

Modesto City Schools Local Control and Accountability Plan

Goal 1 ACTUAL OUTCOMES HISTORY

2019-2020  
Board Approved 6/17/2019

GOAL 1: Provide facilities that are safe and welcoming to enhance and maximize learning opportunities.

What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?

| 2016-2017 METRICS/ACTUAL OUTCOMES  | 2017-2018 METRICS/ACTUAL OUTCOMES  | 2018-2019 ACTIONS & SERVICES   | 2018-2019 EXPECTED OUTCOMES   | 2018-2019 ACTUAL OUTCOMES  |
|--|--|--|---|--|
| <b>Action #1: Improve facilities for student, parents and staff</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>Goal <b>MET</b>. There were no William Act findings.</li> <li>Goal <b>MET</b>. Eight recruitment fairs attended with outreach presentations to various clubs.</li> <li>Goal <b>MET</b>. Facilities upgrades took place based upon School Board priorities. Upgrades included a new cafeteria and classroom wing at Burbank, reroofing at 8 school sites, asphalt repair at 12 sites and another 5 sites receiving entirely new asphalt, increased security with an additional safety officer and new cameras.</li> </ul>  | <ul style="list-style-type: none"> <li>Indicator <b>MET</b>. The District was in compliance with William's Act.                             <ul style="list-style-type: none"> <li>Teachers are appropriately credentialed and assigned</li> <li>All students have standards-based materials</li> <li>No findings on facilities</li> </ul> </li> <li>Indicator <b>MET</b>. Teachers are appropriately credentialed and assigned. Recruitment activities took place to increase staff diversity. A minimum of five recruitment fairs were attended with continuous outreach presentations to various clubs.</li> <li>Indicator <b>MET</b>. Facilities upgrades took place based upon School Board priorities. Upgrades include three (3) site parking lots, Asphalt repairs to four (4) sites, re-roofing at four (4) sites and painting at one (1) site. Remodeled Downey culinary arts and Davis Agriculture areas.</li> </ul>  | Maintain staff and programs to improve facilities and safety: <ul style="list-style-type: none"> <li>Facilities upgrade per Needs Assessment</li> <li>Infrastructure for technology</li> <li>HR recruitment opportunities to seek staff diversity</li> <li>Security to protect assets</li> <li>Safe Schools, Violence Prevention; and increase cameras</li> <li>Custodial and grounds</li> </ul> Purchasing Dept. for asset acquisition  | Compliance with Williams Act resulting in no findings. (Priority 1)<br>Teachers are appropriately credentialed and assigned.<br>All students have standards-based materials<br>No findings on facilities<br>Recruitment activities will take place to increase staff diversity. (Priority 8)<br>Facilities will continue to be upgraded based upon priorities. (Priority 1)   | <ul style="list-style-type: none"> <li>Indicator <b>MET</b>. The District was in compliance with William's Act.                             <ul style="list-style-type: none"> <li>Teachers are appropriately credentialed and assigned</li> <li>All students have standards-based materials</li> <li>No findings on facilities</li> </ul> </li> <li>Indicator <b>MET</b>. Teachers are appropriately credentialed and assigned. Recruitment activities took place to increase staff diversity. A minimum of five recruitment fairs were attended with continuous outreach presentations to various clubs.</li> <li>Indicator <b>MET</b>. Facilities upgrades took place based upon School Board priorities. Some upgrades included asphalt repairs to three sites, re-roofing at three sites, HVAC in three gyms, Prop 39 energy/lighting retrofit district wide, and three walk-in cooler replacements.</li> </ul>   |
| <b>Action #2: Equitable access to technology</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Goal <b>MET</b>. Fiber "highways" and classroom wireless access points have been installed. 400 Surface Pros were provided to teachers completing the transition to updated devices. Completed installation of desktop computers for all K-6 computer literacy labs. 595 LCD projectors, document cameras and printers have been replaced in K-12 classrooms. 13 FTE of computer technicians were hired or in the process of being hired for increased staff and student support.</li> <li>Goal <b>MET</b>. New ELA digital curriculum was piloted and adopted by the School Board.</li> </ul>  | <ul style="list-style-type: none"> <li>Indicator <b>MET</b>. 1:1 devices were purchased and provided to high school students with digital ELA curriculum implemented. Furthermore, security cameras were installed at Modesto and Beyer High Schools. 600 existing cameras are being replaced. WiFi will be installed in high school cafeterias and quad areas for staff and student access. WiFi will be installed in high school gyms for staff access. 373 non-working LCD projectors, document cameras and printers were replaced in K-12 classrooms.</li> </ul>   | Maintain: <ul style="list-style-type: none"> <li>1 Technology Coach</li> <li>Computer replacement cycle</li> </ul> Maintain and expand digital school model<br>Increase technological staff  | All Jr. High Schools will be provided 1:1 student devices and implement ELA and Social Studies digital curriculum. (Priority 1)   | Indicator <b>MET</b> . 1:1 devices were purchased and provided to junior high school students with digital ELA and social science curriculum implemented.  |
| <b>Action #3: Increase student computer literacy</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Goal <b>NOT MET</b>. 48% of 6th grade students met keyboard goal of 25 words correct per minute.</li> </ul>   | <ul style="list-style-type: none"> <li>Indicator <b>MET</b>. In 2017-18, 63% of 6th graders are at an average of 25 words per minute.</li> </ul>   | Purchase software licenses for computer literacy class<br>Maintain elementary computer hardware<br>Maintain 1 Elementary Tech Coordinator  | At least 41% (baseline 2017-18 is 36%) of 6th grade students will achieve a keyboarding rate of 30 correct words per minute (revised). (Priority 8)   | Indicator <b>MET</b> . In 2018-19, 45% of 6th graders are at an average of 30 words per minute, as of the second trimester benchmark exam.   |
| <b>Action #4: Decrease suspension rate</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Goal <b>MET</b>. K-8 suspension rate was 3.98% (decreased 1.01%). Student group data: AA: 7.42%, -3.66% from 15-16 (<b>goal met</b>); SWD 6.78%, -.88% from 15-16 (<b>goal not met</b>); Total expulsions 0 (<b>goal met</b>). All data from 16-17 internal reports.</li> <li><b>CA. K-8 DASHBOARD PERFORMANCE INDICATOR: OVERALL High (2014-2015)</b></li> <li><b>Student Groups in RED/ORANGE: AMERICAN INDIAN</b></li> <li>Goal <b>MET</b>. 9-12 suspension rate was 5.29% (decreased 1.09%) Student group data: AA 13.81%, -6.85% from 15-16 (<b>goal met</b>). SWD 11:01% -1.86 from 15-16 (<b>goal not met</b>). ELL 8.41% -.56% from 15-16 (<b>goal not met</b>). Total expulsions: 5</li> <li><b>CA. 9-12 DASHBOARD PERFORMANCE INDICATOR: OVERALL Medium (2014-2015)</b></li> <li><b>Student Groups in RED/ORANGE: AMERICAN INDIAN</b></li> <li>Goal <b>MET</b>. Four additional sites (Davis, La Loma, Garrison, and El Vista) received training year. A total of 18 sites have been trained on Restorative Practices.</li> </ul> | <ul style="list-style-type: none"> <li>Indicator <b>MET</b>. 2016-17 ELEMENTARY (K-8) - Overall suspension: 3.7% (DataQuest).                             <ul style="list-style-type: none"> <li>Fall 2017 CA Dashboard Suspension rate: 3.7% - High</li> </ul>                             Student groups:                             <ul style="list-style-type: none"> <li>African American: 6.3% Very High; Declined by 3%. Indicator <b>MET</b></li> <li>SWD: 5% High; Declined 1.3%. Indicator <b>MET</b></li> <li>American Indian: 6.7%; Declined Significantly by 2.4%. Indicator <b>MET</b></li> </ul>                             Moving forward, the data sources will be the CA Dashboard and DataQuest. The internal MoSIS data will be used as a monitoring tool.                         </li> <li>Indicator <b>MET</b>. 2016-17 HIGH SCHOOL (9-12) - Overall suspension: 5.1% (DataQuest).                             <ul style="list-style-type: none"> <li>Fall 2017 CA Dashboard Suspension rate: 4.6% - Medium. Indicator <b>MET</b></li> </ul>                             Student groups                             <ul style="list-style-type: none"> <li>African American: 11.8% Very High; Declined by 2.6%. Indicator <b>MET</b>.</li> <li>SWD: 9.7% Very High; Declined 0.7%. Indicator <b>NOT MET</b>.</li> <li>American Indian: 1.8%; Declined Significantly by 6.2%. Indicator <b>MET</b>.</li> </ul>                             Moving forward, the data sources will be the CA Dashboard and DataQuest. The internal MoSIS data will be used as a monitoring tool.                         </li> <li>Indicator <b>MET</b>. Four (4) additional sites were trained in Restorative Practices.</li> </ul>           | Provide District trainings & support: <ul style="list-style-type: none"> <li>Positive Behavior Intervention and Supports (PBIS)</li> <li>Restorative Practices</li> <li>Cultural competency, state mandated, and required training for staff (i.e. anti-bullying, suicide prevention, etc.)</li> </ul> Maintain programs and support staff to decrease suspensions: <ul style="list-style-type: none"> <li>1 FTE Behavioral Coach</li> <li>Behavioral Intervention Specialist</li> <li>1 FTE Restorative Practice trained teacher to intervention centers at all high schools</li> <li>Social emotional support to intervention centers at all high schools and junior highs</li> <li>Bus monitor positions</li> <li>Funding for intervention rooms resources</li> <li>Site funds to reinforce positive behavior</li> </ul> Add: <ul style="list-style-type: none"> <li>Restorative Practices training to an additional 4 sites</li> <li>1 FTE Restorative Practice trained teacher to intervention centers at all Jr. High Schools</li> </ul> Behavior Support Specialist | Elementary district (K-8) will decrease suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 0.05%. Expulsions will be less than 0.05% (Dataquest report) (Priority 6)<br><br>High School district will lower suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 1%. Expulsions will be less than 0.1% (Dataquest report) (Priority 6)<br><br>Restorative Practices training will be added to 4 additional sites with a total of 26 sites having been trained. (Priority 6)                                     | <ul style="list-style-type: none"> <li>2018-19 ELEMENTARY (K-8) - Overall suspension: 3.6% (DataQuest).                             <ul style="list-style-type: none"> <li>Fall 2018 CA Dashboard Suspension rate for student groups:                                     <ul style="list-style-type: none"> <li>Foster Youth: 9.1%, increased 1.9% Indicator <b>NOT MET</b></li> <li>Homeless: 6.7%, increased 0.7% Indicator <b>NOT MET</b></li> <li>Hispanic: 3.6%, increased 0.1% Indicator <b>NOT MET</b></li> <li>Two or more Races: 3.4%, decreased 0.1% Indicator <b>MET</b></li> <li>SED: 3.9%, decreased 0.1% Indicator <b>MET</b></li> <li>White: 4.3%, decreased 0.2% Indicator <b>MET</b></li> </ul> </li> <li>2017-18 DataQuest expulsion rate was 0.02%. Indicator <b>MET</b>.</li> <li>2018-19 HIGH SCHOOL (9-12) - Overall suspension: 5.7% (DataQuest).                                     <ul style="list-style-type: none"> <li>Fall 2018 CA Dashboard Suspension rate for student groups:   <ul style="list-style-type: none"> <li>African American: 17.4%, increased 5.1% Indicator <b>NOT MET</b></li> <li>Homeless: 10.5%, increased 1.9% Indicator <b>NOT MET</b></li> <li>Asian: 4%, increased 1.8% Indicator <b>NOT MET</b></li> <li>EL: 7.6%, increased 0.4% Indicator <b>NOT MET</b></li> <li>Foster Youth: 19.6%, decreased 3.9% Indicator <b>MET</b></li> <li>Hispanic: 6%, increased 0.6% Indicator <b>NOT MET</b></li> <li>Two or more Races: 6.7%, increased 1.7% Indicator <b>NOT MET</b></li> <li>Pacific Islanders: 3.8%, increased 2.4% Indicator <b>NOT MET</b></li> <li>SED: 7%, increased 0.9% Indicator <b>NOT MET</b></li> <li>SWD: 9.2%, decreased 0.5% Indicator <b>MET</b></li> </ul> </li> <li>2017-18 DataQuest expulsion rate was 0.07%. Indicator <b>MET</b>.</li> </ul> </li> <li>Indicator <b>MET</b>. Four (4) additional sites were trained in Restorative Practices.</li> </ul> </li></ul> |
| <b>Action #5: Increase parent communication and engagement</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Goal <b>NOT MET</b>. K-8 attendance: 95.72% (20/26 sites met goal of &gt;95%). 9-12 attendance: 93.31% (2/7 comprehensive sites met goal of &gt;95%).</li> <li>Goal <b>NOT MET</b>. The Foster Youth Specialist has met with every foster youth. However, educational plans were developed with a priority of 9-12 students. <b>REWRITE GOAL</b></li> <li>Goal <b>MET</b>. 61% of elementary families attended parent round up prior to the start of the year. 91% of elementary students had parents who attended parent conferences.</li> <li>Goal <b>MET</b>. All junior high and high school sites provided a parent night to support transition.</li> <li>Goal <b>MET</b>. There are currently 14 parent classes to assist with English acquisition.</li> </ul>  | <ul style="list-style-type: none"> <li>2017-18 MOSIS attendance rate for K-8 schools is 95.7%. Indicator <b>NOT MET</b>. 22 of 26 K-8 schools achieved the goal.</li> <li>2017-18 MOSIS attendance rate for 9-12 schools is 94.28%. Indicator <b>NOT MET</b>. 2 of 7 9-12 comprehensive high schools achieved the goal.</li> <li>DataQuest has reported new Chronic Absenteeism data for the 2016-17 school year. For this report students are determined to be chronically absent if they were enrolled for a total of 30 days or more during the academic year and they were absent for 10% or more of the days they were expected to attend. DataQuest data is as follows: K-8 schools have an 11.3% chronic absenteeism rate, 9-12 schools have an 18.4% chronic absenteeism rate</li> <li>Moving forward, the data source will be the CA Dashboard. The internal MoSIS data will be used as a monitoring tool.</li> <li>The foster youth specialist visited all 7-12 school sites approximately 5-6 times this year. Educational plans were developed with a priority on 9 -12 students. Indicator <b>NOT MET</b>. High mobility impacted the desired five meetings for every foster student.</li> <li>In 2017-18, 64% of K-6 parents attended a beginning of school round-up. Indicator <b>MET</b>.</li> <li>91% attended a K-6 parent teacher conference for the first trimester. Indicator <b>MET</b>.</li> <li>All junior high and high schools provided a parent night for incoming 7th and 9th grade families. Indicator <b>MET</b>.</li> <li>There were 13 ESL classes offered across the District for parents. Indicator <b>NOT MET</b>. Due to staff constraints the number of ESL courses offered for parents was limited.</li> </ul> | Maintain: <ul style="list-style-type: none"> <li>K-6 electronic report/progress report</li> <li>Site funding to increase parent involvement</li> <li>7 Attendance Liaisons</li> <li>Typist Clerk Translators (i) &amp; District-wide translator</li> <li>Foster Youth/Homeless Liaison</li> <li>Community Aide</li> <li>Foster Youth Specialist</li> <li>Healthy Start funding</li> <li>Parent round up at elementary sites</li> <li>Support office of Student, Parent &amp; Community Outreach</li> </ul> Provide parent classes & outreach: <ul style="list-style-type: none"> <li>Cultural assimilation class for newcomers</li> <li>Leadership / Partnership classes</li> </ul> ESL classes for parents  | All sites will attain a 95% attendance rate. (Priority 5)<br>Chronic Absenteeism will be reduced by 1% in both Districts. (Priority 5)<br>The Foster Youth Specialist will support foster students (7th - 12th) through student visitation and site support.<br>Maintain or increase number of K-6 parents attending beginning of school year round-up and first trimester parent conference. (Priority 3)<br>Maintain Junior High and High School parent nights for incoming 7th and 9th grade students. (Priority 3)<br>Maintain or increase the number of ESL classes offered for parents. (> 14 classes) (Priority 3) | <ul style="list-style-type: none"> <li>2018-19 MOSIS attendance rate for K-8 schools is ???%. Indicator ??? ???.</li> <li>?? of 26 K-8 schools achieved the goal. (DATA WILL BE ADDED WHEN AVAILABLE)</li> <li>2018-19 MOSIS attendance rate for 9-12 schools is ???%. Indicator ??? ???.</li> <li>?? of 7 9-12 comprehensive high schools achieved the goal. (DATA WILL BE ADDED WHEN AVAILABLE)</li> <li>DataQuest has reported new Chronic Absenteeism data for the 2017-18 school year. For this report students are determined to be chronically absent if they were enrolled for a total of 31 days or more during the academic year and they were absent for 10% or more of the days they were expected to attend. DataQuest data is as follows: K-8 schools have an 10.3% chronic absenteeism rate Indicator <b>MET</b> 9-12 schools have an 19.4% chronic absenteeism rate Indicator <b>NOT MET</b></li> <li>The foster youth specialist visited all 7-12 school sites approximately 5-6 times this year. Indicator <b>MET</b>.</li> <li>In 2018-19, 65% of K-6 parents attended a beginning of school round-up. Indicator <b>MET</b>.</li> <li>80% attended a K-6 parent teacher conference for the first trimester. Indicator <b>NOT MET</b>.</li> <li>All junior high and high schools provided a parent night for incoming 7th and 9th grade families. Indicator <b>MET</b>.</li> <li>There were 12 ESL classes offered across the District for parents. Indicator <b>NOT MET</b>.</li> </ul>   |

