

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): 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
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## 2017-20 Plan Summary

### The Story

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

The Merced Union High School District (MUHSD) proudly serves approximately 10,000 students who reside in the communities and surrounding unincorporated areas of Merced, Atwater and Livingston in the San Joaquin Valley of California. Our student population is racially, culturally, and linguistically diverse and brings the richness of many stories to the district. Our students are 68% Latino, 4% African American, 10% Asian, 16% White and, 2% Other/ Multiple ethnicities. Our LCAP focus populations are 77% low income, 8% English Learner, 8% Students with Disabilities (CBEDS Data, 10-4-2017), and 1% Foster youth students. (See attached MUHSD CBEDS Counts by School, Race and Subgroup) The district includes 6 comprehensive high schools, a continuation and community day school, adult school, and an independent studies program. (School websites- <https://www.muhsd.org/our-district>) Extended opportunities for support and activities are provided through the ASSETs program at 6 sites. Exciting changes are transforming our community dynamics and infrastructure with the growth of the 10th University of California, located in Merced. The university welcomed its first students in 2005, and today over 30% of the students at UC Merced are natives of the San Joaquin Valley. Partnerships with UC Merced and Merced College are essential to the fulfillment of our dreams for MUHSD students. A summer class is offered in partnership with UC Merced with a focus on math for at-risk students of color, particularly African-American youth.

Our motto is to provide a relevant education for all. It is the mission of MUHSD that every staff member, every day, will support all students to acquire the skills necessary to develop and follow their post-secondary dreams. The MUHSD vision embodies that mission, that every student will walk off the graduation stage with a diploma in one hand and Career Technical Education (CTE) certification/proficiency in the other along with college credit on their transcript.

Over the past three years, an emphasis on innovation and 21st-Century teaching and learning has been building at MUHSD. Keynote speakers have inspired certificated and classified staff members

as they told their stories of perseverance through hardship at all-staff gatherings. Project/problem-based learning, trauma-informed education, growth mindset and other student-centered strategies are the topics of professional development and conversation among staff, students and administration as the district adapts to new ways of thinking. Student voice is valued for everything from food quality to school improvement strategies. Flexible, customized professional learning opportunities are available to all staff through site-based instructional coaches and teacher librarians and asynchronously through our online professional learning platform, InnovatED. ( Link to MUHSD 2020 Video: <https://www.youtube.com/watch?v=CRbT6WChvdE>)

We have worked collaboratively with the community to develop a Local Control Accountability Plan (LCAP) of which we can be proud. LCAP community participation has seen a 162% growth over the past 3 years. Each of our 9 schools have offered LCAP informational meetings on site to inform the public about the unique ways that the schools are progressing toward the goals of the plan. Community forum discussions have been rich and meaningful. The overarching themes of the LCAP are opportunity and support. We are creating additional class opportunities for all students and implementing new Career Technical Education (CTE) pathways to enable students to explore and build skills in their vocational area of interest (CTE Resource Guide-[http://issuu.com/focuspublishingllc/docs/muhdsd\\_lr?e=32749448/58521805](http://issuu.com/focuspublishingllc/docs/muhdsd_lr?e=32749448/58521805)). We offer an embedded, multi-tiered system of interventions designed to reduce suspensions and expulsions and increase academic and social-emotional support. The number one goal is for students to be both college and career ready. MUHSD offers robust, rigorous programs and curriculum to help students become innovators, creative critical thinkers, collaborative teammates, and effective communicators. The district embraces the shifts in education; we focus on knowledge and skills, while providing our students access to multiple career pathways (Course Catalog-<https://www.muhdsd.org/educational-services/curriculum-instruction/course-catalog-2017-2018>).

Along with a strong core academic program, our students are highly encouraged to participate in the life of their schools. Our principals and staff understand that athletics, band, drama, agriculture, student leadership, campus clubs, and community service are foundational to helping students develop character, grit, and civic responsibility.

## LCAP Highlights

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

Additional educational opportunities will be accessible for students through the adoption of 7-period day schedules for all comprehensive sites to be implemented in 2018-19.

Career Technical Education (CTE): All 9th grade students will access the Freshman Seminar course to explore career pathways and CTE courses have been expanded to include CISCO Computer Science Courses, Diesel Engine Repair, Construction Trades, Medical Technology and Foundations in Education.

Two LCAP meetings will be held at each school site in the fall of 2018.

Three District Stakeholder meetings will be held with an expanding, diverse base of community partners.

Multiple bilingual Spanish paraprofessionals will continue to provide student support at each comprehensive school site.

English Learners and students with reading deficits in the Special Education program will continue to access standards-based curriculum.

The LCAP Dashboard data will be refined and updated at the semester to provide public access to monitor LCAP metrics (<http://coeus-lcap.herokuapp.com/view>).

Technology - New Chromebooks will be provided for the class of 2022 and Chromebook repair centers will be run by students earning CTE graduation credit.

Active, purposeful partnerships with industry, intervention providers, Merced College, UC Merced teachers and administration will continue to grow.

The LCAP stakeholder engagement process will create powerful discussions around students and continuous improvement.

Services provided to Foster and Homeless youth will meet their many needs with a focus on social-emotional support.

Visits to public schools will be provided to observe and replicate programs for the success of all students with an emphasis on African American students.

A hotline for students with immigration emergencies will be made available.

Local culturally appropriate inspirational speakers will be scheduled during the school year.

## Review of Performance

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

## Greatest Progress

The progress Merced Union High School District is most proud of from the 2017-18 school year is: Suspension rates remain low (3.48%, Spring 2017) and declined on the state data dashboard and the graduation rate maintained at a high level, between 90% and 95% at the school sites.

Additional opportunities for students: The Merced Union High School District adopted a 7-period day schedule that all comprehensive sites will implement in the fall of 2018 requiring the collaboration and cooperation of administration and staff (Goal 1, Action 1). The opportunities afforded by the change will allow students more access to coursework that will prepare them for their futures.

Career Technical Education: Additional concentration and capstone courses will be offered beginning in fall of 2018. Personnel have been added or certified for Construction Trades, Diesel Engine Repair, Computer Science, and Medical Technology. Additional dual credit offerings with Merced College were adopted and the curricula were finalized (Goal 1, Action 1).

The English Language Development (ELD) department gained bilingual paraprofessionals to support students, engaged in five days of professional development and planned for improved services to English Learners with a consultant. ELD students and students with disabilities accessed new curriculum aligned to the state ELA/ELD standards. Beginning, midyear, and end of year reading assessment scores will be analyzed to show student progress (Goal 3, Action 1).

All Foster youth were scheduled monthly one-on-one meetings with designated personnel as support. Three school sites facilitated themed, monthly group meetings/ trainings for Foster Youth during lunch. The Youth Opportunity Conference for Foster youth, adult supporters of Foster youth and the public was held in February, 2018. At the conference, a team of Foster Youth demonstrated their leadership skills by facilitating a presentation, and a keynote speaker shared his story of success through struggle (Goal 3, Action 2).

MUHSD also made tremendous progress toward positive school culture during 2017-18. Based on an annual review of each site conducted by district and site staff and aligned to LCAP goals, the number of student-centered classrooms providing student choice of how to learn and demonstrate their learning increased substantially. The California Healthy Kids Survey results showed growth in the area of positive climate and a reduction in negative reported behaviors at 5 of 6 campuses.

Although there was not sufficient student interest to conduct classes this year, the Ethnic Studies course was included in the course catalog for future consideration.

With school safety as a high priority, school staff and law enforcement collaborated to improve protocols in the event of a school lock down.

Despite a continuing teacher shortage across the U.S., the MUHSD had an abundance of applicants for each open position in 2017-2018. Comprehensive professional learning opportunities are cited as a basis for retention of teaching staff.

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

## **Greatest Needs**

There were no areas of concern on the California School Dashboard for MUHSD.  
<https://www.caschooldashboard.org/#/Details/24657890000000/3/EquityReport>

However, based on the Student Group Report release from the fall of 2017, Foster Youth graduation in the MUHSD received a "red" rating. As a result, prioritizing increased and improved services to Foster Youth will focus specifically on data gathering and monitoring of interventions for Foster Youth toward the goal of graduation (Goal 3, Action 2).

<https://www.caschooldashboard.org/#/Details/24657890000000/3/StudentGroupReport>  
Data gathering and monitoring of the graduation status of students with disabilities will also be a priority.

To further improve in the area of the social-emotional well-being of MUHSD students, licensed Marriage and Family Therapists or Licensed Clinical Social Workers will be hired for each school site to act as mental health supports (Goal 1, Action 2).

An additional area identified through LCAP findings is the need for increased parent engagement and communication (Goal 2, Action 2). Communication from the district level will encourage parents to attend informational meetings on school governance, relationships, and the importance of families as our partners in education. Also, formal training will be in place for community members serving on school or district committees. The MUHSD will increase and improve tracking parent participation.

Monitoring progress toward a rigorous, standards-aligned curriculum and increased opportunities for English Learners will continue (Goal 3, Action 1).

Students with Disabilities will continue to receive rigorous instruction in reading and math and monitored for academic progress (Goal 3, Action 5).

District and site administration will apply consistent, proactive efforts toward closing achievement gaps in graduation and suspension rates for Foster Youth, African-American, American Indian/Alaska Native, students with disabilities, and English Learners (Goal 2, Action 1).

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

## Performance Gaps

Performance gaps for graduation rates include English Language Learners, Foster Youth, and African-American students. The Merced Union High School District piloted Multi-Tiered System of Support (MTSS) at 2 campuses in 2017-18 to address the gaps with student graduations. The gap for graduation rates for students with disabilities and English Learners will be addressed through the use of new curriculum and staff development for special education staff. High suspension rates for African-American and American Indian/ Alaska Natives will be monitored and responded to through student supports such as Academic Support classes, Intervention Centers, and the C.O.P.E. and U.D.A. programs in lieu of suspension. Exploration of successful programs outside of the area will hopefully provide promising strategies to be implemented in 2019-20.

District Results for 2465789 Merced Union High

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	397	315	79.4	47	11.8	25	6.3	*	2.5	*	0.0
Foster Youth	28	19	67.9	*	25.0	*	7.1	*	0.0	*	0.0
Migrant Education	109	82	75.2	17	15.6	*	2.8	*	6.4	*	0.0
Special Education	256	172	67.2	29	11.3	46	18.0	*	3.5	*	0.0
Socioeconomically Disadvantaged	2,011	1,805	89.8	140	7.0	46	2.3	20	1.0	*	0.0
All Students	2,363	2,150	91.0	145	6.1	48	2.0	20	0.8	*	0.0

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

## Increased or Improved services

The Merced Union High School District will increase learning opportunities for Foster Youth, English Learners, and Low Income students in the form of a 7-period school day. MUHSD will continue the implementation of new curriculum and training for staff working with English Learners and Students with Disabilities. Reading assessments will be administered and results analyzed for areas needing support. A Multi-Tiered System of Support piloted at two schools in 2017-18 will support Foster Youth, English Learners and Low Income students as it is expanded to other campuses in the district and addresses suspension and expulsion rates as well as academic success. Some of the interventions include Academic Support classes and suspension reduction strategies such as the Intervention Center, Creating Opportunities for Personal Empowerment (COPE), an anger management program and, Understanding Drugs and Alcohol (UDA). Parent engagement efforts and collaboration with feeder and receiving schools will help support families. The district will take

action to identify the challenges to success for students of color, targeting African-American students, by visiting public schools that have developed programs or strategies to meet the identified challenges and plan for the replication of those strategies in MUHSD. A hotline will be provided for students whose families may have emergencies related to immigration, and inspirational speakers will be scheduled to present to students and families during the school year.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$133,210,026.63
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$25,792,624.00

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

The general fund budget of MUHSD provides for many ongoing costs related to the operation of the schools. The primary expenses are related to classified and certificated employee salaries and benefits, ongoing maintenance of school sites, and student transportation.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$109,785,318.00

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

All students will be college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs which will prepare them for any endeavor they pursue after high school. The LCAP will detail actions and services that will be put into place to provide additional layers of support to ensure rigorous and relevant support.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Percentage of pupils with successful A-G course completion rate

**17-18**

40%

**Baseline**

36% (2015-16)

39% (2016-17)

**Metric/Indicator**

Early Assessment Program (EAP)-Percentage of pupils scoring ready or higher on CAASPP ELA

**17-18**

60%

51% (2017)

Expected

Actual

<p><b>Baseline</b> 55% (2015-16)</p>	
<p><b>Metric/Indicator</b> Early Assessment Program (EAP)-Percentage of pupils scoring ready or higher on CAASPP Math</p> <p><b>17-18</b> 30%</p> <p><b>Baseline</b> 25% (2015-16)</p>	<p>22% (2017)</p>
<p><b>Metric/Indicator</b> District Assessments</p> <p><b>17-18</b> 30%</p> <p><b>Baseline</b> Pilot year</p>	<p>3307 assessments administered (31%)</p>
<p><b>Metric/Indicator</b> AP Pass Rate- Percent of pupils scoring 3 or higher on AP exam(s)</p> <p><b>17-18</b> 35%</p> <p><b>Baseline</b> 31% (2015-16)</p>	<p>33% (2016-17)</p>
<p><b>Metric/Indicator</b> CTE Enrollment</p> <p><b>17-18</b> 6000</p> <p><b>Baseline</b> 5671 (2015-16)</p>	<p>5741</p>
<p><b>Metric/Indicator</b> AVID Enrollment</p>	<p>966</p>



Expected

Actual

**17-18**  
1045  
**Baseline**  
995

**Metric/Indicator**  
D/F Rate- Percent of total students with one or more "F"  
**17-18**  
40%  
**Baseline**  
46% (Spring 2016)

**Metric/Indicator**  
Counseling - students will have a scheduled appointment with counselors quarterly.  
**17-18**  
100%  
**Baseline**  
New metric

**Metric/Indicator**  
CAASPP ELA Scores  
**17-18**  
60%  
**Baseline**  
55%

**Metric/Indicator**  
CAASPP Math Scores  
**17-18**  
30%  
**Baseline**  
25%

24%

Not tracked

51%

22%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Phase 3 of CTE pathways and survey courses including the mandatory Freshman Seminar will be offered at each site, allowing all students to have the opportunity to explore college and career options. Stakeholders will receive information about CTE programs and college credit opportunities. There will be an increase in CTE enrollment and dual credit courses articulated with Merced College.	Freshman Seminar is mandatory for all 9th grade students to explore career pathways and college and career options. A Career Technical Education Resource Booklet was developed and is accessible via the MUHSD website. It describes each pathway and lists the available courses within the pathways. Dual credit articulation agreements were expanded and curricula finalized through meetings with college faculty and administration. A total of 34 courses are articulated with Merced College or Modesto Junior College.	4000-4999: Books And Supplies Supplemental and Concentration \$273,477	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,803
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,328	3000-3999: Employee Benefits Supplemental and Concentration \$23,679
		6000-6999: Capital Outlay Supplemental and Concentration \$19,917	4000-4999: Books And Supplies Supplemental and Concentration \$456,242
		6000-6999: Capital Outlay Supplemental and Concentration \$0	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,618
			6000-6999: Capital Outlay Supplemental and Concentration \$86,060

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will receive academic counseling and transition plan guidance as well as social emotional support for school success. Designated personnel will support students who are chronically absent. Monitoring grades and assigning appropriate	Most students receive counseling and participate in the development of a 6-year plan. Mental health clinicians serve on every site, as well as Health Services Managers for Foster and unaccompanied homeless youth. An officer from the office of the District Attorney	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,499,469	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,670,943
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$143,930	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$141,785

interventions designed to limit dropping out will focus on students who are at risk, including freshmen, English learners, and struggling readers.

was hired by 20 collaborating districts and served on the the board for SARB hearings. The officer provided follow-up on chronically absent students. English learners and students with disabilities have a standards-aligned curriculum that is delivered by trained instructors and measures their reading levels through a beginning, middle, and end of year reading assessment. Focus on non-graduating 8th grade students and other freshmen at risk is accomplished through summer bridge and targeted freshman year programs.

