved LCAP from July of 2019 included new revenue coming into the district this year. Carry over-funding for multi-year projects funded with one-time discretionary dollars may appear to have allocations that understate actual expenditures as the funds are intended to carry over to the next and final year of the plan (as with actions 1.4.4.b,c,d). Likewise, instructional materials received a new allocation of restricted lottery dollars ($401,000 as shown in action 1.4.4.a), but those funds added to the fund carry-over balance to cover the expenditure of $1.3 million for the new history adoption.

Additional Title IV funding was added to the plan after approval as funds became available. Grant funding including the Silicon Valley Community Foundation, Visual and Performing Arts, Low Performing Student Block Grant and Comprehensive Support and Improvement have also become available throughout the year and will be accounted for in the 2019-20 LCAP.

Overall, the allocation for Goal 1 are **99.6%** reflected in actual expenditures which does not constitute a material difference (+/-10%).

Supplemental Carryover will continue to fund multi-year commitments to extended day programs and further increasing reading specialist staffing with the goal of improved K-5 literacy outcomes. The district continues to maintain a carryover balance for instructional materials in anticipation of the NGSS adoption next year.

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.

As a result of deeper data analysis, additional LCFF supplemental funding has been directed toward early literacy services to expand staffing for reading specialists and paraprofessionals at grades K-5 (Action 1.2.1.d). Likewise, the school district has sought and won grant funding from the Silicon Valley Community Foundation to support student math achievement in grades 4 and 5. That effort is complimented by Barrett Elementary School's Project Light Grant, which focuses on elementary math instruction based on Jo Boaler's Mathematical Mindsets. Grants provide PD as well as direct student support through tutoring and extended day programs (to be reflected in 1.3.4.a and 1.5.5.c upon revisions).

Additional grants now support Visual and Performing Arts, low performing students, and schools in comprehensive support and improvement. Totaling over 2 million dollars, such grants enhance the district's work without added financial burden as we attempt to address employee needs in our high cost of living environment.

Data analysis tools have continued to evolve. The district has discontinued their contract with SchoolCity and is using Schoolwise Press for global comparison and longitudinal data to inform planning. DataZone, through a partnership with our County Office, will also provide individual student data to inform our MTSS services at the student level (Action 1.5.4.a). Along with additional local benchmarking data and metrics as presented in the annual outcomes of this report, these data efforts provide perspective for the state dashboard. Responsible stewardship of public resources requires that our available planning data controls for volatility, uncertainty, provides reliable student level data as well as true longitudinal growth measures as the state dashboard continues to evolve in those areas.

Moving to deeper phases of new curriculum implementation will be supported by a restructure of Teachers on Special Assignment to provide coaching and professional development to all sites. Increasing collaboration between our general education and special education staffs is planned with the goal of improving outcomes for students with disabilities through improved inclusion and supportive participation in the general education setting.

Program evaluations of the PRESS program for expelled students as well as supplemental curricula such as Study Island are being undertaken to determine return on investment.

Finally, as the accountability system continues to refine, School plans will now include specific areas of need and root cause analysis to support the implementation of evidence-based programs, strategies, or services. These plans will also identify key measurables by which to demonstrate progress including Program Indicator Metrics for Students with Disabilities. Such metrics will help to inform program development to support access opportunities for inclusion as well as graduation rates.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Conduct deliberate outreach to engage parents with limited higher educational experiences of their own to help them understand and navigate the pathway to higher education and post-secondary career options for their children.

Annual Measurable Outcomes

Expected	Actual
Increase mass messaging communication rates: 2017-18 Phone: 100% update methodology Email: 100% update methodology Phone success: 87.3 % Goal: improve rate Email success: 92.8 % Goal: improve rate	**Increase mass messaging communication rates: 2018-19** Phone contacts/enrollment: 84.6% Met Email contacts/enrollment 93.3% Met Phone success: 81.6% Not Met Email success: 96.3 % Met
Parent monitoring rates 2017-18 Accessing Aeries: 66.7% Goal: Improve accessing Average Hits / student: 127 Goal: maintain high number	**Parent monitoring rates 2018-19** Accessing Aeries: 67.4% Met Average Hits / student: 111 Met
Parent Volunteers Volunteers in database: 1964 Goal: Increase volunteers	**Parent Volunteers** Volunteers in database: 2471, 507 added this year. Met
Project to Inspire parent graduates: 16 Increase participants	**Project to Inspire graduates:** 18 Met
Survey: Schools encourage decision making participation 3.87 English Survey questions use a 5 point rubric 3.60 Spanish Goal: Improve and decrease gap	**Survey: Schools encourage decision making participation** 3.97 English 271 responded in English 3.77 Spanish 11 responded in Spanish
Survey: Schools encourage parent volunteers 4.0 English 4.0 Spanish Goal: Improve and decrease gap	**Survey: Schools encourage parent volunteers** 3.97 English 3.91 Spanish
Survey: Parents feel like valued partners 3.83 English 4.40 Spanish Goal: Improve and decrease gap	**Survey: Parents feel like valued partners** 3.87 English 4.00 Spanish