**Modesto City Schools Local Control and Accountability Plan**  
**What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?**  
**GOAL 1: Provide facilities that are safe and welcoming to enhance and maximize learning opportunities.**

2019-2020  
Board Approved 6/17/2019

| 2019-2020 NEEDS  | 2019-2020 ACTIONS & SERVICES   | 2019-2020 EXPECTED OUTCOMES  | 2019-2020 ACTUAL OUTCOMES |
|--|--|--|---------------------------|
| <b>Action #1: Improve facilities for student, parents and staff</b>  |  |  |                           |
| Continued facility upgrades are required due to our aging buildings to provide for a safe efficient learning environment. To ensure student safety and prevent asset loss, there is a need to maintain additional cameras and night security. Compliance with the Williams Act is required to provide for appropriate credentialed teachers, standards aligned with curriculum, and facilities. Continue recruitment is needed to mitigate the state expected teacher shortage with attention towards increasing staff diversity. (Priority 1)   | Maintain staff and programs to improve facilities and safety: <ul style="list-style-type: none"> <li>Facilities upgrade per Needs Assessment</li> <li>Infrastructure for technology</li> <li>HR recruitment opportunities to seek staff diversity</li> <li>Security to protect assets</li> <li>Safe schools and violence prevention, and continue to increase cameras</li> <li>Custodial grounds</li> <li>Purchasing Dept. for asset acquisition</li> </ul> Add <ul style="list-style-type: none"> <li>Senior Director, Talent Acquisition &amp; Employee Retention</li> </ul>   | Compliance with Williams Act resulting in no findings. (Priority 1)<br>Teachers are appropriately credentialed and assigned.<br>All students have standards-based materials<br>No findings on facilities<br>Recruitment activities will take place to increase staff diversity. (Priority 8)<br>Facilities will continue to be upgraded based upon priorities. (Priority 1)<br>Develop a process to measure employee retention.<br>Increase recruitment activities to increase staff diversity<br>Establish a Community Diversity Advisory Committee   |                           |
| <b>Action 2 – Equitable access to technology.</b>  |  |  |                           |
| To provide students the opportunity to acquire 21 <sup>st</sup> Century skills increased computer access is needed. Research supports digital curriculum has the greatest impact on at-risk students and English Learners as embedded supports are provided and content can be translated based upon individual need. Technology infrastructure to assist both staff and students. Professional Development for staff continues to be an area of need. (Priority 1, 8)   | Maintain: <ul style="list-style-type: none"> <li>1 Technology Coach</li> <li>Computer replacement cycle</li> <li>Digital school model for 7-12 sites</li> <li>Technological staff</li> </ul> Add <ul style="list-style-type: none"> <li>Chief Technology Officer</li> </ul>  | All 7-12 schools will be maintain 1:1 student devices and implement ELA and Social Studies digital curriculum. (Priority 1)<br><br>Evaluate current infrastructure to support digital curriculum, as well as staff and student needs.  |                           |
| <b>Action 3 – Increase student computer literacy.</b>  |  |  |                           |
| Stakeholders support developing computer literacy skills in early age grades and need to maintain staffing to provide a balanced program. There is a continued need to increase students' typing skills. (Priority 8)  | Maintain <ul style="list-style-type: none"> <li>Software licenses for computer literacy class</li> <li>Elementary computer hardware</li> <li>One (1) Elementary Tech Coordinator</li> </ul>  | At least 46% of 6th grade students will achieve a keyboarding rate of 30 correct words per minute (revised). (Priority 8)  |                           |
| <b>Action 4 – Decrease suspension rate</b>   |  |  |                           |
| The District has made significant progress in reducing suspensions by providing alternatives; however, suspension rates remain disproportionately high among some unique student groups. Additional training and expansion of programs (i.e., Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Cultural Competency, and Effective Classroom Management) is needed to increase sophistication of staff to address student behavioral needs. Continued support is needed for Tier 3 intervention programs at various sites to assist with behavioral needs of high-risk students. Staff positions that address and support student behavioral needs should be maintained. (Priority 6) | Provide District trainings & support: <ul style="list-style-type: none"> <li>Positive Behavior Intervention and Supports (PBIS)</li> <li>Restorative Practices</li> <li>Cultural competency, state mandated, and required training for staff (i.e. anti-bullying, suicide prevention, etc.)</li> </ul> Maintain programs and support staff to decrease suspensions; <ul style="list-style-type: none"> <li>1 FTE Behavioral Coach</li> <li>Behavioral Intervention Specialist</li> <li>1 FTE Restorative Practice trained teacher to intervention centers at all high schools and junior highs</li> <li>Social emotional support to intervention centers at all high schools and junior highs</li> <li>Bus monitor positions</li> <li>Funding for intervention rooms resources</li> <li>Site funds to reinforce positive behavior</li> </ul> Add: <ul style="list-style-type: none"> <li>Restorative Practices training to an additional 4 sites</li> <li>1 FTE Behavioral Coach</li> </ul>  | Elementary district (K-8) will decrease suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 0.05%. Expulsions will be less than 0.05% (Dataquest report) (Priority 6)<br><br>High School district will lower suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 1%. Expulsions will be less than 0.1% (Dataquest report) (Priority 6)<br><br>Restorative Practices training will be added to 4 additional sites with a total of 30 sites having been trained. (Priority 6)  |                           |
| <b>Action 5 – Increase parent communication and engagement</b>   |  |  |                           |
| Parent and community outreach continue to increase with staffing that needs to be maintained. Sites have increased parent communication through targeted meetings to discuss support for positive student outcomes. Increased staff has also provided assistance for our most vulnerable population, foster and homeless students, as well as our African American students. Positions needs to be maintained. Not all school sites have achieved a 95% attendance rate. Chronic absenteeism is greater than 10% at both elementary and high school districts. (Priority 3,5)  | Maintain: <ul style="list-style-type: none"> <li>K-6 electronic report/progress report</li> <li>Site funding to increase parent involvement</li> <li>7 Attendance Liaison</li> <li>Typist Clerk Translators (i) &amp; District-wide translator</li> <li>Foster Youth/Homeless Liaison</li> <li>Community Aide</li> <li>Foster Youth Specialist</li> <li>Healthy Start funding</li> <li>Parent round up at elementary sites</li> <li>Support office of Student, Parent &amp; Community Outreach</li> </ul> Provide parent classes & outreach: <ul style="list-style-type: none"> <li>Cultural assimilation class for newcomers</li> <li>Leadership/Partnership classes</li> <li>ESL classes for parents</li> </ul> Add: <ul style="list-style-type: none"> <li>Additional or enhance parent communication applications</li> <li>Staff to focus on homeless, and foster students to increase positive student outcomes.</li> <li>Provide parent trainings on how to access student grades and assessment data, a-g courses and requirements focused on 9<sup>th</sup> graders, and parent communication applications.</li> </ul> | All sites will attain a 95% attendance rate. (Priority 5)<br><br>Chronic Absenteeism will be reduced by 1% in both Districts. Homeless and Foster Youth Chronic Absenteeism will decrease by 2% (Priority 5)<br><br>The Foster Youth Specialist will support foster students (7th - 12th) through student visitation and site support.<br><br>Maintain or increase number of K-6 parents attending beginning of school year round-up and first trimester parent conference. (Priority 3)<br><br>Maintain Junior High and High School parent nights for in-coming 7th and 9th grade students. (Priority 3)<br><br>Maintain or increase the number of ESL classes offered for parents. (> 14 classes) (Priority 3)<br><br>Evaluate and implement additional, or enhance current, parent communication software applications(s).<br><br>Each site will conduct parent training on how to access student grades and assessment data, a-g courses and requirements focused on 9th graders, and parent communication applications. |                           |

