

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?

2015-2016 METRICS/ACTUAL OUTCOMES	2016-2017 METRICS/ACTUAL OUTCOMES	2017-2018 ACTIONS & SERVICES	2017-2018 EXPECTED OUTCOMES	2017-2018 ACTUAL OUTCOMES
Action #1: Improve facilities for student, parents and staff				
<ul style="list-style-type: none"> There were no William Act findings. A facilities need list was developed and provided to School Board on 9/28/15 A night security team was proposed but not implemented due to need for support from staff and community. 	<ul style="list-style-type: none"> Goal MET. There were no William Act findings. Goal MET. Eight recruitment fairs attended with outreach presentations to various clubs. Goal MET. 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. 	<p>Upgrade Facilities per Needs Assessment Increase security to protect assets: Night team Upgrade infrastructure for technology Maintain current safety programs: Safe Schools, Violence Prevention; and increase cameras</p> <ul style="list-style-type: none"> Maintain staff to improve facilities: <ul style="list-style-type: none"> custodial and grounds Purchasing Dept. for asset acquisition Provide HR recruitment opportunities to seek staff diversity. 	<ul style="list-style-type: none"> Compliance with Williams Act resulting in no findings. (Priority 1) Teachers are appropriately credentialed and assigned. All students have standards-based materials No findings on facilities Recruitment activities will take place to increase staff diversity. (Priority 8) Facilities will continue to be upgraded based upon priorities. (Priority 1) 	<ul style="list-style-type: none"> Indicator MET. The District was in compliance with William's Act. Teachers are appropriately credentialed and assigned All students have standards-based materials No findings on facilities Indicator MET. 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. Indicator MET. 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.
Action #2: Equitable access to technology				
<ul style="list-style-type: none"> A technology infrastructure was increased with updated telephone plan. Increased network access through updated cabling and wireless access points. Purchased 7,608 computers for staff and students in addition to 1:1 computers for ELA HS pilot. 	<ul style="list-style-type: none"> Goal MET. 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. Goal MET. New ELA digital curriculum was piloted and adopted by the School Board. 	<p>Maintain staffing of Media Center Assistants Maintain 1 Technology Coach Continue computer replacement cycle Maintain and expand digital school model Increase technological support staff</p>	<ul style="list-style-type: none"> All high schools will be provided 1:1 student devices and implement ELA digital curriculum. (Priority 1) 	<ul style="list-style-type: none"> Indicator MET. 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.
Action #3: Increase student computer literacy				
<ul style="list-style-type: none"> Elementary computer literacy included keyboarding with a target for 6th grade established at 25 correct words per minute. 	<ul style="list-style-type: none"> Goal NOT MET. 48% of 6th grade students met keyboard goal of 25 words correct per minute. 	<p>Purchase software licenses for computer literacy class Maintain elementary computer labs, incl. COWs Maintain 1 Elementary Tech Coordinator</p>	<ul style="list-style-type: none"> There will be a 5% increase of 6th grade students will achieve a keyboarding rate of 25 correct words per minute. (Priority 8) 	<ul style="list-style-type: none"> Indicator MET. In 2017-18, 63% of 6th graders are at an average of 25 words per minute.
Action #4: Decrease suspension rate				
<ul style="list-style-type: none"> K-8 YTD suspension rate decreased .73% (from 4.99% to 4.26%). African American students' suspension rate increased 2.0% (from 9.45% to 11.08%). SWD suspension rate decrease .40% (from 8.06% to 7.66%). There is an expulsion to date K-8. *Note: Internal report. 9-12 YTD suspension rate decreased 1.0% (from 7.38% to 6.38%). African American students' suspension rate increased from 18.66% to 20.66% (increase of 2%). SWD suspension rate decreased 1.60% (from 14.47% to 12.87%). EL Learners decreased 4.44% (from 13.41% to 8.97%). there are 5 expulsions to date. *Note: Internal report. 23 of 34 school sites had attendance rates above 95%. 7 school sites have attendance rates above 94%. K-8 has a 1.41% decrease with an overall rate of 11.57% and 9-12 has a 0.28% decrease in chronic absenteeism within an overall rate of 19.69%. Total of 14 sites have received training on Restorative Practices. 	<ul style="list-style-type: none"> Goal MET. K-8 suspension rate was 3.98% (decreased 1.01%). Student group data: AA 7.42%, -3.66% from 15-16 (goal met); SWD 6.78%, -.88% from 15-16 (goal not met); Total expulsions 0 (goal met). All data from 16-17 internal reports. CA. K-8 DASHBOARD PERFORMANCE INDICATOR: OVERALL High (2014-2015) Student Groups in RED/ORANGE: AMERICAN INDIAN Goal MET. 9-12 suspension rate was 5.29% (decreased 1.09%) Student group data: AA 13.81%, -6.85% from 15-16 (goal met). SWD 11:01% -1.86 from 15-16 (goal not met). ELL 8.41% -.56% from 15-16 (goal not met). Total expulsions: 5 CA. 9-12 DASHBOARD PERFORMANCE INDICATOR: OVERALL Medium (2014-2015) Student Groups in RED/ORANGE: AMERICAN INDIAN Goal MET. Four additional sites (Davis, La Loma, Garrison, and El Vista) received training year. A total of 18 sites have been trained on Restorative Practices. 	