Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Dr. Carmen Garcia Superintendent	garciacarmen@mhusd.org 408.201.6023

Goal 1.0

Goal Description

Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Basic Services: Teachers Fully Credentialed Misassigned Without full credential	from current SARC: Full Credential: 97.1% Misassigned 1.6% Without 2.9%	2021-22 SARC: Full Credential: 94.7% Misassigned: 5.3% Without: 2.4%	2022-23 SARC: Full Credential: 94.7% Misassigned: 0.002% Without: 0.052%	2023-24 SARC: Updated information on teacher data for the will not be available prior to the beginning of February 2024. Internal data indicates that we have 0.004% (2) as misassigned	Maintain or improve Maintain or decrease Maintain or decrease
Basic Services: William's Act Compliance Standards Aligned Instructional Materials	Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2021-22: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2022-23: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2023-24: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	Maintain passing audit and no compliance complaints
Basic Services: School Facilities in Good Repair	Audit Complaints Safe Facilities: Passed 0	2021-22 Audit Complaints Safe Facilities Passed 0	2022-23: Audit Complaints Safe Facilities Passed 0	2023-24:	Maintain passing audit and no compliance complaints
Implementation of State Standards: Rubric Scores by core areas	Math:4.3 ELA/ELD:3.8 Social Science:3.3 NGSS:2.9 MTSS academic:3.5 MTSS soc. emot.:3.3 PLC's:3.6 PBIS:3.6	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Metric retired due to programatic changes.
Course Access	Local Metrics Met	Local Metrics Met	Local Metrics Met	Local Metrics Met	Maintain status of Local Metric Met for the CA School Dashboard
Pupil Outcomes: College and Career Readiness	College/Career Readiness 2019-20	College/Career Readiness 2020-21	College/Career Readiness 2021-22	College/Career Readiness 2022-23	Maintain or improve College Readiness metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
PSAT % Meet gr. 8 benchmarks PSAT % Meet gr. 10 benchmark SAT Participation Rate SAT ELA Benchmarks SAT Math Benchmarks ACT Participation Rate ACT College Readiness Rate College Acceptances Naviance Graduates Meeting UC A-G Biliteracy Graduates Golden State Seal Merit Diploma CCR Dashboard Value	Grade 8 benchmarks Dist: 40% State: 22% Grade 10 Benchmarks Dist: 34% State: 20% SAT Participation Rate: Dist: 59.1% State: 49.7% SAT ELA benchmarks Dist:81.7% State: 77.9% SAT Math benchmarks Dist:68.3% State: 61.3% ACT Participation rate Dist: n= 169 26.5% ACT College Readiness: Dist: 84% in ELA, Math, and Science College Acceptances: 957 (1.4 per graduate) Grads meeting UC A-G Dist: 54.1% St: 53.4% Biliteracy Graduates Dist: 25.5% St: 12.9% Golden State Seal Merit Dist: 35.3% St: 24.8% CCR Dashboard Value Dist: 54.7% Yellow	PSAT Grade 8 Benchmarks District: No reportable data for 20-21 State: 49% PSAT Grade 10 Benchmarks Met District: 21.3% State: 60% 20-21 SAT Participation Rate: District: 15% State: 24% 20-21 SAT ELA Benchmarks: District: 25.3% State: 61% 20-21 SAT Math Benchmarks District: 35.2% State: 48% 20-21 ACT Participation Rate: Not available for the 20-21 school year ACT College Readiness: Not available for the 20-21 school year. Class of 2021: College Acceptances (Naviance): 888 total acceptances (1.4 per graduate) Class of 2021 Meeting UC a-g:	PSAT Grade 8 Benchmarks District: 67% State: 43% PSAT Grade 10 Benchmarks Met District: 58% State: 29% 21-22 SAT Participation Rate: District: 17.2% State: 20% 21-22 SAT ELA Benchmarks: District: 93% State: 65% 21-22 SAT Math Benchmarks District: 83% State: 45% 21-22 ACT Participation Rate: Not available for the 21-22 school year ACT College Readiness: Not available for the 21-22 school year. Class of 2022: College Acceptances (Naviance): 881 total acceptances (1.4 per graduate) Class of 2022 Meeting UC a-g: MHUSD: 54.4%	PSAT Grade 8 Benchmarks District: 67% State: 38% PSAT Grade 10 Benchmarks Met Results unreported due to less than 10 students taking the assessment districtwide. Students generally take the PSAT/NMSQT instead of the PSAT10. 22-23 SAT Participation Rate: District: 8.8% State: 25% 22-23 SAT ELA Benchmarks: District: 93% State: 80% 22-23 SAT Math Benchmarks District: 80% State: 64% 22-23 ACT Participation Rate: Not available for the 22-23 school year ACT College Readiness: Not available for the 22-23 school year. Class of 2023: College Acceptances (Naviance): 1084 total	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		MHUSD: 56.6% State: 45.4% Class of 2021 Seal of Biliteracy: MHUSD: 7% State: 13.5% Class of 2021 Golden State Seal Merit: MHUSD: 19.6% State: 23.9% Class of 2021 CCR Dashboard Value: Not available for 2021 due to suspension of the 2020 and 2021 CA School Dashboard	State: 44.7% Class of 2022 Seal of Biliteracy: MHUSD: 10.8% State: 10.3% Class of 2022 Golden State Seal Merit: MHUSD: 33% State: 25.5% Class of 2022 CCR Dashboard Value: CCR value was not reported by the CDE as part of the 2022 CA School Dashboard	acceptances (1.6 per graduate) Class of 2023 Meeting UC a-g: MHUSD: 55.1% State: 51.8% Class of 2023 Seal of Biliteracy: MHUSD: 12.5%* State: 12.8% Class of 2022 Golden State Seal Merit: MHUSD: 35.5%* State: 32.2% Class of 2022 CCR Dashboard Value: Medium (CCR value was reported as 'status only' by the CDE as part of the 2023 CA School Dashboard) *Internal calculation due to discrepancies in DataQuest	
Pupil Outcomes: English Learner Progress EL Growth Rate: % Progressing one or more levels	English Learner Metrics (dashboard) 2018-19 District 45.6% State 48.3%.	English Learner Metrics (CA Dashboard): 2020-21 EL Growth Rate data not available due to suspension of the 2020 and 2021 CA School Dashboard.	English Learner Metrics (CA Dashboard): 2021-22 District: 45.3% making progress towards English language proficiency State: 50.3% making progress towards English language proficiency	English Learner Metrics (CA Dashboard): 2022-23 District: 43.3% making progress towards English language proficiency State: 48.7% making progress	Improve EL growth rate to 60%
Pupil Outcomes: EL Reclassification Rates	2019-20 RFEP Rate: District 8.6%	2020-21 RFEP Rate:	2021-22 RFEP Rate:	2022-23 RFEP Rate:	Improve rate to or better than state rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	State 13.8%	District: 3.7% (n=52 students) State: 6.8%	District: 10% (n= 145 students) State: Currently unavailable; the CDE has yet to published this information for the 21-22 school year	District: 9.6% (n= 143 students) State: Currently unavailable; the CDE has yet to published this information for the 22-23 school year	
Pupil Outcomes: % participation % passed with 3+ score	2019-20 % AP participants District: 40.4% State: 24.6% % AP pass 3+ / enroll. District: 46.0% State: 29.4%	Advanced Placement (AP) Participants 2020-21: District: 30.2% (Grades 10-12) State: Information is no longer available and published by the CDE. 2020-21 % AP Exam Pass with a 3+ / enroll District: 43.4% (College Board) State: Information is no longer available and published by the CDE. 20-21 AP Participants Latinx: 205 students White: 197 students Asian: 95 students African-American/Black: 12 students SWD: 4 students SED: 29 students EL: 5 students Homeless: 6 students	Advanced Placement (AP) Participants 2021-22 District: 28% (Grades 10-12) State: Information is no longer available and published by the CDE. 2021-22 % AP Exam Pass with a 3+ / enroll District: 54.5% (College Board) State: Information is no longer available and published by the CDE. 21-22 AP Participants Latinx: 192 students White: 174 students Asian: 113 students African-American/Black: 11 students SWD: 1 students SED: 32 students EL: 7 students Homeless: 2 students	Advanced Placement (AP) Participants 2022-23 District: 38.6% (Grades 9-12) State: Information is no longer available and published by the CDE. 2022-24 % AP Exam Pass with a 3+ / enroll District: 56.1% (College Board) State: Information is no longer available and published by the CDE. 22-23 AP Participants (9-12) Latinx: 472 students White: 374 students Asian: 195 students African-American/Black: 15 students SWD: 15 students SED: 84 students EL: 37 students Homeless: 33 students	Improve participation and pass rates to 50%
Pupil Outcomes: Grade 5, 8, 11 (EAP) % meet or exceed on CAASPP	ELA 2018-19 Gr 5 Gr 8 Gr 11 50.31	Data is not available due to the suspension of 2020 and 2021 CA School	2021-22 ELA Grade 5: 47.69%	2022-23 ELA Grade 5: 47.74%	Improve Grade 5 and 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	49.84 59.35 Math Gr 5 Gr 8 Gr 11 34.76 41.42 39.45	Dashboard. The NWEA MAP assessment was administered in lieu of the CAASPP during the 2020-21 school year.	Grade 8: 44.59% Grade 11: 59.02% Math Grade 5: 28.13% Grade 8: 28.44% Grade 11: 36.55%	Grade 8: 39.30% Grade 11: 58.21% Math Grade 5: 31.43% Grade 8: 27.92% Grade 11: 30.36%	ELA to > 60%, Gr 11 to > 70%. Improve math grade 5 and 8 to > 50% and Gr. 11 to >60%
Pupil Outcomes: Grade 5, 8, and 11 National Percentile Rank on NWEA MAP ELA and Math	ELA 2020-21 Gr 5 Gr 8 Gr 11 45pr 43pr 63pr Math Gr 5 Gr 8 Gr 11 31pr 58pr 54pr	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Improve and maintain percentile rankings above 60%
Implementation of CA Standards-Based Curriculum and Assessments for all Students using a Guaranteed and Viable Curriculum (GVC) in all subject areas	2021-22 75 Site Administrators and Site Guiding Coalition members (~17% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 ~375 Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff (~85% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum. In August 2022, all of teachers participated in professional development to identify essential standards by grade level and/or department to launch PLT work for the school year.	2023-24 All Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum during the first professional development day of the school year. A second PD day was held in October 2023 were this districtwide work continued.	100% of Site administrator, Guiding Coalition Members, and MHUSD Teachers participate in professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum as evidenced by districtwide (horizontally and vertically aligned) PLC developed curriculum units in all grade levels and subject areas, common formative and summative assessments, and instructional rounds/teacher observations. Essential standards districtwide will be identified and implemented

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					across grade levels and content/subject areas.
Revise, align, and implement the English Learner Master Plan district-wide	2021-22 Baseline: No implementation District Administrators, TOSA, and Site Teachers began the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Partial Implementation. Training has begun for a majority of instructional staff on components that impact the English Learner Plan (i.e. PLTs) but has not reached 100% on plan expectations. District Administrators, TOSA, and Site Teachers continued the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices. The English Learning Master Plan is in its final stages of writing, revision and alignment. The plan consists of six chapters that address Guiding Principals and Goals, Family and Community Engagement, English Learner Identification/ Program Placement and Reclassification, Instructional Programs, Staffing and Professional Development, and Monitoring/ Evaluation, and Accountability.	2023-24 The English Learning Master Plan is in its final stages of writing, revision and alignment. The anticipated completion is expected to be August 2024.	Full implementation of the Morgan Hill Unified English Learner Master Plan; with 100% of instructional staff trained on plan expectations.
Pupil Outcomes: Grade 5, 8, and 11 Conditional Student	2021-22	Not available because the 2021-22 school year is the baseline year for this new	2022-23	Metric data is currently unavailable as the Conditional Student	Students in grades 5, 8, and 11 will improve their median conditional student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 49% Grade 8: 52% Grade 11: 44% NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 65% Grade 8: 55% Grade 11: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	metric. This metric is replacing the retired NWEA MAP metric from above.	NWEA MAP ELA Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 53% Grade 8: 57% Grade 11: 46% NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 52% Grade 8: 58% Grade 11: 50% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Growth Percentile is measured from the NWEA MAP ELA Fall assessments to the Winter assessments. The 2023-24 Winter assessments will not conclude until mid-February 2024.	growth percentile by 15% in both ELA and Math.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.a	**Professional Learning Communities and Transformational Leadership Professional Development** PD: Learning and implementing tenants of professional learning communities and transformational leadership with a focus on supporting the needs of all students by developing a collaborative system to analyze student progress to inform instruction. (EEF)	No	Not Implementing	Professional development for the implementation of Professional Learning Communities was brought to the district using Action 1.0 funding.		$50,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.b	**Curriculum Alignment and Professional Learning Team Planning/Development** PD: Essential standards, curriculum alignment, and assessment design planning and development, including substitutes. (EEF)	No	Partially Implemented	This school year we have had 4 full days of Professional Learning Communities professional development for district leadership, site administrators and site PLT guiding coalition members. Topics covered in our professional development have included PLT and Guiding Coalition implementation, leadership team competencies, esatablishing cohesiveness, data review and analysis protocols, team planning, sharing best practices, long-term planning, and individual school site support	Number of attendees per full day training: 56

6 full days in the first semester 5 additional full days in the second semester

Artifacts: Planning documents PD Agendas PLT documents-calendars, data analysis tools, etc. | $192,710.00 | $87,650 |
| 1.0.c | **Curriculum Alignment and Assessment Development Planning** Release time for teacher collaboration (substitutes), training on instructional rounds across schools, implementation of EL Master Plan actions, and materials and supplies with a focus on addressing learning needs for EL, FY, LI student groups. (Title III) | No | Partially Implemented | SEAL Pedagogy Training for classroom teachers and site administrators at PA Walsh and SMG Cohort 1 (Year 2) and Cohort 2 (Year 1) as well as district administrators.