Modesto City Schools Local Control and Accountability Plan

Goal 2 ACTUAL OUTCOMES HISTORY

**GOAL 2: Increase student achievement to ensure each student demonstrates success with California State Standards and be College and Career Ready.**  
**What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?**

2019-2020  
 Board Approved 6/17/2019

| 2016-2017 METRICS/ACTUAL OUTCOMES   | 2017-2018 METRICS/ACTUAL OUTCOMES  | 2018-2019 ACTIONS & SERVICES  | 2018-2019 EXPECTED OUTCOMES  | 2018-2019 ACTUAL OUTCOMES  |
|---|--|---|--|--|
| <b>Action #1: Increase achievement to ensure college readiness</b>  |  |   |  |  |
| <p>• Goal <b>NOT MET</b>: 2015-2016 Scores: Elementary: ELA – 27%; Math – 17%<br/> <b>CA K-8 DASHBOARD PERFORMANCE INDICATOR: OVERALL: LOW STUDENT GROUPS IN RED/ORANGE: ELS, SWD, AFRICAN AMERICAN, 2+ RACES</b><br/>                     High School: ELA – 58%; Math – 25%<br/>                     Goal <b>MET</b>. Graduation Rate: 87.6% (includes Elliott)<br/> <b>CA, 9-12 DASHBOARD PERFORMANCE INDICATOR: OVERALL: 91.6% (2015-2016)</b><br/> <b>No student groups in red/orange.</b><br/>                     2015-2016 Dropout Rates: HS Dropout Rate 7.0%; Jr High Dropouts – 7 students (no percentage calculated)<br/>                     • Goal <b>MET</b>. Eight sites completed EL Shadowing in 2016-2017.<br/>                     • Goal <b>MET</b>. A K-2 supplemental writing program was purchased with all K-2 teachers trained.<br/>                     • Goal <b>MET</b>. Middle College increased course offerings from 4 to 6 with 177 enrollments and a total of 513 college units earned.<br/>                     • Goal <b>MET</b>. Increased enrollment in AP courses with increased participation in exams. 1627/3121 exams received passing scores of 3 or higher (52% pass rate) (2015-2016 data)<br/>                     • Goal <b>MET</b>. 2016 Results on EAP are as follows:<br/>                     - High School EAP – ELA: 23% Goal Met<br/>                     - High School EAP – Math: 8% Goal Met</p> | <p>• 2016-2017 K-8 SBAC: ELA 27.95% Indicator <b>NOT MET</b>. Math 19.01% Indicator <b>NOT MET</b>.<br/>                     • Fall 2017 K-8 CA Dashboard: ELA Overall Performance: 53.9 points below level 3. Indicator <b>NOT MET</b>.<br/>                     ○ ELS: 93.2 points below level 3 Indicator <b>NOT MET</b>. ○ SWD: 124 points below level 3 Indicator <b>NOT MET</b>.<br/>                     ○ AA: 83.6 points below level 3 Indicator <b>NOT MET</b>. ○ 2+ Races: 36.9 points below level 3 Indicator <b>NOT MET</b>.<br/>                     • Fall 2017 K-8 CA Dashboard: Math Overall Performance: 78.9 points below level 3. Indicator <b>NOT MET</b>.<br/>                     ○ SWD: 149.8 points below level 3 Indicator <b>NOT MET</b>. ○ AA: 113.7 points below level 3 Indicator <b>NOT MET</b>.<br/>                     ○ 2016-17 9-12 SBAC: ELA – 55.92% Indicator <b>NOT MET</b>. Math – 23.31% Indicator <b>NOT MET</b>.<br/>                     • 2016-17 9-12: CA Dashboard: ELA Performance - Overall: 18.6 points above level 3. Indicator <b>NOT MET</b>.<br/>                     ○ No data on student group provided<br/>                     ○ 2016-17 9-12: CA Dashboard: Overall: 76.5 points below level 3. Indicator <b>NOT MET</b>. No data on student group provided<br/>                     • 2016-17 Cohort Graduation Rate is 88.4% (includes Elliott). (DataQuest). Indicator <b>MET</b>.<br/>                     • HS Dropout Rate is 5.9% (Dataquest). Indicator <b>MET</b>.<br/>                     • CA Dashboard cohort Graduation rate is 93.1% (15-16 data) (excludes Elliott). Indicator <b>MET</b>.<br/>                     • Four additional sites were trained in EL shadowing. Indicator <b>MET</b>.<br/>                     • All K-6 teachers received training on the Wonders ELA curriculum. Training occurred during August PD days and throughout the school year. All 9-12 teachers have been trained on the Study Sync ELA curriculum. Training occurred during summer 2017, on August PD days, and throughout the school year. K-6 Special Education teachers received training on hybrid math curriculum. Indicator <b>MET</b>.<br/>                     • During the 17-18 school year, 558 units were earned in Middle College. Indicator <b>MET</b>.<br/>                     • 2016-2017: Passing AP exam scores of 3 or higher is 1774/3437 = 52% based on CollegeBoard data. In 2015-16 there were 1627/3121 = 52%. It is noted that the 2015-16 baseline data from DataQuest was incorrect. DataQuest has since corrected their data. New data source moving forward is CollegeBoard. Indicator <b>MET</b>.<br/>                     • 2016-17 Ready for College Coursework (Early Assessment Program) ELA: 22.86% Math: 6.89%<br/>                     *Ready for College* status on EAP is determined by the students that score "standard exceeded" on the ELA and math SBA exams. Indicator <b>NOT MET</b>.<br/>                     • Students in grades 5, 8 and high school took the CAST field test in 2017-18. Indicator <b>MET</b>.</p> | <p>Maintain:<br/>                     • Collaboration time for teachers K-12<br/>                     • Substitutes for walk-through process<br/>                     • Middle College program at Davis HS<br/>                     • Time for 1st – 6th teacher lesson planning<br/>                     • Data analysis and supports to decrease the achievement gap<br/>                     • PSAT10 registration for 10th grade students<br/>                     Provide:<br/>                     • Professional Development (PD) for State Standards and effective instructional practices for all students, subgroups<br/>                     • Supplemental standards aligned instructional materials<br/>                     Continue to:<br/>                     • Align curriculum to transition to Next Generation Science Standards<br/>                     Add:<br/>                     • 1 Optional period to support middle college</p>  | <p>SBAC ELA and Math scores at K-8 and HS will increase: 5% (Priority 4)<br/>                     Overall student performance on CA Dashboard will increase by 3 points:<br/> <i>Student groups identified on CA Dashboard as red and orange will increase by 6 points</i><br/>                     CA Dashboard does not identify student groups in 11<sup>th</sup> grade at this time.<br/>                     Increase HS cohort graduation rate by 1%. Decrease HS dropout rate by 0.5%. Jr. High dropout will be less than 3 students. (Priority 5)<br/>                     Four additional sites will participate in EL shadowing professional development. (Priority 2)<br/>                     Teachers will receive training on new curriculum. (Priority 2)<br/>                     Students in middle college will collectively earn a minimum of 513 college credits. (Priority 7)<br/>                     Advanced Placement Exams pass rate score of 3 or more will be at least 52%. (Priority 4)<br/>                     High school juniors achieving the "ready for college status" on Early Assessment Program (EAP) will increase 2% in both English Language Arts and Math. (ELA &gt; 23% Math &gt; 7%) (Priority 4)</p> | <p>• 2017-2018 K-8 SBAC: ELA 30.92% Indicator <b>NOT MET</b>. Math 20.86% Indicator <b>NOT MET</b>.<br/>                     • Fall 2018 K-8 CA Dashboard: ELA Overall Performance: 48.3 points below level 3. Indicator <b>MET</b>.<br/>                     ○ ELS: 67.6 points below level 3 Indicator <b>MET</b>. ○ SWD: 120.5 points below level 3 Indicator <b>MET</b>.<br/>                     ○ AA: 76 points below level 3 Indicator <b>MET</b>. ○ 2+ Races: 28.1 points below level 3 Indicator <b>MET</b>.<br/>                     • Fall 2018 K-8 CA Dashboard: Math Overall Performance: 75.9 points below level 3. Indicator <b>MET</b>.<br/>                     ○ SWD: 150 points below level 3 Indicator <b>NOT MET</b>. ○ AA: 104.1 points below level 3 Indicator <b>MET</b><br/>                     ○ EL: 94.1 points below level 3 Indicator <b>NOT MET</b>. ○ Hispanic: 86.5 points below level 3 Indicator <b>MET</b><br/>                     ○ Homeless: 108.7 points below level 3 Indicator <b>NOT MET</b> ○ SED: 86.8 points below level 3 Indicator <b>MET</b><br/>                     ○ White: 40.3 points below level 3 Indicator <b>MET</b><br/>                     • 2017-2018 9-12 SBAC: ELA 47.7% Indicator <b>NOT MET</b>. Math 21.9% Indicator <b>NOT MET</b>.<br/>                     • Fall 2018 9-12 CA Dashboard: ELA Overall Performance: 9.3 points below level 3. Indicator <b>NOT MET</b>.<br/>                     ○ ELS: 98.7 points below level 3 Indicator <b>NOT MET</b>. ○ SWD: 131 points below level 3 Indicator <b>NOT MET</b>.<br/>                     ○ AA: 54.6 points below level 3 Indicator <b>NOT MET</b>. ○ Homeless: 64.7 points below level 3 Indicator <b>NOT MET</b>.<br/>                     ○ Hispanic: 29.1 points below level 3 Indicator <b>NOT MET</b>. ○ SED: 31.3 points below level 3 Indicator <b>NOT MET</b>.<br/>                     • Fall 2018 9-12 CA Dashboard: Math Overall Performance: 94.3 points below level 3. Indicator <b>NOT MET</b>.<br/>                     ○ SWD: 208.9 points below level 3 Indicator <b>NOT MET</b>. ○ AA: 140.5 points below level 3 Indicator <b>NOT MET</b><br/>                     ○ EL: 171.5 points below level 3 Indicator <b>NOT MET</b>. ○ Hispanic: 116.7 points below level 3 Indicator <b>NOT MET</b><br/>                     ○ Homeless: 133.5 points below level 3 Indicator <b>NOT MET</b> ○ SED: 119.5 points below level 3 Indicator <b>NOT MET</b><br/>                     ○ 2+ Races: 66 points below level 3 Indicator <b>NOT MET</b><br/>                     • 2017-18 Cohort Graduation Rate is 88.5% (includes Elliott). (DataQuest). Indicator <b>NOT MET</b>.<br/>                     • HS Dropout Rate is 1.8% (Dataquest). Indicator <b>NOT MET</b>. Jr. High dropout is 0 students (DataQuest). Indicator <b>MET</b>.<br/>                     • Four additional sites were trained in EL shadowing. Indicator <b>MET</b>.<br/>                     • All 7-8 teachers received training on the StudySync ELA and the Impact Social Science curriculum. Training occurred during August PD days and throughout the school year. Indicator <b>MET</b>.<br/>                     • During the 18-19 school year, 585 units were earned in Middle College. Indicator <b>MET</b>.<br/>                     • 2017-18: Passing AP exam scores of 3 or higher is 52.5% based on CollegeBoard data <b>MET</b>.<br/>                     • 2017-18 Early Assessment Program is now calculated as the percentage of students that MET or EXCEED STANDARDS on the CAASPP ELA and Math assessments. ELA: 18.28% Math: 6.94% "Ready for College" status on EAP is determined by the students that score "standard exceeded" on the ELA and math SBA exams. Indicator <b>NOT MET</b>.</p> |