<ul style="list-style-type: none"> Maintain support staff to decrease suspensions: <ul style="list-style-type: none"> 1 FTE Behavioral Coach 1 Probation Officer – Elliott Behavioral Intervention Specialist Provide District trainings & support: <ul style="list-style-type: none"> Positive Behavior Intervention Cultural competency and state mandated training for staff <ul style="list-style-type: none"> Anti bullying; suicide prevention, etc. Increase programs & staff to decrease suspensions: <ul style="list-style-type: none"> Add Restorative Practices to additional 4 sites and expand training to all Ed. Services Directors, HS Principals, and IC monitors Add 1 FTE Restorative Practice trained teacher to intervention centers at all high schools Add social emotional support to intervention centers at all high schools and junior highs Increase bus monitor positions Maintain funding for intervention rooms resources Maintain site funds to reinforce positive behavior 	<ul style="list-style-type: none"> Elementary District (K-8) will decrease suspension rate by .5% with African American students, SWD, and American Indian decreasing suspension rate by 1%. Expulsions will remain below 0% (internal report) (Priority 6) High School District will lower suspension rate by 1% with the suspension rate of African Americans, EL Learners, American Indian and SWD decreasing by 2%. Expulsions will remain the same or decrease (equal or less than 5) (Priority 6) Restorative Practices will be added to 4 additional sites with a total of 22 sites having implementation. (Priority 6) 	<ul style="list-style-type: none"> Indicator MET. 2016-17 ELEMENTARY (K-8) - Overall suspension: 3.7% (DataQuest). <ul style="list-style-type: none"> Fall 2017 CA Dashboard Suspension rate: 3.7% - High Student groups: <ul style="list-style-type: none"> African American: 6.3% Very High; Declined by 3%. Indicator MET SWD: 5% High; Declined 1.3%. Indicator MET American Indian: 6.7%; Declined Significantly by 2.4%. Indicator MET 2016-17 DataQuest number of expulsions was 0. Indicator MET. Moving forward, the data sources will be the CA Dashboard and DataQuest. The internal MoSIS data will be used as a monitoring tool. Indicator MET. 2016-17 HIGH SCHOOL (9-12) - Overall suspension: 5.1% (DataQuest). <ul style="list-style-type: none"> Fall 2017 CA Dashboard Suspension rate: 4.6% - Medium. Indicator MET Student groups: <ul style="list-style-type: none"> African American: 11.8% Very High; Declined by 2.6%. Indicator MET. SWD: 9.7% Very High; Declined 0.7%. Indicator NOT MET. American Indian: 1.8%; Declined Significantly by 6.2%. Indicator MET. 2016-17 DataQuest number of expulsions was 15. Indicator NOT MET Moving forward, the data sources will be the CA Dashboard and DataQuest. The internal MoSIS data will be used as a monitoring tool. Indicator MET. Four (4) additional sites were trained in Restorative Practices.
Action #5: Increase parent communication and engagement				
<ul style="list-style-type: none"> All sites have provided training to parents on PowerSchool. All high school sites have offered an additional training on Naviance. All sites have developed a parent involvement plan and are implementing actions. Students, Parent and Community Outreach held 54 events with 10,293 families attending. Final approval of job description from the union was not provided until March 2016. Position filled for 2016-2017 school year. 	<ul style="list-style-type: none"> Goal NOT MET. K-8 attendance: 95.72% (20/26 sites met goal of >95%). 9-12 attendance: 93.31% (2/7 comprehensive sites met goal of >95%). Goal NOT MET. The Foster Youth Specialist has met with every foster youth. However, educational plans were developed with a priority of 9-12 students. REWRITE GOAL Goal MET. 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. Goal MET. All junior high and high school sites provided a parent night to support transition. Goal MET. There are currently 14 parent classes to assist with English acquisition. 	<p>Maintain K-6 electronic report/progress report Maintain site funding to increase parent involvement</p> <ul style="list-style-type: none"> Maintain staffing to increase parent communication: <ul style="list-style-type: none"> 7 Attendance Liaisons Typist Clerk Translators & District-wide translator Foster Youth/Homeless Liaison Community Aide Foster Youth Specialist Healthy Start funding Provide parent classes & outreach: <ul style="list-style-type: none"> Cultural assimilation class for newcomers Leadership / Partnership classes ESL classes for parents Provide Beginning of Year information for parents (Round up) Pilot family specialists at 3 sites (Kirschen, Garrison, and Wilson) <p>Maintain & support Office of Student, Parent & Community Outreach Maintain parent round up at elementary sites</p>	<ul style="list-style-type: none"> All sites will attain a 95% attendance rate. (Priority 5) Chronic Absenteeism will be reduced by 1% in both Districts. (Priority 5) The foster youth specialist will meet with each foster student (7th - 12th) a minimum of six times. Maintain or increase number of K-6 parents attending beginning of school year round-up and first trimester parent conference. (Priority 3) Maintain Junior High and High Schools parent nights for in-coming 7th and 9th grade students. (Priority 3) Increase the number of ESL classes offered for parents. (> 14 classes) (Priority 3) 	<ul style="list-style-type: none"> 2017-18 MOSIS attendance rate for K-8 schools is 95.7%. Indicator NOT MET. 22 of 26 K-8 schools achieved the goal. 2017-18 MOSIS attendance rate for 9-12 schools is 94.28%. Indicator NOT MET. 2 of 7 9-12 comprehensive high schools achieved the goal. 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: <ul style="list-style-type: none"> K-8 schools have an 11.3% chronic absenteeism rate, 9-12 schools have an 18.4% chronic absenteeism rate Moving forward, the data source will be the CA Dashboard. The internal MoSIS data will be used as a monitoring tool. 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 NOT MET. High mobility impacted the desired five meetings for every foster student. In 2017-18, 64% of K-6 parents attended a beginning of school round-up. Indicator MET. 91% attended a K-6 parent teacher conference for the first trimester. Indicator MET. All junior high and high schools provided a parent night for incoming 7th and 9th grade families. Indicator MET. There were 13 ESL classes offered across the District for parents. Indicator NOT MET. Due to staff constraints the number of ESL courses offered for parents was limited.