SEAL Technical Assistance for the newly launched Dual Language | 2023-24 SEAL PD Days: 2 Webinars (1 remaining) 1 Convenings (1 remaining)

SEAL Cohort 1 Participants: 2 District Admin 3 Site Admin 6 Teachers | $76,000.00 | $46,852 |

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continuing development and enhancement of Dual Language Immersion Program (TK-12)			Immersion (DLI) program at PA Walsh. Professional development on Benchmark Advance/Adelante Basic Biliteracy curriculum for K-5 teachers at SMG and K teachers at PA Walsh. Professional development for Dual Language Instruction provided by CABE for teachers at SMG and PA Walsh.	SEAL Cohort 2 Participants: 4 Teachers SEAL Technical Assistance: TO BE UPDATED Benchmark PD provided on full curriculum as well as small group instruction 2 Days CABE PD provided 2 Days		
1.0.d	**Tier I: TOSA - English Language Development** English Language Development Teacher on Special Assignment to support district ELD initiatives, instructional coaching, and lead a district level professional learning community on ELD goals, actions, and research-based practices with a goal of improving English Learner achievement. (LCFF Supp.)	Yes	Fully Implemented	Provides professional development for teachers on designated and integrated ELD. Engages in individual coaching cycles with teachers as well as providing cycles of support to Professional Learning Teams (PLTs). Coordinates English Language Facilitators (ELFs) to provide site level monitoring and support for English Learners including supports and structures for reclassification and monitoring.	Position staffed. Formal Supports in Semester 1: # Teachers in Coaching # PLTs in Support Cycles Provided ELD PD at district-wide August and October PD days as well as at 2 TOSA Tuesdays and site based PD opportunities as requested by	$141,882.65	$66,695

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Expand the district developed Essential Standard Proficiency Maps to include the related ELD standards.	site administrators. Meets monthly with 15 ELFs to provide site level monitoring and support for English Learners. Updated Elementary ELA Proficiency Maps		
1.0.e	**Tier 1: TOSA - Literacy** Literacy Teacher on Special Assignment to support district initiatives, facilitate professional learning, provide instructional coaching, and lead a district level professional learning community with a focus on improving literacy outcomes for EL, Low Income and Foster Youth. (LCFF Supp)	Yes	Fully Implemented	Provides professional development for all TK-5 teachers on Heggerty Phonemic Awareness curriculum. Engages in individual coaching cycles with teachers as well as providing cycles of support to Professional Learning Teams (PLTs). Coordinates Reading Intervention Teachers (RITs) and MTSS paraeducators to provide site level reading intervention and targeted support for struggling students.	Position staffed. Formal Supports in Semester 1: 1 Teachers in Coaching 1 PLTs in Support Cycles Half-day release cycles at sites for ELA/ELD planning support 4 TOSA Tuesdays in Semester 1 Provided early literacy PD at district-wide August and October PD days as well as and site based PD opportunities as	$175,857.73	$74,685

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					requested by site administrators. Trained all TK-5 teachers in Heggerty Phonemic Awareness curriculum. Meets monthly with 13 Reading Intervention Teachers and 8 MTSS paraeducators to engage in professional development around the Science of Reading and intervention resources.		
1.0.f	**Tier 1: TOSA - Technology** Technology Teacher on Special Assignment to support district technology and innovation, instructional coaching, and lead district level professional development with a goal of improving EL, LI, FY student access to resources and programs. (LRG)	No	Fully Implemented	Provides professional development and educational programming technical support to all staff and students district-wide. Engages in individual coaching cycles with teachers as well as providing cycles of support to Professional Learning Teams (PLTs). Coordinates College and Career Media Technicians and	Position staffed. Formal Supports in Semester 1: 2 Teachers in Coaching 2 PLTs in Support Cycles 4 Grade-Level Site-Based PDs SpEd PD for CAASPP Provided Instructional	$152,710.00	$73,623

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Librarians to inventory and monitor textbooks and library books utilizing Destiny software.	Technology PD at district-wide August and October PD days. Supports 11 College and Career Media Technicians and 2 Librarians. Semester 1 Meetings 3 Elementary 2 Secondary Semester 2 Meetings 1 Elementary 0 Secondary		
1.0.g	**Tier 1: TOSA - Elementary Math** Math Teacher on Special Assignment to support district technology and innovation, instructional coaching, and lead a district level professional learning community with a goal of improving EL, LI, FY student achievement. (LCFF Supp)	Yes	Fully Implemented	Provides professional development and support with mathematics instructional strategies to elementary teachers. Engages in individual coaching cycles with teachers as well as providing cycles of support to Professional Learning Teams (PLTs).	Position staffed. Formal Supports in Semester 1: 18 Teachers in Coaching 6 PLTs in Support Cycles 3 site-based PDs Provided PD on the newly adopted math instructional framework at district-wide August and	$154,737.23	$74,242

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					October PD days. 2 TOSA Tuesdays planned in Semester 2		
1.0.h	**Title I TOSA Additional Student Support** Title I Teacher on Special Assignment. Title I schools receive 1 FTE with a goal of supporting EL, LI, FY students in literacy, math, and English Language Development. (LRG)	No	Fully Implemented	Added 1 TOSA to every qualifying Title I school. Six positions.		$300,000.00	$321,996
1.0.i	**Instructional Materials** Maintenance of instructional materials, supplies, and program licenses for the base instructional program. (Restricted Lottery)	No	Fully Implemented	Purchased instructional materials for base instructional program	Purchased enVision 2024 to bridge from the expired adoption to the new adoption pending math framework from California Department of Education Purchased Benchmark Advance/Adelante as the Basic Biliteracy Program for the Dual Language Immersion Schools	$400,000.00	$1,405,415

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.j	**CTE Program** CTE program budget: staffing, dual enrollment courses, certifications, Job Shadows, and FFA and Skills USA with a goal of supporting EL, FY, LI students in CTE participation and achievement. Curriculum and professional development, books, supplies, release time for PD and collaboration. (CTEIG, Perkins, AIG, CTE General)	No	Fully Implemented	Continue to support existing CTE programs and services. First year of Dual Enrollment program. Launched four courses in the Fall. Have four new/follow-up courses in the Spring.	Dual Enrollment numbers Fall 2023 Sobrato Welding 201 - 80 students Art 10A - 21 students Math 14 - 18 students Live Oak CMGT 101 - 28 students Spring 2024 enrollment finalized late Jan. Sobrato Welding 202 - 80 students Art 7A - 21 students Math 7 - 15 students Live Oak CMGT 102 - 28 students	$2,418,856.34	$482,151
1.0.k	**Visual and Performing Arts (VAPA) Program** Curriculum and professional development, books, supplies, release time for collaboration to meet the MHUSD VAPA Plan goals. (AMIG)	No	Fully Implemented	$2,000 per school was allocated for professional development, books, supplies, etc. to specifically support VAPA		$26,000.00	$7,064

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.l	**Equal Opportunity Schools Partnership for Advanced Placement** Expansion of advanced placement and dual enrollment course offerings. Contract with Equal Opportunity Schools to increase access and success of EL, LI, FY students in advanced placement classes. (A-G.)	Yes	Partially Implemented	Fall Student and Staff Survey have been administered. EOS will continue to work with site high school administration and staff to review results and work on next steps in Phase 2.	Fall survey generated: - Cues and Conditions of Belonging - Equity Paths Report - Support and Belonging Report	$49,140.00	$51,140
1.0.m	**English Language Development Plan** EL Master Plan: Revise and align the English Learner Master Plan to meet the needs of emergent bilingual students (consultant, workshops, substitutes, stipends, and materials and supplies for plan development). (EEF)	No	Partially Implemented	District staff is continuing the work of revising and aligning EL Master Plan to meet the needs of English Learners. The EL Masterplan should be completed by Aug. 2024	Revisions to EL Master Plan	$10,000.00	$0
1.0.n	**English Language Development Professional Learning** Professional Development in Constructing Meaning (EL Achieve	Yes	Partially Implemented	Professional development in Constructing Meaning, including a contract with	Constructing Meaning PD Days	$265,000.00	$88,201

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	contract) and GLAD Strategies as well as Language Ambassador facilitation stipends with a focus to support EL, LI, FY students. (LCFF Supp. & EEF)			EL Achieve and stipends for Constructing Meaning Lead Teachers TOSA Tuesdays - Each Tuesday one of the district Teachers on Special Assignment (TOSAs) provides focused professional development for teachers on a specific content area with a focus on access for students identified as English Learners.	3 Days New Teacher Institute 1 Day Teacher Institute 3 Days Admin Institute 3 CM Lead Teachers TOSA Tuesdays 11 Sessions in Semester 1		
1.0.o	**Academic Core Assessments** Academic Core Assessments inform MTSS needs and to identify students in need of support with a focus on EL, LI, FY student groups. (Rest Lottery. & LCFF Supp) ESGI Early Literacy & Math (TK-K) Star Phonics (1-3) Literably (1-5) iReady Reading & Math (K-8) iReady Reading in Spanish (K-6 in schools with a Dual Language Immersion program) NWEA MAP Reading & Math (6-11)	Yes	Fully Implemented	Assessments administered per district assessment calendar	Assessments administered as follows: ESGI Early Literacy & Math (TK-K) Star Phonics (1-3) Literably (1-5) iReady Reading & Math (K-8) iReady Reading in Spanish (K-6 in schools with a Dual Language Immersion program) NWEA MAP Reading & Math (9-11)	$269,622.25	$261,582

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.p	**Fund School Plans (SPSA's)** Funding for School Plans for Student Achievement (SPSA's) to meet the unique needs of each school community with a particular focus on the needs of English Learners, Foster Youth and Low Income students. (LCFF Supp $800K, Unrest Lott $41,087.894, Title I $330,088.17).	Yes	Fully Implemented	Funding for SPSAs was allocated. Funding allocation is reflected in each school site's SPSA.		$2,132,588.17	$1,204,368
1.0.q	**Elementary Assistant Principals** Academic and Wellness Assistant Principals - provide instructional, academic, social-emotional services and programs with a focus on supporting EL, FY, LI students. (IPIG)	No	Fully Implemented	Provide instructional, academic, social-emotional services and programs	Fully staffed	$1,327,815.51	$642,228
1.0.r	**Independent Study Program** Digital curriculum for grades 1st-12th, planning, materials & supplies, and collaboration time. (ESSER III)	No	Fully Implemented	Independent Study Program is fully implemented. Platforms: Edgenuity for TK-5. Edmentum 6-12.	2023 Semester 1 enrollment: Total: 62 • 8 Elem • 7 MS • 47 HS	$70,000.00	$144,991
1.0.s	**Expanded Learning Opportunities Program** Expanded Learning Opportunities and Enrichment Program (ELO-P) for EL, LI, FY and Migrant students in TK-6th grades. Enrichment opportunities for students in before and after school, during February	No	Fully Implemented	Amplify Program has 950 students enrolled across ten sites from 6:30 AM to 6:00 PM, with three community hub sites providing services after school until 5:30 PM. Amplify has also	Program attendance sheets. Amplify reports. Amplify Board Presentation	$1,748,139.00	$1,064,041

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and April intercession, and summer school. After-school enrichment for grades 7th-12th grades. (EL, LI, FY - ELO-P)			partnered with Community-Based Organizations including, Community Solutions and Rebekah's Children Services to provide skills streaming classes. Classes are 5-6 weeks long and meet once a week on a variety of topics. In addition to Amplify, ELOP funding is used for summer school, 9th grade and 6th grade Summer Connection, and Sobrato's after school math assistance program. During the summer of 2023, 80 students participated in the Silicon Valley Tech academy.			
1.0.t	**Early College and Career Exploration** Provide 5-8 opportunities for early college and career exploration with a focus on supporting and increasing participation for EL, FY, LI students (college visits, field trips to career centers/organizations). (A-G Grant)	No	Partially Implemented	15 Live Oak and Sobrato tudents attended the African-American College Summit at San Jose State University. We're working with Gavilan College to have all 12th graders attend a "Ram-o-Rama" Senior Day in the Spring.		$20,686.00	$0
1.0.u	**Migrant Education Program Staffing** Migrant Preschool Teacher and Teacher Assistant (Title Migrant)	No	Fully Implemented	Fully staffed	Fully staffed	$27,504.00	$27,657