| <b>Action #2: Provide student support to meet college and career readiness</b>  |  |   |  |  |
| <p>• Goal <b>MET</b>. 37.8% of high school graduates met a-g requirements in 2015-2016.<br/>                     • <i>Goal rewritten to correct data points:</i> There will be an increase of 2% (81% to 83%) of eighth grade students passing all core classes in Jr. High. Eighth grade EL students passing core classes will increase by 4%. (66% to 70%). This goal was <b>partially MET</b>. (2015-2016 data)<br/>                     There was an increase of 1% (82%) of all students passing all core classes in junior high (<b>Goal Not Met</b>). There was an increase of 9% (75%) of EL students passing core classes (Goal <b>MET</b>).<br/>                     • Goal <b>MET</b>: 50.3% of EL students who were in US schools 5 years or less (grades 1st - 12th) are on target based upon CELDT performance level.</p>   | <p>• 2016 -17 - 40.3% of students have completed CSU/UC a-g requirements. Indicator <b>MET</b><br/>                     • 79.3% of students attending two years in a MCS Jr. High passed all core courses (2016-2017 data). Indicator <b>NOT MET</b><br/>                     • 68.2% of EL students attending two years in a MCS Jr. High passed all core courses. Indicator <b>NOT MET</b></p>   | <p>Maintain:<br/>                     Support formative assessments aligned with state standards<br/>                     Funding for AVID<br/>                     • AVID Excel at 4 Jr. Highs (EL Focus)<br/>                     • 1.0 FTE AVID Coordinator<br/>                     College Counselors to 1.0 FTE per high school<br/>                     • Maintain college presentations with focus on subgroups<br/>                     STEAM programs/pathways<br/>                     • Gregori/Beyer/Roosevelt/Johansen/Hanshaw<br/>                     Expand a 4 year graduation planning tool for students/families</p>  | <p>High school graduates meeting a-g requirements will increase by 1% to 41.3%. (Priority 5)<br/>                     There will be an increase of 2% (79.3% to 81.3%) of 8th grade students passing all core classes in Jr. high. Eighth grade EL students passing core classes will increase by 4%. (68.2% to 72.2%) (Internal data) (Priority 4)<br/>                     A graduation planning tool for families and students will be implemented in AVID Freshman classes, and Beyer and Johansen Freshman Seminar classes. (Priority 5)</p>  | <p>• 2017 -18 - 44% of students have completed CSU/UC a-g requirements. Indicator <b>MET</b><br/>                     • 81.6% of students attending two years in an MCS Jr. High passed all core courses (2017-2018 data). Indicator <b>MET</b><br/>                     • 68.3% of EL students attending two years in an MCS Jr. High passed all core courses. Indicator <b>NOT MET</b></p>   |
| <b>Action #3: Additional staff to coordinate services</b>   |  |   |  |  |
|   | <p>• The Naviance graduation course planner was piloted at Johansen (grade 9) and Modesto High (AVID). There have been difficulties with implementation limiting the number of plans completed in the pilot. Indicator <b>NOT MET</b><br/>                     • In the Spring 2018, English Learner students took the ELPAC summative assessment for the first time. Indicator <b>MET</b></p>   | <p>Maintain:<br/>                     • 3.5 Curriculum Coordinators<br/>                     • Vice Principals at Elementary &amp; Jr. High<br/>                     • Assessment Center to monitor EL student progress<br/>                     • 3 Instructional Coaches at District and sites<br/>                     • 1.0 FTE Work Experience Teachers at each HS<br/>                     • Bilingual Language Development Specialists (BLDS) (from 2.4.d)<br/>                     • District wide Student Study Team (SST) procedures (from 2.2.c)<br/>                     • 3.8 FTE Curriculum Coordinators/Instructional Facilitators<br/>                     Add:<br/>                     • Additional support for students at the beginning language acquisition stage at the K-6 level<br/>                     • Intervention support and staff for sites identified as needing assistance as indicated by CA Dashboard<br/>                     • Staff to support and monitor LCAP/LCFF</p> | <p>(Action also assists with goal #1.4 &amp; #1.5)<br/>                     The English Language Proficiency Assessment for CA (ELPAC) baseline will be established in 2019 for ELPI to allow for a two-year comparison. (Priority 2)<br/>                     Will maintain staff to support and coordinate services for students.</p>  | <p>• ELPAC test was administered to all EL students <b>MET</b><br/>                     • Staff was maintained to support and coordinate services for students <b>MET</b></p>  |
| <b>Action #4: Alternative programs to meet student needs</b>  |  |   |  |  |
| <p>• Goal <b>MET</b>. A Bilingual Language Development Specialist has been hired to provide additional support at Dual Language Academy (.5 FTE), Gregori, Modesto High, and Johansen.</p>  | <p>• The DLA was expanded to grade 7 at Hanshaw Middle School. Staff additions included 1.0 FTE teacher and an additional 0.5 BLDS.<br/>                     • The Language Institute is maintained at Davis High School and Roosevelt Junior High School. Indicator <b>MET</b></p>  | <p>Maintain:<br/>                     • Alternative programs: IB, GATE, BTSA, Adult Ed, Cal Safe, etc.<br/>                     • Language Institute staffing and supports<br/>                     • Full Day K with bilingual paraprofessional DLA<br/>                     • BLDS for DLA<br/>                     Expand Dual Language Academy staffing (DLA) to 8<sup>th</sup> grade<br/>                     Add IB Coordinator. 40 FTE</p>   | <p>DLA will expand to 8th grade. (Priority 7)<br/>                     Continue alternative programs to support diverse student needs.</p>   | <p>• The DLA was expanded to grade 8 at Hanshaw Middle School. <b>MET</b><br/>                     • Alternative programs, including The Language Institute at Davis High School and Roosevelt Junior High School, IB, GATE, CAL Safe, and BTSA were all maintained. Indicator <b>MET</b></p>  |
| <b>Action #5: Increase awareness of careers and life skills</b>   |  |   |  |  |
| <p>• Goal <b>MET</b>. All 1st - 6th students had exposure to careers through software. Some K-6 sites also offered career fairs.<br/>                     • Goal <b>MET</b>. 86% of the 9th grade students completed a career awareness survey.</p>   | <p>• Every elementary student in grades 4-6 was exposed to a career pathway. This was accomplished by participating in Career Cruising, an Internet-based career exploration and planning tool used to explore career and college options. Additionally, many sites held career and college fairs. Indicator <b>MET</b><br/>                     • In 2017-18, 86.57% of 9th grade students completed a career survey to assist with college in career awareness, Indicator <b>MET</b></p>   | <p>Support career fairs &amp; character education at elementary sites<br/>                     Expand Career Technical Education (CTE) programs<br/>                     Support California Partnership Grants<br/>                     Support funding for Ag program</p>  | <p>Every elementary site will expose 4<sup>th</sup> – 6<sup>th</sup> grade students to career pathways. (Priority 7)<br/>                     Maintain or increase the % of 9th grade students completing a career survey to assist in college and career awareness. (&gt; 86%) (Priority 7)</p>   | <p>• Elementary student in grades 4-6 was exposed to a career pathway. This was accomplished by 64% participating in Career Cruising, an Internet-based career exploration and planning tool used to explore career and college options. Additionally, many sites held career and college fairs. Indicator <b>MET</b><br/>                     • In 2018-19, 87.2% of 9th grade students completed a career survey to assist with college in career awareness, Indicator <b>MET</b></p>  |