Expected	Actual
Survey: Parents are Satisfied with 2-way communication 3.94 English 4.20 Spanish Goal: Improve and decrease gap	**Survey: Parents are Satisfied with 2-way communication** 3.88 English 4.27 Spanish
Survey: Have access to adequate monitoring information 3.99 English 4.30 Spanish Goal: Improve and decrease gap	**Survey: Have access to adequate monitoring information** 3.79 English 4.00 Spanish
Survey: Our School is Safe 3.55 English 3.30 Spanish Goal: Improve and decrease gap	**Survey: Our School is Safe** 3.75 English 3.09 Spanish
Survey: School values diversity 3.78 English 4.30 Spanish Goal: Improve and decrease gap	**Survey: School values diversity** 3.58 English 3.45 Spanish
Survey: Our school meets Soc. Emot. needs of students 3.59 English 4.23 Spanish Goal: Improve and decrease gap	**Survey: Our school meets Soc. Emot. needs of students** 3.94 English 3.64 Spanish
Survey: Our school has a Curriculum that is challenging 3.62 English 3.90 Spanish Goal: Improve and decrease gap	**Survey: Our school has a Curriculum that is challenging** 3.64 English 3.63 Spanish
Survey: We are Satisfied with environment at our school 3.67 English 4.50 Spanish Goal: Improve and decrease gap	**Survey: We are Satisfied with environment at our school** 3.55 English 3.45 Spanish
Survey: Parents encourage after school participation 4.20 English 4.70 Spanish Goal: Improve and decrease gap	**Survey: Parents encourage after school participation** 4.29 English 4.09 Spanish
Survey: Parents have high awareness of programs 3.50 English 4.30 Spanish Goal: Improve and decrease gap	**Survey: Parents have high awareness of programs** 3.57 English 3.64 Spanish
Survey: Our school has a good variety of extended activities that match student interests 3.33 English 4.30 Spanish Goal: Improve and decrease gap	**Survey: Our school has a good variety of extended activities that match student interests** 3.29 English 3.55 Spanish
Survey: My child likes school 3.91 English 4.50 Spanish Goal: Improve and decrease gap	**Survey: My child likes school** 3.90 English 3.82 Spanish
Survey: My child is safe at school 3.86 English 4.01 Spanish Goal: Improve and decrease gap	**Survey: My child is safe at school** 3.94 English 3.64 Spanish

Goal 2 Action 1: Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Support parent volunteer clearing service	Human Resources maintained a centralized finger printing service for volunteer background clearing.	**LCFF Base** • $22,300	**LCFF Base** • $21,730
3a. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care	Regular DELAC and MPAC meetings were held as planned	**LCFF Supp.** • $2,000	**LCFF Supp.** • $1,260
4a. Providing LCAP parent consulting and advising opportunities	Convened Parent Congress of SSC, ELAC and HSC members from all sites to continue the work of SPSA and LCAP alignment, and to consult and confer on the strategic plans.	**LCFF Supp.** • $1,000	**LCFF Supp.** • $1000
5a. Develop and finalize a Family Engagement Plan	Trained stakeholders on Family Engagement Plan, including Principals. Led LCAP Family Focus Group Sessions with childcare and translation. Printed colored copies in English and Spanish. Link to Family Engagement Plan (Spanish). Supported participation of parents attending CABE Conference.	**LCFF Supp.** • $10,000	**LCFF Supp.** • $7,000
5b. Conduct Parent Engagement Survey (survey program subscription).	Administered a local parent engagement survey to all sites in English and Spanish. Results reflected in annual report grid above. Expenditure for annual Survey tool subscription.	**LCFF Supp.** • $420	**LCFF Supp.** • $360
5c. Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the Cal Soap contract)	Incorporated events into Cal-SOAP contract. K-8 Parent workshops were held at elementary sites.	• $0	• $0
7a. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.	SEAC Convened as planned. Support embedded in special education department budget.	• $0	• $0