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.v	**Migrant Education Program Support Staff** Migrant Office Assistant, Migrant Recruiter and Migrant student services specialist. (Title Migrant)	No	Fully Implemented	The migrant program is currently staffed at 1.0 FTE Migrant Student Services Specialist and .5 FTE Migrant Recruiter. The .5 FTE Office Assistant position was eliminated at the end of last year.	1.0 FTE Migrant Student Support Specialist .5 FTE Migrant Recruiter	$142,609.00	$67,353
1.0.w	**Inventory Control Program** Licenses for Destiny Inventory Control Program at all sites. (ESSER III)	No	Fully Implemented	Licenses purchased for all sites.	Licenses purchased for all sites.	$19,416.25	$19,416
1.0.x	**Chromebook Security** Go Guardian to all sites to enable safe and monitored use of school digital equipment. (ESSER III)	No	Fully Implemented	Licenses purchased for all sites.	Licenses purchased for all sites.	$36,075.00	$36,075
1.0.y	**Data Monitoring Tools** Datazone provide student academic and performance data school and district wide (CSI).	No	Fully Implemented	District-wide license purchased.	District-wide license purchased.	$36,796.00	$36,796
1.0.z	**Program Oversight** Provide administrative oversight and classified support for equity programs for EL, LI, FY (LCFF Supp.)	Yes	Fully Implemented	California Preschool Instructional Network (CPIN)- Series of professional development for TK staff and site administrators		$139,403.00	$21,520

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				regarding best practices in early learning, family engagement, and equity and emphasizes a whole-child approach.			
1.0.aa	**Tutoring - Literacy and Math** Literacy and math tutoring support for students in elementary school EL, LI, FY. (ESSER)	No	Fully Implemented	Funds allocated to support site-based reading and math tutor programs at the elementary schools.	Funds allocated in SPSAs.	$40,000.00	$7,018
1.0.bb	**TK-12th Counselor Plan** Provide collaboration time to organize, plan and assess the development and execution of the TK-12 Counseling Plan. (A-G Grant)	No	Partially Implemented	Facilitated meetings twice a month with all district counselor in order to develop TK-12 Counseling Plan	Completion of academic planning, Tier 1 transcripts review and development of Counselor calendar.	$10,000.00	$0
1.0.cc	**College, Career, and Media Technicians** College, Career, and Media Technician positions to provide support in literacy and research in grades TK-8 grades with a focus on EL, LI, FY. (LCFF Supp.)	Yes	Fully Implemented	Staff 8 positions	8 positions filled	$291,565.02	$118,950
1.0.dd	**College and Career Readiness Leadership Development** School and district college and career readiness leadership development, including leadership coaching to support student	No	Fully Implemented	Individualized coaching meetings twice a month with site administrators. Monthly coaching meetings with four district staff.		$124,399.68	$39,901

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	achievement grades TK-12, facilitation of PD, and development of strategic plans. (EEF)						
1.0.ee	**Elementary Physical Education Program** Curriculum, professional development, books, and supplies to engage TK-5 students in specialized Physical Education classes provided by teachers certified in Physical Education (LCFF Supp)	No	Partially Implemented	Ensure adequate resources, materials, and professional development for an equitable physical education program at each elementary school site	Purchased additional materials to align with increase in FTE from 2022-23 (9) to 2023-24 (11). Provide specialized professional development through CPIN for developmentally appropriate PE for students in TK.	$8,000.00	$0
1.0.ff	**ELPAC Testing Administrators** ELPAC test administrators (substitutes or extra teacher pay) to support testing students at all sites. (LCFF Base)	No	Partially Implemented	Hire and/or pay extra hours to support ELPAC testing at the school sites. Provide training to staff to ensure appropriate testing facilitation.	Internal staff identified for extra hours. External job posting on EdJoin to hire for additional support as needed.	$20,000.00	$0
1.0.gg	**Multi-Tiered Systems of Support** Professional development in partnership with the Santa Clara County Office of Education to develop and refine district-wide	No	Partially Implemented	The district MTSS team meets monthly with the SCCOE facilitator to develop and refine the levels of support	In Semester 1, the team worked on identifying signature practices in	$12,500.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Multi-Tiered Systems of Support (EEF)			available for students within MHUSD.	reading that could become a high-leverage focus for professional development. By the fall, the goal is to develop an MTSS handbook for the district to guide site-level teams.		

Focus Goal 1.1

Goal Description

Elementary Academic Excellence Literacy: Using an equity in education framework that promotes cultural responsiveness, inclusion practices, and a data-driven system of support for all students, professional learning teams will develop a timely and effective multi-tiered system to support students to achieve grade level proficiency in reading by the end of third grade by June 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP grade 3 ELA proficiency meet or exc. (CAASPP)	All: 43.3% Latx: 28.7% Non EL Latx: 40.6% Wht: 59.7% SWD: 17.6% SED (2018-19): 25.7%	Data is unavailable due to the suspension of CAASPP testing during the 19-20 school and local assessment administrator in lieu of CAASPP during the 20-21 school year.	2021-22 CA Dashboard - Grade 3 ELA All: 42.2% Latinx: 30.6% Non EL Latinx: 38.9% White: 57.5% SWD: 19.8% SED: 29.4%	2022-23 CA Dashboard - Grade 3 ELA All: 36.8% Latinx: 22.8% Non EL Latinx: 39.9% White: 53.7% SWD: 8.2% SED: 18.3%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Winter MAP Grade 3 Reading RIT Scores (Datazone)	All: 195 Latx: 190 Non-EL Latx: 194 Wht: 201 SWD: 186 SED: 195 (2018-19)	Grade 3 Winter 2021-22 MAP RIT Reading Scores All 3rd Grade Students: 192 Latinx: 186 Non-EL Latinx: 190 White: 200 SWD: 177 SED: 185	Grade 3 Winter 2022-23 MAP RIT Reading Scores All 3rd Grade Students: 184 Latinx: 180 Non-EL Latinx: 187 White: 189 SWD: 170 SED: 178	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 3rd Grade (186.62 to 197.12) with a minimum increase of 5 points for all students and student groups.
Grade 3 Fountas and Pinnell % not met grade level benchmark (Datazone)	All: 24% Latx: 34% Non-EL Latx: 22% Wht: 13% SWD: 47% SED: 48% (2020-21)	Grade 3 F&P: 2021-22 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 30% Latinx: 43% Non-EL Latinx: 29 % White: 16% SWD: 69% SED: 47%	Grade 3 F&P: 2022-23 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 31.3% Latinx: 44% Non-EL Latinx: 35% White: 19% SWD: 79% SED: 48%	Not available due to programmatic changes and discontinuation of F&P assessment tool for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP Percentage of students not meeting 3rd grade level benchmark will decrease by 5% annually for a total 15% decrease from Baseline for all students and student groups.
Basic Reading Skills (Grades 1-2): Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY)	2021-22 Grade 1 • CVC: 45% • CVCC: 39% • Digraph: 24% • Blend: 31% Grade 2 • Contractions: 48% • CVC: 56% • CVCC: 54% • Digraph: 37% • Blend: 43% • CVCe: 45%	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Grade 1 • CVC: 40% • CVCC: 39% • Digraph: 25% • Blend: 37% Grade 2 • Contractions: 57% • CVC: 60% • CVCC: 58% • Digraph: 40% • Blend: 46% • CVCe: 50%	Metric data is currently unavailable as the Middle of the Year Key Phonics data is not collected until the later in the school year.	Desired outcome updated for 22-23 LCAP Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY) will increase by at least 10% for each skill from Year 1 Outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of Tier 2 Reading Students	413	422 students	536 students	239 students (partial data as of January 2024)	Desired outcome updated for 22-23 LCAP 20% reduction from Baseline in students identified for Tier II support in reading
Growth by Tier II participants (national percentile rank on MAP Reading)	Participants had an average growth of +7 percentiles. This rate of growth is 2.2 times greater than non-participants	The data is no longer calculated and monitored using the same methodology due to a change in data protocols	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by Lexia Usage (national percentile rank on MAP Reading)	Students without Lexia usage declined -1.0 percentiles. Students with 200-299 Lexia units completed increased +11 percentiles.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by structured literacy pilot classes	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all schools with K-5 students.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all schools with K-5 students.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all schools with K-5 students.	Metric retired due to programmatic changes.
Literacy Professional Development # of Teachers Trained	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	Metric retired due to programmatic changes.
Implementation Monitoring and Fidelity (5pt rubric)	TBD baseline 2021-22	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	Metric retired due to programmatic changes.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1.a	**Tier I: Early Literacy** Professional development, release time, and materials and supplies for Tier I literacy (phonemic awareness and phonics) instruction in grades TK-2 to increase the number of students reading at grade level with a focus on EL, FY, LI. (EEF.)	No	Partially Implemented	Train all TK-5 teachers on Heggerty Phonemic Awareness Curriculum in English and TK-2 teachers at SMG and PA Walsh (TK-K) in Spanish. Met with Elementary Curriculum Council to identify 4 Phonics Curriculums to investigate. Greenfield Learning will facilitate a pilot process in alignment with guidance from CDE.	Heggerty Phonemic Awareness 15 trainings provided in Semester 1 4 teachers left to train Formal phonics pilot to take place during Semester 2	$60,000.00	$112,000
1.1.b	**Tier I & II: Literacy Supplemental** iReady Reading Personalized Instruction to provide students with supplementary literacy support at their individual level with a focus on EL, FY and LI. (LCFF Supp.)	Yes	Fully Implemented	Purchase licenses for all K-8 students	Purchase licenses for all K-8 students	$137,000.00	$0
1.1.c	**Tier II: Reading Intervention Teachers** Provide one reading intervention teacher (8) to each elementary site to provide Tier II strategic reading intervention with a focus on EL, FY and LI. (LCFF Supp.)	Yes	Fully Implemented	Staff 8 Reading Intervention Teacher positions and 2 Mentor Teacher positions	10 positions staffed	$1,874,812.50	$676,685
1.1.d	**Tier II: Bilingual Paraprofessionals**	Yes	Partially Implemented	Staff 8 positions	5 positions staffed	$371,419.72	$53,320

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Bilingual Paraprofessional staff (Spanish) to support students in Tier II reading intervention grades K-5 with a focus on EL, FY, LI. (LCFF Supp)						
1.1.e	**Tier II: Literacy Paraprofessionals** Paraprofessionals staff (8) to support students in Tier II reading and math interventions grades with a focus on EL, FY, LI. TK-5. (LCFF Supp.)	Yes	Fully Implemented	Staff 8 positions	8 positions staffed	$356,998.64	$126,914
1.1.f	**Tier II & III: Reading Programs** University of Florida Literacy Institute (UFLI) Foundations Toolbox and Orton–Gillingham professional development for Reading Intervention Teachers and materials. Maintain Leveled Literacy Intervention inventory and training to support EL, FY, and LI. (EFF)	No	Fully Implemented	Provide training and materials to Reading Intervention Teachers	Training and materials provided	$78,000.00	$85,600
1.1.g	**Tier II-III: Reading Accommodation** Provide "Snap & Read" to elementary, middle, and high schools to provide students with an accommodation that reads text to students from websites, images, PDFs, etc. also a translating scaffold during regular instruction	Yes	Partially Implemented	This fall the District had use of licenses via a pilot. District collected usage data and feedback from staff. District will be purchasing 700 licenses for use this spring. This online extension will provide Tier II and III		$10,251.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with a focus on EL, FY, LI. (LCFF Supp.)			reading accommodations.			

