



MILPITAS
UNIFIED SCHOOL DISTRICT

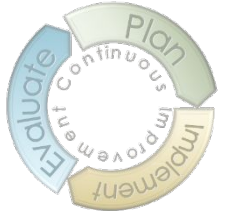
LCAP Update

February 13, 2018



LCAP Annual Update

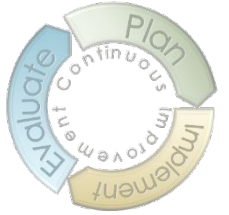
A Vehicle for Continuous Improvement



The annual update process provides a link or bridge between the current year and upcoming year's LCAP goals and actions. Offering stakeholders information on the progress the district is making towards achieving goals and actions as well as progress made with specific groups of students.



Goals → Actions & Services



HIGH QUALITY LEARNING ENVIRONMENTS
18 ACTIONS & Services Pages 31-49

Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.

SOCIAL EMOTIONAL SUPPORTS TO THRIVE
12 ACTIONS & Services Pages 50-64

Goal 2

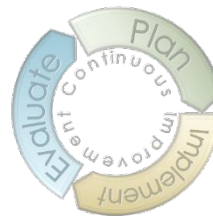
All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment.

CLOSE ACHIEVEMENT GAPS
11 ACTIONS & Services Pages 65-79

Goal 3

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





Greatest Progress

Status and Change Report

Milpitas Unified - Santa Clara County

List of all schools in this district

Enrollment: 10,260 Socioeconomically Disadvantaged: 33.7% English Learners: 24.7%

Foster Youth: 0.1% Grade Span: K-Adult Charter School: No

Dashboard Release:

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.5%	Maintained -0.1%
English Learner Progress (1-12)		High 84.7%	Maintained +1.4%
Graduation Rate (9-12)		Very High 97.4%	Increased +3.1%
College/Career (9-12) Select for one year of available data	N/A	High 64.3%	N/A
English Language Arts (3-8)		High 37.1 points above level 3	Declined -3.8 points
Mathematics (3-8)		High 33.4 points above level 3	Maintained +2 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

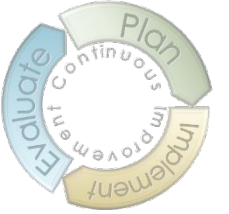
An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Analysis of the data shows increased Graduation Rate and math assessment scores. Significantly increased graduation rates for Hispanics 6.3%, SWDs 8% and ELs 8.3% were observed.

Key LCAP actions to maintain progress

- 1.7 Ongoing Professional Development
- 1.9 Continue Blended Learning & Personalized Instruction Implementation
- 1.15 College Readiness Grant





Greatest Needs

Equity Report

Milpitas Unified - Santa Clara County

List of all schools in this district

Enrollment: 10,260 Socioeconomically Disadvantaged: 33.7% English Learners: 24.7%
 Foster Youth: 0.1% Grade Span: K-Adult Charter School: No

Dashboard Release:

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

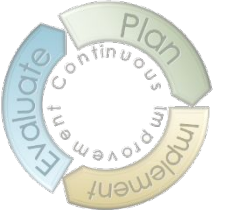
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		13	2 African American 9% and Foster Youth 6.3%
<u>English Learner Progress (1-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		7	0
<u>College/Career (9-12)</u> Select for one year of available data	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		10	3 Students with Disabilities declined -4.2 points Hispanics declined -4.5 points African American maintained +1.4 points
<u>Mathematics (3-8)</u>		10	2 Students with Disabilities maintained +1.6 points Hispanics maintained +2.3 points

Data shows a need to decrease suspension rate and increase ELA and Math assessment scores

Key LCAP planned actions to address these needs

- 1.11 EL Coordinator and SEAL coaches support SEAL Model implementation
- 2.1 Continue PBIS implementation for positive school cultures
- 3.8 Implement high quality EL academic language instruction





Greatest Needs (Cont.)