3000-3999: Employee Benefits Supplemental and Concentration \$1,207,705

4000-4999: Books And Supplies Supplemental and Concentration \$0

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,154,841

3000-3999: Employee Benefits Supplemental and Concentration \$1,266,883

4000-4999: Books And Supplies Supplemental and Concentration \$3,416

4000-4999: Books And Supplies Base \$22,784

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$976,172

5000-5999: Services And Other Operating Expenditures Base \$134,082

### Action 3

#### Planned Actions/Services

Programs in support of college readiness, for example, AVID, will continue, including specialized instructional materials and a district coordinator to oversee the programs. The increase in enrollments for English Learners will be tracked. The district will explore funding for Merced College dual credit course fee waivers for students in the college readiness programs.

#### Actual Actions/Services

AVID is offered at all comprehensive sites and there is a new district coordinator who has been trained to oversee the program. There is a slight increase in the enrollment of English Learners in the AVID program. The fees for Merced College dual credit course completion have all been waived.

#### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,748

3000-3999: Employee Benefits Supplemental and Concentration \$28,748

4000-4999: Books And Supplies Supplemental and Concentration \$1,283

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,533

#### Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,538

3000-3999: Employee Benefits Supplemental and Concentration \$30,157

4000-4999: Books And Supplies Supplemental and Concentration \$1,346

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,853

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Working Chromebooks and learning software will be provided for all students and repaired or replaced as necessary. Costs of repair vs. replacement will be calculated and reported.	All students have working Chromebooks, with incoming Freshmen receiving new devices each year. There are five computer repair centers operated by students in a computer science pathway to alleviate some of the costs related to computer repairs.	4000-4999: Books And Supplies Base \$905,411	4000-4999: Books And Supplies Supplemental and Concentration \$909,566
		5800: Professional/Consulting Services And Operating Expenditures Base \$112,692	4000-4999: Books And Supplies Base \$272,197
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$123,834

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resources will be used to maintain equipment and technology for Career Technical Education courses and to fund certification exam fees for industry-recognized tests in some capstone courses. An increasing number of students will take certification exams.	Funds were used to purchase necessary equipment and technology for CTE. Certification costs were funded for Computer Science teachers and students in various CTE pathway programs.	4000-4999: Books And Supplies Supplemental and Concentration \$47,322	4000-4999: Books And Supplies Supplemental and Concentration \$49,872

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer school will continue to be offered for credit recovery, advancement and some CTE course completion. Included will be a summer academy program for English Learners.	Summer school was offered during the summer of 2017. There are plans to encourage students to attend a summer bridge program that will focus on struggling math students, particularly students of color. Summer school for English	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$574,836	1000-1999: Certificated Personnel Salaries Title I \$603,003
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$118,895	2000-2999: Classified Personnel Salaries Title I \$124,721

Learners was available in the summer of 2017 at East Campus Educational Center and will be operational again in the summer of 2018.

3000-3999: Employee Benefits Supplemental and Concentration \$172,143

3000-3999: Employee Benefits Title I \$180,578

4000-4999: Books And Supplies Supplemental and Concentration \$22,684

4000-4999: Books And Supplies Supplemental and Concentration \$881

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,863

4000-4999: Books And Supplies Base \$22,871

5000-5999: Services And Other Operating Expenditures Base \$7,596

## 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: All students will be college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs which will prepare them for any endeavor they pursue after high school. The LCAP will detail actions and services that will be put into place to provide additional layers of support to ensure rigorous and relevant support.

The majority of the actions and services described in the actions and services section above were implemented in 2017-18.

- 1) A 7-period day schedule was negotiated and adopted for all comprehensive school sites to offer increased opportunities for courses and interventions as needed.
- 2) CTE pathways were formally identified and the CTE Resource Guide, complete with visual representations of each pathway was developed as a communication tool for students, parents, and the community.
- 3) A Counseling Master Plan was written for increased contact between counselors and students on a regular basis.
- 4) The MUHSD LCAP data dashboard was updated and used regularly by staff and stakeholders to monitor student status and progress.
- 5) All fees related to dual credit and articulation with Community Colleges were funded.
- 6) Computer science teachers were certified for their pathways, and a total of 5 Chromebook repair/training centers were established with students as technicians.
- 7) Summer math program targeting African-American students based on SBAC math data is planned for Summer 2018.
- 8) CTE certification costs were covered.

9) Summer school was available for English Learners and other student groups for remediation.

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

Low income student AP pass rates slightly increased between 2015-16 and 2016-17 from 28.76% to 29.5%.

CTE course completion rate increased for Low Income (57% to 61%), Foster Youth (54% to 60%), and English Learners (33% to 50%).

Summer school passing rates with a grade of "D" or above increased for English Learners from 79% to 83% and for Foster Youth from 74% to 87%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures for LCAP year 2017-2018 are based on the reorganization of budgeting practices that have been improved for 2018-2019 and beyond.

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

No changes to existing actions/ services.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

School Climate-For all students in the MUHSD to have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship and engaged in curricular and extra curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    Extra curricular activity participation

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Percentage of participation in extracurricular activities

**17-18**

52% Spring 2018

**Baseline**

51% Spring (2015-16)

47% (unduplicated) Spring 2018 Some change may be due to redesign to create consistent tagging across district

**Metric/Indicator**

Percentage of students suspended

**17-18**

5%

**Baseline**

6% (2015-16)

3%

Expected

Actual

<p><b>Metric/Indicator</b> Percentage of students expelled</p> <p><b>17-18</b> 1%</p> <p><b>Baseline</b> 1% (2015-16)</p>	<p>0.3%</p>
<p><b>Metric/Indicator</b> Graduation Rate- Percentage of 4-year cohort of students graduating</p> <p><b>17-18</b> 92%</p> <p><b>Baseline</b> 91% (2015-16)</p>	<p>93.6% (CA Accountability Model)</p>
<p><b>Metric/Indicator</b> Drop-out rate- Percentage of 4-year cohort of students dropping out of school</p> <p><b>17-18</b> 2.5%</p> <p><b>Baseline</b> 3% (2015-16)</p>	<p>1.2% (16-17)</p>
<p><b>Metric/Indicator</b> Percentage of students completing the California Healthy Kids Survey</p> <p><b>17-18</b> 80%</p> <p><b>Baseline</b> 76% (2015-16)</p>	<p>85% (2017-18)</p>
<p><b>Metric/Indicator</b> Facility Inspection Tool (FIT) rating of campus</p> <p><b>17-18</b> Increase by one performance band</p> <p><b>Baseline</b> 50% or better (2016-17)</p>	<p>50%</p>



Expected

Actual

<p><b>Metric/Indicator</b> Safety plan implementation as measured by completion of safety activities and training included in plan.</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 100% (2015-16)</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Parent participation rate in: School-Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Back-to-School Night, parent workshops</p> <p><b>17-18</b> 50%</p> <p><b>Baseline</b> New metric</p>	<p>2881- 27%</p>
<p><b>Metric/Indicator</b> Results of food quality student surveys measuring food freshness, flavor, and cultural appropriateness on a 5-point scale.</p> <p><b>17-18</b> Overall rating of 3 on 5-point scale for freshness, flavor and cultural appropriateness.</p> <p><b>Baseline</b> New metric</p>	<p>54% rated food a "3"</p>
<p><b>Metric/Indicator</b> Percent of staff rating "The school is a safe place for staff" as "Agree" or "Strongly Agree."</p> <p><b>17-18</b> 85%</p> <p><b>Baseline</b> 81%</p>	<p>94%</p>
<p><b>Metric/Indicator</b> Number of parents completing the California Healthy Kids Survey.</p>	<p>533</p>

Expected

Actual

**17-18**  
500  
**Baseline**  
437 (2015-16)

**Metric/Indicator**  
Percentage of students rating school safety as "high or very high" on the California Healthy Kids Survey.  
**17-18**  
61%-67%  
**Baseline**  
56%-62% (2015-16)

**Metric/Indicator**  
Percentage of students rating school connectedness as "very high."  
**17-18**  
30%-52%  
**Baseline**  
25%-47% (2015-16)

**Metric/Indicator**  
Percentage of student attendance at comprehensive high schools.  
**Baseline**  
New metric

**Metric/Indicator**  
Percentage of chronically absent students (absent more than 10% of total periods).  
**17-18**  
7%  
**Baseline**  
8% (2015-16)

**Metric/Indicator**  
Percent of staff completing the California Healthy Kids Survey on feeling safe at school.

49-59%(2017-18)

39%-46% (2017-18)

95.3% (2016-2017)

16% (Data Quest)  
Change in definition: Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend.

40% (2017-18)

Expected

**17-18**  
40%  
**Baseline**  
40%

**Metric/Indicator**  
Percentage of parents rating feeling connected to their child's school on the California Healthy Kids Survey as very high.  
**17-18**  
29%  
**Baseline**  
30%

Actual

Parents answering "School encourages me to be an active partner with the school in educating my child" as "Very High" 29%.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The California Healthy Kids Survey will be administered to students, parents, and staff in the MUHSD in December. The results will be used to inform decisions on future services. Incentives for participation will be considered.	The CHKS was administered to all freshmen, juniors, and all students in alternative education in 2017-18. Results were shared with school sites and used in site decision-making, internal mini-WASC and formal WASC, documentation.	4000-4999: Books And Supplies Supplemental and Concentration \$4,324  5900: Communications Supplemental and Concentration \$418	4000-4999: Books And Supplies Supplemental and Concentration \$4,536  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$438

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Each site will plan for and hold parent information sessions/ committees or trainings on a	Each site planned to hold parent information sessions on a monthly basis, but some were not	4000-4999: Books And Supplies Supplemental and Concentration \$34,150	4000-4999: Books And Supplies Base \$34,269

monthly basis. Topics suggested by stakeholders will be presented at the information sessions and participation numbers will be tracked. Multiple forms of communication will be used to keep parents informed of school activities and participation opportunities at the school and district level.

successful due to low turnouts. The topics delivered included mental health, scholarship, immigration issues, and processes for locating student grade and progress information. Parent participation opportunities were posted to site websites and Parent Square was used to deliver texts, e-mails, and phone calls to remind parents when participation opportunities were scheduled. District-level communication to parents was limited to information for seniors.

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,214

5000-5999: Services And Other Operating Expenditures Base \$3,102

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,380

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full-time nurses will be assigned to each site to ensure that students are receiving appropriate physical and social/emotional care to support attendance. Number of student visits to the nurses' offices will be tracked.	Full-time nurses and/or health aides were available to students full-time at all sites. Nurse visits are tagged in the attendance system by student.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$771,105	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$432,898
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$255,261	1000-1999: Certificated Personnel Salaries Base \$413,802
		3000-3999: Employee Benefits Supplemental and Concentration \$395,209	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$59,516
		4000-4999: Books And Supplies Supplemental and Concentration \$14,069	2000-2999: Classified Personnel Salaries Base \$199,141
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,222	3000-3999: Employee Benefits Supplemental and Concentration \$160,887

			3000-3999: Employee Benefits Base \$285,687
			4000-4999: Books And Supplies Supplemental and Concentration \$14,350
			4000-4999: Books And Supplies Base \$384
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,883
			5000-5999: Services And Other Operating Expenditures Base \$2,160

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cafeteria staff will provide all students with fresh, flavorful food that is a reflection of the cultural diversity of the population. Students will be surveyed to rate the food quality.	The Nutrition Services manager changed the number of food offerings, flavors, and culturally sensitive choices in 2017-18. Surveys were given to random students to provide feedback about food quality and flavor. Approximately 80 students were also asked for feedback during the mini-WASC visits.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$205,735	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$215,816
		3000-3999: Employee Benefits Supplemental and Concentration \$53,662	3000-3999: Employee Benefits Supplemental and Concentration \$56,291
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$222,063	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$225,918

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Facility, furniture, and security equipment upgrades will be made to provide an up-to-date learning environment for students and staff.

Facility projects and equipment upgrades to provide up-to-date learning environment for students and staff.

4000-4999: Books And Supplies Supplemental and Concentration \$267,491

6000-6999: Capital Outlay Base \$2,000,000

4000-4999: Books And Supplies Supplemental and Concentration \$280,598

6000-6999: Capital Outlay Supplemental and Concentration \$3,000,000

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All sites will continue to participate in safety drills (lockdown, fire) each semester, earthquake once per year. Communication about safety procedures will be shared with families. Staff will be surveyed to inform addition of safety resources.	All sites conducted safety drills in 2017-18. Communication about safety is shared with families through the district website. Upon stakeholder recommendation, a hotline was identified for students whose families may be at risk for immigration actions.	2000-2999: Classified Personnel Salaries Base \$482,204	2000-2999: Classified Personnel Salaries Base \$499,441
		3000-3999: Employee Benefits Base \$230,627	3000-3999: Employee Benefits Base \$239,172
		4000-4999: Books And Supplies Base \$123,434	4000-4999: Books And Supplies Base \$125,812
		5000-5999: Services And Other Operating Expenditures Base \$54,957	5000-5999: Services And Other Operating Expenditures Base \$325,796
		5800: Professional/Consulting Services And Operating Expenditures Base \$257,878	

## 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.

School Climate-For all students in the MUHSD to have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship, and engaged in curricular and extra curricular activities. Students, parents, and staff members were surveyed with the California Healthy Kids Survey set of tools. The results were used in measuring school connectedness and safety as well as student social-emotional health. Analysis of the results was conducted at sites and through internal and WASC reviews. Parent meetings and trainings were scheduled at all schools, some with more success than others.