Goal 2 Action 2: Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Maintain Bilingual Community Liaisons at all sites	Implemented as planned	**LCFF Base** • **$211,178** **LCFF Supp.** • **$201,628**	**LCFF Base** • **$217,540** **LCFF Supp.** • **$212,115**
1b. Conduct targeted outreach to include underrepresented parent volunteers	Implemented as planned as part of the community liaison duties.	• **$0**	• **$0**
3a. Provide translation services for district publications.	Translation services provided as planned	**LCFF Supplemental** • **$5000** **Title III** • **$14,423**	**LCFF Supplemental** • **$0** **Title III** • **$10,930**
3b. Provide information to immigrant parents regarding educational services.	Information provided during MPAC meetings as part of staff duties.	• **$0**	• **$0**
5a. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.	CABE Project to Inspire classes held at San Martin Gwinn Elementary and El Toro Elementary. As of March 4 there were Tier 2 graduates: 15, Tier 3 graduates: 3. Less participants enrolled than expected/budgeted. Cover costs of parents to attend CABE training and conference	**LCFF Supp.** • **$74,800**	**LCFF Supp.** • **$70,282**
5b. Provide professional development to staff on working with diverse students and families.	ELPAC training for staff, including all district and site EL staff. Purchase start up materials for Language Ambassador program. Fund costs of fingerprinting for parents to participate in conferences like ALAS.	**LCFF Supp.** • **$20,000**	**LCFF Supp.** • **$6,339**
5c. Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.	Held monthly DELAC and MPAC meetings and provided; translation, child care and supplies	**LCFF Supp.** • **$1000** **Title 1c migrant** • **$500**	**LCFF Supp.** • **$** **Title 1c migrant** • **$500**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6a. Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.	Parent/community training has been provided around Vaping, Attendance, Anxiety, and social emotional support. Parent Project offered to parents with the CARE team and SRO	• $0	• $0
6b. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.	CARE team; School Linked Services Coordinator attends SS and, SARB hearings. Community Liaison and CARE team orientation to Cecilia's Closet.	LCFF Supp. • $5000	LCFF Supp. • $4,300

Goal 2 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.

Parent engagement activities are implementing as planned and highlighted by the completion and approval of the district's Family Engagement Master Plan. Deliberate parent outreach is conducted to engage the parents of underrepresented students in district level advisory meetings as well as for parent education opportunities in Project to Inspire, California Bilingual Educator's program to help students and families successfully navigate the pathways to college. AVID and Cal SOAP (Goal 3) are complimenting these efforts with student level study skills and parent information events.

Likewise, parent engagement activities are expanding to provide opportunities for consulting and conferring on the Local Control Accountability plan and School Plans for Student Achievement. A congress of all school advisory committees convened to update parent leaders on the evolving school accountability system. The district also held additional general meetings open to all parents to confer and consult on the strategic plans.

The district has also endeavored to improve communication through mass messaging; student monitoring through the parent portal of our student information system; and direct parent participation as volunteers in the classroom or supporting student activities.

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

Metrics supporting the advancement of parent engagement include the completion of the Family Engagement Master Plan; an increase in the number of parent volunteers (507), a slight increase in the percentage of parents accessing the student information system to monitor attendance and grades (+.7%); and a small increase in the number of parents completing Project to Inspire (+12.5%). Project to Inspire graduates now include Tier 3 graduates who will act as presenters in future

sessions, providing additional capacity for local growth of this program. Two additional sessions are schedule later this spring.

Challenges include an evolution of communication habits with phone communication becoming less successful to email communication; however, results in low socioeconomic neighborhoods for successful email communication are also low. (Phone success rate: fell 5% to 81.6% and email success rate improved 3.5% to 96.3%)

Parent survey results indicate growth in perceptions of school safety, both physical and social emotional. Survey results also showed an increase in engagement in the decision making process.

Survey results also indicate ongoing areas of need in valuing diversity and providing two way communication, especially regarding the availability of support and enrichment programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, the allocation for Goal 2 was **$554,826** with actual expenditures of **$553,356** or **99.7%**, which does not constitute a material difference (+/-10%).

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.

The district has increased parent outreach and engagement opportunity through the Family Engagement Plan. Early implementation includes increasing DELAC participation and parent opportunities to confer and consult on the LCAP.

The district will continue to promote and support CABE Project to Inspire including evolving the capacity and use of local parent Project to Inspire graduates to recruit and lead sessions.

The district will explore the use of cell phone related aps to bolster declining traditional phone communication. We will also continue to expand employees trained for home visits and purposeful outreach.

Goal 3

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7, and 8

Local Priorities: Providing services for expelled students to provide a local option in response to closure of county program in south county area.