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		10,603	Low 1.5%	Maintained -0.1%
<u>English Learners</u>		2,969	Low 1.2%	Maintained +0.2%
<u>Foster Youth</u>		32	High 6.3%	Increased +1.5%
<u>Homeless</u>		459	Low 1.5%	Declined -0.9%
<u>Socioeconomically Disadvantaged</u>		3,998	Medium 2.6%	Maintained -0.1%
<u>Students with Disabilities</u>		913	Medium 3.4%	Declined -0.8%
<u>African American</u>		233	Very High 9%	Increased Significantly +4%
<u>American Indian</u>		37	Medium 2.7%	Maintained 0%
<u>Asian</u>		5,075	Very Low 0.5%	Maintained -0.2%
<u>Filipino</u>		1,978	Very Low 0.9%	Declined -0.4%
<u>Hispanic</u>		2,151	Medium 3.4%	Maintained +0.1%
<u>Pacific Islander</u>		86	Medium 3.5%	Declined Significantly -2.3%
<u>Two or More Races</u>		396	Low 2.3%	Increased +0.6%
<u>White</u>		645	Low 2%	Maintained -0.1%

Performance Levels:

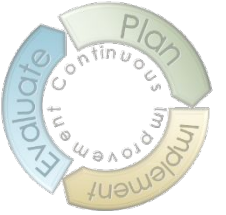
Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

- Based on an analysis of the data, the Actions & Services proved *effective* in decreasing the **Suspension** rate for most subgroups.
- Limited effectiveness* for Socioeconomically Disadvantaged, American indian, Hispanics and Two or more Races.
- Proven *ineffective* with Foster Youth and African American students.



Greatest Needs (Cont.)



African American Student Group Report

Milpitas Unified - Santa Clara County

[List of all schools in this district](#)

Enrollment: 10,260 Socioeconomically Disadvantaged: 33.7% English Learners: 24.7%

Foster Youth: 0.1% Grade Span: K-Adult Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very High 9%	Increased Significantly +4%
<u>Graduation Rate (9-12)</u>		Very High 95.5%	Increased +3.7%
<u>College/Career (9-12)</u> <u>Select for one year of available data</u>		Low 27.3%	N/A
<u>English Language Arts (3-8)</u>		Low 21 points below level 3	Maintained +1.4 points
<u>Mathematics (3-8)</u>		Low 36.9 points below level 3	Increased +6 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Hispanic Student Group Report

Milpitas Unified - Santa Clara County

[List of all schools in this district](#)

Enrollment: 10,260 Socioeconomically Disadvantaged: 33.7% English Learners: 24.7%

Foster Youth: 0.1% Grade Span: K-Adult Charter School: No

Dashboard Release:

Fall 2017

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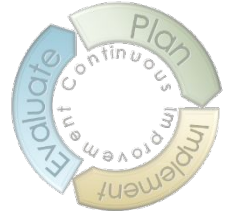
This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Medium 3.4%	Maintained +0.1%
<u>Graduation Rate (9-12)</u>		Very High 95.6%	Increased Significantly +6.3%
<u>College/Career (9-12)</u> <u>Select for one year of available data</u>		Medium 38%	N/A
<u>English Language Arts (3-8)</u>		Low 26.6 points below level 3	Declined -4.5 points
<u>Mathematics (3-8)</u>		Low 45.6 points below level 3	Maintained +2.3 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)





Greatest Needs (Cont.)

Students with Disabilities Student Group Report

Milpitas Unified - Santa Clara County

List of all schools in this district

Enrollment: 10,260 Socioeconomically Disadvantaged: 33.7% English Learners: 24.7%

Foster Youth: 0.1% Grade Span: K-Adult Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.4%	Declined -0.8%
Graduation Rate (9-12)		Medium 87.1%	Increased Significantly +8%
College/Career (9-12) Select for one year of available data		Low 34.3%	N/A
English Language Arts (3-8)		Low 64 points below level 3	Declined -4.2 points
Mathematics (3-8)		Low 71.1 points below level 3	Maintained +1.6 points