Nurses and health aides were available at each school site and visit numbers were collected.

New choices of foods for breakfast and lunch were provided, and students were surveyed to determine their ratings for flavor, cultural appropriateness and freshness.

All sites participated in planned and surprise safety drills, and results were analyzed for effectiveness of response. An existing hotline was reorganized to report immigration-related emergencies to school staff.

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

1) California Healthy Kids Survey was administered to 4861 students and results were disseminated to site administration for use in decision making. Addition of licensed Marriage and Family Therapists or Licensed Clinical Social Workers as Student Support Managers added for 2018-19 as a result of CHKS reports on "Experiencing Chronic Sadness/ Hopelessness" or "Considered Suicide".

2) Some sites were more successful than others in holding parent meetings and trainings, mostly dependent on the school population and distance from feeder neighborhoods. Detail about parent communication added in "Actual Actions and Services" above. No change to Action statement for 2018-19.

3) Full-time nurses and health aides were available at every site and frequency of nurse visits tagged in attendance system for analysis.

4) Nutrition manager implemented student food surveys- 54% rated the flavor of food 3 out of 5, and 39% rated the cultural appropriateness 3 out of 5 as a baseline. Noted in Actual Actions and Services above, no change to Action item for 2018-19.

5) Safety drills were conducted and reviewed at all sites and deemed successful. Hotline reorganized for students who may need to report immigration actions affecting their families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures for LCAP year 2017-2018 are based on the reorganization of budgeting practices that have been improved for 2018-2019 and beyond.

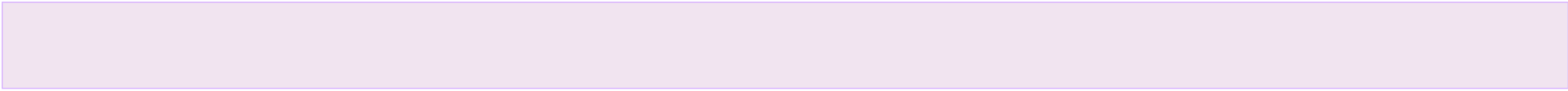
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No change to Goal 2 statement.

Correction to metric for student rating of school safety as "Very High". 2016-17 measure included "High and Very High" in percentage. Wording changed accordingly. Same change made to CHKS rating of school connectedness.

Correction to metric for chronically absent students due to Data Quest definition of CA as 10% or more school days rather than period absences. Data reported looks very different from baseline data.

Correction to metric for "Percentage of parents feeling connected to their child's school". No specific question on parent survey. Changed language to "School allows input and welcomes parent contributions" rating as "Agree or Strongly Agree."





# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 3

Equitable Access: To provide equitable access to academic, social-emotional and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factor.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Planning for Ethnic Studies Course 18-19

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Professional development for ELD teachers- percent of teachers participating.

**17-18**

100% of ELD teachers will participate in professional development, evidence of professional development strategies will be observed during instruction.

**Baseline**

New metric

100% of ELD teachers attended 3 full days of Professional Learning with ExC-ELL trainers and 2 days of training on ILit with Pearson.

**Metric/Indicator**

Percent of Foster Youth accessing counseling support

100% of Foster Youth had access to counseling and monthly meetings for social-emotional support.

Expected

**17-18**  
100% of Foster Youth will be counseled quarterly by site/ district counselors.

**Baseline**  
New metric

**Metric/Indicator**  
ELD student academic progress as evidenced by CELDT/ELPAC scores.

**17-18**  
40% of ELD students will advance at least one level each year.

**Baseline**  
34% of ELD students will advance at least one level each year (2015-16).

**Metric/Indicator**  
Reclassification Rate- percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP).

**17-18**  
20% of ELD students will be reclassified.

**Baseline**  
15% of ELD students will be reclassified (2015-16).

**Metric/Indicator**  
Declaration of textbook sufficiency

**17-18**  
Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements

**Baseline**  
Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements

**Metric/Indicator**  
Ethnic Studies course offering

**17-18**  
Schools will explore scheduling, staffing, and enrolling students in Ethnic Studies class as a social studies elective.

Actual

39% of English Learner students advanced one level in 2016-17.

31% of English Learners were reclassified in 2016-17.

On September 13, 2017, the MUHSD Board of Trustees approved the Declaration of Sufficient Instructional Materials (See attached agenda item).

Ethnic Studies was offered at all comprehensive school sites for 2018-19. Not enough student interest to fill classes.

Expected

Actual

**Baseline**  
New metric

**Metric/Indicator**

Students will have access to a broad course of study as measured by analysis of the master schedules.

**17-18**

100%

**Baseline**

100%

**Metric/Indicator**

Overall parent engagement as measured by data collected at parent activities, committee meetings and trainings.

**17-18**

50%

**Baseline**

New metric

**Metric/Indicator**

Programs and services developed and provided to low income, Foster Youth and English Learners.

**17-18**

Implementation of new ELD curriculum and attendance at ELD staff development. McKinney-Vento support, and Foster Youth liaison. Monthly Foster Youth lunchtime groups. Increase in ELD student reading levels from Pre-to post-test to establish benchmark.

**Baseline**

Development of ELD program, McKinney-Vento support and Foster Youth liaison.

**Metric/Indicator**

Programs and services developed and provided to individuals with exceptional needs.

100%

431 parents attended site LCAP meetings and 2,881 attended the site and community meetings - 31%.

New ELD curriculum "ILit" was implemented for English Language Learners and students with disabilities in Functional Communication classes. Monthly foster youth themes were planned and information shared one-on-one with Health Services managers at 4 sites and in monthly meetings at 3 sites. The GRADE assessment was used and the years/months growth was undetermined at the time of the LCAP report for English Language Learners and students with disabilities.

ILit curriculum with pre and post reading assessments was purchased and implemented for Students with Disabilities at all sites.

Expected

Actual

**17-18**

Implementation of new special education curriculum and attendance at staff development. Increase in student reading levels from pre to post-test to establish benchmark.

**Baseline**

Collaboration with Merced County Office of Education to leverage services for some Special Education students. Plan for new curriculum.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The effectiveness of English Language Development (ELD) instruction will be informed by data and feedback from the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and ELD Student Needs Assessment. Students will receive relevant instruction that is supported by professional development for teachers and technology where appropriate.</p>	<p>372 students completed the ELD student needs assessment and ranked the ELD program as strong in relevance and in preparing them for life after high school. DELAC reviewed survey results, as did ELD staff members. The ILit curriculum was provided to aid in the instruction of reading and language strategies. Pre and post reading tests were administered to measure growth.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$5,155</p>	<p>4000-4999: Books And Supplies Base \$25,100</p>

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Designated staff will collaborate to provide support for Foster Youth in the processes of enrollment, academic placement/progress, and social/ emotional needs to promote college and career readiness. Establish a memorandum of understanding (MOU) with Merced County Human Services Agency to provide transportation for foster students to remain at their school of origin.

A classified manager worked in collaboration with Health Services Managers and site staff to provide monthly check-ins and topic-driven meetings for Foster Youth. She attended IEPs, 504 Plan and Student Study Team (SST) meetings and was present at expulsion hearings when necessary. The MOU with Merced County Human Services is still in progress.

4000-4999: Books And Supplies Supplemental and Concentration \$30,933

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$300,766

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$64,072

3000-3999: Employee Benefits Supplemental and Concentration \$125,204

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$315,504

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$67,212

3000-3999: Employee Benefits Supplemental and Concentration \$131,339

4000-4999: Books And Supplies Supplemental and Concentration \$32,449

### Action 3

**Planned Actions/Services**  
Maintain and add more bus drivers. More bus routes will be considered and added as needed.

**Actual Actions/Services**  
Additional bus drivers were hired to provide more routes for students. Funds were set aside for purchase of safer school buses to meet California regulations.

**Budgeted Expenditures**

2000-2999: Classified Personnel Salaries Base \$334,147

3000-3999: Employee Benefits Base \$179,421

6000-6999: Capital Outlay Base \$1,200,000

**Estimated Actual Expenditures**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$350,520

3000-3999: Employee Benefits Supplemental and Concentration \$188,213

6000-6999: Capital Outlay Supplemental and Concentration \$1,200,000

### Action 4

**Planned Actions/Services**  
Materials and resources will be provided and maintained to support English Language Learners to successfully pass their ELPAC exams and advance at least one level each year.

**Actual Actions/Services**  
iLit was provided to allow students to prepare for the new ELPAC exam. The teachers and other examiners were trained and certified to administer the test for the first time in April, 2018. Results are expected in 6-8 weeks.

**Budgeted Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$919,542

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$158,863

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$964,600

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$166,647

Consideration will be given to bilingual staff for core classes.

3000-3999: Employee Benefits Supplemental and Concentration \$251,284

3000-3999: Employee Benefits Supplemental and Concentration \$263,597

4000-4999: Books And Supplies Supplemental and Concentration \$141,691

4000-4999: Books And Supplies Supplemental and Concentration \$148,634

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,405

5000-5999: Services And Other Operating Expenditures Base \$254,550

### Action 5

#### Planned Actions/Services

Provide standards-based curriculum to all students. In particular to students in Elective and Career Technical Education courses. Purchase needed standards-based curriculum and/or resources.

#### Actual Actions/Services

Standards-based curriculum was provided for all subjects. Some new curriculum was adopted for CTE pathways that are developing.

#### Budgeted Expenditures

4000-4999: Books And Supplies Base \$548,553

#### Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$1,398

4000-4999: Books And Supplies Lottery \$555,294

### Action 6

#### Planned Actions/Services

Designated staff will collaborate to provide support for McKinney-Vento eligible students in the processes of enrollment, academic placement/progress, material, and social/emotional needs to promote college and career readiness.

#### Actual Actions/Services

The Children and Youth Liaison delivered direct services to families to establish eligibility, enrollment, and services under the McKinney-Vento grant. Over 700 students were eligible for the program. As needed, students received backpacks, school supplies, clothing and hygiene items as well as information about community resources for temporary housing and transportation to social

#### Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$137,037

3000-3999: Employee Benefits Supplemental and Concentration \$20,495

4000-4999: Books And Supplies Supplemental and Concentration \$35,300

#### Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$71,503

2000-2999: Classified Personnel Salaries Base \$24,771

3000-3999: Employee Benefits Supplemental and Concentration \$31,005

	services to register. In some cases, emergency food cards were provided.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,980	3000-3999: Employee Benefits Base \$11,187
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$761	4000-4999: Books And Supplies Supplemental and Concentration \$3,416
			4000-4999: Books And Supplies Base \$11,830
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$41,279
			5000-5999: Services And Other Operating Expenditures Base \$30,973

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will be enrolled in a broad course of study as measured in school master schedules. The addition of an Ethnic Studies course will be explored for the 2018-19 school year. Support will be available for teachers of struggling readers and interventions will be piloted. Students will also be monitored and counseled to ensure they are enrolling in appropriate courses.	Students were enrolled in a variety of classes to meet graduation requirements and/or IEP goals. Ethnic Studies was added to the course catalog for 2018-19. ILit was implemented for English Learners and Students with Disabilities.	2000-2999: Classified Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 4000-4999: Books And Supplies Base \$516	4000-4999: Books And Supplies Base \$541

# 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.

Equitable Access: To provide equitable access to academic, social-emotional and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factor.

- 1) A total of 353 students responded to the ELD Student Needs Survey. Responses were shared with site administration and ELD staff. New standards-aligned curriculum with reading pre and post tests was implemented all year.
- 2) Foster Youth received services from the district FY program manager and Health Services Managers at the sites. Monthly check-ins were mandatory and monthly group meetings were available at several schools. Free, private after school tutoring was available for FY as needed. District FY manager attends IEP, 504 Plan, and expulsion hearings involving FY. MUHSD staff has access to online training modules on FY culture. Quarterly FY roundtable meetings are held and attended by community partners working with FY. Data is collected and monitored for FY outcomes.
- 3) Bilingual paraprofessionals were hired to provide one Spanish-speaking aide at each site. Sites share Hmong-speaking paraprofessionals. New curriculum was implemented. New testing using the ELPAC- scores not available until summer 2018.
- 4) CTE Curriculum aligned and articulated with Merced College and Modesto Junior College through collaborative process. Industry advisors contributed to the alignments to industry standards.
- 5) Homeless Youth received services from the district Children and Youth Liaison and unaccompanied homeless youth were assisted by Health Services Managers at the sites with regular check-ins. Material support in the form of backpacks, school supplies, clothing, hygiene items, and transportation to Social Services were provided. Site staff received materials and training for emergency assistance.
- 6) Ethnic Studies was added to the registration process for 2017-18, but there were not enough enrollments to create sections.

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

- 1) 76% of ELD students surveyed indicated that the ELD program is preparing them for work and life after high school. 2016-17 reclassification rates rose from 15% to 31% between 2015-16 and 2016-17.
- 2) Data shows a reduction in FY suspensions from 16% to 14% between Fall 2016 and Fall 2017. Increases are apparent for FY in AVID enrollment, CAASPP Math scores, summer school pass rates, and CTE course completion (<http://coeus-lcap.herokuapp.com/view>).
- 3) ELPAC tests were administered and scores will arrive in the summer of 2018 to create a baseline. Midyear assessment scores for English Learners and Students with Disabilities districtwide rose by 0.8 (8 months growth) on the ILit assessment.
- 4) A-G Course completion rose slightly for Low Income students from 2015-16 to 2016-17. CTE course completion rates increased by 11 percentage points.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures for LCAP year 2017-2018 are based on the reorganization of budgeting practices that have been improved for 2018-2019 and beyond.

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.