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: (Improve to 96%) 95.16% month 8	**Attendance Rates (Improve to 96%)**　　**Not Meeting** 95.28% month 8
Chronic Absenteeism (Improve to state avg. 11.1%) 13.3% year end rate	**Chronic Absenteeism**　　**Meeting** 10.8% as of March 10
Suspension Rates 2017 (reduce below state average) 　District 4.2%　　State: 3.6% 　White: 3.0%　　Latino: 5.5%	**Suspension Rates 2018**　　**Not Met** 　District 4.9%　　State: 3.5% 　White: 3.7%　　Latino: 6.3%
Expulsion Rate 2017 (reduce below state average) 　District .09%　　State .09%	**Expulsion Rate**　　**Not Met** 　District .09%　　State .09%
PBIS Implementation Status (deepen implementation) 　Cohort. 3: Study 100% 　Cohort. 2: 91% -in process ; Study: 32% 　Cohort. 1: 97% completed; 84% in process; Study 55%	**PBIS Implementation Status**　　**Met** 　Walsh, ET, MM:　Tier 1-100%, Tier 2-100% 　SMG, N, PV, Brit: Tier1-100%, Tier 2-100%, Tier-3 25% 　LP,JAMM, Bar:　Tier 1-100%, Tier 2-50% 　LO, ASHS:　　Tier 1-100%, Tier 2-25% 　Central:　　Tier 1-75%
Middle School Dropout Rate (maintain below state) 　District 0.002　　State: 0.003	**Middle School Dropout Rate**　　**Met** 　District 0.000　　State: 0.001
High School Dropout Rate (maintain below state) 　District 1.5%　　State: 2.6%	**High School Dropout Rate**　　**Met** 　District 1.7%　　State: 2.4%

Expected	Actual
Survey: I feel safe at school (4 point rubric survey) Grades:　K-2　　　3-5　　　6-8　　　9-12 Scores:　3.25　　　3.27　　　3.01　　　3.03	**Survey: I feel safe at school (4 point rubric survey)** Grades:　K-2　　　3-5　　　6-8　　　9-12 Scores:　3.37　　　3.31　　　2.99　　　3.12
Survey: I have a trusted staff member connection. Grades:　K-2　　　3-5　　　6-8　　　9-12 Scores:　3.55　　　3.35　　　2.96　　　2.86	**Survey: I have a trusted staff member connection.** Grades:　K-2　　　3-5　　　6-8　　　9-12 Scores:　3.43　　　3.39　　　2.92　　　2.79

Expected				Actual			
Survey: I feel safe at home				**Survey: I feel safe at home**			
Grades: K-2	3-5	6-8	9-12	Grades: K-2	3-5	6-8	9-12
Scores: 3.79	3.73	3.72	3.49	Scores: 3.53	3.77	3.74	3.63
Survey: I participate in school activities				**Survey: I participate in school activities**			
Grades: K-2	3-5	6-8	9-12	Grades: K-2	3-5	6-8	9-12
Scores: 2.8	2.80	2.49	2.13	Scores: 2.47	2.85	2.47	2.53
Survey: I am happy (4) or sad (1)				**Survey: I am happy (4) or sad (1)**			
Grades: K-2	3-5	6-8	9-12	Grades: K-2	3-5	6-8	9-12
Scores: 3.5	3.32	3.31	3.19	Scores: 3.05	3.22	3.27	3.03
Survey: I am proud to be part of my school				**Survey: I am proud to be part of my school**			
Grades: K-2	3-5	6-8	9-12	Grades: K-2	3-5	6-8	9-12
Scores: 3.30	3.32	2.93	2.75	Scores: 3.55	3.37	2.81	2.58
Survey: My school is outstanding (4) or not good (1)				**Survey: My school is outstanding (4) or not good (1)**			
Grades: K-2	3-5	6-8	9-12	Grades: K-2	3-5	6-8	9-12
Scores: 3.5	3.14	2.66	2.68	Scores: 3.39	3.17	2.44	2.44

Goal 3 Action 1: Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Develop and implement a K-12 service learning program.	Stipends issued for 6-8 and 9-12 service learning leads. k-5 elected to postpone pending core area adoptions with only k-5 project pilot at Nordstrom at this time.	LCFF Supp. • **$5,000**	LCFF Supp. • **$4,188**
6a. Implement Positive Behavior Interventions and Supports (PBIS	4 schools have completed year 3 of PBIS training and currently are implementing their year 2 and 3 processes. 5 schools are in year 2 of PBIS training and are currently implementing 1 and 2 process	LCFF Base • **$33,800**	LCFF Base • **$36,295**
6b. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)	Implemented as planned. Director of SS&E represents school district on Morgan Hill Emergency Operations Team and attends quarterly Operations section meetings. Director of SS&E and SRO are in routine contact to address issues, needs and trends.	• **$0**	• **$0**
6c. Partner with the YMCA programs and services related to Project Cornerstone.	We continue to work with the SLS and YMCA to provide services related to Project Cornerstone. All 8 elementary schools are participating.	LCFF Supp. • **$10,000**	LCFF Supp. • **$10,000**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6d. Develop and implement strategies to increase student attendance at all grade levels	Coordinator provides ongoing assistance and support to school sites in addressing student attendance issues. Independent Study and Attendance Procedures are being updated.	**LCFF Supp.** • **$5,000**	**LCFF Supp.** • **$1,723**
6e. Support schools to refine and update school safety plans	Doctracking services have been obtained to ensure comprehensive and up to date safety plans. All plans are reviewed by SRO, district and school site councils.	**One x Disc.** • **$10,000**	**One x Disc.** • **$5,450**
6f. Implement student educational program for suicide prevention	All certificated staff participated in Kognito Suicide prevention training. District protocol and supports were determined and shared with all staff.	**LCFF Base** • **$5,000**	**LCFF Base** • **$4,099**
6g. Provide large group social emotional learning opportunities to support healthy life skills and choices.	School sites and district have been working with Discovery Counseling to provide large group/small group counseling for targeted groups.	**LEA Fund** • **$18,000**	**LEA Fund** • **$17,000**
6h. Conduct district wide climate surveys	This is an off year for the California Healthy Kids survey. The district will be sending out an alternative survey to provide input on school climate. Carry over to next year and refund for anticipated $10,000 cost	**LCFF Base** • **$5,000**	**LCFF Base** • **$0**
6i. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.	Implementation placed on hold due to grant denial but some school staff has attended professional development exploration opportunities through the County Office of Education. Roll over against anticipated ongoing membership in SVYTF ($45,000 per year ongoing) RJ part of their services.	**LCFF Supp.** • **$25,000**	**LCFF Supp.** • **$175**