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.

2018-2019
Board Approved 6/25/2018

2018-2019 NEEDS	2018-2019 ACTIONS & SERVICES	2018-2019 EXPECTED OUTCOMES	2018-2019 ACTUAL OUTCOMES
Action #1: Improve facilities for student, parents and staff			
Continued facility upgrades are required due to our ageing buildings to provide for a safe efficient learning environment. To ensure student safety and prevent asset loss, additional cameras and night security is still needed. Compliance with the Williams Act is required to provide for appropriate credentialed teachers, standards aligned 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"> • Facilities upgrade per Needs Assessment • Infrastructure for technology • HR recruitment opportunities to seek staff diversity • Security to protect assets • Safe Schools, Violence Prevention; and increase cameras • Custodial and grounds • Purchasing Dept. for asset acquisition 	Compliance with Williams Act resulting in no findings. (Priority 1) Teachers are appropriately credentialed and assigned. All students have standards-based materials No findings on facilities Recruitment activities will take place to increase staff diversity. (Priority 8) Facilities will continue to be upgraded based upon priorities. (Priority 1)	
Action #2: Equitable access to technology			
To provide students the opportunity to acquire 21st 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 needs to be reliable with increased staff 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"> • 1 Technology Coach • Computer replacement cycle Maintain and expand digital school model Increase technological staff	All Jr. High Schools will be provided 1:1 student devices and implement ELA and Social Studies digital curriculum. (Priority 1)	
Action #3: Increase student computer literacy			
Stakeholders support developing computer literacy skills in early grades and need to maintain staffing to provide a balanced program. There is a continued need to increase students' typing skills.(Priority 8)	Purchase software licenses for computer literacy class Maintain elementary computer hardware 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)	
Action #4: Decrease suspension rate			
The District has made significant progress in reducing suspensions by providing alternatives; however, suspension rates remain high with disparity between 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 increased. (Priority 6)	Provide District trainings & support: <ul style="list-style-type: none"> • Positive Behavior Intervention and Supports (PBIS) • Restorative Practices • Cultural competency, state mandated, and required training for staff (i.e. anti-bullying, suicide prevention, etc.) Maintain programs and support staff to decrease suspensions: <ul style="list-style-type: none"> • 1 FTE Behavioral Coach • Behavioral Intervention Specialist • 1 FTE Restorative Practice trained teacher to intervention centers at all high schools • Social emotional support to intervention centers at all high schools and junior highs • Bus monitor positions • Funding for intervention rooms resources • Site funds to reinforce positive behavior Add: <ul style="list-style-type: none"> • Restorative Practices training to an additional 4 sites • 1 FTE Restorative Practice trained teacher to intervention centers at all Jr. High Schools • 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) 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) Restorative Practices training will be added to 4 additional sites with a total of 26 sites having been trained. (Priority 6)	
Action #5: Increase parent communication and engagement			
Parent and community outreach continues to increase with staffing that needs to be maintained for the work. 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 need 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"> • K-6 electronic report/progress report • Site funding to increase parent involvement • 7 Attendance Liaisons • Typist Clerk Translators (i) & District-wide translator • Foster Youth/Homeless Liaison • Community Aide • Foster Youth Specialist • Healthy Start funding • Parent round up at elementary sites • Support office of Student, Parent & Community Outreach Provide parent classes & outreach: <ul style="list-style-type: none"> • Cultural assimilation class for newcomers • Leadership / Partnership classes • ESL classes for parents 	All sites will attain a 95% attendance rate. (Priority 5) Chronic Absenteeism will be reduced by 1% in both Districts. (Priority 5) The Foster Youth Specialist will support foster students (7th - 12th) through student visitation and site support. Maintain or increase number of K-6 parents attending beginning of school year round-up and first trimester parent conference. (Priority 3) Maintain Junior High and High School parent nights for in-coming 7th and 9th grade students. (Priority 3) Maintain or increase the number of ESL classes offered for parents. (> 14 classes) (Priority 3)	

Modesto City Schools Local Control and Accountability Plan

Goal 2 ACTUAL OUTCOMES HISTORY

2018-2019
Board Approved 6/25/2018

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?