Metric for overall parent engagement changed from a percentage to an overall number of parents. A percentage of total parents is unreasonable to calculate accurately, due to single and multi-parent households.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 4

Recruit and Retain staff. Staff who are fully credentialed and appropriately assigned will contribute to the overall success of academic and social-emotional outcomes for students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
 Local Priorities:     Staff development participation, training satisfaction ratings

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Credentialed Staff

**17-18**

100% compliant credentials- highly qualified teachers

**Baseline**

80% compliant credentials- highly qualified teachers (2016-17)

92% of teachers are fully credentialed

**Metric/Indicator**

Appropriateness of Assignment

**17-18**

100% of teachers appropriately assigned

**Baseline**

88% of teachers appropriately assigned (2016-17)

92% of teachers are credentialed to teach the subject they are assigned to (2017-18).

**Metric/Indicator**

Staff Development Participation

100% of certificated staff participated in professional learning opportunities.

Expected

Actual

**17-18**  
75% of staff will participate in professional development.

**Baseline**  
New metric

**Metric/Indicator**  
Training Satisfaction

**17-18**  
Surveys administered at the conclusion of professional development sessions will indicate that teachers are satisfied with the level of training they received with a minimum score of 2.5 on a 4-point scale.

**Baseline**  
New metric

3.44 on 15 reported activities.

**Metric/Indicator**  
Standards implementation as measured by administrative observation data.

**17-18**  
100% of teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.

**Baseline**  
All teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.

90% of teachers observed teaching to standards.

**Metric/Indicator**  
ELD standards implementation as measured by administrative observation data

**17-18**  
All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.

**Baseline**  
All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.

95% of ELD teachers observed teaching to standards.

**Actions / Services**

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain ongoing professional development for all staff in academic, co-curricular, and extra-curricular activities with an emphasis on understanding our students and maximizing their strengths. Will monitor professional development implementation and report outcomes. Will provide flexible, relevant training based on staff needs.</p>	<p>Professional learning opportunities were conducted for all staff in a variety of locations and times to accommodate teacher schedules. All-staff trainings were also offered at each campus, some conducted by instructional coaches, and others led by contracted educational consultants.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,236,938</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$212,900</p>
		<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,191,718</p>
		<p>3000-3999: Employee Benefits Supplemental and Concentration \$417,369</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$108,863</p>
		<p>4000-4999: Books And Supplies Supplemental and Concentration \$8,138</p>	<p>2000-2999: Classified Personnel Salaries Base \$3,304</p>
		<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$571,196</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$244,957</p>
		<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>	<p>3000-3999: Employee Benefits Base \$509,760</p>
		<p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$6,171</p>
			<p>4000-4999: Books And Supplies Base \$3,167</p>
			<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$384,589</p>

5000-5999: Services And Other Operating Expenditures Base \$430,904

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Will maintain active recruitment of highly qualified staff which is representative of MUHSD demographics. Will survey staff about staff development for future planning. Will provide ongoing on-demand professional development. Will retain effective and fully credentialed staff and assure that high employee attendance rates promote best services to students.</p>	<p>Continuous recruiting for open staff positions occurred during 2017-18. Candidates were from diverse populations. Certificated and classified staff accessed professional learning throughout the year. 364 of 518 teachers have been on staff with MUHSD for 5 years or more. Income levels have increased for all classifications of employees since 2015-16.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$968,467</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$338,313</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$661,277</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,755,181</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,080,379</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$821,240</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Staff and resources will be added or adjusted as informed by a variety of data sources. Will adjust resources as needed through use of data, stakeholder input surveys, and meetings.</p>	<p>Added- Spanish-speaking bilingual paraprofessionals. Adjusted- Hmong-speaking community liaisons.</p> <p>Planned- licensed Student Support Managers for social-emotional and mental health services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$180,358</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$50,774</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$189,196</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$53,262</p>

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

## 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.

Recruit and Retain staff who are fully credentialed and appropriately assigned to contribute to the overall success of academic and social-emotional outcomes for students.

MUHSD employs 518 teachers and 456 classified support staff. In 2017-18, many positions were vacated and filled. There were many prospective employees willing to work for MUHSD. Retention of teachers is a strength of the district as 364 of the teachers have been in MUHSD for 5 or more years.

32 teachers have board authorizations to teach athletics in addition to their single-subjects credentials

12 teachers have board authorizations to teach a subject outside their credential area.

14 teachers are interns.

The district operates an excellent induction program. Instructional coaches and teacher librarians offer a wide variety of training on flexible schedules to meet the staff members' needs.

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

Teacher and classified employee salaries have increased for each of the past 3 years. Funds were used effectively to retain experienced staff members.

Teachers with PIPs, STPS and interns are monitored and coached by site instructional coaches.

The 2-year induction program participants meet regularly throughout the 2 years and receive excellent training.

In 2017-18, bilingual Spanish-speaking staff were added to provide support for English Learners in their core classes.

Two new career pathways were developed- Construction Trades and Diesel Engines. Industry-trained instructors were hired to plan for their first classes in 2018-19.

Collecting data on teacher satisfaction of staff development began this year. Building a consistent reporting system for this measure is planned for Summer 2018.

Classified staff received a minimum of 8 hours of training focused on Health and Wellness per their contract in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures for LCAP year 2017-2018 are based on the reorganization of budgeting practices that have been improved for 2018-2019 and beyond.

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

No changes to the goal or actions/ services.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

Stakeholders providing feedback into the LCAP in 2017-18 included:

Students- approximately 80 students provided feedback on school improvement through the mini-WASC process throughout the year.

Parents- met at each school site for two meetings in the fall.

DTA- All DTA representatives participated in the review of the LCAP and convened on January 24, 2018.

CSEA- CSEA membership participated on February 7, 2018.

Administrators- Site administrators conducted stakeholder feedback sessions at their campuses in the fall.

Educational Services Division- At least one member of the Educational Services division attended each meeting.

Community Members- A total of Community Members attended each one or more of the Stakeholder Committee meetings.

Tues. Sept. 12, 2017, 6 – 7:30pm  
GVHS LCAP Meeting, Library

Tues. Sept. 12, 2017, 6 – 7:30pm  
MHS LCAP Meeting, Library

Tues. Sept. 19, 2017, 6 – 7:30pm  
ECHS LCAP Meeting, Cafeteria

Wed. Sep. 20, 2017, 11:00am-12:00pm, 6 – 7:30pm  
AHS LCAP Meeting, Library

Tues. Oct. 17, 2017, 6 – 7:30pm  
MHS LCAP Meeting, Library

Tues. Oct. 17, 2017, 6 – 7:30pm



MHS LCAP Meeting, Gym

Wed. Oct. 18, 2017, 6 – 8pm  
BCHS LCAP Meeting, Theater

Wed. Oct. 18, 2017, 11:00am-12:00pm, 6 – 7:30pm  
AHS LCAP Meeting, Library

Tues. Oct. 24, 2017, 5:30 – 6:30pm  
YHS LCAP/ELAC/SSC Meeting, GAP

Tues. Nov. 14, 2017  
6 – 7:30pm, ECHS LCAP Meeting  
Tenaya Middle School

Tues. Nov. 14, 2017, 6 – 7:30pm  
GVHS LCAP Meeting, Library

Wed. Nov. 15, 2017, 6 – 8pm  
BCHS LCAP Meeting, Theater

Thurs. Nov. 16, 2017, 6 – 8pm  
LHS LCAP Meeting, LHS Library

Wed. Nov. 29, 11:00am-12:00pm, 6-7:30pm  
AHS LCAP Meeting

Thurs. Dec. 7, 2017, 6:30 – 7:30pm  
YHS LCAP/ELAC/SSC Meeting, GAP

Tues. Jan. 23, 2018, 5:30 – 7pm  
LCAP Meeting (District Advisory Committee)  
Merced Senior Center- Facilitator, Mr. Tsia Xiong, Faith in the Valley

Wed. Jan. 24, 2018, 5:30 – 7pm  
LCAP Meeting (DTA), MUHSD Board Room

Wed. Jan. 24, 2018, 11:00am-12:00pm

AHS LCAP Meeting

Wed. Feb. 7, 2018, 5:30 – 7pm  
LCAP Meeting, (CSEA) MUHSD Board Room

Mon, Feb. 12, 2018, 5 – 7pm  
LCAP DAC Review  
415 W. 18th Street Suite 123 Inside Post Office

Tues., Feb. 27, 2018, 6:30 – 7:30pm  
YHS LCAP/ELAC/SSC Meeting

Wed., Feb. 28, 2018, 5:30 – 7pm  
LCAP Meeting (DELAC), MUHSD Board Room

Wed., Feb. 28, 2018, 11:00am-12:00pm  
AHS LCAP Meeting

Tues. Mar. 6, 2018, 4 – 5pm  
Meeting with LCAP Stakeholder Group, Ed Campus Conference Room

Weds. Mar. 7, 2018, 6:00 – 7:30pm  
LCAP Meeting - Community Forum 1, MHS Library

Wednesday, Mar. 21, 2018, 5:30 – 7pm  
LCAP Meeting - Community Forum 2, MUHSD Board Room

Wednesday, Mar. 21, 2018, 11:00am – 12:00pm  
AHS LCAP Meeting

Tues. Mar. 26, 2018, 6:00-7:30  
DELAC Meeting, MUHSD Board Room

Thurs. Apr. 12, 2018, 6:30 – 7:30pm  
YHS LCAP/ELAC/SSC Meeting

Wed. Apr. 25, 2018, 11:00am-12:00pm  
AHS LCAP Meeting

The Stakeholder Advisory groups were provided with:

1. Information regarding how each school site is implementing the LCAP at their school;
2. Eight Priority Areas identified by the state;
3. Data posted to the MUHSD Data Dashboard (<https://www.muhsd.org/our-district/lcap>);
4. Base, Supplemental and Concentration dollar amounts.

The stakeholder engagement process:

1. The groups reviewed the LCAP plan and district data to identify the current programs offered at our school sites that benefit English Learners, Foster Youth, Low Income students and other groups of struggling students to offer recommendations and questions that could lead to enhanced student performance with regard to our LCAP goals.
2. Recommendations from all stakeholder meetings were compiled into a comprehensive list along with their questions and answers to stakeholder questions.
3. The district analyzed the list for commonalities and prioritized the recommendations for inclusion in the LCAP and shared the information with stakeholders.
4. Ongoing meetings with stakeholders were conducted to refine the intent and language to be included in the 2018-19 plan.

The Stakeholder group understands that they should see evidence of their input throughout the LCAP, but that they cannot expect that every suggestion made will be a part of the final plan. Pattern/trend data was important when identifying/prioritizing the district needs.

During each of the following meetings, groups reviewed our current LCAP goals and the eight state priorities.

Through feedback from stakeholders, we held meetings at each school site near dinnertime and fed all of our participants. Interpreters were provided or volunteered to ensure that all stakeholders could access the information in a language they understood. The LCAP was available to participants in English, Spanish, and Hmong.

The MUHSD Board of Trustees' goals reflect the priorities expressed in the LCAP and, through stakeholder input, LCAP goals have been refined to match LCFF state priorities and to establish common goals across the MUHSD for which we can be held accountable.

By holding LCAP meetings at each school site, stakeholders were able to receive detailed information about the LCAP's influence at the school their students attend. The MUHSD LCAP Dashboard was created and populated to inform all stakeholders, publicly, of

the district's goals by identified required student groups. Also, an Executive Summary with graphic representations was created to better inform our stakeholders of our LCAP goals.

Representatives from Merced County Office of Education (MCOE) met with members of the Fiscal Services and Educational Services team on May 30, 2018. The meeting was to answer any questions from MUHSD team members related to LCAP and the annual update. The representatives from MCOE provided language examples and assisted in correlating the identified goals to the State Priorities and discussed possible metric indicators that could be used to determine student growth and/or progress.

## Impact on LCAP and Annual Update

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

### 2016-17 LCAP Update Process

Stakeholders groups that were consulted and provided input included students at all the comprehensive campuses, DTA (2-15-17), CSEA (2-16-17), Merced Organizing Project (MOP), California Youth Connection (Foster Youth agency), and the District English Language Advisory Committee (DELAC, 2-14-17). MOP and California Youth Connection representatives attended multiple meetings between October and May. At each LCAP meeting, held in a variety of community and school sites, information about site and district services was shared, and participants were welcome to ask any questions they had of administrators and district office representatives. The general LCAP goals were not altered from 2015-16. After discussing stakeholder concerns, suggestions to update the plan were collected. An attachment to the LCAP is evidence of the process. The left-hand column of the table shows the language used for the actions and services as approved in the spring of 2017 for each goal. The center column lists the suggestions made by stakeholders, and the right column shows how the stakeholder suggestions were embedded into the actions and services statements to reflect their input for 2017-18.

### 2017-18 LCAP Update Process

During the 2017-18 school year, a large number of people had the opportunity to review, discuss, and offer suggestions for the improvement of the LCAP plan. The fall meetings were held at individual school sites so parents and community members would learn about the LCAP actions being carried out at the schools. The first District Advisory Committee meeting was held at the Merced Senior Center and was attended by 45 participants who divided into groups representing Foster Youth, Low Income, and English Learners (Spanish and Hmong). The meeting resulted in a prioritized list of recommendations that was submitted to the district by Mr. Tsia Xiong of Faith in the Valley, who acted as facilitator for the meeting. Leadership for the District Teachers' Association and California School Employees Association participated in separate meetings in January and February.

A large number of English Learner parents attended the February 28, 2018 meeting and offered up multiple suggestions and submitted probing questions that the district team answered and shared. A small group representing African-American students met with district leaders on March 6 to discuss their concerns and make recommendations. On March 26, a second group of English Learner parents reviewed suggestions and prioritized them. In total, 127 community members (some duplicated) participated in one or more LCAP Stakeholder meeting conducted by the district.

All recommendations and questions and answers were available at the Community Forum meetings in March where a list of the prioritized items and their status for inclusion in the LCAP was presented.

The primary changes to the 2017-18 LCAP based on the stakeholder recommendations are as follows:

**Goal 1: All Students College & Career Ready**

Stakeholders will receive information about CTE programs and college credit opportunities.  
Academic progress checks and transition plans for students.  
Support for struggling students with special attention paid to freshmen.  
Recruitment for AVID.  
ELD summer academy.

**Goal 2: School Climate**

Increase participation on the California Healthy Kids Survey.  
Increase opportunities for parent involvement.  
Enhance communication with parents.  
Collect data on school nurse visits.  
Provide more culturally appropriate, flavorful food.  
Provide safety information.