Goal 3 Action 2: Provide Tier 2 and 3 programs to increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Providing an Activity Bus to improve access to extended day programs for disadvantaged students.	Activity Bus provided, riders below anticipated level, cost reduced.	**LCFF Supp.** • **$100,000**	**LCFF Supp.** • **$50,000**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.	Paid for students to attend ALAS conference, AVID and EL students to attend college field trips and extra tutoring hours for AVID tutors in AVID electives.	LCFF Supp. • **$5,000**	LCFF Supp. • **$5,000**
5b. Implement Naviance at grades 6-12, including training and professional development support.	Naviance implemented at all high schools and at grades 6-8. Curriculum maps were developed using Naviance lessons including a district scope and sequence. Naviance Coordinator stipend assigned to one counselor to assist with parent and staff training. Naviance Coordinator site stipends assigned to each secondary school site. Additional PD hours for staff to lead Naviance parent trainings. Naviance available to all 6-12 parents, students and staff. Contract costs decreased due to contract timeline changes to align with fiscal year	LCFF Supp. • **$55,000**	LCFF Supp. • **$47,929**
5c. Continue to support AVID at middle and high schools.	AVID electives at both middle schools and high schools. Teachers, counselors and administrators attended AVID Summer Institute and AVID Showcase. AVID teachers and site admin collaborate regularly, including paid PD. AVID Coordinator stipend was assigned to a high school counselor. AVID tutors were hired for all AVID electives.	LCFF Supp. • **$60,000**	LCFF Supp. • **$41,968**
6a. Provide social-emotional support and services by teaming with community based organizations	$26,000 SVYTF contract to access Community Based Organization services. Students and families in grades K - 12 receive social emotional support services through a variety of programs including Discovery Counseling Center, Community Solutions and Rebekah Children's Services. Santa Clara Behavioral Health has partnered to increase suicide prevention supports at all schools sites	LCFF Supp. • **$15,000**	LCFF Supp. • **$26,000**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6b. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.	Implemented as planned. The coordinator of SS works with front office staff to respond to attendance and truancy questions and offer guidance for addressing truancy and chronic absenteeism. The coordinator schedules and facilitates SARB hearings for students in grades K - 8, attends high school SARB hearings, and works with the Santa Clara County District Attorney's office to conduct DA Mediation meetings for students in grades 9 - 12. Introduction of the JAIDE program via the SCC DA mediation to provide one on one support for families.	• **$0**	• **$0**
6c. Implement the Advent program for Foster Youth	Implemented as planned. Director serves as a liaison between the Advent Group Home staff, school staff, SCCOE staff, County Social Services, MHUSD Special Education Department and MHUSD Student Nutrition to facilitate enrollment, obtain documents such as IEPs and transcripts and ensure that students are connected with appropriate support services.	**LCFF Supp.** • **$136,244**	**LCFF Supp.** • **$136,244**
6d. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.	Implemented as planned. Coordinator conducts monthly CARE team meetings, regular response and guidance on specific student cases, site visits, and evaluations for all CARE team members. Increased CARE team members to ensure full time support at all secondary and increased support K-5	**LCFF Supp.** • **$5,000**	**LCFF Supp.** • **$1,243**
6e. Implement Restorative Justice as an alternative to suspension	Implementation placed on hold due to pending grant.	• **$0**	• **$0**
6f. Develop a comprehensive Foster/Homeless education plan	In progress. Coordinator serves as McKinney Vento liaison for homeless students as well as foster youth liaison.	**Title 1** • **$15,000**	**Title 1** • **$15,000**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6g. Fund alternative placements for expelled students	Implemented as planned. Coordinator serves as District's Liaison to the SCCOE Alternative Education Division attends quarterly meetings at the County office and is in routine contact with AED staff including counselors and administrators of county alternative schools regarding MHUSD students expelled from the district or seeking readmission. Coordinator also provides support and structures for the new PRESS program located at MHUSD Adult Education campus.	**LCFF Base** • **$79,695**	**LCFF Base** • **$56,925**

Goal 3 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.