2015-2016 METRICS/ACTUAL OUTCOMES	2016-2017 METRICS/ACTUAL OUTCOMES	2017-2018 ACTIONS & SERVICES	2017-2018 EXPECTED OUTCOMES	2017-2018 ACTUAL OUTCOMES
Action #1: Increase achievement to ensure college readiness				
<ul style="list-style-type: none"> Established SBAC baselines <ul style="list-style-type: none"> High School: ELA 53%; Math 21% Elementary: ELA – 25%; Math – 15% Graduation cohort rate was 87%; an increase of 3%. High school drop-out rate decreased by 1.7% to 7.4 %. Junior High drop-out maintained at less than 1%. Five schools have participated in EL Shadowing: Modesto High School, Mark Twain Jr. High, Shackelford, Bret Harte, and Wilson Elementary. A supplemental writing program purchased for elementary: All 3rd – 6th grade teachers trained on August 4th & 5th. Students in Middle College earned a total of 396 transferable college units. AP pass rates increased by 1% (50% to 51%). Additionally, there was an increase of 482 AP classes completed as compared to the prior year. 	<ul style="list-style-type: none"> Goal NOT MET: 2015-2016 Scores: Elementary: ELA – 27%; Math – 17% CA K-8 DASHBOARD PERFORMANCE INDICATOR: OVERALL: Low STUDENT GROUPS IN RED/ORANGE: ELS, SWD, AFRICAN AMERICAN, 2+ RACES High School: ELA – 58%; Math – 25% Goal MET: Graduation Rate: 87.6% (includes Elliott) CA 9-12 DASHBOARD PERFORMANCE INDICATOR: OVERALL: 91.6% (2015-2016) No student groups in red/orange. 2015-2016 Dropout Rates: HS Dropout Rate 7.0%; Jr High Dropouts – 7 students (no percentage calculated) Goal MET: Eight sites completed EL Shadowing in 2016-2017. Goal MET: A K-2 supplemental writing program was purchased with all K-2 teachers trained. Goal MET: Middle College increased course offerings from 4 to 6 with 177 enrollments and a total of 513 college units earned. Goal MET: 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) Goal MET: 2016 Results on EAP are as follows: High School EAP – ELA: 23% Goal Met High School EAP – Math: 8% Goal Met 	<p>Provide professional development (PD) for State Standards and effective instructional practices for all students, subgroups</p> <p>Maintain collaboration time for teachers K-12</p> <p>Maintain substitutes for walkthrough process</p> <p>Provide supplemental standards aligned instructional materials for subgroups (including materials for TK programs, site allocations for science and math manipulatives/DLA library/Health bridge materials)</p> <p>Maintain Middle College program at Davis HS</p> <p>Maintain time for 1st – 6th teacher lesson planning</p> <p>Offer PSAT registration for 10th grade students</p> <p>Maintain a task force dedicated to equity for all student groups</p> <p>Begin process to align curriculum to transition to Next Generation Science Standards</p>	<ul style="list-style-type: none"> SBAC ELA and Math scores at K-8 and HS will increase: 5% (Priority 4) Overall student performance on CA Dashboard will increase by 25 points: <ul style="list-style-type: none"> <i>Student groups identified on CA Dashboard as low/very low will increase by 45 points</i> (3rd – 8th grade student groups in ELA SBAC: ELS, SWD, AA, and 2+ Races) (3rd – 8th grade student groups in Math SBAC: SWD, and AA) CA Dashboard does not identify student groups in 11th grade at this time. Increase graduation rate 1% on both Dataquest and CA Dashboard. Decrease HS dropout rate by .5%. Decrease Jr. High dropout by 1 student. (Priority 5) Four additional sites will participate in EL shadowing professional development. (Priority 2) All teachers will receive 6 hours minimum training on new curriculum. (Priority 2) Students will earn an increased number of transferable college units. (> 513 units) (Priority 7) High schools will maintain or increase the number of Advanced Placement Exams with a passing score of 3 or more. (> 1,627 exams received a passing score (52%) (Priority 4) 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 > 23% Math > 8%) (Priority 4) 	<ul style="list-style-type: none"> 2016-2017 K-8 SBAC: ELA 27.95% Indicator NOT MET. Math 19.01% Indicator NOT MET. Fall 2017 K-8 CA Dashboard: ELA Overall Performance: 53.9 points below level 3. Indicator NOT MET. <ul style="list-style-type: none"> ELs: 93.2 points below level 3 Indicator NOT MET. SWD: 124 points below level 3 Indicator NOT MET. AA: 83.6 points below level 3 Indicator NOT MET. 2+ Races: 36.9 points below level 3 Indicator NOT MET. Fall 2017 K-8 CA Dashboard: Math Overall Performance: 78.9 points below level 3. Indicator NOT MET. <ul style="list-style-type: none"> SWD: 149.8 points below level 3 Indicator NOT MET. AA: 113.7 points below level 3 Indicator NOT MET. 2016-17 9-12 SBAC: ELA – 55.92% Indicator NOT MET. Math – 23.31% Indicator NOT MET. 2016-17 9-12: CA Dashboard: ELA Performance - Overall: 18.6 points above level 3. Indicator NOT MET. <ul style="list-style-type: none"> No data on student group provided 2016-17 9-12: CA Dashboard: Overall: 76.5 points below level 3. Indicator NOT MET. No data on student group provided (THE DATA HAS BEEN DELAYED AT THE STATE LEVEL DUE TO NEW CALCULATIONS. DATA WILL BE UPDATED BY THE END OF JULY 2018) 2016-17 Cohort Graduation Rate is XXXX (includes Elliott). (DataQuest). Indicator XXXX. HS Dropout Rate is XXXX (Dataquest). Indicator XXXX. Jr. High dropout is XXXX students (no % calculated) (DataQuest). Indicator XXXX. CA Dashboard cohort Graduation rate is 93.1% (15-16 data) (excludes Elliott). Indicator MET. Four additional sites were trained in EL shadowing. Indicator MET. 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 MET. During the 17-18 school year, 558 units were earned in Middle College. Indicator MET. 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 MET. 2016-17 Ready for College Coursework (Early Assessment Program) ELA: 22.86% Math: 6.89% "Ready for College" status on EAP is determined by the students that score "standard exceeded" on the ELA and math SBA exams. Indicator NOT MET. Students in grades 5, 8 and high school took the CAST field test in 2017-18. Indicator MET.