Performance Levels:

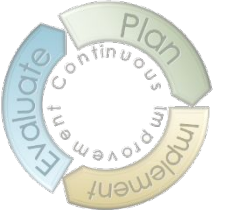
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Data shows a need to increase ELA and Math assessment scores. Key LCAP planned actions to address these needs

- 1.1. 7 For the 2017-2018 school year, Sped staff attended site based professional development for greater alignment with common core
- 1.1.9 Implementation of web-based Unique curriculum & 1 SDC piloting Oneder, online curriculum for students with mild to moderate disabilities.
- 1.13 Preschool full inclusion program
- 1.17 Co-teaching 9-12 for science and math at MHS





2016-17 Chronic Absenteeism

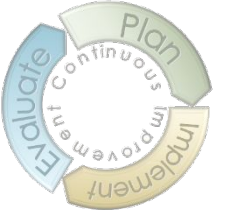
Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Milpitas Unified	10,724	657	6.1%
Santa Clara County	282,774	25,874	9.2%
Statewide	6,405,496	694,030	10.8%

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
→ African American	244	37	15.2%
→ American Indian or Alaska Native	39	14	35.9%
Asian	5,081	121	2.4%
Filipino	1,987	90	4.5%
→ Hispanic or Latino	2,224	293	13.2%
Pacific Islander	88	7	8.0%
→ White	658	70	10.6%
Two or More Races	401	25	6.2%

Based on an analysis of the data as part of the Annual Update there is a need to reduce Chronic Absenteeism for the the following subgroups

- a) American Indian or Alaska Native
- b) African American
- c) Hispanic or Latino
- d) White





Performance Gaps

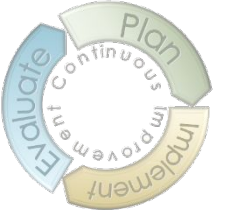
Subgroup in Need	State Indicators
African American	Suspension & Chronic Absenteeism Rates
Foster Youth	
Hispanics	English Language Arts and Mathematics Assessments
Students with Disabilities	

Data shows a need to decrease suspension rate and increase ELA and Math assessment scores

Key LCAP actions

- a) 2.5 Equity in opportunity through implementation of restorative practices
- b) 2.8 Community Engagement Manager for parent workshops and outreach
- c) 3.5 Student interventions & summer school program opportunities





Summary

Based on the LCFF California Dashboard, all local performance indicators were met. The overall State performance indicators are green and blue, while Students with Disabilities and Hispanic are orange in both Math and ELA. African American students are orange in English Language Arts. English progress indicators demonstrate that our EL's are an average 50 points from reaching level 3 and continue to make significant progress. In addition, based on current local benchmarks our students are making progress toward achieving targets for K-3 with the exception of our African American, Hispanic and Students with Disabilities.

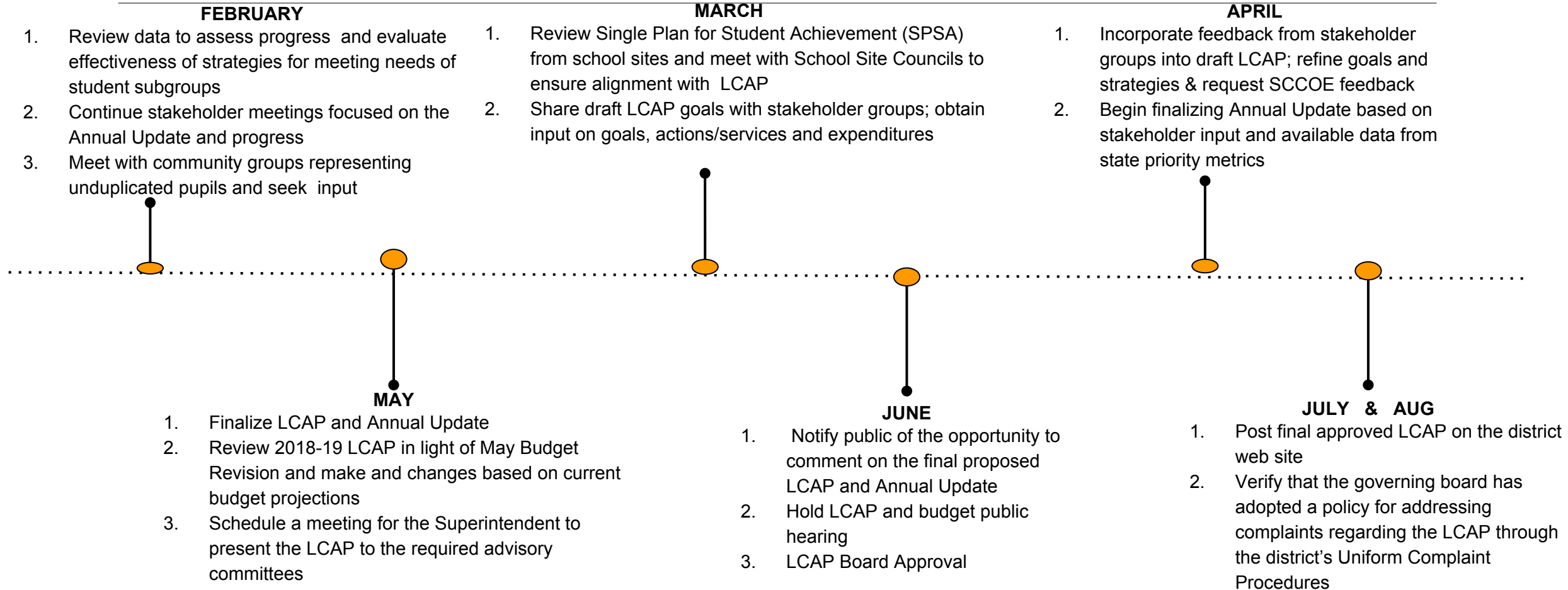
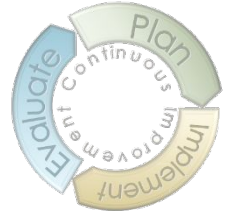
For school conditions and climate, we have consistently reduced the overall number of students suspended from 2.2% in 2015 to .1.5% in 2017. However, suspension rates for our Socioeconomically Disadvantaged and Foster Youth students are orange and for our African American students, it continues to be in the red. Chronic absenteeism is also high for our American Indian, African American, Hispanic and White students.