What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?

**GOAL 2: Increase student achievement to ensure each student demonstrates success with California State Standards and be College and Career Ready.**

| 2019-2020 NEEDS   | 2019-2020 ACTIONS & SERVICES  | 2019-2020 EXPECTED OUTCOMES  | 2019-2020 ACTUAL OUTCOMES |
|---|---|--|---------------------------|
| <b>Action #1: Increase achievement to ensure college readiness</b>  |   |  |                           |
| <p>Overall achievement, as measured by state assessments, needs to improve at all levels in both ELA and math. Student groups identified in the performance category of red/orange need continued supports to master standards and ensure college readiness. With the adoption of new curriculum, training for teachers is needed to understand and access embedded scaffolding that can assist struggling learners. Science curriculum needs to continue transition to align with Next Generation Science Standards.</p>   | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• Substitutes for walk-through process</li> <li>• Middle College program at Davis HS</li> <li>• Time for 1st – 6th teacher lesson planning</li> <li>• Data analysis and supports to decrease the achievement gap</li> <li>• Professional Development (PD) for State Standards and effective instructional practices for all students, subgroups</li> <li>• Supplemental standards aligned instructional Materials</li> <li>• Alignment of curriculum to transition to Next Generation Science Standards</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>• Funding for college-ready assessments</li> <li>• Professional development staff:                             <ul style="list-style-type: none"> <li>- Associate Superintendent, C&amp;I, PD</li> <li>- Senior Director, K - 12 C&amp;I, PD</li> <li>- Clerical support</li> </ul> </li> <li>• Record dual enrollment course completion</li> </ul> | <p>SBAC ELA and Math scores at K-8 and HS will increase: 5% (Priority 4)</p> <p>Overall student performance on CA Dashboard will increase by 3 points:<br/><i>Student groups identified on CA Dashboard as red and orange will increase by 6 points</i></p> <p>Increase HS cohort graduation rate by 1%. Decrease HS dropout rate by 0.5%. Jr. High dropout will be less than 3 students. (Priority 5)</p> <p>Four additional sites will participate in EL shadowing professional development. (Priority 2)</p> <p>Teachers will receive training on new curriculum. (Priority 2)</p> <p>Students in middle college will collectively earn a minimum of 513 college credits. (Priority 7)</p> <p>Advanced Placement Exams pass rate score of 3 or more will be at least 52%. (Priority 4)</p> <p>High school juniors achieving the “ready for college status” on Early Assessment Program (EAP) will increase 2% in both English Language Arts and Math. (ELA &gt; 23% Math &gt; 7%) (Priority 4)</p> <p>Evaluate current professional development opportunities and develop a catalog of training options for staff</p> <p>Develop a relationship with Modesto Junior College to track and monitor dual enrollment course completion, in order to positively effect college readiness</p> |                           |
| <b>Action 2 – Provide student support to meet college and career readiness.</b>   |   |  |                           |
| <p>Students and families need opportunities to learn about college admission process in addition to the skills necessary for success. Stakeholders have requested a process for students/parents to develop four-year graduation plans. Support staff is needed to assist students with college and career readiness.</p> <p>Continue with staff hired specifically to assist teachers with curriculum and instruction, student assessments, and provide student information regarding careers. Examples include college counselors and work experience teachers.</p> | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• Support for formative assessments aligned with state standards</li> <li>• Funding for AVID</li> <li>• AVID Excel at 4 Jr. Highs (EL Focus)</li> <li>• 1.0 FTE AVID Coordinator</li> <li>• College Counselors to 1.0 FTE per high school</li> <li>• College presentations with focus on subgroups, including a focus on 9<sup>th</sup> graders and a-g coursework</li> <li>• STEAM programs/pathways (Gregori / Beyer / Roosevelt / Johansen / Hanshaw)</li> <li>• A 4-year graduation planning tool for students/families</li> </ul>  | <p>High school graduates meeting a-g requirements will increase by 1% to 45%. (Priority 5)</p> <p>There will be an increase of 2% (81.6% to 83.6%) of 8th grade students passing all core classes in Jr. high. Eighth grade EL students passing core classes will increase by 4%. (68.3% to 72.3%) (Internal data) (Priority 4)</p> <p>A graduation planning tool for families and students will be implemented in AVID Freshman classes, and Beyer and Johansen Freshman Seminar classes. (Priority 5)</p>  |                           |
| <b>Action 3 – Provide staff to coordinate services</b>  |   |  |                           |
| <p>English Language Learners need access to additional support services and programs to increase English proficiency and outcomes. New ELA curriculum has embedded ELD curriculum. Teachers need further training on integrated and designated instruction. Need additional supports and services for sites identified as needing assistance as indicated by CA Dashboard.</p>  | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• 3.5 Curriculum Coordinators</li> <li>• Vice Principals at Elementary &amp; Jr. High</li> <li>• Assessment Center to monitor EL student progress</li> <li>• 3 Instructional Coaches at District and sites</li> <li>• 1.0 FTE Work Experience Teachers at each HS</li> <li>• Bilingual Language Development Specialists (BLDS)</li> <li>• District wide Student Study Team (SST) procedures</li> <li>• 3.8 FTE Curriculum Coordinators/Instructional Facilitators</li> <li>• Additional support for students at the beginning language acquisition stage at the K-6 level</li> <li>• Intervention support and staff for sites identified as needing assistance as indicated by CA Dashboard</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>• Director of English Learners and clerical support</li> </ul>  | <p>(Action also assists with goal #1.4 &amp; #1.5)</p> <p>The English Language Proficiency Assessment for CA (ELPAC) baseline will be established in 2019 for ELPI to allow for a two-year comparison. (Priority 2)</p> <p>Will maintain staff to support and coordinate services for students.</p>  |                           |
| <b>Action 4 – Alternative programs to meet student needs</b>  |   |  |                           |
| <p>Due to the diverse needs of our student population, alternative programs are needed to provide support for all learners. Research ways to best implement full-day kindergarten at all elementary locations. Identify programs to increase students’ college and career readiness, particularly at sites that are identified as red or orange on the CA Dashboard.</p>  | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• Alternative programs: IB, GATE, BTSa, Adult Ed, Cal Safe, etc.</li> <li>• Language Institute staffing and supports</li> <li>• Full Day K with bilingual paraprofessional DLA</li> <li>• BLDS for DLA</li> <li>• DLA for grades K-8</li> <li>• IB Coordinator .40 FTE</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>• Full day kinder paraprofessionals</li> <li>• Expand offerings to meet the College Career Indicator (LTIS, adult education, seal of bi-literacy, JROTC, etc.)</li> </ul>  | <p>DLA will be maintained at grades K-8. (Priority 7)</p> <p>Continue alternative programs to support diverse student needs.</p> <p>Full-day kinder will be offered at all K-6 sites</p> <p>The graduation rate for Elliott will increase 5%</p>   |                           |
| <b>Action 5 – Increase awareness of careers and life skills</b>   |   |  |                           |
| <p>Students need opportunities to explore career and life skills. There continues to be strong community support for program opportunities, so students have increased awareness of career pathways and access to vocational programs. Continue current pre-apprenticeship programs and explore the possibility of future endeavors.</p>  | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• Support for career fairs &amp; character education at elementary sites</li> <li>• Career Technical Education (CTE) programs</li> <li>• Support for California Partnership Grants</li> <li>• Funding for Ag program</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>• Enhance Character Education activities K-12</li> </ul>   | <p>Every elementary site will expose 4<sup>th</sup> – 6<sup>th</sup> grade students to career pathways. (Priority 7)</p> <p>Maintain or increase the % of 9th grade students completing a career survey to assist in college and career awareness. (&gt; 86%) (Priority 7)</p>   |                           |