Positive Behavior Intervention and Support implementation is progressing with each school in some phase of a multiyear cohort. The implementation surveys indicate that site are progressing at various rates.

Professional development sessions have been provided for suicide prevention and trauma informed instruction for all certificated staff.

The CARE team provides targeted assistance to high need students with a focus on Foster-Homeless. As part of the MTSS initiative, attendance monitoring, interventions and professional development are now complimented with home visits.
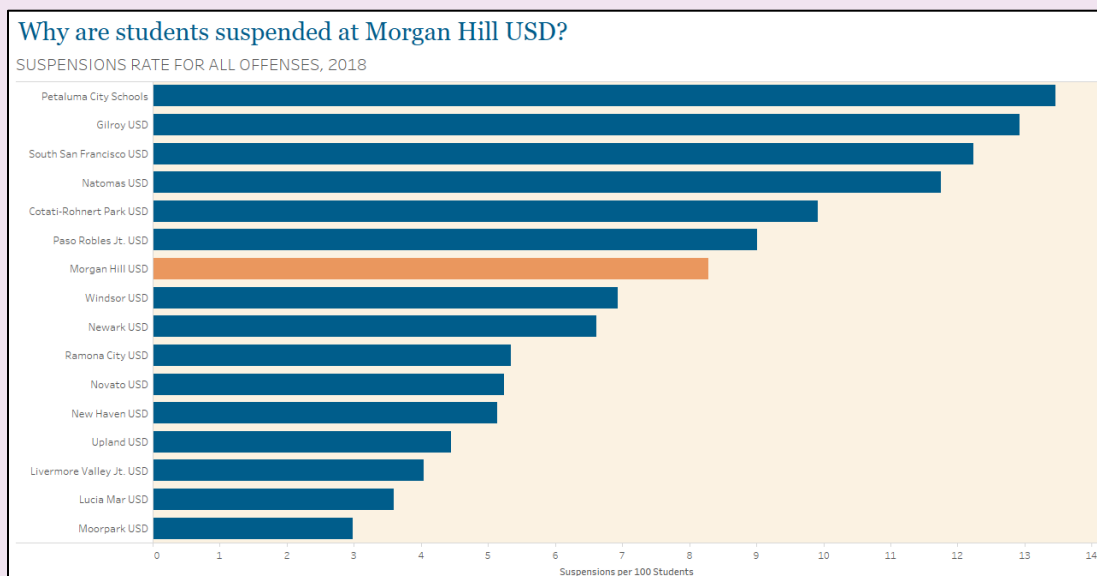
Sanford Harmony, a tier one K-5 social emotional learning (SEL) curriculum, is available at all K-5 schools to provide reflective discussions around social topics. A reflective SEL curriculum to support struggling students is being sought for grades 6-12.

Chronic absenteeism remains a major concern and focus for upcoming work. Current efforts are limited to communication for awareness.
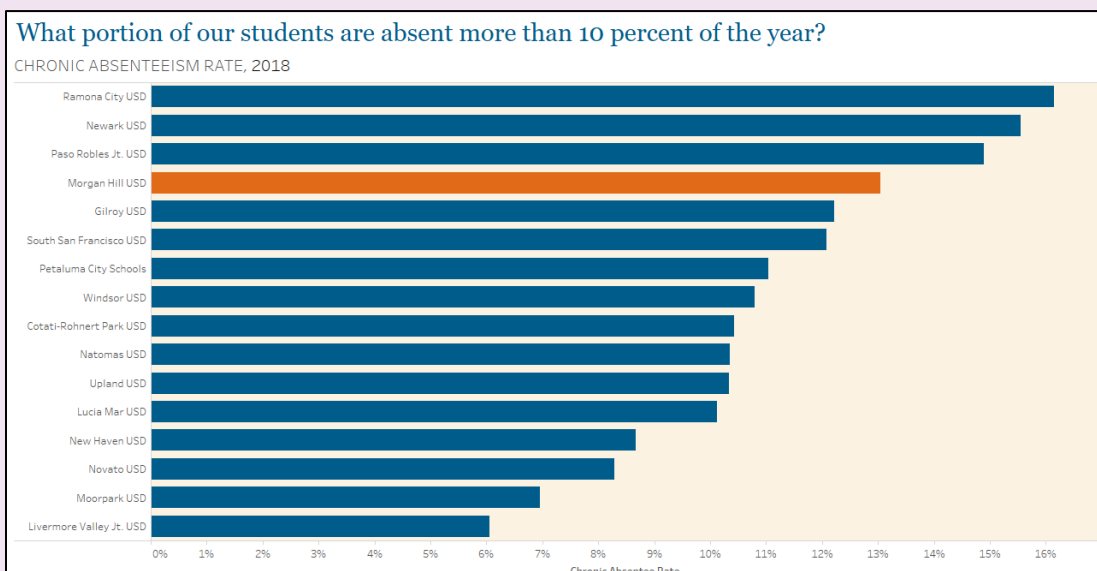
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions have been implemented as planned with the exception of delaying restorative justice training while establishing a relationship with the South County Youth Taskforce (SCYTF). The task force will support restorative justice work moving forward as well as provide a number of other services to support struggling students.