**Goal 3: Equitable Access**

Communicate about parent committee opportunities.  
Explore dual language possibilities for ELD students.  
Explore the addition of Ethnic Studies classes.  
Provide support for struggling readers.

**Goal 4: Recruit and Retain Staff**

Train staff on Foster Youth law and issues.  
Increase accountability for professional development.  
Provide support for teachers of struggling students.  
Add or adjust personnel to meet the needs of students.

The primary changes to the 2018-19 LCAP based on stakeholder recommendations are as follows:

Goal 1: All Students College and Career Ready

Addition of Action 5- An analysis of the needs and challenges of students of color, particularly African-American students will be conducted in collaboration with the Merced County Office of Education. Furthermore, we will take 2 - 3 visits to schools (during the 2018-2019 school year) in search of promising practices we may potentially be able to implement at school sites. Data will be gathered and analyzed for consideration to implement. The intent of the visits will be to find strategies to be replicated in MUHSD to help with the achievement gap for students of color.

Goal 2: School Climate

Action 6- Availability of a hotline for reporting immigration emergencies has been created for students.

Goal 3: Equitable Access

No changes

Goal 4: Recruit and Retain Staff

No changes

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

All students will be college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school. The LCAP will detail actions and services that will be put into place to provide additional layers of support to ensure rigorous and relevant education.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Low income, English Learner, and Foster Youth students need support in academic, skill building, and social-emotional health to graduate from high school and achieve success after high school.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of pupils with successful A-G course completion rate	36% (2015-16)	40%	45%	50%
Early Assessment Program (EAP)- Percentage of pupils	55% (2015-16)	60%	65%	70%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
scoring ready or higher on CAASPP ELA				
Early Assessment Program (EAP)- Percentage of pupils scoring ready or higher on CAASPP Math	25% (2015-16)	30%	35%	40%
District Assessments	Pilot year	30%	35%	40%
AP Pass Rate- Percent of pupils scoring 3 or higher on AP exam(s)	31% (2015-16)	35%	40%	45%
CTE Enrollment	5671 (2015-16)	6000	6500	7000
AVID Enrollment	995	1045	1095	1145
D/F Rate- Percent of total students with one or more "D" or "F."	46% (Spring 2016)	Redefine metric- Percent of total students with one or more "F"s.  40%	35%	30%
Counseling - students will have a scheduled appointment with counselors quarterly.	New metric	100%	100%	100%
CAASPP ELA Scores	55%	60%	65%	70%
CAASPP Math Scores	25%	30%	35%	40%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Visits to model schools to observe strategies that are proven to close the opportunity gap for students of color, targeting African-American students			2-3 schools visited	

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Phase 3 of CTE pathways and survey courses including the mandatory Freshman Seminar will be offered at each site, allowing all students to have the opportunity to explore college and career options. Stakeholders will receive information about CTE programs and college credit opportunities. There will be an increase in CTE enrollment and dual credit courses articulated with Merced College.

Students will have more opportunities to access college and career courses during the school day (7-period day). Phase 4 of CTE pathways and survey courses, including the mandatory Freshman Seminar, will be offered at each site, allowing all students to have the opportunity to explore college and career options. Stakeholders will receive information about CTE programs and college credit opportunities through the CTE Resource Guide. There will be an increase in CTE enrollment and dual credit courses articulated with Merced College.

All students will have ample opportunities to access college and career courses during the school day. Phase 5 of CTE pathways and survey courses, including the mandatory Freshman Seminar, will be offered at each site, allowing all students to have the opportunity to explore college and career options. Stakeholders will receive information about CTE programs and college credit opportunities. There will be an increase in CTE enrollment and dual credit courses articulated with Merced College.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$273,477	\$6,367,992	\$6,367,992
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies
Amount	\$26,328	\$179,954	\$179,954
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures

Amount	\$19,917	\$179,954	\$179,954
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

All students will receive academic counseling and transition plan guidance as well as social emotional support for school success. Designated personnel will support students who are chronically absent. Monitoring grades and assigning appropriate interventions designed to limit dropping out will be focused on students who are at risk, including freshmen, English learners, and struggling readers.

All students will receive academic counseling and transition plan guidance as well as social emotional support from licensed Student Support Managers (MFT or LCSW). Designated personnel will support students who are chronically absent. Monitoring grades and assigning appropriate interventions designed to increase graduation rates will be focused on English Learners, Foster Youth, and Students with Disabilities based on data.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,499,469	\$870,000	\$870,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$143,930	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,207,705	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,154,841	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: All comprehensive sites

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Programs in support of college readiness, for example, AVID, will continue, including specialized instructional materials and a district coordinator to oversee the programs. The increase in enrollments for English Learners will be tracked. The district will explore funding for Merced College dual credit course fee waivers for students in the college readiness programs.

Programs in support of college readiness, for example, AVID, English Learner Summer School and a summer math program will be available to students, including specialized instructional materials and a district coordinator. The increase in AVID enrollments for English Learners will be tracked. Funding will be provided for any articulated and dual credit class costs.

Programs in support of college readiness, for example, AVID and a summer math program will continue, including specialized instructional materials and a district coordinator to oversee the programs. The increase in AVID enrollments for English Learners will be tracked. Funding will provide for any articulated and dual credit class costs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,748	\$210,140	\$210,140
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries
Amount	\$28,748	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,283	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable
Amount	\$6,533	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: First generation college students

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Working Chromebooks and learning software will be provided for all students and repaired or replaced as necessary. Costs of repair vs. replacement will be calculated and reported.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Working Chromebooks and learning software will be provided for all students and repaired or replaced as necessary. Five or more school sites will have student-operated computer repair programs staffed with CISCO-certified teachers.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$905,411	\$477,500	\$477,500
Source	Base	Supplemental and Concentration	Title VI
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$112,692	\$477,500	\$477,500
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: First generation college students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services



Resources will be used to maintain equipment and technology for Career Technical Education courses and to fund certification exam fees for industry-recognized tests in some capstone courses. An increasing number of students will take certification exams.

Resources will be used to maintain equipment and technology for Career Technical Education courses and to fund certification exam fees for industry-recognized tests in some capstone courses. An increasing number of students will take certification exams.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$47,322	\$200,000	\$200,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$70,000	\$70,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 6**

Specific Student Groups: African-American	All Schools
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**OR**

**Actions/Services**

	New Action	
	The District will identify and send a team to visit model schools/ programs whose African American students perform on par with other student groups. The purpose is to replicate such programs here in an effort to reduce the opportunity	Implementation of targeted best practices to close the opportunity gap for students of color with a focus on African-American students.

	gap for African American and other students of color.	
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**Budgeted Expenditures**

Amount		\$30,000	\$30,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5700-5799: Transfers Of Direct Costs

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Summer school will continue to be offered for credit recovery, advancement, and some CTE course completion. Included will be a summer academy program for English Learners.

Summer school will be offered for remediation and will include targeted programs for English Language Learners and students of color.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$574,836	\$70,000	\$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$118,895	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$172,143	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$22,684	\$30,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$6,863	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

School Climate-For all students in the MUHSD to have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship and engaged in curricular and extra curricular activities.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    Extra curricular activity participation

### Identified Need:

Low Income, Foster Youth, and English Learner students need to feel safe, welcomed, and connected at school in order to achieve at high levels.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of participation in extracurricular activities	51% (2015-16)	52%	53%	54%
Percentage of students suspended	6% (2015-16)	5%	4%	3%
Percentage of students expelled	1% (2015-16)	1%	1%	1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate- Percentage of 4-year cohort of students graduating	91% (2015-16)	92%	93%	94%
Drop-out rate- Percentage of 4-year cohort of students dropping out of school	3% (2015-16)	2.5%	2%	1.5%
Percentage of students completing the California Healthy Kids Survey	76% (2015-16)	80%	85%	90%
Facility Inspection Tool (FIT) rating of campus	50% or better (2016-17)	Increase by one performance band	100% at all sites	100% at all sites
Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2015-16)	100%	100%	100%
Parent participation rate in: School-Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Back-to-School Night, parent workshops	New metric	50%	60%	70%
Results of food quality student surveys measuring food freshness, flavor, and cultural appropriateness on a 5-point scale.	New metric	Overall rating of 3 on 5- point scale for freshness, flavor and cultural appropriateness	Overall rating of 3 on 5- point scale for freshness, flavor and cultural appropriateness	Overall rating of 4 on 5- point scale for freshness, flavor and cultural appropriateness

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of staff completing the California Healthy Kids Survey on feeling safe at school.	81%	85%	90%	95%
Number of parents completing the California Healthy Kids Survey.	437 (2015-16)	500	550	600
Percentage of students rating school safety as "high or very high" on the California Healthy Kids Survey	56%-62% (2015-16)	61%-67%	66%-73%	71%-78%
Percentage of students rating school connectedness as "high or very high"	25%-47% (2015-16)	30%-52%	35%-57%	40%-62%
Percentage of student attendance at comprehensive high schools.	New metric	95%	96%	97%
Percentage of chronically absent students (absent more than 10% of available days).	8% (2015-16)	7%	6%	5%
Percent of staff completing the California Healthy Kids Survey on feeling safe at school.		72% of staff completed the survey, 94% "agreed" or "strongly agreed" that they felt safe at school	74%	76%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents rating "School allows input and welcomes parent contributions" as "Agree or Strongly Agree"		81%	83%	85%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 9th, 11th, all alternative ed.

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The California Healthy Kids Survey will be administered to students, parents and staff in the MUHSD in December. The results will be used to inform decisions on future

2018-19 Actions/Services

2019-20 Actions/Services



services. Incentives for participation will be considered.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,324	\$4,324	\$4,324
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$418	\$418	\$418
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5900: Communications	5900: Communications	5900: Communications

**Action 2**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**OR**

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Each site will plan for and hold parent information sessions/ committees or trainings on a monthly basis. Topics suggested by stakeholders will be presented at the information sessions and participation numbers will be tracked. Multiple forms of communication will be used to keep parents informed of school activities and participation opportunities at the school and district level.

2018-19 Actions/Services

Each site will plan for and hold parent information sessions/ committees or trainings on a monthly basis. Topics suggested by stakeholders will be presented at the information sessions and participation numbers will be tracked. Multiple forms of communication will be used to keep parents informed of school activities and participation opportunities at the school and district level.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$34,150	\$35,240	\$36,248
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,214	\$4,348	\$4,472
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$1,070,412	\$1,070,412
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Full-time nurses will be assigned to each site to ensure that students are receiving appropriate physical and social/emotional care to support attendance. Number of student visits to the nurses' offices will be tracked.

**2018-19 Actions/Services**

Intervention options and full-time nurses will be assigned to each site to ensure that students are receiving appropriate physical and social/emotional care to support attendance. Number of student visits to the nurses' offices will be tracked.

**2019-20 Actions/Services**

Intervention options and full-time nurses will be assigned to each site to ensure that students are receiving appropriate physical and social/emotional care to support attendance. Number of student visits to the nurses' offices will be tracked.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$771,105	\$2,078,333	\$2,078,333
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$255,261	\$71,667	\$71,667
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$395,209	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$14,069	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,222	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Low Income	LEA-wide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Cafeteria staff will provide all students with fresh, flavorful food that is a reflection of the cultural diversity of the population. Students will be surveyed to rate the food quality.	No change to action item, budget change only.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$205,735	\$1,304,000	\$1,304,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$53,662	\$21,000	\$21,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$222,063	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Facility, furniture and security equipment upgrades will be made to provide an up-to-date learning environment for students and staff.

2018-19 Actions/Services

No change to action item, budget change only.

2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$267,491	\$350,000	\$350,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$2,000,000	\$2,000,000	\$2,000,000
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

All sites will continue to participate in safety drills (lockdown, fire) each semester and earthquake once per year. Communication about safety procedures will be shared with families. Staff will be surveyed to inform addition of safety resources.

#### 2018-19 Actions/Services

All sites will encourage student participation in activities to promote school climate. In addition, safety drills (lockdown, fire) will be held each semester. Communication about safety procedures will be shared with families. Staff will be surveyed to inform addition of safety resources. Immigrant students will be given information about and access to a

#### 2019-20 Actions/Services

hotline to report emergencies with their families regarding deportation action.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$482,204	\$430,952	\$430,952
Source	Base	Supplemental and Concentration	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$230,627	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$123,434	\$0	\$0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$54,957	\$0	\$0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$257,878	\$0	\$0
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 7**



OR

**Actions/Services**

	New Action	
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**Budgeted Expenditures**

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Equitable Access: To provide equitable access to academic, social-emotional, and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices, and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factor.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Planning for Ethnic Studies Course 18-19

### Identified Need:

English Learners, Foster Youth, and students with exceptional needs require additional supports to access curricular and extracurricular content at schools. Staff need to be made aware of the challenges in order to offer best supports.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Inspirational speaker series			3 speakers per year	
Professional development for ELD	New metric	100% of ELD teachers will participate in professional	100% of ELD teachers will participate in professional	100% of ELD teachers will participate in professional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
teachers- percent of teachers participating.		development. Evidence of professional development strategies will be observed during instruction.	development. Evidence of professional development strategies will be observed during instruction.	development. Evidence of professional development strategies will be observed during instruction.
Percent of Foster Youth accessing counseling support.	New metric	100% of Foster Youth will be counseled quarterly by site/ district counselors.	100% of Foster Youth will be counseled quarterly by site/ district counselors.	100% of Foster Youth will be counseled quarterly by site/ district counselors.
ELD student academic progress as evidenced by CELDT/ELPAC scores	34% of ELD students will advance at least one level each year (2015-16)	40% of ELD students will advance at least one level each year.	45% of ELD students will advance at least one level each year.	50% of ELD students will advance at least one level each year.
Reclassification Rate- percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP)	15% of ELD students will be reclassified (2015-16).	20% of ELD students will be reclassified.	25% of ELD students will be reclassified.	30% of ELD students will be reclassified.
Declaration of textbook sufficiency	Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements.	Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements.	Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements.	Declaration of textbook sufficiency will be read out every September Board Meeting to declare that MUHSD meets all District Williams Act requirements.
Ethnic Studies course offering	New metric	Schools will explore scheduling, staffing, and enrolling students in Ethnic Studies class as a social studies elective.	Schools will explore scheduling, staffing, and enrolling students in Ethnic Studies class as a social studies elective.	Schools will explore scheduling, staffing, and enrolling students in Ethnic Studies class as a social studies elective.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Enrollment in the course will be tracked.	Enrollment will increase over previous year.
Students will have access to a broad course of study as measured by analysis of the master schedules.	100%	100%	100%	100%
Overall parent engagement as measured by data collected at parent activities, committee meetings, and trainings.	New metric	500	550	600
Programs and services developed and provided to Low Income, Foster Youth and English Learners.	Development of ELD program, McKinney-Vento support and Foster Youth liaison.	Implementation of new ELD curriculum and attendance at ELD staff development. McKinney-Vento support and Foster Youth liaison. Monthly Foster Youth lunchtime groups. Increase in ELD student reading levels from pre to post-test to establish benchmark.	Continue use of ELD curriculum and attendance at ELD staff development. McKinney-Vento support and Foster Youth liaison. Monthly Foster Youth lunchtime groups. Increase in student reading levels from pre to post-test.	Continue use of ELD curriculum and attendance at ELD staff development. McKinney-Vento support and Foster Youth liaison. Monthly Foster Youth lunchtime groups. Increase in student reading levels from pre to post-test.
Programs and services developed and provided to individuals with exceptional needs.	Collaboration with Merced County Office of Education to leverage services for some Special Education students. Plan for new curriculum.	Implementation of new special education curriculum and attendance at staff development. Increase in student reading levels from pre to post-test to establish benchmark.	Implementation of new special education curriculum and attendance at staff development. Increase in student reading levels from pre to post-test	Implementation of new special education curriculum and attendance at staff development. Increase in student reading levels from pre to post-test