Focus Goal 1.2

Goal Description
Elementary Math Excellence: Using an equity in education framework that promotes cultural responsiveness, inclusion and access for all students. Collaboratively develop a timely and effective multi-tiered, data-driven, system of support that assists all students to achieve grade level proficiency in math by the end of 5th grade during the three year plan cycle by June 2024

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP grade 5 Math proficiency meet or exc. (CAASPP)	All: 34.1% Latx: 19.9% Non-EL Latx: 26.3% Wht: 51.2% SWD: 6.5% SED: 15.9% (2018-19)	Data unavailable due to suspension of CAASPP administration during the 21-22 school year; NWEA was administered as a local assessment in lieu of the CAASPP	2021-22 CA Dashboard - Grade 5 Math All: 31.6% Latinx: 19.5% Non EL Latinx: 32.3% White: 47% SWD: 11.7% SED: 18.9%	2022-23 CA Dashboard - Grade 5 Math All: 47.7% Latinx: 37.2% Non EL Latinx: 48% White: 60.7% SWD: 16.9% SED: 30%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
MAP grade 5 MAP RIT scores (Datazone)	All: 209 Latx: 204 Non-EL Latx: 208 Wht: 217 SWD: 193 SED: 209 (2020-21)	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 209 Latinx: 205 Non-EL Latinx: 209 White: 215 SWD: 192 SED: 201	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 210 Latinx: 205 Non-EL Latinx: 204 White: 215 SWD: 194 SED: 198	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 5th Grade (209.13 to 218.75) with a minimum increase of 5 points for all students and student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
K-5 Math Professional Development # Teachers Trained	TBD baseline 2021-22	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.
Elementary Math Implementation Rubric	4.3	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2.a	**SVMI Membership** Annual membership to Silicon Valley Math Initiative to provide professional learning opportunities and access to supplemental materials and performance task assessments to raise the achievement of underperforming students with a focus on EL, FY, and LI. (A-G)	No	Fully Implemented	Purchase membership	Membership purchased	$8,494.00	$6,750
1.2.b	**Math Supplemental Curriculum** Provide math supplemental curriculum materials and supplies to support struggling math learners with a focus on EL, FY, LI, SWD. A-G)	No	Fully Implemented	Purchase Edulastic	Edulastic purchased	$15,680.00	$0

Focus Goal 1.3

Goal Description
Middle School Readiness to High School: Using equity in education frameworks, collaboratively design and actualize a research-based middle school readiness model that focuses on building community and a supportive learning environment by providing an equitably rigorous and culturally responsive curriculum, healthy and positive relationships, restorative practices, and preparation for on-track for high school success as evidenced in the California Dashboard and MHUSD local indicators of middle student success by the end of the three-year plan cycle by June 2024. (addresses state priorities: 2, 4, 7, 8)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Middle School Grade Distributions (GD) (Datazone)	2020-21 Grades by Grade Level %A/B 6th - 61% 7th - 57% 8th - 57% %D/F 6th - 24% 7th - 28% 8th - 29%	2021-22 Semester 1 Marks By Grade Level %A/B 6th - 64% 7th - 65% 8th - 65% %D/F 6th - 18% 7th - 19% 8th - 20%	2022-23 Semester 1 Marks By Grade Level %A/B 6th - 70% 7th - 67% 8th - 70% %D/F 6th - 13% 7th - 14% 8th - 14%	2023-24 Semester 1 Marks By Grade Level %A/B 6th - 76% 7th - 66% 8th - 68% %D/F 6th - 10% 7th - 17% 8th - 15%	Increase A/B rates to >65% and decrease D/F rate <15%
GPA Grade 8 by number of students (Datazone)	2020-21 Number of Students 4.0 GPA - 61 students 3.0-3.99 GPA - 189 students 2.0-2.99 GPA - 125 students 1.0-1.99 GPA - 43 students	2021-22 Semester I Grade 8 GPA Number of Students 4.0 GPA - 93 students 3.0-3.99 - 199 students 2.0-2.99 - 132 students 1.0-1.99 - 95 students 0-0.99 - 138 students	2022-23 Semester I Grade 8 GPA Number of Students 4.0 GPA - 87 students 3.0-3.99 - 170 students 2.0-2.99 - 120 students 1.0-1.99 - 67 students 0-0.99 - 108 students	2023-24 Semester I Grade 8 GPA Number of Students 4.0 GPA - 77 students 3.0-3.99 - 184 students 2.0-2.99 - 136 students 1.0-1.99 - 60 students 0-0.99 - 20 students	Decrease students in 0 to 1.99 range to <60
Chronic Absentee rates: (Dataquest)	District Rate:15.3% State Rate:12.0%	Middle School Chronic Absenteeism (2020-21) District Rate: 8.4% State Rate: 14.3%	Middle School Chronic Absenteeism (2021-22) District Rate: 26.1% State Rate: 26.8%	Middle School Chronic Absenteeism (2022-23) District Rate: 24% State Rate: 23.7%	Reduce below State Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Reclassification EL (# of EL # of RFEP by grade Datazone)	Number of English Learners by Grade 6th - 104 students 7th - 133 students 8th - 101 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 74 students 7th - 87 students 8th - 123 students	2021-22 Number of English Learners by Grade 6th - 105 students 7th - 99 students 8th - 109 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 95 students 7th - 94 students 8th - 121 students	2022-23 Number of English Learners by Grade 6th - 90 students 7th - 103 students 8th - 90 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 82 students 7th - 115 students 8th - 113 students	2023-24 Number of English Learners by Grade 6th - 96 students 7th - 88 students 8th - 77 students Data unavailable as ELPAC has not yet been administered for the 2023-24 school year: Number of Reclassified Fluent English Proficient Learners by Grade	Decrease the number of EL remaining by 8th grade by 30% (<70)
MAP Math NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms	Grade | NPR | Growth 6 | 36 | -0.26 7 | 43 | +0.26 8 | 58 | +0.20	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
MAP English NWEA Growth Report National IPercentile Rank and Growth Index: Grade Level Norms	Grade | NPR | Growth 6 | 49 | -2.47 7 | 33 | +0.14 8 | 43 | +0.05	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
Reading/ Literacy Lexile mean scores (NWEA MAP)	Grade | Lexile 6 - 870 7 - 944 8- 1042	Data not available. NWEA MAP did not generate Lexile scores.	2022-23 Grade | Lexile 6 - 878 7 - 934 8- 1031	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Improve to CCR recommended levels Gr.6 925 Gr.7 1020 Gr.8 1130

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
MAP English Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP ELA (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 36% Grade 7: 36% Grade 8: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 40% Grade 7: 45% Grade 8: 57% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in English and students in grade 8 will improve their conditional growth percentile by 15% in English.
MAP Math Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP Math (Fall to Winter)	NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 51% Grade 8: 55% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 44% Grade 8: 58% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in Math and students in grade 8 will improve their conditional growth percentile by 15% in Math.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3.a	**Tier I: Middle School Transition Math TOSA** Middle School Math Teacher on Special Assignment to provide intervention math support to small	Yes	Fully Implemented	Provides professional development and support with mathematics instructional strategies to middle school and high	Position staffed. Formal Supports in Semester 1:	$147,876.56	$67,105

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	groups of students, facilitate professional learning and lead professional learning communities of middle grade teams with a goal to improve student achievement with a focus on EL, FY, LI. (LRG)			school math teachers. Engages in individual coaching cycles with teachers as well as providing cycles of support to Professional Learning Teams (PLTs). Supports with Sixth Grade Connection to help students transition successfully from elementary school to middle school. Collaborates with secondary teachers as appropriate on the development of new math courses in response to the math framework.	25 Teachers in Coaching 4 PLTs in Support Cycles Provided PD on the newly adopted math instructional framework at district-wide August and October PD days as well as at TOSA Tuesdays and site based PD opportunities as requested by site administrators.		
1.3.b	**Tier I-II: Equity Staffing** Provide additional staffing to support English Learners and students needing additional support at comprehensive middle and high schools with a focus on EL, FY, LI. (LCFF Supp.)	Yes	Fully Implemented	Fully staffed. 6 Positions. One at each secondary site.		$746,803.49	$315,278
1.3.c	**Tier I: TOSA Secondary English Language Development** Secondary (6th-12th) English Language Development Teacher on Special Assignment to support district ELD plan, instructional coaching, collaborate with teachers on lesson design, lead a district	Yes	Not Implementing	This position was not filled.		$129,030.68	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLC on ELD goals, actions, and research-based practices with a focus on EL, FY, LI. (LCFF Supp.)						
1.3.d	**Multilingual Achievement Support** Middle School EL Facilitator Stipends to monitor and ensure English Learners are receiving services to support reclassification achievement. (Title III)	No	Fully Implemented	Stipend implemented.	15 ELFs 1 per school, 2 at SMG 2 teachers split one stipend at JAMM 1.0 = <100 students 1.5 = 100-200 students 2.0 = >200 students (two ELFs)	$35,700.00	$22,762
1.3.e	**Naviance System** Naviance digital program provided to students in grades 6th-12th to support college and career readiness for underrepresented youth including. (A-G)	No	Fully Implemented	Naviance digital program was purchased. Next year we will be transistioning to California Colleges, which has most of the same functions, however is free and connects directly to CA colleges.		$48,455.00	$53,502
1.3.f	**AVID Program** AVID (Advance Via Individual Determination) elective course offering in the middle and high school grades (6th-12th) to support EL, FY, LI students. PD and stipends included. (LCFF)	Yes	Fully Implemented	All secondary sites have an AVID program.	Artifacts: AVID Site 23-24 Action Plan AVID Leadership agendas/minutes	$110,764.00	$37,364

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3.g	**AVID Tutors** Provide tutors to support students in AVID classes with a focus on EL, FY, LI student groups. (LCFF Supp.)	Yes	Not Implementing	AVID Tutor positions were not filled.		$10,000.00	$0
1.3.h	**Director of Secondary Education** Director of Secondary (6th-12th) to support MHUSD's vision and mission of secondary education. (LCFF)	Yes	Not Implementing	Position was not filled.		$158,030.68	$0