Although our suspension rates remain high as indicated on the state dashboard, current year to date suspension rate data is running lower than last year (3.2% as opposed to 4.9%). The following visual shows how Morgan Hill Unified 2017-18 suspension rates compare in the mid-range to the 15 most similar school districts in the state (visual with permission of Schoolwise Press).

Why are students suspended at Morgan Hill USD?
SUSPENSIONS RATE FOR ALL OFFENSES, 2018

District	
Petaluma City Schools	
Gilroy USD	
South San Francisco USD	
Natomas USD	
Cotati-Rohnert Park USD	
Paso Robles Jt. USD	
Morgan Hill USD	
Windsor USD	
Newark USD	
Ramona City USD	
Novato USD	
New Haven USD	
Upland USD	
Livermore Valley Jt. USD	
Lucia Mar USD	
Moorpark USD	

Suspensions per 100 Students

Chronic absenteeism is currently running slightly less than last year (10.8% as opposed to 13.3%). Our 2017-18 chronic absenteeism rate is high compared to the state as well as our comparison group of similar districts (visual with permission of Schoolwise Press).

What portion of our students are absent more than 10 percent of the year?
CHRONIC ABSENTEEISM RATE, 2018

District	
Ramona City USD	
Newark USD	
Paso Robles Jt. USD	
Morgan Hill USD	
Gilroy USD	
South San Francisco USD	
Petaluma City Schools	
Windsor USD	
Cotati-Rohnert Park USD	
Natomas USD	
Upland USD	
Lucia Mar USD	
New Haven USD	
Novato USD	
Moorpark USD	
Livermore Valley Jt. USD	

Chronic Absentee Rate

Campus climate surveys indicate an increase in student feelings of being safe both at home and at school. There is a slight decrease in students feeling that they have a trusted connection in the staff; although, secondary students have a trusted connection between "some" and "most of the time" while elementary students trust in talking openly with their teachers between "most" and "all of the time." There is a small decrease in overall feelings of happiness; but younger students increased in feelings of pride in their schools while older students decreased. Younger students rate their school between a "very good school" and an "outstanding school" while secondary grades rate their school as between a "good school" and a "very good school."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, the allocation for Goal 3 was **$587,739** with actual expenditures of **$454,239** or **77.3%**

Material Differences include the consolidation of activity bus routes (reduced from $100,000 to $50,000); Safety plan development was conducted in-house instead of contracted (reduced from $10,000 to $5,450); The California Healthy Kids survey is conducted every other year ($5,000 budget to carry over to $10,000 actual cost to hold a place in the annual budget); Restorative Justice was delayed while establishing a relationship with the South County Youth Taskforce (the $25,000 will carry over against annual SCYTF membership of $45,000 moving forward); AVID maintenance costs were less that start-up costs (reduced from $60,000 to $41,968); and the district realized a slightly lower contracted cost with the county office for projected expelled student placements (reduced from $79,695 to $56,925).

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.

Expanding services beyond restorative justice has led us to participate in the South County Youth Taskforce. The task force provides restorative justice implementation support as well as a menu of additional supports to assist the district with lowering suspension rates. Home visits, truancy intervention, drug abuse intervention and tiered programs to promote healthy choices are among the many task force services.

As chronic absenteeism continues to be a foundational causal factor for students with low achievement and low graduation rates, two schools will be developing student monitoring and tiered intervention supports as part of their Comprehensive Support and Improvement plans. It is our intent to use the opportunities at these schools as learning labs to perfect systems that can be self-sustaining and spread to other schools in the district.

Students with disabilities remain a focus area for addressing absenteeism and high suspension rates. School Plans will each have these areas of focus as well as to increase the inclusion opportunities for Students with Disabilities in the general education setting.

Stakeholder Engagement

LCAP Year: **2018-19 to inform the 2019-20 Plan**

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?