Action #2: Provide student support to meet college and career readiness				
<ul style="list-style-type: none"> High school graduates meeting a-g requirements increased to 36.5%. 78% of 8th grade students passed core courses in 2014-15 (3% increase). 66% of EL students passed core courses (12% increase). AVID maintained at 6 sites. More students achieved “Ready for College” status in 2015. EAP is now assessed with Smarter Balanced. Significantly more students were assessed in 2015 than in prior years. <ul style="list-style-type: none"> ELA – Increase from 556 in 2014 to 649 students in 2015; 19% Ready for College Math – Increase from 94 in 2014 to 239 students in 2015; 7% Ready for College 	<ul style="list-style-type: none"> Goal MET: 37.8% of high school graduates met a-g requirements in 2015-2016. Goal <i>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 partially MET. (2015-2016 data) There was an increase of 1% (82%) of all students passing all core classes in junior high (Goal Not Met). There was an increase of 9% (75%) of EL students passing core classes (Goal MET). Goal MET: 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>Support formative assessments aligned with state standards</p> <p>Increase funding for AVID</p> <ul style="list-style-type: none"> Add AVID at Roosevelt Jr. High Support AVID Excel at 3 Jr. Highs (EL Focus) Provide 1.0 FTE AVID Coordinator <p>Maintain College Counselors to 1.0 FTE per high school</p> <ul style="list-style-type: none"> Maintain college presentations with focus on subgroups <p>Support STEAM programs/pathways</p> <ul style="list-style-type: none"> Gregori/Beyer/Roosevelt/Johansen/Hanshaw <p>Provide a 4 year graduation planning tool for students/families</p>	<ul style="list-style-type: none"> High school graduates meeting a-g requirements will increase by 1% to 38.5%. (Priority 5) There will be an increase of 2% (82% to 84%) of 8th grade students passing all core classes in Jr. High. Eighth grade EL students passing core classes will increase by 4%. (75% to 79%) (Priority 4) A graduation planning tool for families and students will be piloted with 15% of families completing plan. (Priority 5) 	<p>(CDE CALCULATIONS CHANGES FOR COHORT GRADUATION RATE MAY AFFECT THE CURRENT DATA. DATA WILL BE REVIEWED PRIOR TO THE END OF JULY 2018)</p> <ul style="list-style-type: none"> 2016 -17 - 40.3% of students have completed CSU/UC a-g requirements. Indicator MET 79.3% of students attending two years in a MCS Jr. High passed all core courses (2016-2017 data). Indicator NOT MET 68.2% of EL students attending two years in a MCS Jr. High passed all core courses. Indicator NOT MET
Action #3: Additional staff to coordinate services				
<ul style="list-style-type: none"> There was a 5.4% decrease of EL students on track for reclassification 		<p>Maintain:</p> <ul style="list-style-type: none"> 3.5 Curriculum Coordinators Vice Principals at Elementary & Jr. High Assessment Center to monitor EL student progress 3 Instructional Coaches at District and sites 1.0 FTE Work Experience Teachers at each HS Bilingual Language Development Specialists (BLDS) (from 2.4.d) District wide Student Study Team (SST) procedures (from 2.2.c) <p>Increase:</p> <ul style="list-style-type: none"> 3.8 FTE Curriculum Coordinators/Instructional Facilitators <p>Provide assessment for EL reclassification</p>	<p>(Action also assists with goal #1.4 & #1.5)</p> <ul style="list-style-type: none"> The District will transition to English Language Proficiency Assessment for CA (ELPAC) with a baseline established in 2019 for ELPI to allow for a two-year comparison. (Priority 2) 	<ul style="list-style-type: none"> 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 NOT MET In the Spring 2018, English Learner students took the ELPAC summative assessment for the first time. Indicator MET
Action #4: Alternative programs to meet student needs				
	<ul style="list-style-type: none"> Goal MET: A Bilingual Language Development Specialist has been hired to provide additional support at Dual Language Academy (.5 FTE), Gregori, Modesto High, and Johansen. 	<p>Maintain former Tier III Programs: IB, GATE, BTSa, Adult Ed, Cal Safe, etc.</p> <p>Maintain Language Institute staffing and facility needs</p> <p>Expand Dual Language Academy staffing (DLA) to 7th grade</p> <ul style="list-style-type: none"> Full Day K with 6 hr. bilingual paraprofessional (3 FTE) Increase .5 FTE to 1.0 BLDS for DLA 	<ul style="list-style-type: none"> DLA will expand to 7th grade (Priority 7) 	<ul style="list-style-type: none"> The DLA was expanded to grade 7 at Hanshaw Middle School. Staff additions included 1.0 FTE teacher and an additional 0.5 BLDS. The Language Institute is maintained at Davis High School and Roosevelt Junior High School. Indicator MET
Action #5: Increase awareness of careers and life skills				
<ul style="list-style-type: none"> 92% of elementary students have been exposed to career awareness through software and site activities. At the end of the first semester, 71% of 9th grade students have completed a career survey. 	<ul style="list-style-type: none"> Goal MET: All 1st - 6th students had exposure to careers through software. Some K-6 sites also offered career fairs. Goal MET: 86% of the 9th grade students completed a career awareness survey. 	<p>Support career fairs & character education at elementary sites</p> <p>Expand Career Technical Education (CTE) programs</p> <p>Support California Partnership Grants</p> <p>Support funding for Ag program</p>	<ul style="list-style-type: none"> Every elementary site will expose 4th – 6th grade students to career pathways. (Priority 7) Maintain or increase the % of 9th grade students completing a career survey to assist in college and career awareness. (> 86%) (Priority 7) 	<ul style="list-style-type: none"> 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 MET In 2017-18, 86.57% of 9th grade students completed a career survey to assist with college in career awareness, Indicator MET

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

2018-2019 Board Approved 6/25/2018

2018-2019 NEEDS	2018-2019 ACTIONS & SERVICES	2018-2019 EXPECTED OUTCOMES	2018-2019 ACTUAL OUTCOMES
Action #1: Increase achievement to ensure college readiness			
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. 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 transition to align with Next Generation Science Standards.	Maintain: <ul style="list-style-type: none"> • Collaboration time for teachers K-12 • Substitutes for walk-through process • Middle College program at Davis HS • Time for 1st – 6th teacher lesson planning • Data analysis and supports to decrease the achievement gap • PSAT10 registration for 10th grade students Provide: <ul style="list-style-type: none"> • Professional Development (PD) for State Standards and effective instructional practices for all students, subgroups • Supplemental standards aligned instructional materials Continue to: <ul style="list-style-type: none"> • Align curriculum to transition to Next Generation Science Standards Add: <ul style="list-style-type: none"> • 1 Optional period to support middle college 	SBAC ELA and Math scores at K-8 and HS will increase: 5% (Priority 4) Overall student performance on CA Dashboard will increase by 3 points: <i>Student groups identified on CA Dashboard as red and orange will increase by 6 points</i> CA Dashboard does not identify student groups in 11 th grade at this time. 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) Four additional sites will participate in EL shadowing professional development. (Priority 2) Teachers will receive training on new curriculum. (Priority 2) Students in middle college will collectively earn a minimum of 513 college credits. (Priority 7) Advanced Placement Exams pass rate score of 3 or more will be at least 52%. (Priority 4) 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 > 23% Math > 7%) (Priority 4)	
Action #2: Provide student support to meet college and career readiness			
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. 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.	Maintain: <ul style="list-style-type: none"> • Support formative assessments aligned with state standards Funding for AVID <ul style="list-style-type: none"> • AVID Excel at 4 Jr. Highs (EL Focus) • 1.0 FTE AVID Coordinator College Counselors to 1.0 FTE per high school <ul style="list-style-type: none"> • Maintain college presentations with focus on subgroups STEAM programs/pathways <ul style="list-style-type: none"> • Gregori/Beyer/Roosevelt/Johansen/Hanshaw Expand a 4 year graduation planning tool for students/families	High school graduates meeting a-g requirements will increase by 1% to 41.3%. (Priority 5) 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) A graduation planning tool for families and students will be implemented in AVID Freshman classes, and Beyer and Johansen Freshman Seminar classes. (Priority 5)	
Action #3: Provide staff to coordinate services			
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.	Maintain: <ul style="list-style-type: none"> • 3.5 Curriculum Coordinators • Vice Principals at Elementary & Jr. High • Assessment Center to monitor EL student progress • 3 Instructional Coaches at District and sites • 1.0 FTE Work Experience Teachers at each HS • Bilingual Language Development Specialists (BLDS) (from 2.4.d) • District wide Student Study Team (SST) procedures (from 2.2.c) • 3.8 FTE Curriculum Coordinators/Instructional Facilitators Add: <ul style="list-style-type: none"> • Additional support for students at the beginning language acquisition stage at the K-6 level • Intervention support and staff for sites identified as needing assistance as indicated by CA Dashboard • Staff to support and monitor LCAP/LCFF 	<i>(Action also assists with goal #1.4 & #1.5)</i> 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) Will maintain staff to support and coordinate services for students.	
Action #4: Alternative programs to meet student needs			
Due to the diverse needs of our student population, alternative programs are needed to provide support for all learners.	Maintain: <ul style="list-style-type: none"> • Alternative programs: IB, GATE, BTSA, Adult Ed, Cal Safe, etc. • Language Institute staffing and supports • Full Day K with bilingual paraprofessional DLA • BLDS for DLA Expand Dual Language Academy staffing (DLA) to 8 th grade Add IB Coordinator .40 FTE	DLA will expand to 8th grade. (Priority 7) Continue alternative programs to support diverse student needs.	
Action #5: Increase awareness of careers and life skills			
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.	Support career fairs & character education at elementary sites Expand Career Technical Education (CTE) programs Support California Partnership Grants Support funding for Ag program	Every elementary site will expose 4 th – 6 th grade students to career pathways. (Priority 7) Maintain or increase the % of 9th grade students completing a career survey to assist in college and career awareness. (> 86%) (Priority 7)	