Focus Goal 1.4

Goal Description
High School Student Success: Using equity in education frameworks and Freshmen-On-Track Toolkit collaboratively design and actualize a research-based transition to high school system and model that encompasses community, healthy relationships, restorative justice and practices, transition from middle to high school, support for on-track to graduation, college and career preparation, CTE completion and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success during the three year plan cycle by June 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Cohort Graduation Rate (Dataquest)	All: 87.0% Latx: 82.4% Wht: 88.5% SWD: 72.6% SED: 78.4% (2019-20)	Class of 2021 Graduation Rate: All Students: 89.2% Latinx: 87.2% White: 89.3% Asian: 94.6% SWD: 54.8% SED: 84.9%	Class of 2022 Graduation Rate: All Students: 92.4% Latinx: 88.4% White: 96.4% Asian: 98.5% SWD: 85.7% SED: 86.9%	Class of 2023 Graduation Rate: All Students: 92.8% Latinx: 88.8% White: 95.7% Asian: 98.9% SWD: 78.5% SED: 86.5%	>90% All Student groups green or blue on dashboard
A-G Graduation Rate (Dataquest)	All: 54.1% Latx: 35.6% Wht: 66.2% SWD: 11.6% SED: 35.5% (2019-20)	Class of 2021: Meeting UC a-g Requirements All Students: 56.6% Latinx: 36.5% White: 66.5% Asian: 77.1% SWD: 11.8% SED: 40%	Class of 2022: Meeting UC a-g Requirements All Students: 54.4% Latinx: 39.4% White: 67.2% Asian: 81.3% SWD: 12.3% SED: 38%	Class of 2023: Meeting UC a-g Requirements All Students: 55.1% Latinx: 39.5% White: 64.4% Asian: 84.3% SWD: 11.3% SED: 35.1%	All Student group to exceed county mark of 63.5%
Golden State Diplomas (Dataquest)	All: 39.1% Latx: 22.9% Wht: 46.9% SWD: 5.8% SED: 22.1% (2019-20)	Class of 2021 Golden State Diploma All Students: 19.6% Latinx: 8.5% White: 19% Asian: 51.4% SWD: 1.6% SED: 13.2%	Class of 2022 Golden State Diploma All Students: 33% Latinx: 20.8% White: 31.4% Asian: 65.9% SWD: 9.7% SED: 16.8%	Class of 2023 Golden State Diploma All Students: 27%* Latinx: 11.3%* White: 29.2%* Asian: 68.5%* SWD: 9.7%* SED: 12.2%* *Internal calculation indicates 35.5% as the	>41% All student group to exceed county mark of 35.9% + 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				correct number (with impacts to student groups) however DataQuest shows 27% overall due to a discrepancy in reporting	
Seal of Biliteracy (Dataquest)	All: 17.1% Latx: 18.2% Wht: 12.6% SWD: 1.4% SED: 15.3% (2019-20)	Class of 2021 Seal of Biliteracy All Students: 7% Latinx: 8.3% White: 3.6% Asian: 13.5% SWD: 0% SED: 10.3%	Class of 2022 Seal of Biliteracy All Students: 10.8% Latinx: 15.1% White: 5.6% Asian: 4.6% SWD: 1% SED: 11%	Class of 2022 Seal of Biliteracy All Students: 6.3%* Latinx: 7.6%* White: 1.5%* Asian: 11.2%* SWD: 0%* SED: 8.4%* *Internal calculation indicates 12.5% as the correct number (with impacts to student groups) however DataQuest shows 6.3% overall due to a discrepancy in reporting	>22% All student group to exceed county mark of 21.9%
AP Test Participation and Pass Rate (Dataquest)	Participation: 40.4% Score >=3: 61% (2019-20)	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Metric retired due to state reporting changes. Exceed Cty and CA part. 39% 25% Score 3+: 78% 64%
SAT Test Participation and Performance (Dataquest)	Participation: 38.9% Meet ERW: 79.6% Meet Math: 67.4.% (2019-20)	2020-21 Participation: 1.9% (College Board) Meet ERW: See note below Meet Math: See not below Data is no longer available and published because the CDE has discontinued the	2021-22 Participation: 5.8% Meet ERW: 96% Meet Math: 80% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only	2022-23 Participation: 4.3% Meet ERW: 91% Meet Math: 78% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only	Metric retired due to state reporting changes. Exceed County rates of Participation: 27.1% Meet ERW: 85.2% Meet Math 74.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		creation and publication of the AP Report. Benchmark data for ERW and Math is unavailable via the College Board due to low participation (<10 students).	representative of test sessions that had sufficient participation (>10) as deemed by College Board.	representative of test sessions that had sufficient participation (>10) as deemed by College Board.	
Gr.11 ELA CAASPP Test Data Meet or Exceed (CAASPP)	All: 59.4% Latx: 42.4% Wht: 71.8% SWD: 12.5% SED: 39.0% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 59% Latinx: 42.3% White: 71% Asian: 86.9% SWD: 8.5% SED: 42.3%	Spring 2023: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 58.2% Latinx: 44.4% White: 73.3% Asian: 88.7% SWD: 15.6% SED: 36.8%	Exceed state marks of All 57.3% +5% Latx 48.3% +5% Wht 69.5% +5% SWD 15.7% +5% SED 47.2% +5%
Gr. 11 Math CAASPP Test Data Meet or Exceed (CAASPP)	All: 39.5% Latx: 21.9% Wht: 51.4% SWD: 6.7% SED: 20.1% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 36.5% Latinx: 16.3% White: 47.7% SWD: 3.5% SED: 17.8%	Spring 2023: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 30.3% Latinx: 15.1% White: 41.7% SWD: 3.9% SED: 12.3%	Exceed state marks of All 32.2% +5% Latx 20.3% +5% Wht 44.6% +5% SWD 5.1% +5% SED 20.9% +5%
Gr. 11 MAP test National Percentile Rankings	ELA All: 70%ile Math All: 85%ile (Fall 2020 benchmarks)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. ELA: Exceed 75%ile Math: Exceed 87%ile
College and Career Ready (Dashboard)	54.7% (2018-19)	Data unavailable due to suspension of the 2020 and 2021 CA School Dashboard.	Data unavailable because the 2022 CA School Dashboard did not publish this data.	Data unavailable because the 2023 CA School Dashboard did not publish this data; they published a	63.5% Meet or exceed high of county unified district rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				'status only' metric for the 2023 dashboard.	
CTE Pathways Completers (Local Data)	182 (2019-20)	Total Pathway Completers 2020-21 All Students: 169 students Latinx: 69 students White: 73 students Asian: 12 students SWD: 26 students SED: 45 students EL: 5 students Homeless: 7 students Armed Forces Family: 5 students Male: 106 students Female: 62 students Non-binary: 1 student	Total Pathway Completers 2021-22 All Students: 202 Latinx: 88 students White: 72 students Asian: 21 students SWD: 41 students SED: 61 students EL: 7 students Homeless: 7 students Armed Forces Family: 9 students Male: 100 students Female: 101 students Non-binary: 1 students	Total Pathway Completers 2022-23 All Students: 282 Latinx: 125 students White: 102 students Asian: 37 students SWD: 61 students SED: 75 students EL: 16 students Homeless: 15 students Armed Forces Family: 9 students Male: 168 students Female: 113 students Non-binary: 1 students	Improve to 250
Dual or Concurrent College Enrollment (from High Schools)	33 (LOHS) 46 (ASHS) (2020-21)	2021-22* Live Oak HS: 21 students Sobrato HS: 33 students *Most coursework offered virtually by the local community colleges	2022-23 Live Oak HS: 19 Sobrato HS: 32 *A lot of coursework offered virtually by the local community colleges (High Step)	2023-24 Live Oak HS: 28 Sobrato HS: 124 students *CCAP Dual Enrollment students; enrollment per semester	Monitoring Metric, maintain or improve.
Freshmen-on-Track for Graduation (Datazone)	On-Track: 444 (65%) Slightly Off: 130 (19%) Moderately Off: 26 (4%) Extremely Off: 83 (12%) (3/2021)	As of March 2022: On-Track: 512 (72.3%) Slightly Off: 79 (11.1%) Moderately Off: 66 (9.3%) Extremely Off: 51 (7.2%)	As of March 2023: On-Track: 577 (82.6%) Slightly Off: 40 (5.73%) Moderately Off: 39 (5.59%) Extremely Off: 42 (6%)	As of January 2024: On-Track: 525 (84.1%) Slightly Off: 32 (5.1%) Moderately Off: 28 (4.4%) Extremely Off: 39 (6.2%)	Increase to 80% on track and 10% moderately or extremely off track.
College Acceptance /Application (Naviance)	1.4 per graduate (Class of 2020)	1.4 college acceptances per applicant in the Class of 2021	1.4 college acceptances per applicant in the Class of 2022	1.6 college acceptances per applicant in the Class of 2023	Monitoring Metric, maintain or improve.
College Enrollment Data (Naviance)	64% attended college (Class of 2020)	58.2% matriculated to college (Class of 2021)	56% matriculated to college (Class of 2022)	70% matriculated to college (Class of 2023)	Monitoring Metric, maintain or improve.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
College Persistence Rate (Naviance)	63% still enrolled (Class of 2020)	Class of 2020: 38% returned for 2nd year of college Class of 2021: College persistence rates are not yet available	Class of 2021: 60% still enrolled	Updated information is not yet available.	Monitoring Metric, maintain or improve.
AP Test Participation and AP Exams with a 3+ (College Board)	2020-21 Number of Students taking AP Exams: 580 students Percent of AP Exams with a score of 3 or higher: 43.4%	Not yet available for the 21-22 school year because AP data is not released until the summer by the College Board. This metric is replacing the AP exam metric listed above.	2021-22 Number of Students taking AP Exams: 742 students Percent of AP Exams with a score of 3 or higher: 54.5%	2022-23 Number of Students taking AP Exams: 960 students Percent of AP Exams with a score of 3 or higher: 56.1%	Increase the number of students taking AP Exams to 800 students and increase the percent of students earning a 3+ on AP exams to 60%
Grade 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	Winter 21-22 Conditional Student Growth Percentile ELA: 44% Math: 52%	Not available because the 2021-22 school year is the baseline year for this new metric.	Winter 22-23 Conditional Student Growth Percentile ELA: 46% Math: 50%	Metric data is currently unavailable as the Conditional Student Growth Percentile is measured from the NWEA MAP ELA Fall assessments to the Winter assessments. The 2023-24 Winter assessments will not conclude until mid-February 2024.	Students in grade 11 will improve their median conditional student growth percentile by 15% English and Math.
Percentage of graduates that have successfully met UC/CSU a-g university entrance requirements and completed a CTE pathway Class of 2021: 17.6% of graduates Class of 2021: 19.8% of graduates	Class of 2020: 15.2% of graduates	Class of 2021: 17.6% of graduates	Class of 2022: 13.4% of graduates	Class of 2023 18.8% of graduates	Increase to 30% of high school graduates

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4.a	**Freshmen Success Coordinators** Provides freshmen success goals, student connects, designs, implements, and leads student success programs, establishes benchmarks in collaboration with the success team to monitor progress and more at Live Oak and Sobrato High Schools with a focus on EL, FY, LI. (LRG)	No	Fully Implemented	Two Freshmen Success Coordinators positions filled.	Freshmen On Track Program includes • monthly meetings for data analysis (grades, attendance, wellness, etc.) and reporting to staff, planning and coordination of events • Monthly events to engage and support	$138,283.99	$55,637

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Freshmen • Monthly professional development for high school staff • Daily collaboration with site counseling teams and administrators. 23-24 Semester 1 data shows 74% of 9th graders finished semester with 2.0 and above.		
1.4.b	**Freshmen Success Data Team Stipends** Establish vision, mission, and purpose to engage in consistent equitable discussions/meetings to analyze data, develop, monitor, and adjust interventions, and discuss	No	Fully Implemented	8 stipends have been allocated.	Artifacts- agendas and minutes	$23,147.35	$15,659

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	interventions and strategies that promote student success with a focus on EL, FY, LI. (A-G)						
1.4.c	**9th Grade Connection Materials and Supplies** Purchase materials and supplies for summer connection program and student swag with a focus on EL, FY, LI. (ELOP)	No	Planned	Materials for this summer's 2024 9th Grade Connection will be purchased this spring.		$15,000.00	$0
1.4.d	**Credit Recovery Program** Provide Cyberhigh to all sites to support credit recovery curriculum needs with a focus on EL, FY and LI students. (CSI)	No	Fully Implemented	Purchased Cyberhigh licenses.	314 exam licenses have been used between 07.29.23 and 01.29.24 across all 3 high schools	$27,600.00	$27,600
1.4.e	**Grade and Credit Recovery** Middle and High School grade and credit recovery for A-G eligibility with a focus on EL, FY, LI, SWD. (A-G Grant)	No	Not Implementing	Focus of credit has been geared toward using Cyberhigh credit recovery curriculum.		$20,000.00	$0
1.4.f	**CalSOAP** Support the California Student Opportunity and Access Program with K-8 parent/guardian workshops and additional high school college advising staff to assist EL, FY, LI	Yes	Fully Implemented	We have two Cal-Soap Counselors at the high schools, and we are working a scope and sequence to have a Cal-Soap Counselor at the	Cal-Soap counselors provide support for high school students in filling out FASFA, college	$111,627.00	$39,079

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students in navigating the path to college. (LCFF Supp & GF.)			middle schools at least 2 days a week.	applications, promoting college going culture, and supporing the counseling plan.		
1.4.g	**Academic Counselors** TK-12 counseling staffing support and program options such as American School Counselor Association with a goal to increase the college and career readiness rate with a focus on EL, FY, LI. Includes staffing and program exploration and implementation (IPIG)	No	Fully Implemented	3 positions filled.		$378,446.54	$141,161
1.4.h	**AP Capstone Diploma Program** AP Capstone Diploma Program to provide additional AP courses opportunities for students in grades 9-12 by building an AP pathway centered on AP Research and AP Seminar courses. Provides access to AP courses for unduplicated students because it is taught during English. Provides access to college credits for unduplicated students (EL, FY, LI). Teacher training, materials, and supplies. (A-G)	No	Planned	Materials and resources will be ordered this spring in preparation for the 2024 AP exam administration and covering cost of AP exams.		$12,000.00	$0

Goal 2.0

Goal Description
Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Engagement: Parent/Guardian Input in Decision Making (Survey)	School encourages input in decision making 3.8 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Engagement: Parent/Guardian participation in programs for unduplicated students (Survey)	School encourages Parent/Guardian participation 3.9 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Local Metric: Parents/Guardians completing CABE Project to Inspire and PIQE	16	CABE Project to Inspire: CABE Level I - 19 parents CABE Level II - 14 parents CABE Level III - 14 parents CABE Total - 47 parents PIQE Total - 23 parents	CABE Project to Inspire: CABE Level I - 4 parents CABE Level II - 4 parents CABE Level III - 4 parents CABE Total - 12 parents PIQE Total - 63 parents attended at least 1 session 24 parents completed Literacy Workshops with at least 3 sessions attended	CABE Project to Inspire: 13 parents this school year to date PIQE Total - 61 parents attended at least 1 session this school year to date Literacy Workshops: 0 offered to date this school year	Increase to >25 annually
Local Metric: parents/guardians completing Parent- Project	20 (during pandemic)	Twenty (20) parents completed Parent Project during the 2021-22 school year.	Twenty-two (22) parents completed Parent Project during the 2022-23 school year.	Seven (7) parents have completed Parent Project to date this school year. Four (4) are currently in the process of completing this programming	Increase and maintain over 40
Local Metric: Key Survey responses:	5 point rubric, scoring low to high	This is metric is being retired as the data is no	This is metric is being retired as the data is no	This is metric has been retired.	Metric retired due to programmatic changes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Encourage Volunteers Feel like valued partners Satisfactory communication School is safe School values diversity Appropriately challenging Satisfactory Environment My Child likes school	4.0 3.9 3.8 3.9 4.0 3.6 3.7 3.9	longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.		Improve rubric scores on parent/guardian survey questions to > 4.0
Engagement: Parent/Guardian Involvement in Decision-making process at child's school (Hanover Research LCAP Survey)	2021-22 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 44% agree or strongly agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 51% agree or strongly agree	The 2023-2024 LCAP Survey is currently being administered and will not be completed until mid-March. Survey results are unavailable as of now.	Improve and maintain at 70% agree or strongly agree
Local Metric: Hanover Research LCAP Survey (Parents) My child's school(s)... • Effectively communicates with parents/guardians regarding their child's progress • Offers challenging classes • Students feel safe at school • Sets high expectations for student achievement • Students have a trusted adult to talk to during the day	2021-22 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 69% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 74% agree or strongly agree Sets high expectations for student achievement: 62% agree or strongly agree Students have a trusted adult to talk to during the day: 79% agree or strongly agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 74% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 76% agree or strongly agree Sets high expectations for student achievement: 64% agree or strongly agree Students have a trusted adult to talk to during the	The 2023-2024 LCAP Survey is currently being administered and will not be completed until mid-March. Survey results are unavailable as of now.	Improve and maintain at 85% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
• Encourages parental/guardian involvement • Builds personal relationships, respect, and mutual understanding with families • Incorporates content from families' homes cultures into classroom lessons: • Aligns family engagement activities with school improvement goals • Hosts events where effective teaching practices are modeled for parents • Hosts high school and college and career readiness workshops • Listens to families about their children's interests and challenges, then using this information to differentiate instruction • Shares data with families about	Encourages parental/guardian involvement: 65% agree or strongly agree Builds personal relationships, respect, and mutual understanding with families: 62% agree or strongly agree Incorporates content from families' homes cultures into classroom lessons: 51% agree or strongly agree Aligns family engagement activities with school improvement goals: 52% agree or strongly agree Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 32% agree or strongly agree Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 54% agree or strongly agree Listens to families about their children's interests and challenges, then using this information to differentiate instruction:		day: 78% agree or strongly agree Encourages parental/guardian involvement: 74% agree or strongly agree Builds personal relationships, respect, and mutual understanding with families: 65% agree or strongly agree Incorporates content from families' homes cultures into classroom lessons: 60% agree or strongly agree Aligns family engagement activities with school improvement goals: 55% agree or strongly agree Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 37% agree or strongly agree Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 64% agree or strongly agree Listens to families about their children's interests		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
student skill levels	52% agree or strongly agree Shares data with families about student skill levels: 65% agree or strongly agree		and challenges, then using this information to differentiate instruction: 52% agree or strongly agree Shares data with families about student skill levels: 67% agree or strongly agree Note: 563 district parents participated in the 22-23 survey; 9402 parents in grades TK-12 districtwide		
Parents/Guardians completing Round 1 Parent University	2022-23 Baseline Year Round 1: 59 parents attended at least one session			2023-24 64 parents have attended at least one session this school year to date	Increase to 100 annually