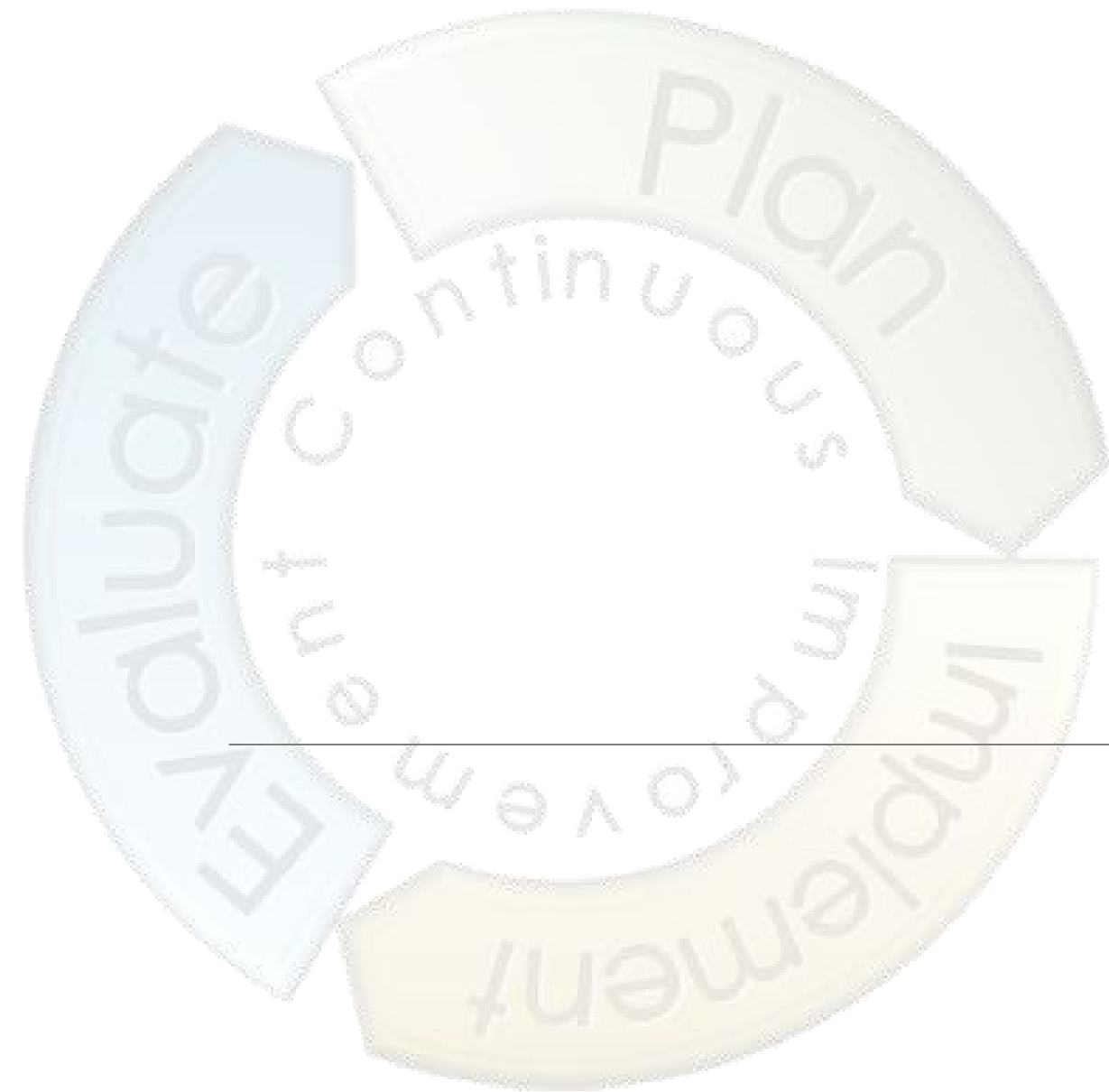
Based on these results, the actions and services had minimal impact. We need to address the greatest needs to identify root causes and specific action steps during our stakeholders' meetings.



Next Steps

Engagement Process and [Timeline](#)



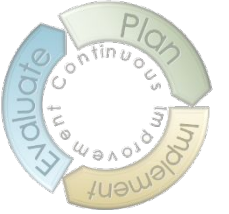


Questions



Additional Resources



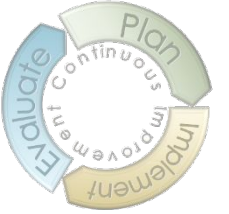


Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.

Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
K-2 Grade Level Reading Proficiency as measured by iReady and DRA2	iReady DRA2 K 49% 70% 1 49% 63% 2 52% 55% 3 45%	iReady DRA2 K 70% 73% 1 70% 73% 2 70% 65% 3 70%	iReady DRA2 K 58% No data 1 63% 66% 2 63% 58% 3 71% 58%
K-3 Grade Level Math Proficiency as measured by iReady	K 56% 1 44% 2 50% 3 40%	K 70% 1 70% 2 70% 3 70%	K 51% 1 46% 2 51% 3 57%
3rd Grade Level Reading Proficiency as measured by iReady Benchmark 3 (Feb/ March)	45% Proficient and Above	75% or more	71%
SBAC ELA	70%	5%-8% overall ELA growth from 70% to 75%-78% or minimum of more than 10 scale points	69% -1 Declined -3.8 scale points
SBAC Math	61%	4%-7% overall Math growth from 61% to 66%-69% or minimum of 15 scale points	62% +1 Maintained +2 scale points






Goal 1

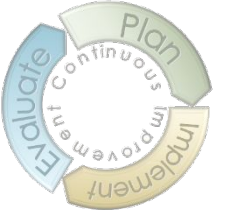
All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.

Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
Graduation Rate	ALL 95% SWD 85% EL 88% LI 93%	ALL 97% SWD 87% EL 90% LI 95%	ALL 97.4% Increased SWD 87.1% Increased significantly EL 95.1% Increased significantly LI 96.3
All 11 th Grade EAP	College Ready (EXCEEDS) ELA 44% Math 26% Conditionally Ready (MET) ELA 31% Math 24%	College Ready (EXCEEDS) ELA 45% Math 26% Conditionally Ready (MET) ELA 35% Math 30%	College Ready (EXCEEDS) ELA 47% Math 31% Conditionally Ready (MET) ELA 31% Math 23%
A-G	All 49% EL 9% LI 33% SWD 3%	All 55% EL 15% LI 40% SWD 10%	All 43.8% EL 8.1% LI Currently 31.1% SWD Currently 2.8%
AP	Passing Rate 3 or Better 80%	85%	79.3%



State Priorities (1) (2) (4)	GOAL 1 PLANNED	ACTUALS	Budgeted
(1) Basic Conditions: Teacher mis-assignments, access to instructional materials, conditions of facilities. (2) Implementation of State Academic Standards (Assessment, Curriculum, and Instruction (4) Assessments, Performance on state standardized test and local formative benchmarks	General Education, Special Education Classified Support and Administrative Staff. New Teacher Induction Program.	Staffing MUSD NTIP served a total of 38 teachers and 31 mentors. 12 teachers year 1 Gen Ed teachers and 8 Sped Ed teaches, 18 teachers year 2, and a total of 31 mentors supporting the new teachers meeting with them on a weekly basis.	 \$234,896,956
	Professional Development: PLC, Standards, Frameworks, ELD, NGSS, Math, AVID, CTE Academies	Monthly PD for: Early Literacy Team, Intermediate Math Team, District Writing Team, Elementary Principal's PLC, PLP Convening, Data Collection/Analysis/Interpretation MTSS Pyramids	\$1,149,582
	Site Supplemental Allocations	Funds aligned to School Goals within SPSA's	\$2,898,496
	Blended Learning/ Personalized Learning Materials	Support Summit Learning personalized learning PLCs at 5 sites. Provide data and articulation support around SL & it's effectiveness for learning outcomes. 2017-18:	\$153,935
	Assessments & Data Analyst	Assessments fully implemented DA yet to be hired	\$181,870 + \$93,592
	Music Program	Increase number of unduplicated students. Collecting data around attendance and academic achievement to help measure possible/potential impact. Enrollment 2011-12-Present 445-1067	\$311,570
	Invest in Childhood Development	Secured increased reimbursement rate. Head Start collaboration. Data shows the students in CDC program went on to achieve significant positive outcomes when compared with their peers who had not attended CDC. Collaborated with CDC to develop a preschool full inclusion program whereby sped students are fully integrated in the gen. Ed CDC	\$557,545



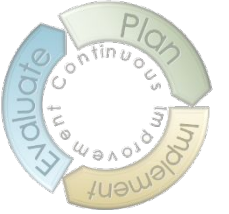


Goal 2

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

Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
Chronic Absenteeism	N/A	6.1%	6.1%
Attendance	85.2%	Improvement of 4% from an overall "satisfactory attendance" of 85% to 89%.	
Graduation Rate	All 95% Hispanic 91% LI 93% SWD 83% EL 88%	Increase by 1.0% to 5.0% or greater	ALL 97.4% Increased Hispanic 95.6% LI 96.3 SWD 87.1% Increased EL 95.1% Increased significantly
Suspensions	African American 7% Pacific Islander 5.4% SWD 4.7% Two/Race 4.4%, Hispanic 4% ALL 2.2%	Decline Significantly by no less than 1% or greater	African American 9% Pacific Islander 3. 5% SWD 3.4% Two/Race 2.3% Hispanic 3.4% All 1.5%