Modesto City Schools Local Control and Accountability Plan

Goal 3 ACTUAL OUTCOMES HISTORY

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?

2018-2019
Board Approved 6/25/2018

2015-2016 METRICS/ACTUAL OUTCOMES	2016-2017 METRICS/ACTUAL OUTCOMES	2017-2018 ACTIONS & SERVICES	2017-2018 EXPECTED OUTCOMES	2017-2018 ACTUAL OUTCOMES
Action #1: Provide access to remediation/credit recovery				
<ul style="list-style-type: none"> 9th grade students on track to graduate increased by 1% (77% to 78%). 839 students completed summer school in June 2015; 73% had increased proficiency in ELA; 83.5% had increased proficiency on decoding; 80% had increased proficiency in math. 33.6% of 4th graders met or exceeded writing proficiency assessments (an increase of 11.6%) 38% of third graders have met or exceeded reading fluency standards. Third grade students began the school year reading on average 63 words correct words per minute (CWPM). End of year data indicates 3rd grade students reading 86 CWPM (average growth of 23 CWPM) but it fell short the criteria of 100 CWPM. 	<ul style="list-style-type: none"> Goal NOT MET: 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. Goal MET. 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. Goal MET. 48% of fourth grade students met or exceeded writing proficiency on two of three administered writing assessments. (Increase of 14%) Goal NOT MET. 42% of third grade students met or exceeded reading fluency expectations (Increase of 5%). 	<p>Maintain staffing for:</p> <ul style="list-style-type: none"> remediation programs (READ 180) support periods Life Skills class for students at Elliott <p>Maintain funding for:</p> <ul style="list-style-type: none"> elementary programs for remediation skills G230 Academy Math 180 at 7-12 sites funding for HS summer school for credit recovery <p>Provide bridge class for 8th graders entering HS</p> <p>Provide early reading PK program at Burbank</p> <p>Provide funding for junior high remediation</p>	<ul style="list-style-type: none"> 80% of students will be on track to graduate (earning a minimum of 55 units) at the end of the ninth grade year (2016-2017 data) (Priority 4) Maintain or increase number of students attending summer school (> 963 students K-6 and 1,433 students 9-12) and credits (> 7260 credits) earned through extended summer school. (Priority 4) 55% of fourth grade students will meet writing proficiency on two of three District writing assessments. (Priority 4) 50% of third grade students will meet or exceed reading fluency DIBELS on the end of year report. (Priority 4) 	<ul style="list-style-type: none"> In 2016-17, 79% of 9th graders earned a minimum of 55 units at the end of the school year. Indicator NOT MET. June 2017 Summer School was attended by 1,741 (9-12) students; 944 (K-6) students. 9485 credits were recovered by 9-12 students completing courses through extended summer school. Indicator MET. In 2017-2018 46% of fourth grade met writing proficiency in two of three District writing assessments. Indicator NOT MET. In 2017-18, 44% of third grade students met or exceeded reading fluency as indicated in the DIBELS end of year report. Indicator NOT MET.
Action #2: Maintain support for enrichment/health and wellness programs				
<ul style="list-style-type: none"> Approximately 140 more 4th - 6th grade students are participating in the musical instrumental program. (1,300 students). A total of 7,045 students attended a VAPA performance (increase of 3420 students). All 6th grade students were offered the opportunity to attend a 3-day outdoor education science program. Summer Enrichment was delayed due to negotiations with the union. However, new contract will provide for summer enrichment in the summer of 2016. 	<ul style="list-style-type: none"> Goal MET. 1st, 2nd, 5th and 8th grade attended Gallo performance for a total of 6,621 students. This year all third graders (1911) attended Modesto Symphony Link-up. Goal MET. 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 (4th – 6th) participated in instrumental lessons in 2016-2017 (increase of 313 students) Goal MET. 22 elementary sites have participated in Outdoor Science Camp. Goal MET. 4th and 5th grade students were offered summer enrichment program in June of 2016. 199 students attended. 	<ul style="list-style-type: none"> Elementary summer enrichment academies District and site funds for promoting athletics/student activities District and site funds for visual and performing arts enrichment programs Visual & Performing Arts at 4 grade levels 6th grade Outdoor Science Camp Access to musical instruments and instruction Provide site funds for physical fitness equipment 	<ul style="list-style-type: none"> Maintain or increase number of students attending a VAPA performance. Maintain the number of students participating in music instruction at the elementary level. (Priority 7) Maintain the opportunity for 6th grade students to attend Outdoor Science camp. (Priority 7) Maintain or increase the number of students attending summer school enrichment. (Priority 7) Increase % of students meeting 5 or more health fit zones on CA Physical Fitness Test (Priority 8) 	<ul style="list-style-type: none"> In 2017-18 6,359 students, in grades 1, 2, 5, & 8, attended a performance at the Gallo Center for the Arts. 1,952 third grade students attended the Modesto Symphony Link-up. Indicator MET. In 2017-18, 1,636 students participated in the instrumental music program. Indicator MET. In 2017-18 Grade 6 students from all elementary had the opportunity to participate in Outdoor Education science camp (3 days, 2 nights). Indicator MET. In 2016-2017, 222 students attended summer school enrichment at the elementary level. Indicator MET.
Action #3: Increase access to support services at each site				
<ul style="list-style-type: none"> All high schools have provided a college presentation for parents. All junior high students received a presentation regarding college requirements. 	<ul style="list-style-type: none"> Goal MET. 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. 	<p>Maintain staffing:</p> <ul style="list-style-type: none"> .4 FTE Athletic Director (AD) at each high school HS Activity Directors at 1.0 FTE .5 FTE Counselor at Jr. High for subgroups .4 FTE Counselor – G230 Academy 1 FTE Counselor at 9-12 for student groups .5 FTE Counselor – Elliott Counselor ratio to 650:1 Nurses' staffing and supplies 3-hour Health Clerk for K-6 sites>700 and Elliott 2 Instructional paraprofessionals for LI 1.0 FTE Vice Principal for DLA District social-emotional support with continued .4 counseling each for LI and Elliott Pilot 9th grade transition class (PJHS) <p>Increase staffing/funding for:</p> <ul style="list-style-type: none"> Programs to provide student mentors 	<ul style="list-style-type: none"> Maintain or increase the student support services. (Priority 5) 	<ul style="list-style-type: none"> In 2017-18, we maintained or increased a variety of social and emotional supports for students. Indicator MET.