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.0.a	**Family and Community Engagement Director** District-lead to engage with Multilingual-speaking families, assist with district-level outreach, communications, and coordinating Community Liaison work across the district with a focus on EL, FY, LI. (LCFF Supp.)	Yes	Fully Implemented	Family & Community Engagement programs led by the director include the Parent University, daily operation of the Family & Community Engagement Center, engagement of educational partners including CABE - Project 2 Inspire, PIQE (Parent Institute for a Quality Education) to provide opportunities for parent education &	Registration & sign in sheets Welcoming Families training data: # of sign-ins: Part 1; June 13, 2023: 61 Part 1 & 2: August 10, 2023: 174 Part 3: October 6, 2023: 41	$261,994.36	$130,066

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				engagement. The director has led the Welcoming Families initiative which consists of a 4 part series on how to create a welcoming culture at each of our school sites. To date, a number of classified staff, site administrators, and certificated staff have participated in 3 of the 4 professional development series. The director has also led the development of the Community Liaison handbook. The director leads meetings with the community liaisons on a monthly basis to collaborate around best practices, receive training, and calibrate services across schools for consistency and equity. Currently in progress is the creation of the Family and Community Engagement plan and the volunteer handbook. The director is also responsible for the supervision of the Migrant Education program and the Community Adult School.	Part 3: December 18, 2024: 10 (Community Liaisons) See above for Parent Education data		
2.0.b	**Bilingual Community Liaisons** Staff Community Liaisons to each site to provide outreach, communication, public meeting support and translation services	Yes	Fully Implemented	Every school currently has a full time Community Liaison on site. They are piloting a new data collection system to better track the	Community Liaison Meeting agendas & minutes, Community Liaison	$363,261.02	$179,302

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with a focus EL, FY, LI. (LCFF Supp.)			work they do every day. Community Liaisons meet together as a team once a month to go over upcoming activities, debrief past activities, receive training, collaborate with each other around best practices, and to connect with other departments. The purpose of the meetings is to create a sense of community and partnership among the liaisons as well as promote consistency and equity of services across schools. This year, the Community Liaisons developed a comprehensive handbook that guides the work they do on a monthly basis. They have also participated in the Welcoming Families initiative which includes training on how to build a welcoming work and school environment as well as how to provide excellent customer service to our school community.	handbook, Community Liaison data logs. Of the data collected from Community Liaisons so far, these are some trends. (Numbers are approximate and have not been collected for all sites.) 27% of their time covering for office staff/administrative duties 13% of their time communicating with parents 13% working in translation/interpretation services 6% on ELPAC testing The remainder of their time is distributed among other tasks such as home visits, student supervision/interaction, IEP translation/interpretation, ELAC facilitation,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					participation in site based events, attendance at trainings or meetings, and other miscellaneous duties.		
2.0.c	**Family and Community Engagement Development** Planning and development of a centralized family center to support all families in our district with additional support and resources for EL, FY, LI students and families. (ESSER III)	No	Partially Implemented	Phase I of the FACE center was completed in the 22-23 school year. Phase II is in the planning stage as we work toward identifying the budget and determining how the spaces will be used. The FACE center currently consists of 5 spaces, one administration building, one Migrant Services building, one childcare space, a parent center and two classroom spaces for parent education. The activities and services offered include free dental services, resource fairs, various parent education opportunities including English as a Second Language, Spanish as a Second Language, and Basic Computer Literacy. The facility also hosts	Meeting agendas & minutes, parent education registration & sign in sheets.	$30,000.00	$3,542

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				various community partners including district staff meetings, community based organizations, and professional development. FACE is simultaneously collaborating with Go Kids to bring a full time day care program that would offer infant & toddler day care as well as preschool. If the funding is secured, it will be used to update the facility to serve the needs of the childcare program. This work is being done in collaboration with the Community Adult School in response to survey results which indicated that childcare was a barrier for adults who wanted to enroll in adult education classes.			
2.0.d	**Family Center Support Staff** Provide a Family Center office assistant position to support the program with a focus on EL, FY, LI families and students. (LCFF Supp.)	Yes	Partially Implemented	The Family Center office assistant position was filled at the end of the 22-23 school year. The position was vacated due to a resignation in October of 23 and to date has not been filled.		$32,309.28	$6,019
2.0.e	**Communication Services-Language Line**	Yes	Fully Implemented	IEPs are interpreted into Spanish and other high-frequency used	Service usage: July-Dec	$20,000.00	$6,650

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide translation services for administrators to communicate with non-English speaking parents/guardians with a focus on EL, FY, LI. Language Line. (Title III & LCFF)			languages using language line The language line is used by each school site for live interpretation services for various needs including front office support, teacher / parent conferences, IEPs, and other needs.	Live Oak High School: 42% PA Walsh: 22% SMG: 13% Britton: 6% Los Paseos: 6% All Others: 11% Artifacts: Monthly usage reports		
2.0.f	**Parent/Guardian Education** Provide education for parents/guardians of English Learners to assist their children to navigate the school system successfully such as California Association for Bilingual Education (CABE) Project 2 Inspire education and Parent Institute for Quality Education (PIQE) with a focus on EL, FY, LI. (LCFF Supp.)	Yes	Fully Implemented	The FACE Center has hosted two rounds of Parent University classes. The Fall session provided classes in Spanish and English as a Second Language, Group Teen Triple P in Spanish, Parent Project in English, PIQE - Social Emotional Learning in English and Spanish, and CABE: Project 2 Inspire in English & Spanish. The winter term is offering English and Spanish as a Second Language and Basic Computer Literacy in English and Spanish. PIQE will begin its Bridge to College for parents of 9th & 10th graders in February and CABE: Project 2 Inspire will begin again in March.	A total of 162 adults have participated in Parent University offerings so far this year. Artifacts: Registration, sign in sheets & evaluations	$90,000.00	$76,260

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.0.g	**Family and Community Engagement Plan Development** Develop the Family and Community Engagement plan to include the Family Center and the development of the high-impact engagement strategies with a focus on EL, LI, FY to use for contract, stipends, materials and supplies. (ESSER III.)	No	Fully Implemented	Learner Centered has been hired to support the Director of Family and Community Engagement over the course of multiple interactions to create a multi-tiered approach to ignite engagement, build community and enhance collaboration. A diverse committee of community partners including parents, teachers, classified staff, site and district administrators has been created to support the work of developing the FACE plan. The target date for completion of the plan is May of 2024 to prepare for implementation in the fall of 2024. This plan will include a volunteer handbook and a website that will be a resource for MHUSD families.	Meeting agendas & minutes, the FACE plan/website, the volunteer handbook.	$20,000.00	$21,460
2.0.h	**Translation Services** Provide written and oral translations for IEP document and meetings to enable parents/guardians of English Learners to participate fully in the IEP process and to have equal access to documentation and information with a focus on EL, FY, LI. (LCFF Supp.). Language Line used to access IEP translations (ESSER III)	No	Fully Implemented	As of January, 2024 we have had 1 IEP in a less frequently used language interpreted. Meetings that are either high profile or of a less frequently used language are interpreted with in person or virtual interpreters	Number of IEPs translated: 1 Number of interpreted meetings of high profile or of less frequently-used languages: 13	$35,000.00	$3,270

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.0.i	**Communication: Zoom Video Conferencing** Provide ESD Zoom video conferencing options with translation for parent/guardian and advisory board meetings such as DELAC, SEAC, MPAC, IEP, and other meetings as appropriate to increase access and participation by parents/guardians having transportation, scheduling, or other difficulties attending meetings. (ESSER III)	No	Fully Implemented	Zoom licenses have been purchased.		$24,377.00	$24,377
2.0.j	**District English Language Advisory Council (DELAC) and Migrant Parent/Guardian Advisory Council (MPAC)** Support regular meetings of DELAC and MPAC parent/guardian advisory councils to confer and consult on district initiatives. Expenses include hospitality, child care, and guest speakers. (Title III.)	No	Fully Implemented	The District English Language Advisory Committee (DELAC) has met each month since September 2023. A focus has been sharing information and gathering input around the LCAP. The Migrant Parent Advisory Committee (MPAC) has been convened 3 times this year. Various guest speakers have been featured at each meeting. Free childcare and dinner are provided at each meeting.	Meeting agendas & minutes	$5,000.00	$240

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.0.k	**Facilitated IEP Training Parents and Admin** Teacher/admin/service provider training to support family engagement in the IEP process (LCFF).	No	Not Implementing	Currently several other important district initiatives have kept admin engaged in providing direct training to teachers in other focus areas of the LCAP. This item will be a specific area of focus for the coming year		$35,000.00	$0