Goal 2

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

Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
Dropout Rate	Middle School 4 High School 23	Zero	Middle School 5 High School 21 0.6%
Family Engagement Survey	Establish a survey Baseline Aug-Sep 2017 Measuring the following: 1. Participation in Decision Making 2. Program Participation 3. Safety 4. Academics	00% satisfaction survey Results given in % of parents that agree or strongly agree	70% Of participating parents

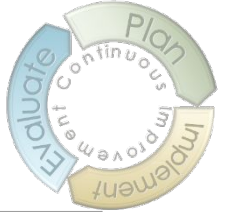


State Priorities (3) (5) (6)	PLANNED	ACTUAL	Budgeted
(3) Parent involvement: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated and special need subgroups	Positive School Cultures & PBIS Implementation	Curtner Y3, Randall Y2, Rose and Zanker Y1 and Pomeroy BEST Y6	\$176,569
	Social Emotional Supports Foster & Homeless Youth	Program Specialist for Mental Health, Partnership with SELPA and SJSU for interns and continued contract with CASSY. Early Education and Prevention at Elementary sites, Created SART contracts at sites. Use SARB process.	\$450,000 + \$29,682
	Family Engagement & Student Study Teams and Family Supports	Parent engagement opportunities have been carried out including the following: Hispanic Heritage Parent event, SCC/ELAC/DELAC parent leadership training (modules 1 and 2), Padres Unidos Workshop Series, Parent University, Latino Awards Ceremony, Cinco de Mayo event. Love 4 Literacy Events. Coordinate with FACE Manager on school site activities, district events and grant writing.	\$14,841, \$75,714 \$44,714
(5) Student Engagement: Attendance rates, chronic absenteeism rate, dropout rates and graduation rate	Improve Attendance	Monitor monthly attendance with sites. Use MTSS work to support this goal	\$82,652
	School Transitions CDC-K, 6th-7th and 8th -9th	MHS freshman transition work. Collaboration to create: student visits and site visits, Middle school leads meet with High School leads monthly starting in March. K teachers into the current CDC summer program or create jumpstart programs with transitioning students.	\$38,228, \$65,697
	Counseling Support	MTSS pyramid developed to identify best practices among school sites, Grant writing to support MTSS implementation.	\$113,789
(6) School Climate: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness	Equity Student Advocate	In progress. Working with targeted group of students.	\$123,277



Goal 3

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

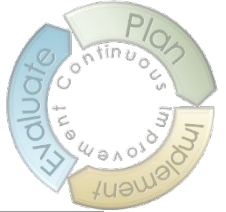


Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
SBAC Math	LI-40% EL-33% SWD-20% Hispanic 28% African American 26%	LI-50% EL-40% SWD-30% Hispanic 40% African American 40%	LI-44% EL-36% SWD-18% Hispanic 29% African American 31%
SBAC ELA	LI-52% EL-34% SWD-20% Hispanic 42%	LI-60% EL-50% SWD-35% Hispanic 55%	LI-51% EL-33% SWD-18% Hispanic 43% African American 45%
A-G	LI-33% EL-9% SWD 3%	LI-40% EL-15% SWD-10%	LI 31.1 % EL 8.1% SWD 2.8
ELPI EL Progress Indicator	Based on the California Dashboard, 8 out of 12 schools are green or blue, 3 yellow and one orange. 11/12 schools have high or very high status and one school with low status.	100% of our schools will have a status of High or Very High. Increase by 1.5% to less than 10.0%	Based on the California Dashboard, 9 out of 12 schools are green or blue, 3 yellow and one orange. 11/12 schools have high or very high status and one school with low status