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

The effectiveness of English Language Development (ELD) instruction will be informed by data and feedback from the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and ELD Student Needs Assessment. Students will receive relevant instruction that is supported by professional development for teachers and technology where appropriate.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

No change to action item, budget change only.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,155	\$66,560	\$66,560
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 2**

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

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)      **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) Foster Youth	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Limited to Unduplicated Student Group(s)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools
--	--	--

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 Modified Action	Select from New, Modified, or Unchanged for 2018-19 Modified Action	Select from New, Modified, or Unchanged for 2019-20 Unchanged Action
--	--	---

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Designated staff will collaborate to provide support for Foster Youth in the processes of enrollment, academic placement/progress, and social/ emotional needs to promote college and career readiness. Establish an MOU with Merced County Human Services Agency to	No change to action item, budget change only.	

provide transportation for foster students to remain at their school of origin.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,933	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$300,766	\$0	\$
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$64,072	\$	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$125,204	\$190,000	\$190,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain and add more bus drivers. More bus routes will be considered and added as needed.

**2018-19 Actions/Services**

Maintain and add more bus drivers. Maintain bus routes and added bus routes.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$334,147	\$1,050,000	\$1,050,000
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$179,421	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits



Amount	\$1,200,000	\$0	\$0
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Materials and resources will be provided and maintained to support English Language Learners to successfully pass their ELPAC exams and advance at least one level each year. Consideration will be given to bilingual staff for core classes.

**2018-19 Actions/Services**

Materials and resources will be provided and maintained to support English Language Learners to successfully pass their ELPAC exams and advance at least one level each year. Bilingual supports will be provided for ELD 1-2 students in core classes. Long-term ELD students will have access to academic and social/emotional supports.

**2019-20 Actions/Services**

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$919,542	\$150,000	\$150,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$158,863	\$1,100,000	\$1,100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$251,284	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$141,691	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$11,405	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide standards-based curriculum to all students. In particular to students in Elective and Career Technical Education courses. Purchase needed standards-based curriculum and/or resources.

**2018-19 Actions/Services**

No change to action item, budget change only.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$548,553	\$0	\$0
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Mc Kinney Vento (homeless)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Designated staff will collaborate to provide support for McKinney-Vento eligible students in the processes of enrollment, academic placement/progress, material and social/emotional needs to promote college and career readiness.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$137,037	\$139,093	\$141,179
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$20,495	\$20,802	\$21,114
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$35,300	\$36,426	\$37,468
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$10,980	\$11,330	\$11,654
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$761	\$772	\$784
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

All students will be enrolled in a broad course of study as measured in school master schedules. The addition of an Ethnic Studies course will be explored for the 2018-19 school year. Support will be available for teachers of struggling readers and interventions will be piloted. Students will also be monitored and counseled to ensure they are enrolling in appropriate courses.

2018-19 Actions/Services

No change to action item, budget change only.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1,869,592	\$1,869,592
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries		1000-1999: Certificated Personnel Salaries
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$516	\$532	\$547
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 8**

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners  
 Foster Youth  
 Low Income

**Actions/Services**

New Action

An inspirational speaker series featuring culturally relevant speakers will be scheduled to present to students and families at least 3 times per year.

**Budgeted Expenditures**

Amount

\$12,000

\$12,000

Source

Supplemental and Concentration

Supplemental and Concentration

Budget  
 Reference

5000-5999: Services And Other  
 Operating Expenditures

5000-5999: Services And Other  
 Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Recruit and Retain staff. That staff who are fully credentialed and appropriately assigned will contribute to the overall success of academic and social-emotional outcomes for students.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)

Local Priorities: Staff development participation, training satisfaction ratings

### Identified Need:

Students who need to develop academic and career-related skills need fully credentialed, appropriately assigned instructional staff to guide their learning to achieve at high levels.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Staff	80% compliant credentials- highly qualified teachers (2016-17).	100% compliant credentials- highly qualified teachers.	100% compliant credentials- highly qualified teachers.	100% compliant credentials- highly qualified teachers.
Appropriateness of Assignment	88% of teachers appropriately assigned (2016-17).	100% of teachers appropriately assigned.	100% of teachers appropriately assigned.	100% of teachers appropriately assigned.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff Development Participation	New metric	75% of staff will participate in professional development.	75% of staff will participate in professional development.	75% of staff will participate in professional development.
Training Satisfaction	New metric	Surveys administered at the conclusion of professional development sessions will indicate that teachers are satisfied with the level of training they received with a minimum score of 2.5 on a 4-point scale.	Surveys administered at the conclusion of professional development sessions will indicate that teachers are satisfied with the level of training they received with a minimum score of 3 on a 4-point scale.	Surveys administered at the conclusion of professional development sessions will indicate that teachers are satisfied with the level of training they received with a minimum score of 3.5 on a 4-point scale.
Standards implementation as measured by administrative observation data	All teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.	100% of teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.	100% of teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.	100% of teachers will be observed teaching lessons directly related to California Standards for their content area during classroom walkthroughs.
ELD standards implementation as measured by administrative observation data	All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.	All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.	All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.	All ELD teachers will be observed teaching lessons directly related to the California ELA/ELD standards.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain ongoing professional development for all staff in academic, co-curricular, and extra-curricular activities with an emphasis on understanding our students and maximizing their strengths. Will monitor professional development implementation and report outcomes. Will provide flexible, relevant training based on staff needs.

**2018-19 Actions/Services**

No change to action item, budget change only.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,236,938	\$455,000	\$455,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$417,369	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$8,138	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$571,196	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Will maintain active recruitment of highly qualified staff which is representative of MUHSD demographics. Will survey staff about staff development for future planning. Will provide ongoing on-demand professional development. Will retain effective and fully credentialed staff and assure that high employee attendance rates promote best services to students.

No change to action item, budget change only.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$968,467	\$3,000,000	\$3,000,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$338,313	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$661,277	\$771,784	\$771,784
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 3**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 [Add Students to be Served selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 [Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Staff and resources will be added or adjusted as informed by a variety of data sources. Will adjust resources as needed through use of data, stakeholder input surveys, and meetings.

**2018-19 Actions/Services**

No change to action item, budget change only.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$180,358	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$0	\$374,999	\$374,999
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$50,774	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$25,792,092

Percentage to Increase or Improve Services

77%

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

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

Approximately 77% of MUHSD students are considered unduplicated students, or students in need. The actions, services, supports, and strategies included in the plan are research-based, best practices proven to be effective in meeting the social, academic, and behavioral outcomes for unduplicated student groups.

In the 2018-2019 LCAP, the following actions, services, supports, and, strategies will be funded with concentration/supplemental dollars:

Staff and curricular support of 7-period day schedules at comprehensive school sites. MUHSD will continue the implementation of new curriculum and training for staff working with English Learners and Students with Disabilities. Reading assessments will be administered and results analyzed for areas needing support. A multi-tiered system of support piloted at two schools in 2017-18 will support Foster Youth, English Learners, and Low Income students as it is expanded to other campuses in the district and addresses suspension and expulsion rates and academic success. Some of the interventions include Academic Support classes and suspension reduction strategies such as the Intervention Center, Creating Opportunities for Personal Empowerment (C.O.P.E.), an anger management program, and Understanding Drugs and Alcohol (U.D.A.). Parent engagement efforts, and collaboration with feeder and receiving schools will help support families. The district will take action to identify the challenges to success for students of color, focusing on African-American students, by visiting public schools that have developed programs or strategies to meet the identified challenges and plan for the replication of those strategies in MUHSD. A hotline will be provided for students whose families may have emergencies related to immigration. Inspirational speakers will be scheduled to present to students and families during the school year.



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

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

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$20,622,764

Percentage to Increase or Improve Services

23.31%

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

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

Approximately 78% of MUHSD students are considered unduplicated students, or students in need. The actions, services, supports and strategies included in the plan are research-based best practices proven to be effective in meeting the social, academic and behavioral outcomes for unduplicated student groups.

In the 2017-18 LCAP, the following actions, services, supports and, strategies will be funded with concentration/ supplemental dollars:

College and Career Readiness:

Career Technical Education course access, dual and articulated credit courses with Merced College

Academic and social-emotional counseling, priority on students needing extra support

AVID College Readiness Program

Student technology access- Chromebooks

Summer School

School Climate:

California Healthy Kids Survey for all 9th and 11th grade students

Parent participation activities and strong communication with parents

Full-time school nurses

Fresh, flavorful, culturally appropriate food

Facility, furniture and safety upgrades

Safety processes

Equitable Access:

English Language parent participation to assure program quality

Academic, Social-emotional support for Foster Youth/ Foster Youth transportation

Bus Drivers

English Learner preparation and progress monitoring

Standards-based curriculum

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

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

Support for McKinney-Vento students

Broad course of study for all students

Highly Qualified Staff:

Ongoing, accessible professional development

Recruitment of highly qualified staff

Addition/ adjustment of staff as needed

Merced Union High School District's minimum proportionality percentage for 2017-2018 will be at 23.31%. This is the percentage of improved or increased services that must be directed towards Low Income students, Foster Youth, and English Learners. The following actions and services illustrate qualitatively how services will be improved for targeted students: The Merced Union High School District will increase its services to English Language Learner students by reorganizing para-professionals and purchasing new curriculum. We will increase services to Low Income students and Foster Youth through the creation and implementation of a new reading program to ensure students reach their grade reading levels. In addition, special education teachers will receive new standards-based curriculum and training that will individualize and support struggling special education students.



# Addendum

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

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

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

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

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

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.



### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	22,708,803.00	27,762,910.00	22,708,803.00	25,792,624.00	25,797,547.00	74,298,974.00
Base	6,429,840.00	5,086,101.00	6,429,840.00	532.00	431,499.00	6,861,871.00
Lottery	0.00	555,294.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	16,278,963.00	21,213,213.00	16,278,963.00	25,792,092.00	24,888,548.00	66,959,603.00
Title I	0.00	908,302.00	0.00	0.00	0.00	0.00
Title VI	0.00	0.00	0.00	0.00	477,500.00	477,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	22,708,803.00	27,762,910.00	22,708,803.00	25,792,624.00	25,797,547.00	74,298,974.00
	0.00	0.00	0.00	1,869,592.00	0.00	1,869,592.00
1000-1999: Certificated Personnel Salaries	8,549,990.00	9,898,086.00	8,549,990.00	14,296,097.00	10,007,849.00	32,853,936.00
2000-2999: Classified Personnel Salaries	2,561,421.00	3,113,619.00	2,561,421.00	5,029,907.00	5,031,993.00	12,623,321.00
3000-3999: Employee Benefits	3,470,954.00	4,497,894.00	3,470,954.00	20,802.00	211,114.00	3,702,870.00
4000-4999: Books And Supplies	2,463,931.00	2,987,124.00	2,463,931.00	1,590,676.00	7,570,639.00	11,625,246.00
5000-5999: Services And Other Operating Expenditures	909,898.00	2,980,127.00	909,898.00	975,132.00	935,534.00	2,820,564.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	30,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,532,274.00	0.00	1,532,274.00	10,000.00	10,000.00	1,552,274.00
5900: Communications	418.00	0.00	418.00	418.00	418.00	1,254.00
6000-6999: Capital Outlay	3,219,917.00	4,286,060.00	3,219,917.00	2,000,000.00	2,000,000.00	7,219,917.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	22,708,803.00	27,762,910.00	22,708,803.00	25,792,624.00	25,797,547.00	74,298,974.00
	Supplemental and Concentration	0.00	0.00	0.00	1,869,592.00	0.00	1,869,592.00
1000-1999: Certificated Personnel Salaries	Base	0.00	1,605,520.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	8,549,990.00	7,689,563.00	8,549,990.00	14,296,097.00	10,007,849.00	32,853,936.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	603,003.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	816,351.00	726,657.00	816,351.00	0.00	430,952.00	1,247,303.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,745,070.00	2,262,241.00	1,745,070.00	5,029,907.00	4,601,041.00	11,376,018.00
2000-2999: Classified Personnel Salaries	Title I	0.00	124,721.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	410,048.00	1,045,806.00	410,048.00	0.00	0.00	410,048.00
3000-3999: Employee Benefits	Supplemental and Concentration	3,060,906.00	3,271,510.00	3,060,906.00	20,802.00	211,114.00	3,292,822.00
3000-3999: Employee Benefits	Title I	0.00	180,578.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,577,914.00	518,955.00	1,577,914.00	532.00	547.00	1,578,993.00
4000-4999: Books And Supplies	Lottery	0.00	555,294.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	886,017.00	1,912,875.00	886,017.00	1,590,144.00	7,092,592.00	9,568,753.00
4000-4999: Books And Supplies	Title VI	0.00	0.00	0.00	0.00	477,500.00	477,500.00
5000-5999: Services And Other Operating Expenditures	Base	54,957.00	1,189,163.00	54,957.00	0.00	0.00	54,957.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	854,941.00	1,790,964.00	854,941.00	975,132.00	935,534.00	2,765,607.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	0.00	0.00	0.00	30,000.00	30,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	370,570.00	0.00	370,570.00	0.00	0.00	370,570.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,161,704.00	0.00	1,161,704.00	10,000.00	10,000.00	1,181,704.00
5900: Communications	Supplemental and Concentration	418.00	0.00	418.00	418.00	418.00	1,254.00
6000-6999: Capital Outlay	Base	3,200,000.00	0.00	3,200,000.00	0.00	0.00	3,200,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	19,917.00	4,286,060.00	19,917.00	2,000,000.00	2,000,000.00	4,019,917.00
Not Applicable	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	8,420,825.00	9,291,480.00	8,420,825.00	9,173,040.00	9,173,040.00	26,766,905.00
<b>Goal 2</b>	5,379,023.00	6,584,277.00	5,379,023.00	7,370,694.00	7,371,826.00	20,121,543.00
<b>Goal 3</b>	4,476,125.00	4,891,562.00	4,476,125.00	4,647,107.00	4,650,898.00	13,774,130.00
<b>Goal 4</b>	4,432,830.00	6,995,591.00	4,432,830.00	4,601,783.00	4,601,783.00	13,636,396.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Merced Union High School District  
3430 "A" Street,  
Castle Airport  
Atwater, California 95301**