Goal 3.0

Goal Description
Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates	97.08%	2021-22 Attendance Rate: 92.21% (as of April 2022)	2022-23 Attendance Rate: 92.39% (as of April 2023)	2023-24 Attendance Rate: 94.93% (as of January 2024)	Maintain >97%
Chronic Absenteeism Rates	7.02%	2021-22 Chronic Absenteeism Rate: 23.7% (as of May 2022)	2022-23 Chronic Absenteeism Rate: 23.6% (as of May 2023)	2023-24 Chronic Absenteeism Rate: 19.7% (as of January 2024)	Reduce and maintain below 7%
Middle School Dropout Rate	0%	2020-21 Middle School Dropout Rate: 0% (Aeries SIS)	2021-22 Middle School Dropout Rate: 0% (Aeries SIS)	2022-23 Middle School Dropout Rate: 0% (Aeries SIS)	Maintain below state level of .003
High School Dropout Rate	8.9%	2020-21 High School Dropout Rate: 3.3%	2021-22 High School Dropout Rate: 5.1%	2022-23 High School Dropout Rate: 2.8%	Reduce below state level of 7.0%
High School Graduation Rate	87%	2020-21 Graduation Rate: 89.2%	2021-22 Graduation Rate: 92.4%	2022-23 Graduation Rate: 92.8%	Increase and maintain >90%
Suspension Rate	3.9% (2019-20)	2020-21 Suspension Rate: 0.10%	2021-22 Suspension Rate: 4.8%	2022-23 Suspension Rate: 5.3%	Reduce below state rate of 2.6%
Expulsion Rate	0.11% (2019-20)	2020-21 Expulsion Rate: 0%	2021-22: Expulsion Rate: 0.20%	2022-23 Expulsion Rate: 0%	Reduce below state rate of 0.06%
Local Metric: Key questions on Student Survey (4 pt rubric) I feel safe at school I have a staff connection I participate in activities	Grade Bands K-2 | 3-5 | 6-8 | 9-12 3.8 | 3.5 | 3.2 | 3.3 2.5 | 3.2 | 2.7 | 2.5 3.0 | 3.2 | 3.3 | 3.2 3.6 | 3.2 | 2.9 | 2.8	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	Metric retired due to programmatic and survey instrument changes. Improve 4 point student survey responses to 3.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
I am happy I am proud of my school	3.0 | 3.2 | 2.9 | 2.9				
Local Metric: Hanover Research Student Survey Questions Grades 6-12 • I like going to school. • I want to do well in school. • Instruction at school is relevant to students' lives. • Rigorous and inclusive of diverse learners • Includes student voice for decision making and learning • Takes time to build trusting relationships in class • Motivates students • Care about their school • Students receive the resources and supports they need • School offers challenging classes	2021-22: Hanover Research Student Survey Results I like going to school: 38% agree or strongly agree I want to do well in school: 90% agree or strong agree Instruction at school is relevant to students' lives: 46% agree or strong agree Rigorous and inclusive of diverse learners: 54% agree or strongly agree Includes student voice for decision making and learning: 52% agree or strongly agree Takes time to build trusting relationships in class: 54% agree or strongly agree Motivates students: 38% agree or strongly agree Students care about their school: 64% agree or strongly agree Students receive the resources and supports	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: Hanover Research Student Survey Results I like going to school: 37% agree or strongly agree I want to do well in school: 94% agree or strong agree Instruction at school is relevant to students' lives: 50% agree or strong agree Rigorous and inclusive of diverse learners: 54% agree or strongly agree Includes student voice for decision making and learning: 52% agree or strongly agree Takes time to build trusting relationships in class: 60% agree or strongly agree Motivates students: 41% agree or strongly agree Students care about their school: 70% agree or strongly agree	The 2023-2024 LCAP Survey is currently being administered and will not be completed until mid-March. Survey results are unavailable as of now.	Improve and maintain at 85% agree or strongly agree. Improve "I want to do well in school" to 95% or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
• Students feel safe at school • Sets high expectations for student achievement • Students have a trusted adult to talk to during the day	they need: 58% agree or strongly agree School offers challenging classes: 70% agree or strongly agree Students feel safe at school: 53% agree or strongly agree Sets high expectations for student achievement: 67% agree or strongly agree Students have a trusted adult to talk to during the day: 55% agree or strongly agree		Students receive the resources and supports they need: 66% agree or strongly agree School offers challenging classes: 72% agree or strongly agree Students feel safe at school: 64% agree or strongly agree Sets high expectations for student achievement: 65% agree or strongly agree Students have a trusted adult to talk to during the day: 64% agree or strongly agree Note: n=262 student responses for 22-23; 4419 students in grades 6-12 in the district		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.0.a	**District and School Surveys** Hanover Research Survey contract for district and school wide surveys to support strategic planning, program development, and operations. (LCFF Supp.)	Yes	Partially Implemented	Hanover developed the LCAP survey and will be providing detailed analysis of the survey data. LCAP survey will be administered for six weeks: Nov 29-Dec 8 Jan 29-Feb. 9 Mar. 4- Mar. 15	During the Nov LCAP survey administration window a total of 478 people took the survey: Student 309 Parent/Guardian 108	$45,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Staff member 56 Community member 5 Artifact: Preliminary survey results		
3.0.b	**School Climate Survey** Conduct CHKS district wide climate surveys to identify areas of need and to target resources to those needs. (GF.)	No	Not Implementing	CHKS was conducted during the 2022-23 school year. The survey will be administered again during the 2024-25 school year.		$10,000.00	$0
3.0.c	**PBIS- School Climate and Student Engagement** Implementation of Positive Behavior Interventions and Supports (PBIS) through restorative justice practices, community building, and social-emotional learning. (LCFF Supp.)	Yes	Partially Implemented	All the schools have participated in one of the 1/2 day trainings, the sites are still working with SCCOE on their individual coaching supports and TFI completion.	Professional Development agendas and Tiered Fidelity Inventory.	$107,428.00	$48,561
3.0.d	**Social Emotional Learning Resources and Partnerships** Provide social emotional learning resources and activities to support healthy life skills. (LCFF Supp)	Yes	Fully Implemented	An average of 45 students a month are served by LATI. Other data include: 101 one-on-one sessions with students, case management of 25 youths on Youth Diversion, in addition to 172 Backpack giveaways, resource fairs, and family events.		$20,000.00	$35,060

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.0.e	**Project Cornerstone** Project Cornerstone partnership to support students in grades TK-5 with a focus on EL, FY and LI youth. (LCFF Supp.)	Yes	Fully Implemented	Total # of People Delivering Project Cornerstone's ABC (Asset Building Champions) program in MHUSD: 67 volunteers 2 school staff Total # of Youth Receiving the ABC Lessons in MHUSD: 1,338 youth, broken down as follows: Barrett Elementary: 11 volunteers, 225 ABC students Los Paseos Elementary: 14 volunteers, 1 staff, 277 ABC students Nordstrom Elementary: 18 volunteers, 500 ABC students		$10,500.00	$11,550
3.0.f	**Tier 1-3: Foster/Homeless Support** Support students living in Foster Care with travel vouchers and school supplies to remove barriers to attending school (Title 1)	No	Fully Implemented	We have done 3 resources fairs, and provided backpacks, school supplies. In addtion, the sites provide hygiene kits to families, school supplies, clothing, and other supplies as needed to CARE families.	Artifact: calendar of events to support Foster Youth	$20,000.00	$2,633
3.0.g	**Social Emotional Learning Curriculum** Provide SEL curriculum, Second Step (TK-8th grades) and BASE (6th-12th), for Tier I grades 6-12 social emotional learning. (LCFF Supp.)	Yes	Partially Implemented	We are utilizing Second Step curriculum. Mid year usage rates: Assigned Site: # Total Lessons Barrett Elementary School: 200		$30,000.00	$22,166

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Britton Middle School: 0 El Toro Elementary School: 220 Jackson Academy of Math and Music: 348 Los Paseos Elementary School:180 Martin Murphy Middle School: 546 Nordstrom Elementary School: 420 P A Walsh Elementary School : 360 Paradise Valley Engineering Academy:120 San Martin-gwinn Elem School: 200			
3.0.h	**Erin's Law Curriculum-Be Seen Be Heard** Provide K-12 curriculum to address child abuse, human trafficking and gun violence awareness requirements (Childhood Victories contract). (LCFF Supp.)	Yes	Partially Implemented	Be Seen Be Heard curriculum is being implemented. Admin and staff PD was October 27th 3-4 for elementary. For secondary, a video was sent from review and feedback. Parent info nights were October 10th for elementary and December 1st for secondary. Elementary student lessons began Dec 5 and will continue until April 30. Secondary student lessons January 8 and	Admin and staff PD presentations and agendas. Agendas- Parent information nights for Elementary and Secondary (October and December) Lesson exit tickets began	$20,000.00	$24,497

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				will continue until April 28.			
3.0.i	**Docusign Contracts** Docusign for all digital contracts (independent study, external agencies, mental health referrals, special education, etc .(LCFF Supp.)	No	Fully Implemented	Docusign has been used in Special Education as a means to get required documents signed by parents who participate in meetings virutally, who want to sign the documents at a later date, or who may otherwise have difficulty signing documents in person. We have created 2,482 envelopes/contracts with a completion rate of 80.37%/ Using Docusign this year alone has reduced our carbon emissions by 10, 219 lbs, we have conserved 12,891 gallons of water, saved 4,253 lbs of wood, and elimated 707 lbs of waste.		$21,082.95	$24,093
3.0.j	**TUPE Education** Provide tobacco use prevention education support via lessons, activities, and school-wide awareness events. (TUPE Grant)	No	Fully Implemented	The program has 69 students. Six sites have to pay Jamm, SMG, Britton, Murphy, Sobrato, and Live Oak. They've had 12 to be events districtwide so far this year, such as an art PSA contest pledge walls, crumble tobacco, tabling information at back-to-school nights. they plan to have for parent information night and person in the next two		$15,341.00	$6,471

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				months. and they plan to take students to Berkeley to the Tackle Tabacco conference in March.			
3.0.k	**South County Youth Task Force Partnership** Partnership with SCYTF to provide additional supports and resources in social emotional engagement, prevention and interventions, and restorative practices for all students with a focus on EL, LI, and FY. (LCFF Supp & Title IV.)	Yes	Fully Implemented	The South County Youth Task Force provides support and partnership with a variety of community based organizations, probation, the district attorney's office, Diversion, and other student focused support agencies. In addtion they provide training in trauma informed practices, El Joven Noble, the Connecton Practices, Restorative Justice, and other social emotional related topics. We also partner with them to provide substance abuse intervention and support.		$45,027.00	$0
3.0.l	**CARE Program Resources** Resources, travel vouchers, and supplies to serve students living in Foster Care, students experiencing homeless living, and students experiencing economic hardship. (LCFF Supp & GF)	Yes	Fully Implemented	We average of 30 students who recieve VTA bus passes a month, and have distributed 592 VTA tokens (averaging 118/month). There are currently 30 students.		$18,600.00	$1,529
3.0.m	**CARE Staffing** CARE specialists to support students with exceptional needs with a focus on EL, LI, and FY students. Specialists will connect students to community based	Yes	Fully Implemented	We are fully staffed and all the sites are supported by a CARE staff based on the number of McKinney		$657,381.68	$339,655

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	organizations, school linked services, and social emotional counseling. (LCFF Supp.)			Vento students at their site.			
3.0.n	**Educational Alternative Placements** For expelled youth in a Santa Clara County school district, Santa Clara County Office of Education Expelled Youth Program. (LCFF Base)	No	Fully Implemented	We currently have 12 students in the expelled youth program, and have purchased 16 seats (1 student is currently seated but eligible for return).		$160,000.00	$0
3.0.o	**Suicide Prevention Professional Development** Provide training on suicide prevention in partnership with a community based organization. (LCFF Supp.)	No	Not Implementing	This is currently be covered via Keenan, and SCCOE is paying for Kognito that offers the suicide prevention training/simulation to districts.		$5,500.00	$0
3.0.p	**De-escalation and Safety Training** Safety Care by QBS is a crisis intervention program, to be provided under the direction of Board Certified Behavior Analysts (BCBAs) to support specific classrooms/students needing the highest levels of behavioral support, safety training, and de-escalation. (LCFF Supp.)	Yes	Fully Implemented	All BCBAs have received basic and/or advanced train-the-trainer certification. Eighty-eight percent of paras in specialty programs have been certified in QBS appropriate to their program assignment. Eighty-five percent of teachers in specialty programs are certified in QBS appropriate for their program assignment		$33,782.00	$2,300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.0.q	**School Culture and Climate Training** Provide supplemental programs and additional hours, community based organizations support, and added supports to address mental health needs via contracts in accordance with Title IV Guidelines. (Title IV)	No	Not Implementing	This year professional development on Restorative Practices was facilitated by district staff. Staff will evaluate the need for out-of-district professional development facilitators during the Spring 2024.		$14,000.00	$0
3.0.r	**Professional Learning: Pyramid Training Preschool-K** PD: Pyramid Model training for TK teachers and leadership. This is an in-depth training created by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) with a focus on EL, FY, LI. (EEF)	No	Partially Implemented	Teaching Pyramid Professional Development provided to TK-1 classroom teachers consisting of in-person meetings as well as virtual synchronous and asynchronous coursework. Teaching Pyramid "Lite" Professional Development provided to TK Assistant Teachers and Paraprofessionals provided in-person. Teaching Pyramid Leadership meetings consisting of Professional Development for site and district administrators as well as planning opportunities for sustainability.	Semester 1 Meetings 4 In-person Teacher Meetings 3 Virtual Teacher Meetings 12 Asynchronous Learning Hours 4 In-person Support Staff Meetings 2 In-person Leadership Meetings	$80,000.00	$146,988

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.0.s	**School Avoidance Program** Training around student attendance and wellness. (EEF)	No	Not Implementing	District is currently implementing a variety of priorities and this training was not feasible at this time. We will review and reconsider possible implementation in the future.		$4,485.00	$0