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.

2018-2019 NEEDS	2018-2019 ACTIONS & SERVICES	2018-2019 EXPECTED OUTCOMES	2018-2019 ACTUAL OUTCOMES
Action #1: Provide access to remediation/credit recovery			
<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>Students have shown growth in reading proficiency however improvement is still needed to ensure students not only improve in reading fluency but also can read for learning. Specific attention 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"> • support periods, remediation programs and K-6 Summer School • Life Skills class for students at Elliott (l) • G230 Academy (g) • funding for HS summer school for credit recovery (j) • bridge class for 8th graders entering HS (k) • early reading PK program at Burbank (m) 	<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>	
Action #2: Support enrichment/health and wellness programs			
<p>There is strong community support for enrichment activities including Visual and Performing Arts and Outdoor Education. (Priority 7)</p>	<p>Maintain:</p> <ul style="list-style-type: none"> • Elementary summer enrichment academies • District and site funds for promoting athletics/student activities • District and site funds for visual and performing arts enrichment programs • Visual & Performing Arts at 4 grade levels • 6th grade Outdoor Science Camp • Access to musical instruments and instruction • Site funds for physical fitness equipment 	<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 6th 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>	
Action #3: Increase access to support services at each site			
<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"> • .4 FTE Athletic Director (AD) at each high school • HS Activity Directors at 1.0 FTE • .5 FTE Counselor at Jr. High for subgroups • .4 FTE Counselor – G230 Academy • Counselor at 9-12 for student groups • .5 FTE Counselor – Elliott • Counselor ratio to 650:1 • Nurses’ staffing and supplies • 3-hour Health Clerk for K-6 sites>700 and Elliott • 2 Instructional paraprofessionals for LI • 1.0 FTE Vice Principal for DLA • Pilot 9th grade transition class (PJHS) • Programs to provide student mentors <p>Increase:</p> <ul style="list-style-type: none"> • District social-emotional support • Pilot 9th grade transition class (FBHS) 	<p>Maintain or increase the student support services. (Priority 5)</p>	