**RESOLUTION #03-17**

**RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS**

**WHEREAS**, the Governing Board of Merced Union High School District, in order to comply with the requirements of *Education Code* Section 60119, held a public hearing on September 13, 2017, at 5:30p.m.; and

**WHEREAS**, the governing board of a school district is responsible for providing the highest quality educational materials for its students; and

**WHEREAS**, the State of California has provided funding for textbooks and instructional materials, consistent with the state content standards, through the Instructional Materials Fund; and

**WHEREAS**, the Governing Board of the Merced Union High School District has provided adequate notice and conducted a public hearing to encourage participation of those interested in the affairs of the district on the issue of sufficiency of textbooks and instructional materials; and

**WHEREAS**, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English Learners, in the district; and

**WHEREAS**, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments; and

**WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English Learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks; and

**WHEREAS**, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

**WHEREAS**, the district has developed an instructional program consistent with the content and cycles of the curriculum frameworks utilizing alternative current materials. The district has accomplished this by combining one or more instructional resources. The alternative material utilization is provided to all students at the identified grade level or for the specified courses;



**NOW, THEREFORE, BE IT RESOLVED** that a determination has been made that each pupil in each school in the district has or will have, prior to October 11, 2017, sufficient textbooks or instructional materials, or both, in each subject consistent with the requirements of Education Code 60119 as modified by the Williams Settlement Legislation.

Passed and adopted this 13th day of September, 2017.

Ayes

Noes

Absent

Abstain

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President, Board of Trustees  
Merced Union High School District

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Secretary, Board of Trustees  
Superintendent, Merced Union High School  
District

**Minutes  
Board of Trustees  
Regular Board Meeting  
El Capitan High School Library  
September 13, 2017  
4:30 pm**

**1. Call Open Session to Order**

The meeting was called to order at 4:33 p.m.

**2. Roll Call**

Members Present: Honey, Lopez, Medearis, Opinski and Valadez

Members Absent: None

\*\* Please let it be noted that Trustee Greg Opinski is participating remotely from the following location: 603 East College Parkway, Building #669, Apartment #23, Carson City, NV\*\*

**3. Identify Closed Session Agenda Items**

The public was invited to comment on identified items prior to adjournment into Closed Session. No comments were made.

**4. Closed Session**

Prior to adjourning to Closed Session, Greg Opinski recused himself from Closed Session agenda items pertaining to his current or potential litigation.

- Conference with Legal Counsel - Anticipated Litigation. (Government Code Section 54956.9(b)(1)) - Significant exposure to litigation (three cases).
- Conference with Legal Counsel: Pending Litigation (Government Code Section 54956.9) Greg Opinski Construction, Inc. v. Merced Union High School District, Merced County Superior Court Case No. CVM013577
- Public Employee: Discipline/Dismissal/Release
- Labor negotiations conference with District Labor Negotiator Ralph Calderon regarding negotiations with the Merced Union High School District Teachers' Association and California School Employees Association, Chapter 252.
- Student Disciplinary Cases #83, #84, #85, #2.

**5. Open Session**

The Board Meeting reconvened to Open Session at approximately 5:33 pm. No reportable action was taken during Closed Session.

Action on Student Disciplinary Case #83: Student has been expelled from all comprehensive schools in the District and enroll at Valley High School through June 7, 2018. Student should apply for readmission through the Child Welfare, Attendance and Safety Department two to four weeks prior to this date. Consideration for readmission will be based upon completion of the student's rehabilitation plan.

Action on Student Disciplinary Case #84: Student has been expelled from all comprehensive schools in the District and enroll at Valley High School through June 7, 2018. Student should apply for readmission through the Child Welfare, Attendance and Safety Department two to four weeks prior to this date. Consideration for readmission will be based upon completion of the student's rehabilitation plan.

Action on Student Disciplinary Case #85: Student has been expelled from all comprehensive schools in the District and enroll at Sequoia High School through June 7, 2018. Student should apply for readmission through the Child Welfare, Attendance and Safety Department two to four weeks prior to this date. Consideration for readmission will be based upon completion of the student's rehabilitation plan.

Action on Student Disciplinary Case #2: Student has been expelled from all comprehensive schools in the District and enroll at Atwater High School through June 7, 2018 under a suspended expulsion. Student should apply for readmission through the Child Welfare, Attendance and Safety Department two to four weeks prior to this date. Consideration for readmission will be based upon completion of the student's rehabilitation plan.

Motion by Julio Valadez, second by John Medearis.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

**6. Flag Salute**

President Lopez led the Pledge Allegiance to the Flag.

#### **7. Approval of Agenda**

The Superintendent recommends the Board approve the Agenda as submitted.

Motion by John Medearis, second by Greg Opinski.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

#### **8. Showcase**

ECHS Principal Lee Shaw and teachers Cara Birmingham and Jason Schneider introduced a Project Based Learning Model recently introduced to ECHS teachers.

#### **9. Recognition**

ECHS Principal Lee Shaw recognized Mike Bik of the ECHS Alumni for his support of El Capitan High School.

#### **10. Reports/Discussion Only**

**General Obligation Bond Refunding Analysis** – Assistant Superintendent Scott Weimer reviewed a recent analysis report regarding bond refunding with the Board.

**Facilities Update** – Deputy Superintendent Ralph Calderon provided an update on ongoing construction projects throughout the district.

#### **11. General Public Comment Period**

Merced County Fair CEO Teresa Burrola addressed the Board regarding concerns over upcoming fair dates conflicting with graduation activities. ECHS Music Director Maria Brouillard addressed the Board regarding upcoming district music activities.

#### **12. Employee Associations Comment Period**

DTA President Mike Boykin addressed the Board regarding teachers and site administrators reaching an agreement on an alternate schedule to benefit students.

#### **13. Consent**

The Board is asked to approve the Consent Agenda items as submitted.

- Minutes - Regular Board Meeting - August 9, 2017
- Minutes - Special Board Meeting - August 9, 2017
- Personnel Report #2
- Warrant Registers/Payroll #2
- Donation for Atwater High School
- Donation for Atwater High School
- Cash Donation to Atwater High School
- Cash Donation for Atwater High School FFA
- Cash Donation for Atwater High School FFA
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- Cash Donation for Atwater High School FFA
- Cash Donation for Atwater High School FFA
- Cash Donation for Golden Valley High School
- Cash Donation for Buhach Colony High School
- Cash Donation for Atwater High School
- Out-of-State Travel - Leonard Davis - High Sierra Winter Classic Varsity Girls Volleyball Tournament in Reno, Nevada
- Out-of-State Travel - BCHS FFA - National FFA Convention in Indianapolis, Indiana
- Out-of-State Travel - Niza A. Crispin Hernandez and Norma Cardona - NAEHCY Conference in Chicago, Illinois
- Out-of-State Travel - Activity Directors of MUHSD - CADA Conference in Reno, Nevada
- Notice of Completion to Re-Roof the Cafeteria and Performing Building at Golden Valley High School
- Gann Limit Calculations
- Purchase of Additional 178 Asus Chromebooks and 300 Asus Chargers from Sterling Computers by use of the PEPPM Piggyback Cooperative Contract No. 527080

- ASB Quarterly Financial Reports - Period Ending June 30, 2017
- Quarterly Investment Report - Period Ending June 30, 2017

Motion by John Medearis, second by Julio Valadez.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

#### **14. Action Agenda**

##### **Unaudited Actuals for 2016-17**

The Superintendent recommends the Board of Trustees accept and approve the report of Unaudited Actuals for fiscal year 2016-17.

Motion by John Medearis, second by Richard Lopez.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **Declaration of Sufficient Instructional Materials for 2017-2018 and Public Hearing**

The Superintendent recommends that the Board adopt Resolution Number 03-17 regarding the sufficiency of instructional materials and conduct a Public Hearing.

A public hearing was opened for comments at 6:39 pm. No comments were made. Hearing closed at 6:40 pm.

Motion by John Medearis, second by Dave Honey.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **MUHSD Initial Proposal for 2018-19 Negotiations with MUHSDTA**

The Superintendent recommends the Board of Trustees approve the District's proposals as sunshined for the 2018-19 negotiation process with MUHSDTA.

Motion by John Medearis, second by Julio Valadez.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **MUHSD Initial Proposals for 2017-18 Negotiations with CSEA Chapter 252**

The Superintendent recommends the Board of Trustees approve the District's proposals as sunshined for the 2017-2018 negotiation process with CSEA Chapter 252.

Motion by John Medearis, second by Julio Valadez.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **Purchase Agreement for APN: 061-080-041-000**

The Superintendent recommends the Board approve the purchase agreement and authorizes him or his designee to make an offer to purchase the 2.8 acre site for \$54,500 pursuant to Government Code Section 7267.2.

Motion by Dave Honey, second by John Medearis.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **Revisions to Board Policy 1114 - District Authorized Social Media**

The Superintendent brings before the Board of Trustees revisions to Board Policy 1114 - District Authorized Social Media, for a first reading with possibility of adoption.

Motion by Julio Valadez to approve and waive the second reading, second by John Medearis.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

##### **Revisions to the 2017-18 Local Control Accountability Plan**

The Superintendent recommends the Board of Trustees approve revisions to the Local Control Accountability Plan as recommended by MCOE.

Motion by John Medearis, second by Julio Valadez.

Final Resolution: Motion Carries

Aye: Dave Honey, Richard Lopez, John Medearis, Greg Opinski, Julio Valadez

### 15. Superintendent's Report

The Superintendent reported –

- Our new gyms are absolutely beautiful! We had lunch with Atwater Rotary last week in the lobby at AHS and gave them a tour - all were beyond impressed! We are willing to do this for any service club or group, please share the invite with those you know.
- We will have a grand opening at both new gym sites. We are shooting for the last week in September - first week in October. Both principals are leaning toward an 8:15 am school wide, all staff and students in the gym experience.
- Our kick-off event downtown was a great success. Many, many thank you's from various staff members.
- Our enrollment looks great at 10,551, up over 100 students from last year. CWA will be doing another count tomorrow.
- All sites have completed the open house season and are operating smoothly. Congrats to our principals.
- We have the Merced County School Board Association Meeting next weekend, September 29 - October 1st. Leslie will email you next week with more details.

### 16. Communications/Information/Future Agenda Items

- **Trustee Opinski** – Had no report.
- **Trustee Honey** – Recently attended an EMPCFFA Meeting – all is going well. Attended two football games and plans to attend AHS' homecoming game on Friday night.
- **Trustee Valadez** – Thanked guests for attending tonight's meeting and staying to the end. Thanked Mr. Shaw for sharing the Project Based Learning Module with the Board tonight. Thanked Mandy Ballenger for allowing the recent visits he made to the LHS campus.
- **Trustee Medearis** - Recently visited three campus, thanked Mr. Johnson (AHS) for providing a map and class schedule. Stated that he hoped other principals will provide these same tools as they were very useful. Recently attended the Golden Valley Ag Fundraiser. Also attended all Back-to-School nights except at YHS. Stated that he is very impressed with our teachers and what they do for students.
- **Trustee Lopez** – Recently attended Back-to-School nights at all campuses, attended the New Teachers Breakfast, the Wolves Wellness Center Anniversary event, Latino Elected Officials Dinner, financial interviews with Ms. Lane's class from MAS and a volleyball tournament. Thanked DTA for moving forward in the creation of a 7 period day so that our district can focus on CTE.

### 17. Adjournment

President Lopez adjourned the meeting at 7:09 pm.

Respectfully submitted,

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Alan Peterson, Secretary

# Merced Union High School District

1/3/2018

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## STUDENT COUNTS BY GRADE AND SUBGROUP (CBEDS) - 10/04/2017

2017-2018

Sch	School Name	Grade	Total Enrolled	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEIP)	Socio-Economically Disadvantaged
14	Adult Transition	14	46	5 10.87%	0 0.00%	0 0.00%	1 2.17%	45 97.83%	13 28.26%	40 86.96%
		<b>SCHOOL TOTALS</b>	<b>46</b>	<b>5 10.87%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>1 2.17%</b>	<b>45 97.83%</b>	<b>13 28.26%</b>	<b>40 86.96%</b>
2	Atwater High School	9	506	64 12.65%	7 1.38%	0 0.00%	9 1.78%	53 10.47%	64 12.65%	415 82.02%
		10	426	41 9.62%	6 1.41%	35 8.22%	12 2.82%	33 7.75%	179 42.02%	344 80.75%
		11	502	46 9.16%	16 3.19%	129 25.70%	21 4.18%	52 10.36%	174 34.66%	400 79.68%
		12	391	17 4.35%	4 1.02%	94 24.04%	13 3.32%	29 7.42%	104 26.60%	314 80.31%
		<b>SCHOOL TOTALS</b>	<b>1825</b>	<b>168 9.21%</b>	<b>33 1.81%</b>	<b>258 14.14%</b>	<b>55 3.01%</b>	<b>167 9.15%</b>	<b>521 28.55%</b>	<b>1473 80.71%</b>
4	Buhach Colony High School	9	492	43 8.74%	6 1.22%	1 0.20%	5 1.02%	0 0.00%	43 8.74%	347 70.53%
		10	506	37 7.31%	9 1.78%	20 3.95%	5 0.99%	41 8.10%	148 29.25%	347 68.58%
		11	439	30 6.83%	5 1.14%	138 31.44%	8 1.82%	46 10.48%	121 27.56%	314 71.53%
		12	416	35 8.41%	6 1.44%	128 30.77%	6 1.44%	43 10.34%	116 27.88%	283 68.03%
		<b>SCHOOL TOTALS</b>	<b>1853</b>	<b>145 7.83%</b>	<b>26 1.40%</b>	<b>287 15.49%</b>	<b>24 1.30%</b>	<b>130 7.02%</b>	<b>428 23.10%</b>	<b>1291 69.67%</b>
12	El Capitlan High School	9	452	29 6.42%	2 0.44%	0 0.00%	4 0.88%	42 9.29%	29 6.42%	332 73.45%
		10	430	38 8.84%	3 0.70%	23 5.35%	3 0.70%	35 8.14%	138 32.09%	291 67.67%
		11	402	36 8.96%	2 0.50%	137 34.08%	1 0.25%	36 8.96%	128 31.84%	288 71.64%
		12	381	20 5.25%	4 1.05%	109 28.61%	5 1.31%	38 9.97%	98 25.72%	239 62.73%
		<b>SCHOOL TOTALS</b>	<b>1665</b>	<b>123 7.39%</b>	<b>11 0.66%</b>	<b>269 16.16%</b>	<b>13 0.78%</b>	<b>151 9.07%</b>	<b>393 23.60%</b>	<b>1150 69.07%</b>
10	Golden Valley High School	9	500	39 7.80%	3 0.60%	5 1.00%	7 1.40%	4 0.80%	39 7.80%	428 85.60%
		10	469	30 6.40%	4 0.85%	0 0.00%	10 2.13%	47 10.02%	185 39.45%	387 82.52%
		11	425	15 3.53%	3 0.71%	8 1.88%	5 1.18%	36 8.47%	144 33.88%	339 79.76%
		12	399	9 2.26%	2 0.50%	4 1.00%	8 2.01%	43 10.78%	114 28.57%	301 75.44%
		<b>SCHOOL TOTALS</b>	<b>1793</b>	<b>93 5.19%</b>	<b>12 0.67%</b>	<b>17 0.95%</b>	<b>30 1.67%</b>	<b>130 7.25%</b>	<b>482 26.88%</b>	<b>1455 81.15%</b>

Students counted in their Reporting Home School instead of their Enrollment School

# Merced Union High School District

1/3/2018

2017-2018

STUDENT COUNTS BY GRADE AND SUBGROUP (CBEDS) - 10/04/2017

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Sch	School Name	Grade	Total Enrolled	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEF)	Socio-Economically Disadvantaged
6	Independence High School	9	1	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%
		10	11	0 0.00%	0 0.00%	0 0.00%	0 0.00%	3 27.27%	1 9.09%	6 54.55%
		11	14	0 0.00%	0 0.00%	0 0.00%	0 0.00%	5 35.71%	4 28.57%	9 64.29%
		12	20	0 0.00%	0 0.00%	0 0.00%	0 0.00%	5 25.00%	3 15.00%	14 70.00%
		<b>SCHOOL TOTALS</b>	<b>46</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>13 28.26%</b>	<b>8 17.39%</b>	<b>30 65.22%</b>
3	Livingston High School	9	322	37 11.49%	4 1.24%	0 0.00%	6 1.86%	0 0.00%	37 11.49%	279 86.65%
		10	338	40 11.83%	13 3.85%	7 2.07%	5 1.48%	4 1.18%	159 47.04%	284 84.02%
		11	298	34 11.41%	10 3.36%	7 2.35%	14 4.70%	26 8.72%	136 45.64%	256 85.91%
		12	257	15 5.84%	6 2.33%	2 0.78%	5 1.95%	27 10.51%	79 30.74%	213 82.88%
		<b>SCHOOL TOTALS</b>	<b>1215</b>	<b>126 10.37%</b>	<b>33 2.72%</b>	<b>16 1.32%</b>	<b>30 2.47%</b>	<b>57 4.69%</b>	<b>411 33.83%</b>	<b>1032 84.94%</b>
1	Merced High School	9	453	30 6.62%	9 1.99%	1 0.22%	5 1.10%	1 0.22%	30 6.62%	368 81.24%
		10	448	29 6.47%	3 0.67%	5 1.12%	6 1.34%	14 3.13%	105 23.44%	335 74.78%
		11	437	18 4.12%	8 1.83%	113 25.86%	6 1.37%	38 8.70%	97 22.20%	331 75.74%
		12	390	14 3.59%	2 0.51%	42 10.77%	8 2.05%	36 9.23%	81 20.77%	283 72.56%
		<b>SCHOOL TOTALS</b>	<b>1728</b>	<b>91 5.27%</b>	<b>22 1.27%</b>	<b>161 9.32%</b>	<b>25 1.45%</b>	<b>89 5.15%</b>	<b>313 18.11%</b>	<b>1317 76.22%</b>
92	Sequoia High School	9	19	4 21.05%	0 0.00%	0 0.00%	0 0.00%	4 21.05%	4 21.05%	15 78.95%
		10	68	5 7.35%	0 0.00%	0 0.00%	1 1.47%	4 5.88%	14 20.59%	66 97.06%
		11	14	5 35.71%	0 0.00%	0 0.00%	0 0.00%	1 7.14%	7 50.00%	14 100.00%
		<b>SCHOOL TOTALS</b>	<b>101</b>	<b>14 13.86%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>1 0.99%</b>	<b>9 8.91%</b>	<b>25 24.75%</b>	<b>95 94.06%</b>
5	Yosemite High School	11	95	27 28.42%	0 0.00%	0 0.00%	1 1.05%	9 9.47%	39 41.05%	92 96.84%
		12	169	22 13.02%	1 0.59%	0 0.00%	2 1.18%	12 7.10%	57 33.73%	160 94.67%
		<b>SCHOOL TOTALS</b>	<b>264</b>	<b>49 18.56%</b>	<b>1 0.38%</b>	<b>0 0.00%</b>	<b>3 1.14%</b>	<b>21 7.95%</b>	<b>96 36.36%</b>	<b>252 95.45%</b>
		<b>TOTALS</b>	<b>10536</b>	<b>814 7.73%</b>	<b>138 1.31%</b>	<b>1008 9.57%</b>	<b>182 1.73%</b>	<b>812 7.71%</b>	<b>2690 25.53%</b>	<b>8135 77.21%</b>

Students counted in their Reporting Home School instead of their Enrollment School

# Merced Union High School District

1/3/2018

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## STUDENT COUNTS BY GRADE AND RACE/ETHNICITY (CBEDS) - 10/04/2017

2017-2018

Sch	School Name	Grade	Total Enrolled	Hispanic	Amer Indian / Alaskan Native	Asian	Black / African American	Hawaiian / Pacific Islander	White	Multiple	Missing
6	Independence High School	9	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0
		10	11	54.55%	0	0.00%	0	0.00%	5	45.45%	0
		11	14	50.00%	0	0.00%	3	21.43%	4	28.57%	0
		12	20	25.00%	1	5.00%	4	20.00%	9	45.00%	0
	<b>SCHOOL TOTALS</b>		<b>46</b>	<b>41.30%</b>	<b>1</b>	<b>2.17%</b>	<b>7</b>	<b>15.22%</b>	<b>18</b>	<b>39.13%</b>	<b>0</b>
3	Livingston High School	9	322	87.89%	0	0.00%	1	0.31%	12	3.73%	2
		10	338	82.84%	3	0.89%	1	0.30%	11	3.25%	1
		11	298	82.55%	1	0.34%	2	0.67%	10	3.36%	1
		12	257	81.32%	0	0.00%	0	0.00%	13	5.06%	2
	<b>SCHOOL TOTALS</b>		<b>1215</b>	<b>83.79%</b>	<b>4</b>	<b>0.33%</b>	<b>4</b>	<b>0.33%</b>	<b>46</b>	<b>3.79%</b>	<b>6</b>
1	Merced High School	9	453	68.65%	5	1.10%	31	6.84%	70	15.45%	0
		10	448	57.81%	5	1.12%	41	9.15%	97	21.65%	1
		11	437	65.68%	2	0.46%	38	8.70%	68	15.56%	7
		12	390	60.00%	2	0.51%	41	10.51%	84	21.54%	0
	<b>SCHOOL TOTALS</b>		<b>1728</b>	<b>63.14%</b>	<b>14</b>	<b>0.81%</b>	<b>151</b>	<b>8.74%</b>	<b>319</b>	<b>18.46%</b>	<b>8</b>
92	Sequoia High School	9	19	63.16%	0	0.00%	2	10.53%	5	26.32%	0
		10	68	72.06%	0	0.00%	2	2.94%	13	19.12%	0
		11	14	78.57%	0	0.00%	3	21.43%	0	0.00%	0
	<b>SCHOOL TOTALS</b>		<b>101</b>	<b>71.29%</b>	<b>0</b>	<b>0.00%</b>	<b>2</b>	<b>1.98%</b>	<b>18</b>	<b>17.82%</b>	<b>0</b>
5	Yosemite High School	11	95	75.79%	0	0.00%	3	3.16%	12	12.63%	1
		12	169	81.66%	2	1.18%	5	2.96%	15	8.88%	1
	<b>SCHOOL TOTALS</b>		<b>264</b>	<b>79.55%</b>	<b>2</b>	<b>0.76%</b>	<b>8</b>	<b>3.03%</b>	<b>27</b>	<b>10.23%</b>	<b>2</b>
	<b>TOTALS</b>		<b>10536</b>	<b>68.05%</b>	<b>57</b>	<b>0.54%</b>	<b>1008</b>	<b>9.57%</b>	<b>1691</b>	<b>16.05%</b>	<b>44</b>

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# Merced Union High School District

1/3/2018

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## STUDENT COUNTS BY GRADE AND RACE/ETHNICITY (CBEDS) - 10/04/2017

2017-2018

Sch	School Name	Grade	Total Enrolled	Hispanic	Amer Indian / Alaskan Native	Asian	Black / African American	Hawaiian / Pacific Islander	White	Multiple	Missing
14	Adult Transition	14	46	33 71.74%	0 0.00%	0 0.00%	4 8.70%	0 0.00%	7 15.22%	1 2.17%	1 2.17%
		<b>SCHOOL TOTALS</b>	<b>46</b>	<b>33 71.74%</b>	<b>0 0.00%</b>	<b>0 0.00%</b>	<b>4 8.70%</b>	<b>0 0.00%</b>	<b>7 15.22%</b>	<b>1 2.17%</b>	<b>1 2.17%</b>
2	Atwater High School	9	506	388 76.68%	5 0.99%	13 2.57%	10 1.98%	1 0.20%	82 16.21%	0 0.00%	7 1.38%
		10	426	318 74.65%	3 0.70%	15 3.52%	6 1.41%	4 0.94%	80 18.78%	0 0.00%	0 0.00%
		11	502	366 72.91%	5 1.00%	26 5.18%	11 2.19%	0 0.00%	92 18.33%	2 0.40%	0 0.00%
		12	391	299 76.47%	1 0.26%	7 1.79%	3 0.77%	2 0.51%	79 20.20%	0 0.00%	0 0.00%
		<b>SCHOOL TOTALS</b>	<b>1825</b>	<b>1371 75.12%</b>	<b>14 0.77%</b>	<b>61 3.34%</b>	<b>30 1.64%</b>	<b>7 0.38%</b>	<b>333 18.25%</b>	<b>2 0.11%</b>	<b>7 0.38%</b>
4	Buhach Colony High School	9	492	307 62.40%	4 0.81%	48 9.76%	19 3.86%	1 0.20%	110 22.36%	0 0.00%	3 0.61%
		10	506	320 63.24%	5 0.99%	51 10.08%	16 3.16%	5 0.99%	98 19.37%	0 0.00%	11 2.17%
		11	439	276 62.87%	3 0.68%	45 10.25%	16 3.64%	2 0.46%	91 20.73%	1 0.23%	5 1.14%
		12	416	250 60.10%	1 0.24%	60 14.42%	9 2.16%	0 0.00%	93 22.36%	2 0.48%	1 0.24%
		<b>SCHOOL TOTALS</b>	<b>1853</b>	<b>1153 62.22%</b>	<b>13 0.70%</b>	<b>204 11.01%</b>	<b>60 3.24%</b>	<b>8 0.43%</b>	<b>392 21.15%</b>	<b>3 0.16%</b>	<b>20 1.08%</b>
12	El Capitan High School	9	452	280 61.95%	1 0.22%	59 13.05%	21 4.65%	7 1.55%	82 18.14%	0 0.00%	2 0.44%
		10	430	250 58.14%	2 0.47%	63 14.65%	25 5.81%	0 0.00%	90 20.93%	0 0.00%	0 0.00%
		11	402	249 61.94%	3 0.75%	54 13.43%	28 6.97%	0 0.00%	67 16.67%	1 0.25%	0 0.00%
		12	381	240 62.99%	1 0.26%	59 15.49%	17 4.46%	1 0.26%	60 15.75%	3 0.79%	0 0.00%
		<b>SCHOOL TOTALS</b>	<b>1665</b>	<b>1019 61.20%</b>	<b>7 0.42%</b>	<b>235 14.11%</b>	<b>91 5.47%</b>	<b>8 0.48%</b>	<b>299 17.96%</b>	<b>4 0.24%</b>	<b>2 0.12%</b>
10	Golden Valley High School	9	500	336 67.20%	1 0.20%	55 11.00%	18 3.60%	0 0.00%	74 14.80%	13 2.60%	3 0.60%
		10	469	309 65.88%	1 0.21%	52 11.09%	29 6.18%	2 0.43%	54 11.51%	19 4.05%	3 0.64%
		11	425	274 64.47%	0 0.00%	54 12.71%	16 3.76%	0 0.00%	56 13.18%	25 5.88%	0 0.00%
		12	399	265 66.42%	0 0.00%	51 12.78%	16 4.01%	1 0.25%	48 12.03%	17 4.26%	1 0.25%
		<b>SCHOOL TOTALS</b>	<b>1793</b>	<b>1184 66.03%</b>	<b>2 0.11%</b>	<b>212 11.82%</b>	<b>79 4.41%</b>	<b>3 0.17%</b>	<b>232 12.94%</b>	<b>74 4.13%</b>	<b>7 0.39%</b>

Students counted in their Reporting Home School instead of their Enrollment School