**Modesto City Schools Local Control and Accountability Plan  
Goal 3 ACTUAL OUTCOMES HISTORY**

2019-2020  
Board Approved 6/17/2019

**GOAL 3: Support student' academic and social success by providing access to remediation and enrichment opportunities and promoting positive well-being.**

What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?

| 2016-2017 METRICS/ACTUAL OUTCOMES   | 2017-2018 METRICS/ACTUAL OUTCOMES   | 2018-2019 ACTIONS & SERVICES   | 2018-2019 EXPECTED OUTCOMES   | 2018-2019 ACTUAL OUTCOMES   |
|---|---|--|---|---|
| <b>Action #1: Provide access to remediation/credit recovery</b>   |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Goal <b>NOT MET</b>: 78% of ninth graders earned a minimum of 55 units at the end of the year in both the 14-15 and 15-16 school years.</li> <li>• Goal <b>MET</b>. June 2016 Summer School was attended by 1,433 (9-12) students; 963 (K-6) students; In 2016-2017 school year, 7260 credits were recovered by 9-12 students completing courses through extended summer school.</li> <li>• Goal <b>MET</b>. 48% of fourth grade students met or exceeded writing proficiency on two of three administered writing assessments. (Increase of 14%)</li> <li>• Goal <b>NOT MET</b>. 42% of third grade students met or exceeded reading fluency expectations (Increase of 5%).</li> </ul>  | <ul style="list-style-type: none"> <li>• In 2016-17, 79% of 9th graders earned a minimum of 55 units at the end of the school year. Indicator <b>NOT MET</b>.</li> <li>• June 2017 Summer School was attended by 1,741 (9-12) students; 944 (K-6) students.</li> <li>• 9485 credits were recovered by 9-12 students completing courses through extended summer school. Indicator <b>MET</b>.</li> <li>• In 2017-2018 46% of fourth grade met writing proficiency in two of three District writing assessments. Indicator <b>NOT MET</b>.</li> <li>• In 2017-18, 44% of third grade students met or exceeded reading fluency as indicated in the DIBELS end of year report. Indicator <b>NOT MET</b>.</li> </ul> | Maintain staffing/funding or increase funding for: <ul style="list-style-type: none"> <li>• support periods, remediation programs and K-6 Summer School</li> <li>• Life Skills class for students at Elliott (l)</li> <li>• G230 Academy (g)</li> <li>• funding for HS summer school for credit recovery (j)</li> <li>• bridge class for 8th graders entering HS (k)</li> <li>• early reading PK program at Burbank (m)</li> </ul>   | 80% of students will be on track to graduate (earning a minimum of 55 units) at the end of the ninth-grade year. (Priority 4)<br>Provide summer school opportunities for K-6 students needing remediation. (Priority 4)<br>Provide 7-12 students opportunity for credit recovery through extended summer school and summer school. (Priority 4)<br>50% of fourth grade students will meet writing proficiency on two of three District writing assessments. (Priority 4)<br>50% of third grade students will meet or exceed reading fluency DIBELS on the end of year report. (Priority 4)<br>70% of students that attend G230 Academy will graduate or return to their home high school on track for graduation. | <ul style="list-style-type: none"> <li>• In 2017-18, 78% of 9th graders earned a minimum of 55 units at the end of the school year. Indicator <b>NOT MET</b></li> <li>• June 2018 Summer School was attended by 1,586 (7-12) students; 1,147 (K-6) students. <b>MET</b></li> <li>• 8740 credits were recovered by 9-12 students completing courses through extended summer school. Indicator <b>MET</b>.</li> <li>• In 2018-2019 48.7% of fourth grade met writing proficiency in two of three District writing assessments. Indicator <b>NOT MET</b></li> <li>• In 2018-19, 47.2% of third grade students met or exceeded reading fluency as indicated in the DIBELS end of year report. Indicator <b>NOT MET</b></li> <li>• 79% of students that attended G230 Academy graduated or returned to their home high school on track for graduation. <b>MET</b></li> </ul> |
| <b>Action #2: Maintain support for enrichment/health and wellness programs</b>  |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Goal <b>MET</b>. 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade attended Gallo performance for a total of 6,621 students. This year all third graders (1911) attended Modesto Symphony Link-up.</li> <li>• Goal <b>MET</b>. New instruments purchased at the elementary level to allow more students take instruction. There is an increase of 2.8 FTE of music teachers compared to the 15-16 school year. 1,502 students (4<sup>th</sup> – 6<sup>th</sup>) participated in instrumental lessons in 2016-2017 (increase of 313 students)</li> <li>• Goal <b>MET</b>. 22 elementary sites have participated in Outdoor Science Camp.</li> <li>• Goal <b>MET</b>. 4<sup>th</sup> and 5<sup>th</sup> grade students were offered summer enrichment program in June of 2016. 199 students attended.</li> </ul> | <ul style="list-style-type: none"> <li>• In 2017-18 6,359 students, in grades 1, 2, 5, &amp; 8, attended a performance at the Gallo Center for the Arts.</li> <li>• 1,952 third grade students attended the Modesto Symphony Link-up. Indicator <b>MET</b>.</li> <li>• In 2017-18, 1,636 students participated in the instrumental music program. Indicator <b>MET</b>.</li> <li>• In 2017-18 Grade 6 students from all elementary had the opportunity to participate in Outdoor Education science camp (3 days, 2 nights). Indicator <b>MET</b>.</li> <li>• In 2016-2017, 222 students attended summer school enrichment at the elementary level. Indicator <b>MET</b>.</li> </ul>                             | Maintain: <ul style="list-style-type: none"> <li>• Elementary summer enrichment academies</li> <li>• District and site funds for promoting athletics/student activities</li> <li>• District and site funds for visual and performing arts enrichment programs</li> <li>• Visual &amp; Performing Arts at 4 grade levels</li> <li>• 6th grade Outdoor Science Camp</li> <li>• Access to musical instruments and instruction</li> <li>• Site funds for physical fitness equipment</li> </ul>   | Maintain number of students attending a VAPA performance.<br>Maintain the number of students participating in music instruction at the elementary level. (Priority 7)<br>Maintain the opportunity for 6 <sup>th</sup> grade students to attend Outdoor Science camp. (Priority 7)<br>Maintain or increase the number of students attending summer school enrichment. (Priority 7)<br>Increase percentage of students meeting 5 or more fitness standards on CA Physical Fitness Test. (Priority 8)  | <ul style="list-style-type: none"> <li>• In 2018-19 6,456 students, in grades 1, 2, 5, &amp; 8, attended a performance at the Gallo Center for the Arts. <b>MET</b></li> <li>• 1,689 third grade students attended the Modesto Symphony Link-up. Indicator <b>MET</b></li> <li>• In 2018-19, 1,410 students participated in the instrumental music program. Indicator <b>MET</b></li> <li>• In 2018-19 Grade 6 students from all elementary had the opportunity to participate in Outdoor Education science camp (3 days, 2 nights). Indicator <b>MET</b></li> <li>• In 2018-2019, 285 students attended summer school enrichment at the elementary level. Indicator <b>MET</b></li> <li>• 2017-18 48% of students met 5 or more fitness standards (DATAQUEST) Indicator <b>NOT MET</b></li> </ul>  |
| <b>Action #3: Increase access to support services at each site</b>  |   |  |   |   |
| <ul style="list-style-type: none"> <li>• Goal <b>MET</b>. All comprehensive high schools have a full-time college counselor with academic counselor at the same levels as 2015-2016. In 2016-2017, there was an increase of 9 days (167 total days) of social-emotional support offered to students in comparison to last year. There is an increase staffing of 2.0 nurses as compared to 15-16.</li> </ul>  | <ul style="list-style-type: none"> <li>• In 2017-18, we maintained or increased a variety of social and emotional supports for students. Indicator <b>MET</b>.</li> </ul>   | Maintain staffing: <ul style="list-style-type: none"> <li>• .4 FTE Athletic Director (AD) at each high school</li> <li>• HS Activity Directors at 1.0 FTE</li> <li>• .5 FTE Counselor at Jr. High for subgroups</li> <li>• .4 FTE Counselor – G230 Academy</li> <li>• Counselor at 9-12 for student groups</li> <li>• .5 FTE Counselor – Elliott</li> <li>• Counselor ratio to 650:1</li> <li>• Nurses' staffing and supplies</li> <li>• 3-hour Health Clerk for K-6 sites &gt;700 and Elliott</li> <li>• 2 Instructional paraprofessionals for LI</li> <li>• 1.0 FTE Vice Principal for DLA</li> <li>• Pilot 9th grade transition class (PJHS)</li> <li>• Programs to provide student mentors</li> </ul> Increase: <ul style="list-style-type: none"> <li>• District social-emotional support</li> <li>• Pilot 9th grade transition class (FBHS)</li> </ul> | Maintain or increase the student support services. (Priority 5)   | <ul style="list-style-type: none"> <li>• In 2018-19, we maintained or increased a variety of social and emotional supports for students. Indicator <b>MET</b></li> </ul>  |

What services and actions will be offered to improve outcomes for: all students; to English Learners; to foster students; to socio-economically disadvantaged students?  
**GOAL 3: Support student's academic and social success by providing access to remediation and enrichment opportunities and promoting positive well-being.**

| 2019-2020 NEEDS   | 2019-2020 ACTIONS & SERVICES   | 2019-2020 EXPECTED OUTCOMES   | 2019-2020 ACTUAL OUTCOMES |
|---|--|---|---------------------------|
| <b>Action #1: Provide access to remediation/credit recovery</b>   |  |   |                           |
| <p>There is a need to continue providing remediation and credit recovery options once it is determined students are not mastering foundational skills and standards or when deficient credits. Low performing student groups need additional interventions to accelerate learning to meet grade level standards and/or regain lost units. (Priority 4)</p> <p>Students' writing proficiency shows improvement, but explicit writing instruction is still needed to ensure elementary grade students are academically prepared for the demands of higher grades. (Priority 4)</p> <p>Improvement is still needed to ensure students not only improve in reading fluency but also can read for learning. Specific attention needs to be paid to our student groups whose performance is red or orange on the CA Dashboard for ELA performance. (Priority 4)</p> | <p>Maintain staffing/funding or increase funding for:</p> <ul style="list-style-type: none"> <li>• Support periods, remediation programs, and K-6 Summer School</li> <li>• Life Skills class for students at Elliott</li> <li>• Funding for HS summer school for credit recovery</li> <li>• Bridge class for 8th graders entering HS</li> <li>• Early reading PK program at Burbank</li> </ul> <p>Expand:</p> <ul style="list-style-type: none"> <li>• 230 Academy to another site</li> <li>• Remediation programs</li> <li>• Expand ASES to serve more students</li> <li>• Clerical support for K-8 remediation</li> </ul>  | <p>80% of students will be on track to graduate (earning a minimum of 55 units) at the end of the ninth-grade year. (Priority 4)</p> <p>Provide summer school opportunities for K-6 students needing remediation. (Priority 4)</p> <p>Provide 7-12 students opportunity for credit recovery through extended summer school and summer school. (Priority 4)</p> <p>50% of fourth grade students will meet writing proficiency on two of three District writing assessments. (Priority 4)</p> <p>50% of third grade students will meet or exceed reading fluency DIBELS on the end of year report. (Priority 4)</p> <p>70% of students that attend G230 Academy will graduate or return to their home high school on track for graduation.</p> <p>SpEd referrals will be reduced at each MTSS site</p> <p>MTSS sites will outperform district data on DIBLES, Suspension rate, and attendance rate.</p> <p>Increase participation in ASES in grades K-6</p> <p>Implement the RISE program at all 22 K-6 sites</p> |                           |
| <b>Action #2: Support enrichment/health and wellness programs</b>   |  |   |                           |
| <p>There is strong community support for enrichment activities including Visual &amp; Performing Arts and Outdoor Education. (Priority 7)</p>   | <p>Maintain:</p> <ul style="list-style-type: none"> <li>• Elementary summer enrichment academies</li> <li>• District and site funds for promoting athletics/ student activities</li> <li>• District and site funds for visual and performing arts enrichment programs</li> <li>• Visual &amp; Performing Arts at four grade levels</li> <li>• 6th grade Outdoor Science Camp</li> <li>• Access to musical instruments and instruction</li> <li>• Site funds for physical fitness equipment</li> </ul>  | <p>Maintain number of students attending a VAPA performance.</p> <p>Maintain the number of students participating in music instruction at the elementary level. (Priority 7)</p> <p>Maintain the opportunity for 6<sup>th</sup> grade students to attend Outdoor Science camp. (Priority 7)</p> <p>Maintain or increase the number of students attending summer school enrichment. (Priority 7)</p> <p>Increase percentage of students meeting 5 or more fitness standards on CA Physical Fitness Test. (Priority 8)</p>  |                           |
| <b>Action #3: Increase access to support services at each site</b>  |  |   |                           |
| <p>There is a need to provide students social-emotional support as well as healthy and safe choices. This includes counseling and nursing. (Priority 7)</p> <p>Support programs are needed for at-risk students and the opportunity to work with an adult mentor as needed. (Priority 7)</p> <p>Counseling support staff needs to remain in place for English Learners in LI and at Elliott. (Priority 7)</p>   | <p>Maintain staffing:</p> <ul style="list-style-type: none"> <li>• .4 FTE Athletic Director (AD) at each high school</li> <li>• HS Activity Directors at 1.0 FTE</li> <li>• .5 FTE Counselor at Jr. Highs for subgroups</li> <li>• .4 FTE Counselor – G230 Academy</li> <li>• Counselor at 9-12 for student groups</li> <li>• .5 FTE Counselor – Elliott</li> <li>• Counselor ratio to 650:1</li> <li>• Nurses' staffing and supplies</li> <li>• 3-hour Health Clerk for K-6 sites &gt;700 and Elliott</li> <li>• 2 Instructional paraprofessionals for LI</li> <li>• 1.0 FTE Vice Principal for DLA</li> <li>• Pilot 9th grade transition class at PJHS and FBHS</li> <li>• Programs to provide student mentors</li> <li>• District social-emotional support</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>• Associate Superintendent, Student Support Services</li> <li>• Director, Student Support Services</li> <li>• Coordinator, Student Support Services</li> </ul> | <p>Maintain or increase the student support services. (Priority 5)</p>  |                           |