Goal 3

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

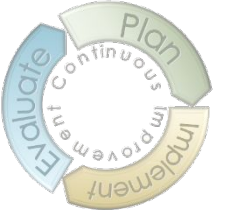


Metric Indicators	Baseline	EXPECTED 2017-18	ACTUALS 2017-18
EAP Rates	<p>College Ready (EXCEEDS)</p> <p>LI- 28% ELA & 15% Math</p> <p>EL-1% ELA & 7% Math</p> <p>SWD-45% ELA & 26% Math</p> <p>Conditionally Ready (MET)</p> <p>LI- 34% ELA & 20% Math EL-20% ELA & 15% Math SED-16% ELA & 11% Math</p>	5-7% increase	<p>LI- 31% ELA & 15% Math</p> <p>EL- 4% ELA & 7% Math</p> <p>SWD-8% ELA & 2% Math</p> <p>Conditionally Ready (MET)</p> <p>LI- 31% ELA & 21% Math</p> <p>EL-22% ELA & 7% Math</p> <p>SED-8% ELA & 3% Math</p>
Graduation Rate	<p>All 95%</p> <p>Hispanic 91%</p> <p>LI 93%</p> <p>SWD 83%</p> <p>EL 88%</p>	Increase by 1.0% to 5.0% or greater	<p>ALL 97.4% Increased</p> <p>Hispanic 95.6%</p> <p>LI 96.3</p> <p>SWD 87.1% Increased significantly</p> <p>EL 95.1% Increased significantly</p> <p>MET</p>
AP # of Students	LI 129 EL 12	Increase by 50%	<p>LI 125</p> <p>EL 10</p>
Reclassification Rate	12%	10%	10.7%



State Priorities (4) (7) (8)	PLANNED	ACTUALS	Budgeted
(4) Assessments, Performance on state standardized test and local formative benchmarks	EOS & Access to AP Courses and Comprehensive Advising Plans	Chin continues to provide technology (hardware, software, and data) supports to counselors to effectively support students. Greg continues to push AST structure at MHS.	\$38,228
	Professional Development: A-G, AVID, CTE,	AVID PD was attended by district personnel on the new CCI instrument. CTE pathways at MHS continue to expand with the addition of one FTE newly credentialed teacher and the subsequent bioengineering pathway. CTE curriculum in the form of project lead the way was also purchased via grant dollars, for the engineering class at Cal-Hills.	\$44,841
(7) Pupil enrollment in a broad course of study that includes all of the subject areas described in <i>Education Code</i> section 51210 and subdivisions (a) to (i), inclusive, of Section 51220	Articulation & Alternative Options		\$48,228 + \$10,000
	Targeted Interventions + Summer School Program	Targeted interventions provided by sites. Summer school plans in development now. DRAFT	\$920,911+ \$356,844
(8) Pupil outcomes in the subject areas described in <i>Education Code</i> section 51210 and subdivisions (a) to (i), inclusive, of <i>Education Code</i> section 51220,	Family Outreach	All sites have created an engagement Goal in their SPSA's. DO working to support these goals by providing parent leadership opportunities for parents who will collaborate with the site in meeting these goals. The goal is to strengthen SCC/ELAC and DELAC participation. A survey is being taken of parent engagement and effectiveness to better gauge where district support would be best exerted.	\$305,443 + \$15,000
	English Language Development	Continue implementation of SEAL, Designated and integrated ELD instruction	\$120,000
	Naviance Materials to Support College Readiness	Naviance not being used and other forms are being researched.	\$34,000





Aligning Resources to Equity Goals

Go deeper by assigning departments , directors and coordinators as responsible parties for parts of the LCAP
~MUSD TOA

ACTIONS <i>Programs or services currently in place to meet this need/goal?</i>	BUDGET/COST	CONTINUE/KEEP AN ACTION <i>Program and service should be continued</i>	ADJUST/MODIFY AN ACTION <i>should be improved as follows</i>	STOP/DISCONTINUE AN ACTION <i>Program should be eliminated</i>	START/ADD AN ACTION <i>Programs should added to address the needs of unduplicated students</i>
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D-LCAP Decision Making Process