Date/Time	Stakeholder Group providing 3 year plan consultation	Description of Activities / Links to Agendas Link to additional Revision Cycle Information.
Bimonthly	Board of Education	Link to Agendas Members of the public are invited to speak at Board meetings or provide written communication
Weekly	MHUSD Executive Cabinet	
Monthly	Morgan Hill City and District Liaison Committee	City/School Liaison Committee agendas
Ongoing	Public LCAP posting with input survey link	Link to LCAP Link to input survey
Bimonthly	Interdepartmental LCAP Monitoring Committee	Link to agenda/minutes
Monthly	EL Facilitators	Training for EL support staff, including ELLevation, reclassification, EL monitoring and EL data.
Monthly	Community Liaisons	Training for Community Liaisons on home visits, Family Engagement Plan, EL services, CABE Project to Inspire and School Linked Services.
Ongoing	AVID District Meetings	AVID teachers and administrators meet regularly to align programs across school sites, receive training and develop school AVID plans.
Monthly	DELAC and MPAC Meetings	Parent advisory committees to receive training, information, provide district guidance and approve funding plans. DELAC meeting dates: Oct. 10, Nov. 7, Dec. 5, Jan. 16, Feb. 6, Mar. 5, May 7th. MPAC meeting dates: October 24, Nov. 21, Dec 19, Jan 23, Feb 27, Mar. 19, May 21st. Link to input and response
Ongoing	VAPA Committee Meetings	VAPA teachers and site administrators meeting with VAPA TOSA to advise on Strategic Arts Plan, receive training and updates.
Sept.12, 2018 Sept. 26, 2018 Oct. 30, 2018	Naviance Parent Nights	Naviance Parent night training held at the district office. Childcare and translation services provided.
Ongoing	K-8 College Readiness Parent Workshops	Cal-SOAP staff led parent workshops for families in grades K-8 on college planning, financial aid and other college related topics.
Nov. 15, 2018 Jan. 24, 2019	Parent Engagement Evenings	Gallery walk of LCAP, discussion and share out to advise and consult on the Local Control Accountability Plan English Session Input from Participants Spanish Session Input from Participants Spanish Session Input from Participants #2

Feb. 26, 2019	Student Ambassador's Congress	Student representative advise and consult on LCAP [Link to presentation](#)
Feb. 26, 2019	Parent Advisory Committees Congress (all SSC's and ELAC's)	Parent advisory committee members updated on the role of the LCAP and SPSA in the developing school accountability system. Workshop with school teams to advise and consult on strategic plans (LCAP and SPSA) Link to presentation
Sept. 10, 17, 2017 Nov. 5,12 2018 Jan. 7,14 2019 March 4, 11 2019 May 6, 2019	Curriculum Councils • Elementary • Secondary	Curriculum Council Minutes Elementary: undertaking NGSS Science Adoption and Secondary: NGSS science adoption, grading policies and graduation requirements and PE/marching band pilot.

Impact on LCAP and Annual Update

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

Anticipated revisions for Goal 1 College and Career Readiness include continuing to expand early literacy strategic intervention and support with an increase in reading specialist staffing at each elementary school. Reading specialists will provide evidence based strategic Tier 2 Read 180 and System 44 small class instruction and work hand-in-hand with MTSS paraprofessionals to provide intensive Tier 3 small group Leveled Language Intervention. Elementary Focus Academy Implementation Teacher on Special Assignment (TOSA) positions will be phasing out after 3 years of initial implementation support. El Toro will remain supported for one more year. Staffing recovered from these positions will contribute to reading specialist staffing.

The centralized team of Teachers on Special Assignment will be increased by the addition of an MTSS and a Visual and Performing Arts TOSA. Both positions will be grant funded for two years. Expansion of the centralized team will allow the district to support all schools with two major priorities: continuing to build MTSS with programs and monitoring systems; and to advance interdisciplinary and instructional pedagogy using the universal design for learning. This will include an emphasis on inclusion supports for students with disabilities to help support higher access and graduation rates.

Initial implementation of new instructional programs will move into deeper phases focusing on interdisciplinary teaching. The approach honors commonality found in the instructional shifts and information-processing standards of the new subject area frameworks. Interdisciplinary teaching adds relevance to instruction by helping students make connections between what they are learning in different subjects. This type of themed instruction was also a key reason for the creation of focus academies; however, such instruction is now implicit in the frameworks for all students and schools. Evolving to rigorous lessons where students practice receptive and expressive language to explain their thinking while employing art, engineering, mathematical modeling, technology, and science is our instructional goal which we call STEAM for all.

Goal 2 parent engagement will continue to deepen implantation according to the newly adopted Family Engagement Plan.

Goal 3 student engagement will continue to focus on Tier 1 PBIS implementation and enhance with higher tiered restorative justice through our partners in school-linked services and the South County Youth Task Force. These efforts respond directly to school needs to reduce suspension and chronic absenteeism rates as well as a high stakeholder priority on campus safety.

Overall the plan will stay the course and continue to deepen and refine implementations with systemic MTSS development.