Focus Goal 3.1

Goal Description
Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools to improve timely student and community access to our growing inventory of social-emotional and school linked services. Provide social-emotional learning strategies and practices that are intentionally designed, assessed, and monitored for student outcomes within multi-tiered systems of support. Build a community of practice in collaboration with staff and students on establishing culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Base Program Usage 6-12 Social Emotional Learning (SEL)	2021-22: 907 students have started at least one lesson/unit	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: 2228 students have started at least one lesson/unit	The metric has been discontinued as the district no longer offers the BASE program.	Desired outcome updated for 22-23 LCAP At least 2000 students completing at least 1 lesson/unit by Spring 2024. Each school site with BASE will have a scope and sequence mapped out for the school year.
Teachers Trained in Cultivating a Safe and Brave Space	2021-22: The data is not available due to inability to implement the PD due to staffing shortages and lack of substitute availability. This metric is being discontinued due to programmatic changes.	Not Applicable.	Not Applicable.	Not Applicable.	Metric discontinued due to programmatic changes.
Wellness Center Visits and Referrals by Site	2021-22 (as of end of April 2022) Britton Middle School 9,368 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)	Not available because the 2021-22 school year is the baseline year for this metric.	2022-23 (as of end of April 2022) Britton Middle School 3,407 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)	2023-24 (as of Semester 1) Britton Middle School 2,897 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school)	Desired outcome updated for 23-24 LCAP Increase in the number of students visiting the Wellness Centers during non-class time (break, lunch, before school, after school)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	2,779 Aeries documentation of Visits to the Wellness Center or counseling or self-regulation during class times. 151 total referrals (5 family referrals, 107 staff referrals, 39 students made self-referrals) Martin Murphy Middle School 3,199 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,474 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times. 58 total referrals (6 family referrals, 50 staff referrals, 2 students made self referrals) Live Oak High School 2442 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 686 Aeries documentation of Visits to the Wellness Center for counseling or		4,403 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times. 257 total referrals (15 family referrals, 1 peer referral, 145 staff referrals, 96 students made self-referrals) Martin Murphy Middle School 9,105 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 3,063 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 110 total referrals (5 family referrals, 101 staff referrals, 4 students made self referrals) Live Oak High School 1,679 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)	1,414 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times. 114 total referrals (7 family referrals, 69 staff referrals, 38 students made self-referrals) Martin Murphy Middle School 8,239 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,397 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 68 total referrals (2 family referrals, 55 staff referrals, 11 students made self referrals) Live Oak High School 1,115 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	self-regulation during class times. 104 total referrals (8 family referrals, 90 staff referrals, 6 students made self referrals) Sobrato High School 8,534 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,373 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times. 203 total referrals (14 family referrals, 5 peer referrals, 124 staff referrals, 59 students made self referrals)		1,961 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 125 total referrals (5 family referrals, 4 peer referrals, 98 staff referrals, 18 students made self referrals) Sobrato High School 5,047 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2,293 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 348 total referrals (11 family referrals, 0 peer referrals, 274 staff referrals, 63 students made self referrals)	1,308 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 96 total referrals (1 family referrals, 89 staff referrals, 6 students made self referrals) Sobrato High School 1648 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 905 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 211 total referrals (4 family referrals, 3 peer referrals, 158 staff referrals, 46 students made self referrals)	
Wellness Center Workshop Participants	2021-22 7 families participated in the Saturday Wellness Center Workshops.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 0 families participated in the Saturday Wellness Center Workshops. The workshops were not held this year in lieu of other supports.	Saturday Wellness Center Workshops are not being held this year in lieu of other supports.	Desired outcome updated for 22-23 LCAP 250 families per year will participate in Wellness Center workshops.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					Metric discontinued due to programmatic changes.
PEI/School Linked Services: # served	130	92 students received individual services, 20 full classes of skill streaming, and 2 social skills groups. In 2021-22 SCCOE Behavioral Health expanded services to all sites due to the pandemic, services resumed to only PEI/SLS sites for this year.	68 students received individual services, 25 full classes of skill streaming, and 5 social skills groups.	110 individual referrals to services (44 specifically PEI/SLS agencies), 16 skills streaming/social skills groups/classes	Maintain or improve
School Resource Officer Proactive Student Support:	2021-22 Parent-Project Sessions: 1 Restorative Justice circles: 2 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Parent-Project Sessions: 0 Restorative Justice circles: 0 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	2023-24 To Date Parent-Project Sessions: 0 Restorative Justice circles: 0 Restorative Justice training: Yes (1) Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Desired outcome updated for 22-23 LCAP Parent-Project: 6 total sessions Diversion completers: 90% Parent/Guardian Workshops: 6 total Staff, community, and student surveys: 1 per year
Behavior Infractions Total Number: Non-Suspension: Suspension: (Datazone)	2019-2020 (in-person: August 2019 - March 2020) Total Number: 7370 6501 / 88.2% 869 / 11.8%	2021-22 Behavior Incidents Total Number: 3753 Non-Suspension: 3087 Suspension: 666 (out of school, in-school and class suspensions included)	2022-23 Behavior Incidents Total Number: 2807 Non-Suspension: 2083 Suspension: 724 (out of school, in-school and class suspensions included)	2023-24 Behavior Incidents to Date: Total Number: 1803 Non-Suspension: 1353 Suspension: 450 (out of school, in-school and class suspensions included)	Desired outcome updated for 22-23 LCAP Reduce suspension percentage 90%
Restorative Justice MHUSD Staff Trainings	2021-22 Restorative Justice Trainings: 88 adults (administrators, teachers, school counselors, support staff)	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Restorative Justice Trainings: 93 adults (administrators, teachers, school counselors, support staff)	2023-24 Restorative Justice Trainings: 7 adults (school psychologists) + an overview of RJ with all new secondary teachers during	By • December 2022: 85% of all non-teaching staff (Administrators, Counselors,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				the new teacher orientation	Support Staff, etc) will be trained in RJ practices • June 2023: One third of school sites will be fully trained (All teachers and staff) • June 2024: All school sites and all adults on campus will be trained in Restorative Justice practices
Social Emotional Learning Competencies	Baseline data will be collected during the 2022-23 school year.	Not available	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	Metric discontinued due to programmatic changes. By June 2024, students will score proficient in 3 out of 5 of the CASEL Competencies for social emotional wellness.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1.a	**Wellness Centers & Spaces** Provide materials and supplies to support the social-emotional and wellness needs of students and families. (ESSER III)	No	Fully Implemented	Each Wellness Center was allocated $5000. Materials and supplies have been purchased as needed.		$41,000.00	$9,689

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1.b	**District Coordinator, Academics & Wellness** Provide equity-based leadership to school leadership teams focused on student progress, achievement and social-emotional wellness with a focus on EL, LI, FY students. (LCFF Supp)	Yes	Fully Implemented	Position of District Coordinator, Academics, and Wellness is filled.	Artifacts: • Wellness Team agendas • Wellness professional development agendas • Wellness monthly data reports • Wellness presentations	$213,976.14	$106,152
3.1.c	**District Licensed Clinical Social Workers** Provide equity-based leadership, social-emotional learning workshops, supervision of social worker interns, and oversight of wellness centers and spaces with a focus on supporting EL, LI, FY students. (IPI)	No	Fully Implemented	6 Wellness Counselor positions filled. District Wellness data: Aug.-Dec. 2023 44 staff received support 7,195 counseling entries		$548,066.63	$351,238

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				850 Referrals (staff, parents, students, and self-referral) During non-class time: 19,995 visits to the Wellness spaces Total documented visits: 27,150 visits to Wellness			
3.1.d	**Wellness Center Software** Therapy Notes FERPA HIPPA documentation. (ESSER III)	No	Fully Implemented	Software has been purchased.		$2,629.00	$2,629
3.1.e	**School Linked Services** Provide connections to outside CBOs and direct referral process for PEI and SLS services through behavioral health with a focus on EL, LI, FY students (2 SLS coordinators and supplies funded by the County Behavioral Health Department). (SLS Grant)	No	Fully Implemented	465 Fifth-grade wellness checks 110 outside agency referrals for services 12 PEI site skills streaming classes/groups 4 middle school social skills groups 16 Family Engagement events/outreach events 13 Food distributions		$159,674.00	$66,731
3.1.f	**School Resource Officer** School resource officer to provide proactive community relations, parent-project, outreach, and direct support to sites. (LCFF Base)	No	Fully Implemented	There is one full time SRO who works with all the sites, primarily at the secondary sites.		$163,935.00	$70,200

Goal 4.0

Goal Description
Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. MHUSD will provide equity and access for students through inclusive opportunities in the least restrictive environment (LRE) by ensuring that all educational partners are responsible for every learner. This provision will improve post-secondary outcomes for students by focusing on the whole child through additional instructional support for students and professional development for staff by June 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SWD ELA Performance (CA dashboard)	2017: 89.3 points below standard Declined 11.2 points # of students: 520 2018: 102.4 points below standard Declined 12.2 points # of students: 610 2019: 94.6 points below standard Increased 10.3 points # of students: 642 2020: N/A 2021: N/A	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	CA Dashboard SWD ELA Performance 2022 101.3 points below standard Declined 6.7 points (from 2019) # of students: 581	CA Dashboard SWD ELA Performance 2023 114.8 points below standard Declined 13.5 points # of students: 573	CA Dashboard Spring 2023: 60 points or fewer below standard
SWD Mathematics Performance (CA dashboard)	2017: 112.5 points below standard Declined 13.8 points # of students: 520 2018: 122 point below standard Maintained -1.6 points # of students: 607 2019: 122.8 points below standard Maintained 1.2 points	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	CA Dashboard SWD Math Performance 2022 137.3 points below standard Declined 14.5 points # of students: 579	CA Dashboard SWD Math Performance 2023 145.8 points below standard Declined 8.4 points # of students: 574	CA Dashboard Spring 2023: 80 points or fewer below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	# of students: 642 2020: N/A 2021: N/A				
SWD in Least Restrictive Environment: 80% or more of their day: State Target: >52.20%	2019-2020: 46.90% Nov 2020: 51.0% Sept 2021: 51.1% April 2022: 54.8%	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	2022-2023 September 2022: 56.13% April 2023: 56.31%	2023-2024 January 2024: 60.9%	Spring 2024: >60%
SWD in Least Restrictive Environment 40% of less of their day: State Target: <21.60%	2019-2020: 23.31% Nov 2020: 22.4% Sept 2021: 19.9% April 2022: 18.2%	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	2022-2023 September 2022: 11.91% March 2023: 11.04%	2023-2024 January 2024: 14.6%	Spring 2024: <14%
SWD Graduation Rate (CA dashboard)	2017: 75% Graduated Declined 8.9% # of students: 60 2018: 72.2% Graduated Declined 2.8% # of students: 72 2019: 58.5% Graduated Declined 13.7% # of students: 94 2020: N/A 2021: N/A	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	Class 2022 SWD Graduation Rate 2022 85.7% Graduated Increased 27.5% # of students: 105	Class 2023 SWD Graduation Rate 2022 78.5% Graduated Decline: 7.2% # of students: 62	CA Dashboard Spring 2023: 80% Graduated
MHUSD students enrolled in programs outside of the district	Enrollment in SCCOE Programs: 2020-2021: 56 2021-2022: 45 NPS: 2020-2021: 20 2021-2022: 19 Residential:	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	Enrollment in SCCOE Programs: 2022-23: 36 NPS: 2022-23: 15 Residential: 2022-23: 1	Enrollment in SCCOE Programs: January 2024: 31 NPS: January 2024: 10 Residential: January 2024: 1	Enrollment in SCCOE Programs: 2023-2024: 35 NPS: 2023-2024: 20 Residential: 2023-2024: 0-1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	2020-2021: 3 2021-2022: 1				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.0.a	**Tier II: Inclusion TOSA** Inclusion Teacher on Special Assignment to provide Tier 2 academic support to small groups of students, facilitate staff training and coaching on effective inclusion practices and strategies while focusing only grades TK-8th with a focus on EL, FY, LI, SWD. (Moved from 1.3.b) (LCFF supp)	Yes	Partially Implemented	Inclusion TOSA was fully implemented from Aug. 2023-October. Staff member took another position. Current vacancy will remain unfilled this year.		$160,519.00	$47,613
4.0.b	**Administrator Inclusion PD** Provide professional development to site-based administrators. The purpose of the professional development is to develop the school leadership team knowledge and skills about inclusive best practices, Co-teaching, co-planning, and universal design for learning. (LCFF SUPP.)	Yes	Fully Implemented	Two site administrators attended the 2-day Inclusion Collaborative State Conference		$1,000.00	$0
4.0.c	**Co-Teaching and Inclusion Professional Development** Provide professional development for all elementary and secondary teachers and administrators at sites that are hosting inclusion and	Yes	Partially Implemented	Professional development has been provided for several groups of co-teachers and special education specialists, however not		$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	collaborative classes, with the option of the opportunity to be district-wide. The purpose of this professional development is to develop school sites' knowledge and skills about inclusive best practices, co-teaching, co-planning, and Universal Design for Learning. (LCFF Supp.)			every elementary and secondary teacher and administrator has been provided professional development in all areas. This is due, in part to the mid-year departure of the Inclusion TOSA. Staff are exploring ways to continue to provide inclusion training.			
4.0.d	**Preschool Inclusion Staff** Full Inclusion preschool to support youngest students in academic and social emotional learning (GF).	No	Planned	Inclusion Catalyst MOU was recently approved. District is in process of hiring and scheduling training for teachers and paraeducators.		$186,000.00	$0
4.0.e	**Secondary Inclusion Staffing** Special Education teachers to be placed among secondary sites to ensure enough class sections are offered to support inclusion/collaboration programs (LCFF Supp.).	Yes	Fully Implemented	4 special education teachers at high school sites are supporting inclusion and collaboration programs		$437,241.90	$0
4.0.f	**Professional Development and Staff Coaching** Contract to provide additional staff coaching for best practices for new psychologists, to meet the needs of all learners and increase evaluation capacity for supports for all students (LCFF Supp.).	Yes	Fully Implemented	School psychologists have been provided staff coaching and professional development to support students in evaluation of emerging bilingual students as well as legally defensible supports all learners		$12,100.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures