

Modesto City Schools Local Control Accountability Plan: Metrics for Goal 1

GOAL 1: Provide facilities that are safe and welcoming to enhance and maximize learning opportunities.				
State priorities: Basic Services (1), Parent Involvement (3), Pupil Engagement (5), School Climate (6), Other Outcomes (8)				
2013-2014 METRICS	2014-2015 METRICS	2015-2016 EXPECTED OUTCOMES	2015-2016 ACTUAL OUTCOMES	2016-2017 NEEDS
<ul style="list-style-type: none"> • Average age of elementary sites is 58 years old; average age of junior high sites is 52 years old, average age of high school sites is 51 years old. • 70% of the District computers are greater than five years old. Infrastructure does not allow equitable access to technology. • No Computer literacy training in elementary • Community Input: More parent involvement • Suspension rate is above state average. 	<ul style="list-style-type: none"> • \$6.2 million spent to upgrade facilities including new heating and air conditioning at Beyer, Lakewood; New roofing at 11 school sites; Improved athletic fields/pool at four high school sites; Miscellaneous projects. • \$2.8 million was spent on increasing technology infrastructure: Added WiFi access at 14 sites; 5,109 replacement computers purchased; \$1.2 million spent upgrading electrical/switches/and access point for model digital high school along with purchase of 1,800 student computers; over 80 hours of professional development provided to staff on transition to digital learning environment. • 22.6 elementary computer teachers were hired with every 1st-6th grade student receiving 35 hours of computer literacy; Elementary computer labs were updated. • 100% of schools are trained in Positive Behavior Intervention Supports; High School and Elementary had a 20% and 25% decrease in suspensions respectively. Restorative Justice Practices were added to 8 sites; 1 Probation officer was hired. • 9,532 parents participated in parent outreach meetings; 686 parents attended a five-session (10 hour) leadership training course; 51% of elementary families came to welcome back activities prior to the start of school year; Hired translators for school sites; Hired 4 attendance liaisons that made 1,282 visits at the high school level. • Every site received funds to increase opportunities for parent outreach. • Due to the large number of newly hired staff, the job equity study was delayed to allow for a more accurate study. • Elementary District suspension rate is 6%. Suspension rates for African American is 16.3% and SWD is 10.1%. Total number of elementary expulsion is 7.* • High School District suspension rate is 8%. Suspension rates for African American is 21.6%, SWD is 14.4% and English Learners is 14.3%. Total expulsions at High School is 15.* 	<ol style="list-style-type: none"> 1. Compliance with Williams Act resulting in no findings. (Priority 1) <ul style="list-style-type: none"> • Teachers are appropriately credentialed and assigned • All students have standards-based materials • No findings on facilities 2. A prioritized facilities needs list will be created. (Priority 1) 3. An evening security team will be implemented. (Priority 1) 4. District infrastructure will be updated to support high school transition to 1:1 devices. (Priority 1) 5. A 6th grade keyboarding baseline will be established. (Priority 7) 6. Elementary district (K-8) will lower suspension rate by .5 % with African American students and SWD decreasing suspension rate by 1%. The number of expulsions will be maintained or lowered. (< 6 students; Current expulsion rate is less than 0%) (Priority 6) 7. High School district will lower suspension rate by 1% with the suspension rate of African Americans, EL Learners, and SWD decreasing by 2%. The number of expulsions will be maintained or lowered. (< 15 students) (Current expulsion rate is less than 0.1%) (Priority 6) 8. All sites will attain a 95% attendance rate. (Priority 5) 9. The number of students with chronic absenteeism (absent more than 10% of enrollment days) will decrease. (Priority 5) Chronic absenteeism includes any days a student is not present regardless of the reason. 10. Restorative Practices will be added to 4 additional sites with a total of 12 sites having implementation. (Priority 6) 11. Every site will offer a training to parents on the use of PowerSchool. High schools will offer an additional training on Naviance. (Priority 3) 12. Each site will develop a parent involvement plan. (Priority 3) 13. Every foster student will meet with a foster youth specialist to develop a personalized educational plan. (Priority 7) 	<ol style="list-style-type: none"> 1. This goal was MET. There were no William Act findings. Students have access to appropriately assigned teachers, standards based curriculum and functional facilities. 2. This goal was MET. Report provided to School Board on 9/28/15. Special Board meeting on Jan. 25, 2016 to discuss possible funding mechanisms (bonds). 3. This goal was NOT MET. The proposal to implement a night security team to protect District assets have encountered many obstacles this year. Staff is working to gain support from staff, union and community to work through all components to propose before the Governing Board. 4. This goal is Met. District telephone plan developed with beginning implementation to increase communication between staff and parents. 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. 5. This goal is MET. Keyboarding target for 6th grade established at 25 correct words per minute. 6. This goal was PARTIALLY MET. 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 decreased .40% (from 8.06% to 7.66%). There is 1 expulsions to date K-8. *Note: Internal report 7. This goal was PARTIALLY MET. 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 8. This goal was NOT MET. 23 of 34 school sites had attendance rates above 95%. 7 school sites have attendance rates above 94% 9. This goal was MET. 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%. 10. This goal was MET. Total of 14 sites have received training on Restorative Practices. 11. This goal was MET. All sites have provided training to parents on PowerSchool. All high school sites have offered an additional training on Naviance. 12. This goal is MET. All sites have developed a parent involvement plan and are implementing actions. Student. Parent and Community Outreach held 54 events with 10,293 families attending. 13. This goal is NOT MET. Final approval of job description from the union was not provided until March 2016. Position filled for 2016-2017 school year. 	<ol style="list-style-type: none"> 1. The District must stay in compliance with Williams Act to ensure students have access to appropriately assigned teachers, standards based curriculum and functional facilities to meet the needs of all students but especially our sub group populations. Recruitment efforts for increasing staffing diversity is needed. (Priority 1) 2. District has antiquated infrastructure that impedes ability to deliver digital standard based curriculum. Digital curriculum allows for increased access for our English Learners and Socio economic disadvantaged as translations and scaffold instruction are embedded within the software. Increased support staff is needed to assist both staff and students in the transition. (Priority 1,8) 3. Due to high community poverty rates, our students do not have access to home computers that prepare them for 21st Century skills. More student computers are needed for digital curriculum. (Priority 1) 4. Data reflects that multiple programs and added staff (PBIS, Peace Builders, Restorative Justice, bus monitors, Behavior Coach) have been successful in improving school climate and decreasing behavior incidents. Additional assistance is needed for our African American students. Programs and staff need continued support. Expansion of Restorative Practices is needed to other school sites in addition to adding staff to replicate successful practices. (Priority 6) 5. While sites report greater parent participation in meetings continued support of programs are needed to increase satisfaction. African American families have expressed the need for additional targeted assistance for communication and closing the achievement gap. (Priority 3, 5)

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

2014-2015	2015-2016	2016-2017	EXPECTED OUTCOMES
<p>1. Improve facilities for student and parents</p> <ul style="list-style-type: none"> a. Develop Facilities Master Plan b. Increase security to protect assets c. Upgrade infrastructure for technology d. Maintain Safe Schools, Violence Prevention programs – formerly Tier III categorical funding <p>2. Increase equitable access to technology</p> <ul style="list-style-type: none"> a. Add 3 Media Center Assistants b. Add 1 Technology Coach c. Purchase Computers On Wheels (COW) for classrooms d. Begin computer replacement cycle for staff and students e. Develop a model digital school <p>3. Increase student computer literacy</p> <ul style="list-style-type: none"> a. Research and develop elementary computer literacy b. Purchase software for computer literacy class c. Upgrade and maintain computer labs d. Add 1 Elementary Technology Coordinator <p>4. Decrease suspension rate</p> <ul style="list-style-type: none"> a. Add 1 FTE Behavioral Coach b. Increase effectiveness of Positive Behavior Intervention & Support (PBIS) team with additional training/collaboration c. Provide training for yard duties/campus supervisors d. Add 1 Bus Monitor for behavior e. Provide resources for intervention rooms f. Provide site funds to reinforce positive behavior g. Add 1 Probation Officer - Elliott h. Add Restorative Justice at 4 sites <p>5. Increase parent communication & engagement</p> <ul style="list-style-type: none"> a. Provide K-6 electronic report/progress report b. Site funding to increase parent involvement c. Maintain 4 Attendance Liaisons – District wide d. Add 3 Attendance Liaisons e. Maintain Healthy Start funding to sites f. Establish baseline for parent, student satisfaction survey g. Develop and provide parent leadership classes h. Develop and provide cultural assimilation class for parents of newcomers i. Add Typist Clerk II Translators at sites j. Provide resources and staff to increase parent outreach efforts to subgroups including home visits and meetings k. Add 1 Foster Youth/Homeless Liaison l. Offer a parent round-up at elementary schools m. Add Community Aide to assist with parent outreach n. Conduct a job equity study to retain high quality staff 	<p>1. Improve facilities for student, parents and staff</p> <ul style="list-style-type: none"> a. Prioritize Facilities Needs Assessment b. Increase security to protect assets c. Upgrade infrastructure for technology d. Maintain Safe Schools, Violence Prevention programs e. Add custodial and grounds staff f. Increase Purchasing Dept for acquisition of assets <p>2. Increase equitable access to technology</p> <ul style="list-style-type: none"> a. Maintain 3 Media Center Assistants b. Maintain 1 Technology Coach c. Purchase addtl Computers On Wheels (COW) for classrooms d. Continue computer replacement cycle for staff and students e. Support a model digital school f. Increase technological support staff <p>3. Increase student computer literacy</p> <ul style="list-style-type: none"> a. Support elementary computer literacy b. Purchase software for computer literacy class c. Maintain computer labs d. Maintain 1 Elementary Tech Coordinator <p>4. Decrease suspension rate</p> <ul style="list-style-type: none"> a. Maintain 1 FTE Behavioral Coach b. Support Positive Behavior Intervention & Support (PBIS) team with additional training/collaboration c. Provide training for yard duties/campus supervisors (including cultural competency) d. Maintain Bus Monitor positions e. Provide resources for intervention rooms f. Provide site funds to reinforce positive behavior g. Maintain 1 Probation Officer – Elliott h. Support existing and add Restorative Justice at 4 addtl sites <p>5. Increase parent communication & engagement</p> <ul style="list-style-type: none"> a. Provide K-6 electronic report/progress report b. Site funding to increase parent involvement c. Maintain 4 Attendance Liaisons – District wide d. Maintain 3 Attendance Liaisons e. Maintain Healthy Start funding to sites f. Increase parent, student satisfaction g. Provide parent leadership classes h. Provide cultural assimilation class for parents of newcomers i. Maintain addtl Typist Clerk II Translators at sites j. Provide resources and staff to increase parent outreach efforts to subgroups including home visits and meetings k. Maintain 1 Foster Youth/Homeless Liaison l. Support parent round-up at elementary schools m. Maintain Community Aide to assist with parent outreach n. Analyze & Implement a job equity study to retain high quality staff o. Add District-wide translator p. Add Foster Youth Specialist 	<p>1. Improve facilities for student, parents and staff</p> <ul style="list-style-type: none"> a. Upgrade Facilities per Needs Assessment b. <u>Increase</u> security to protect assets c. <u>Upgrade</u> infrastructure for technology d. <u>Maintain</u> current and increase Safe Schools, Violence Prevention programs e. <u>Maintain</u> custodial and grounds staff f. <u>Maintain</u> Purchasing Dept for acquisition of assets g. Analyze and implement a job equity study to retain high quality staff (goal 1.5.n 14-15 LCAP) h. Provide HR recruitment opportunities to seek staff diversity. <p>2. Increase equitable access to technology</p> <ul style="list-style-type: none"> a. <u>Maintain</u> staffing of Media Center Assistants b. <u>Maintain</u> 1 Technology Coach c. <u>Purchase</u> addtl Computers On Wheels (COW) for classrooms d. <u>Continue</u> computer replacement cycle e. <u>Maintain</u> digital school model f. <u>Increase</u> technological support staff <p>3. Increase student computer literacy</p> <ul style="list-style-type: none"> a. <u>Support</u> elementary computer literacy b. <u>Purchase</u> software for computer literacy class c. <u>Maintain</u> computer labs d. <u>Maintain</u> 1 Elementary Tech Coordinator <p>4. Decrease suspension rate</p> <ul style="list-style-type: none"> • Increase/maintain support staff to decrease suspensions: <ul style="list-style-type: none"> • Maintain 1 FTE Behavioral Coach (a) • Increase bus monitor positions (d) • <u>Maintain</u> 1 Probation Officer – Elliott (g) • Refine/adjust Behavioral Intervention Specialist duties to include targeted outreach to African American families (i) • Increase/maintain District trainings <ul style="list-style-type: none"> • <u>Support</u> Positive Behavior Intervention (b) • <u>Cultural competency training</u> for all staff (c) • <u>Add</u> Restorative Practices to additional 4 sites (h) <ul style="list-style-type: none"> e. <u>Maintain funding for</u> resources for intervention rooms f. <u>Maintain</u> site funds to reinforce positive behavior <p>5. Increase parent communication & engagement</p> <ul style="list-style-type: none"> a. <u>Maintain</u> K-6 electronic report/progress report b. <u>Maintain</u> site funding to increase parent involvement • <u>Maintain / Increase</u> staffing: <ul style="list-style-type: none"> • 7 Attendance Liaisons (c & d) • Increase Typist Clerk Translators (i) • Foster Youth/Homeless Liaison (k) • Increase Community Aide for parent outreach (m) • Foster Youth Specialist (p) e. <u>Maintain</u> Healthy Start funding to sites f. <u>Increase</u> parent, student satisfaction • <u>Provide</u> parent classes: <ul style="list-style-type: none"> • Cultural assimilation class for newcomers (h) • Leadership / Partnership classes (g) • ESL classes for parents (g) j. <u>Provide</u> resources and increased staff for parent outreach efforts to subgroups including home visits and meetings l. <u>Support</u> parent round-up at elementary schools o. <u>Maintain</u> District-wide translator 	<p>Action #1: Improved facilities</p> <ul style="list-style-type: none"> 1. Compliance with Williams Act resulting in no findings. (Priority 1) <ul style="list-style-type: none"> • Teachers are appropriately credentialed and assigned. • All students have standards-based materials • No findings on facilities 2. Recruitment activities will take place to increase staff diversity. (Priority 8) 3. Facilities will continue to be upgraded based upon priorities. (Priority 1) <p>Action # 2: Equitable access to technology</p> <ul style="list-style-type: none"> 4. Increase technology infrastructure including support staff and student devices. (Priority 1) 5. Successfully pilot and select high school standard based ELA digital curriculum. (Priority 1) <p>Action #3: Increase student computer literacy</p> <ul style="list-style-type: none"> 6. 75% of 6th grade students will achieve a keyboarding rate of 25 correct words per minute. (Priority 8) <p>Action #4: Decrease suspension rate</p> <ul style="list-style-type: none"> 7. Elementary district (K-8) will maintain or decrease suspension rate with African American students and SWD decreasing suspension rate by 1%. The number of expulsions will be maintained or lowered. (< 6 students) (Current expulsion rate is less than 0%)(Priority 6) 8. High School district will lower suspension rate by 1% with the suspension rate of African Americans, EL Learners, and SWD decreasing by 2%. The number of expulsions will be maintained or lowered. (< 15 students) (Current expulsion rate is less than 0.1%) (Priority 6) 9. Restorative Practices will be added to 4 additional sites with a total of 18 sites having implementation. (Priority 6) <p>Action #5: Increase parent communication & engagement</p> <ul style="list-style-type: none"> 10. All sites will attain a 95% attendance rate. (Priority 5) 11. Every foster student will meet with a foster youth specialist to develop a personalized educational plan. (Priority 5) 12. 50% of parents with K-6 students will attend parent round-up prior to the start of the school year. 80% of parents with K-6 students will attend a parent conference. (Priority 3) 13. All junior high and high school sites will provide a parent night for 7th and 9th grade students to support transitional year. (Priority 3) 14. Increase the number of ESL classes offered for parents. (> 12 classes) (Priority 3)

Modesto City Schools Local Control Accountability Plan: Metrics for Goal 2

GOAL 2: Increase student achievement to ensure each student demonstrates success with Common Core State Standards and be college and career ready.				
<i>State priorities: Implementation of State Standards (2), Student Achievement (4), Pupil Engagement (5), Course Access (7)</i>				
2013-2014 METRICS	2014-2015 METRICS	2015-2016 EXPECTED OUTCOMES	2015-2016 ACTUAL OUTCOMES	2016-2017 NEEDS
<ul style="list-style-type: none"> Staff needs professional development and collaboration time to review data and develop high quality lessons to increase student achievement 78.2 % of our students graduate from high school. 83% and 81% of our students passed CAHSEE Math and ELA respectively. 21% of high school students enroll in at least 1 AP class with an overall AP pass rate of 54%. 79 % of our Junior High students pass all core courses and meet graduation requirements. 47 % of our elementary students (K-8) increased one level on CELDT. 15% of our high school English language learners are reclassified after five years. 38% of fifth grade students are proficient/advanced on state Science test. Community input wants emphasis on life skills & career planning. 	<ul style="list-style-type: none"> Certificated staff received a minimum of 12 hours of professional development on new standards aligned curriculum in addition to 365 hours offered throughout the year; 15 collaboration hours were provided with peers to review lessons and instructional strategies or data analysis. Professional development was offered in effective instructional practices and effective lesson design. Achievement Data: <ul style="list-style-type: none"> 84% graduation rate 83% and 81% of our students passed CAHSEE Math and ELA respectively 1,842 students completed 3,004 AP courses with a pass rate of 51% 75% of Jr. High students passed all core classes 24% and 18% of our elementary and high school long-term English Learners were reclassified. 42% of our fifth grade students were proficient/advanced on the state Science assessment. 54.9% of students taking AP exams achieved a passing score. Elementary formative assessments were developed for all grade levels. District wide formative data points established to monitor math, reading and writing fluency. Middle College was established for 10th graders at one site; students earned 216 college credits. Increased college counselors at each high school. Developed procedures/forms for District wide Student Study Team. Added 3 curriculum coordinators, 7 vice principals, and 3 instructional coaches. Increased high school work experience teachers to full time. Every site receive funds to promote careers related activities. Expanded DLA program to 4th grade. EL shadowing protocols were established with beginning implementation. 	<ol style="list-style-type: none"> Due to new state calculations and guidelines, the API has remained unchanged. The District will establish baseline SBAC data for each grade and all LCAP subgroups for both ELA and math. (Priority 4) District graduation rate will increase by .5% to 84.5%. The dropout rate for jr. high and high school will be maintained or decreased. (Priority 5) 25% of all sites (8 sites) will participate in EL shadowing professional development. (Priority 2) A supplemental writing program will be purchased and all 3-6th grade teachers will be trained on implementation. (Priority 2) Middle College will be offered to an additional grade level with increased number of transferable college units earned by students. (> 216 units) (Priority 7) High school graduates meeting a-g requirements will increase by 1% to 36%. (Priority 5) There will be an increase of 2% of 8th grade students passing all core classes in jr. high. Eighth grade EL students passing core classes will increase by 4%. (Priority 4) All AVID schools will retain their certification. (Priority 7) There will be a 1% increase of EL students (5 yrs or less US school) on track to attain CELDT reclassification level. (Priority 2) All elementary (1st – 6th) grade students will be exposed to career awareness through software and site activities. (Priority 7) 70% of incoming 9th grade students will complete a career survey. (Priority 7) High school juniors taking and passing the Early Assessment Program (EAP) will increase in both English Language Arts and Math. (ELA > 2228 students with 20% ready for college and Math > 1,345 students with 7% ready for college). (Priority 4) High schools will maintain or increase the % of students who take and pass Advance Placement Exams. (Priority 4) 	<ol style="list-style-type: none"> This goal was MET with established baselines High School: ELA 53%; Math 21% Elementary: ELA – 25%; Math – 15% This goal was MET. 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%. This goal was NOT MET. Five schools have participated: Modesto High School, Mark Twain Jr. High, Shackelford, Bret Harte, and Wilson Elementary. This goal was MET. “Step up to Writing” was purchased with all 3rd – 6th grade teachers trained on August 4th & 5th. This goal was MET. Students in Middle College earned a total of 396 transferable college units. This goal was MET. High school graduates meeting a-g requirements increased to 36.5%. This goal was MET. 78% of 8th grade students passed core courses in 2014-15 (3% increase). 66% of EL students passed core courses (12% increase). This goal was MET. AVID maintained at 6 sites. This goal was NOT MET. There was a 5.4% decrease of EL students on track for reclassification. This goal was MET. 92% of elementary students have been exposed to career awareness through software and site activities. This goal was MET. At the end of the first semester, 71% of 9th grade students have completed a career survey. This goal was MET. 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. 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; This goal was MET. 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. 	<ol style="list-style-type: none"> Student achievement at all grade levels and content areas need to improve. There remains a significant achievement gap with sub-groups. Additional Professional Development to assist staff in meeting the needs of struggling students and to implement state standards. Teachers need opportunities and support to collaborate with colleagues, and time to develop and analyze standards based lessons. (Priority 2 & 4) There should be an increased emphasis to assist students in developing and increasing college and career readiness. (Priority 4 & 7) The District should continue to support those practices and programs that have been successful in providing student support and services. Examples include college counselors, STEAM programs, AVID, and SST. (Priority 4, 5 & 7) English Language Learners need access additional support services and programs to increase English proficiency and outcomes. (Priority 4 & 5) There continues to be strong community support for program opportunities so students have increased awareness of career pathways and access to vocational programs. (Priority 4,5 & 7) An African American Task Force needs to be established to analyze causation of disproportional academic and behavior performance, monitor programs for effectiveness, and research additional supports. (Priority 4)

GOAL 2: Increase student achievement to ensure each student demonstrates success with Common Core 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

2014-2015	2015-2016	2016-2017	EXPECTED OUTCOMES
<p>1. Increase achievement to ensure college readiness</p> <ol style="list-style-type: none"> Professional Development (PD) for Common Core State Standards (CCSS) PD - Project Based Learning (PBL) PD - STEM/STEAM PD - EL shadowing PD - Effective Lesson Design Provide structured collaboration time for teachers Provide substitutes for walk-through process Provide foster youth training for staff Provide cultural competency training for staff PD - Effective instructional strategies for all subgroups Supplemental standards aligned instructional materials for subgroups Develop Middle College program <p>2. Provide student support to meet college and career readiness</p> <ol style="list-style-type: none"> Create new formative assessments aligned with CCSS Determine District-wide progress monitoring assessments and data points for elementary in reading, writing, and math Develop and implement District-wide Student Study Team (SST) procedures Provide District-wide training for SST teams Develop District standards and maintain funding for Advancement Via Individual Determination (AVID) Increase College Counselors to .8 FTE per high school <p>3. Additional staff to coordinate services</p> <ol style="list-style-type: none"> Maintain 3.5 Curriculum Coordinators Maintain Vice Principal at Elementary (1) and Jr. High (2) Add Vice Principals at Elementary (5) and Jr. High (2) Maintain Assessment Center to monitor progress of EL Add 3 Instructional Coaches Increase Work Experience = 1 FTE per high school site <p>4. Alternative programs to meet student needs</p> <ol style="list-style-type: none"> Maintain former Tier III categorical programs currently offered in the District Maintain Language Institute Expand Dual Language Academy (DLA) to K and 4th <p>5. Increase awareness of careers and life skills</p> <ol style="list-style-type: none"> Career fairs & character education at elementary sites Maintain Career Technical Education (CTE) funding Maintain California Partnership Grants Maintain funding for Ag program 	<p>1. Increase achievement to ensure college readiness</p> <ol style="list-style-type: none"> Professional Development (PD) for State Standards and effective instructional practices for all students, sub-groups <ul style="list-style-type: none"> Project Based Learning STEM / STEAM EL Shadowing Effective Lesson Design Maintain collaboration time for teachers Maintain substitutes for walk-through process Supplemental standards aligned instructional materials for subgroups (including materials for TK programs and site allocations for science and math manipulatives) Maintain and expand Middle College program <p>2. Provide student support to meet college and career readiness</p> <ol style="list-style-type: none"> Revise and support formative assessments aligned with state standards Implement District-wide Student Study Team (SST) procedures including training for all SST teams Maintain and expand funding for Advancement Via Individual Determination (AVID) Increase College Counselors to 1.0 FTE per high school Support existing and expand STEAM programs/pathways at 3 sites <p>3. Additional staff to coordinate services</p> <ol style="list-style-type: none"> Maintain 3.5 Curriculum Coordinators Maintain and expand Vice Principal at Elementary and Jr. High Maintain Assessment Center to monitor progress of EL students Maintain 3 Instructional Coaches Maintain Work Experience = 1 FTE per high school site <p>4. Alternative programs to meet student needs</p> <ol style="list-style-type: none"> Maintain former Tier III District categorical programs currently offered Maintain Language Institute staffing Expand Dual Language Academy (DLA) to include Grade 5 Add Bilingual Language Development Specialist <p>5. Increase awareness of careers and life skills</p> <ol style="list-style-type: none"> Support Career fairs & character education at elementary sites Maintain Career Technical Education (CTE) funding Maintain California Partnership Grants Maintain funding for Ag program 	<p>1. Increase achievement to ensure college readiness</p> <ol style="list-style-type: none"> Provide Professional Development (PD) for State Standards and effective instructional practices for all students, sub-groups <u>Maintain</u> collaboration time for teachers K-12 <u>Maintain</u> substitutes for walk-through process Provide as needed supplemental standards aligned instructional materials for subgroups (including materials for TK programs and site allocations for science and math manipulatives and DLA library books) <u>Maintain and expand</u> Middle College program Increase time for 1st – 6th grade for teacher lesson planning /student feedback Offer PSAT registration for 10th grade students Establish a task force dedicated to improving African American student achievement. <p>2. Provide student support to meet college and career readiness</p> <ol style="list-style-type: none"> Revise and support formative assessments aligned with state standards Continue District-wide Student Study Team (SST) procedures Increase funding for AVID <ul style="list-style-type: none"> Begin AVID Excel at 3 Jr. Highs Add .6 AVID Coordinator & .4 additional sections <u>Maintain</u> College Counselors to 1.0 FTE per high school <ul style="list-style-type: none"> Increase number of District presentations with focus on sub-groups <u>Maintain</u> support for existing STEAM programs/pathways <ul style="list-style-type: none"> Gregori/Beyer/Roosevelt <p>3. Additional staff to coordinate services</p> <ol style="list-style-type: none"> <u>Maintain</u> 3.5 Curriculum Coordinators <u>Maintain and increase</u> Vice Principals at Elementary & Jr. High <u>Maintain</u> Assessment Center to monitor EL student progress <u>Maintain and increase</u> 3 Instructional Coaches at District and sites <u>Maintain</u> Work Experience = 1 FTE per high school site <p>4. Alternative programs to meet student needs</p> <ol style="list-style-type: none"> <u>Maintain</u> former Tier III District categorical programs Increase Language Institute staffing and facility needs <u>Expand</u> Dual Language Academy staffing (DLA) to <ul style="list-style-type: none"> Grade 6 Full Day Kindergarten with 6 hour bilingual paraprofessional (2 FTE) Increase Bilingual Language Development Specialists (BLDS) <p>5. Increase awareness of careers and life skills</p> <ol style="list-style-type: none"> <u>Support</u> career fairs & character education at elementary sites Increase Career Technical Education (CTE) funding Increase California Partnership Grants Increase funding for Ag program 	<p>Action #1: Increase achievement</p> <ol style="list-style-type: none"> SBAC scores will increase by 5% of students meeting or exceeding standards. (Priority 4) Elementary: ELA – 30%; Math – 20% High School: ELA – 58%; Math – 26% District graduation rate will increase by .5% The dropout rate for jr. high and high school will be maintained or decreased. (Priority 5) Four additional sites will participate in EL shadowing professional development. (Priority 2) A supplemental writing program will be purchased and all K-2nd grade teachers will be trained on implementation. (Priority 2) Middle College will be offered to an additional grade level with increased number of student enrollments earning transferable college units. (> 150 students) (Priority 7) High schools will maintain or increase the % of students who take and pass Advance Placement Exams. (Priority 4) High school juniors achieving the “ready for college status” on Early Assessment Program (EAP) will increase in both English Language Arts and Math. (ELA > 19% Math > 7%) (Priority 4) <p>Action #2: Student support for college/career readiness</p> <ol style="list-style-type: none"> High school graduates meeting a-g requirements will increase by 1% to 37%. (Priority 5) There will be an increase of 2% (78% to 80%) of 8th grade students passing all core classes in jr. high. Eighth grade EL students passing core classes will increase by 4%. (66% to 70%) (Priority 4) <p>Action #3: Additional staff to coordinate services (Action also assists with goal #1.4 & #1.5)</p> <ol style="list-style-type: none"> There will be a 1% increase (to 47%) of EL students (5 yrs. or less US school) on target to attain CELDT reclassification level. (Priority 2) <p>Action #4: Alternative programs</p> <ol style="list-style-type: none"> There will be increased support for our English Learner through program expansion and services provided by BLDS. (Examples include Language Institute and DLA) (Priority 7) <p>Action #5: Increase awareness of careers & life skills</p> <ol style="list-style-type: none"> All elementary (1st – 6th) grade students will be exposed to career awareness through software and site activities. (Priority 7) 80% of 9th grade students will complete a career survey to assist in college and career awareness. (Priority 7)

Modesto City Schools Local Control Accountability Plan: Metrics for Goal 3

GOAL 3: Support student' academic and social success by providing access to remediation and enrichment opportunities and promoting positive well-being.				
State Priorities: Parent Engagement (Priority 3), Student Achievement (Priority 4), Access (Priority 7), Pupil Outcomes (Priority 8)				
2013-2014 METRICS	2014-2015 METRICS	2015-2016 EXPECTED OUTCOMES	2015-2016 ACTUAL OUTCOMES	2016-2017 NEEDS
<ul style="list-style-type: none"> 73% of our ninth graders are on track for graduation at the end of their freshman year. 60% of first graders demonstrate a need for strategic/intensive reading interventions at the end of the year. There is no summer school program for elementary general education students. 15.1 FTE nurses District-wide. Counselor ratio 750:1. 	<ul style="list-style-type: none"> 77% of ninth graders are on track for graduation at the end of their freshman year. 2,429 high school students took on-line courses to recover units. 13.81% of our high school students failed their first semester math class. 16.31% of high school students received a "D" grade in math first semester. 51% of first grade students demonstrate a need for strategic/intensive reading interventions at the end of the year. K-6 Reading intervention programs were purchased with staff trained on their use. Parents of in-coming kindergarteners were offered training of student academic expectations and tips for successful transition to school. A four-week remediation summer school program is planned for all K-3 and 4-5 Title I students. A pilot summer math blended learning program for incoming 7th and 9th grade students is planned. 1-week summer enrichment program is being developed for 4th and 5th grade students. All second and fourth grade students attended a performance at Gallo arts. Additional nurses were hired (4.6 FTE). Increased counselors at jr. high and high school. \$1.04 million was spent on student mental health services (an increase of \$300,000) Provided health clerks to 6 sites. A real time data management system was purchased and calibrated to enable monitoring of student progress. Every site received funds for Visual and Performing Arts, and STEAM activities. Every high school site received funds for student activities and athletics, and to promote multilingual proficiency. Provided high school activity and athletic directors' additional time for student support. 	<ol style="list-style-type: none"> Increase 9th grade on-track to graduate by 2%. (Priority 8) 2nd - 5th grade students will demonstrate increased proficiency in reading and math skills following summer school. (Priority 8) 4th grade writing proficiency will increase from 22% to 32%. (Priority 8) 3rd grade reading fluency will increase from 35% to 45%. (Priority 8) An increased number of 4th – 6th grade students will participate in the musical instrument program (>1,165 students). (Priority 7) An increased number of students will attend a visual performing arts program. (>3,624 students) (Priority 7) Every 6th grade student will be offered a 3-day outdoor education program. (Priority 7) A summer enrichment program will be provided for 4th and 5th grade students. (Priority 7) Every high school site will provide a college presentation for parents. A college information presentation will be provided for junior high parents. (Priority 3) 	<ol style="list-style-type: none"> This goal was NOT MET. 9th grade students on track to graduate increased by 1% (77% to 78%). This goal was NOT MET. The goal as written implies all 100% of students would have increased proficiency. 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. This goal was MET. 33.6% of 4th graders met or exceeded writing proficiency assessments (an increase of 11.6%) This goal was Not Met. 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. This goal was MET. Approximately 140 more 4th - 6th grade students are participating in the musical instrumental program. (1, 300 students). This goal was MET. A total of 7,045 students attended a VAPA performance (increase of 3420 students). This goal was MET. All 6th grade students were offered the opportunity to attend a 3-day outdoor education science program. This goal was NOT MET last year due to negotiations with union. However, new contract will provide for summer enrichment in the summer of 2016. This goal was MET. All high schools have provided a college presentation for parents. All junior high students has received a presentation regarding college requirements. 	<ol style="list-style-type: none"> Students need increased opportunities for remediation once foundational skills are not mastered and the ability to retake courses for units. Data reflects that our LCAP sub groups need additional interventions to meet grade level standards.(Priority 4) While writing has improved, stronger writing skills are needed by 4th grade to allow students to meet and respond to academic requirements at higher grades. Our socio-economically disadvantaged and English Learners need explicit writing instruction. (Priority 4) Continued focus on building student reading proficiency by 3rd grade to move them from "learning to read" to "reading to learn" required in upper grades. Our socioeconomically disadvantaged students enter kindergarten needing intensive intervention. (Priority 4) Strong community support for student access to enrichment opportunities and specifically in Visual and Performing Arts. (Priority 7) Outdoor Science camp was successful and there is desire for continued support. (Priority 7) There is a continued need to provide information regarding college entrance requirements to both high school and junior high families. Our socioeconomically disadvantaged students come from homes lacking knowledge of college requirements. (Priority 3 & 8)

**GOAL 3: Support students' 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**

2014-2015	2015-2016	2016-2017	EXPECTED OUTCOMES
<p>1. Students will have increased access to remediation/credit recovery</p> <ol style="list-style-type: none"> Provide staffing for remediation programs (READ 180) Provide staffing for support periods for CA High School Exit Exam (CAHSEE) Provide staffing for support periods Establish District hourly pay for remediation Develop and implement elementary summer school for remediation/jump start skills Research on-line remediation programs in 2nd languages Maintain funding for HS credit recovery program (G230 Academy) Purchase real time data management system <p>2. Access to enrichment programs</p> <ol style="list-style-type: none"> Develop summer academies (1 week) for enrichment opportunities for elementary students Increase site funds for promoting athletics and student activities Provide site funds for visual and performing arts enrichment programs Reestablish Art Appreciation program at 2 grade levels (Gallo) Lease string instruments for K-8 music program Promote multilingual proficiency at high schools <p>3. Increase access to support services at each site</p> <ol style="list-style-type: none"> Add .2 FTE Athletic Director (AD) at each high school Add .4 FTE Activities Director at each high school Add .5 FTE Counselor at Jr. High for concentration subgroups Add .4 FTE Counselor – G230 Academy Add 1 FTE Counselor at 9-12 for concentration subgroups Add .5 FTE Counselor – Elliott Adjust counselor ratio to 700:1 Increase Nursing (2.2 FTE at TK-6, .8 FTE at 7-8, 1.6 FTE at 9-12 = 4.6 FTE) Maintain and Expand Mental Health Counseling – District-wide Add .4 FTE Mental Health Counseling - Language Institute (LI) Add .4 FTE Mental Health Counseling - Elliott Add 3 hour Health Clerk to all K-6 sites > 700 student Add 3 hour Health Clerk - Elliott Add .5 FTE Bilingual Language Development Specialist (BLDS) – Dual Language Academy (DLA) Add 1 Instructional Paraprofessional - LI Develop behavioral consultation model Add 1.0 FTE Vice Principal for DLA Add 1.0 FTE Library coordinator 	<p>1. Students will have increased access to remediation/credit recovery</p> <ol style="list-style-type: none"> Provide staffing for remediation programs (READ 180) Maintain staffing for support periods for CA High School Exit Exam (CAHSEE) Maintain staffing for support periods Provide elementary summer school for remediation/jump start skills Maintain funding for HS credit recovery program (G230Academy) Maintain real time data management system Provide Math 180 at 9-12 sites (7 sites) <p>2. Access to enrichment programs</p> <ol style="list-style-type: none"> Implement summer enrichment academies for elementary students Increase site funds for promoting athletics and student activities Maintain site funds for visual and performing arts enrichment programs Increase Art Appreciation program at 2 additional grade levels (Gallo Center for the Arts) Promote multilingual proficiency at high schools Increase access to musical instruments (K-12 & instruction a K-6) Outdoor Education – 6th grade <p>3. Increase access to support services at each site</p> <ol style="list-style-type: none"> Maintain addtl .2 FTE Athletic Director (AD) at each high school Increase Activities Director at each high school to a 1.0 FTE Maintain addtl .5 FTE Counselor at Jr. High for concentration subgroups Maintain addtl .4 FTE Counselor – G230 Academy Maintain addtl 1 FTE Counselor at 9-12 for concentration subgroups Maintain addtl .5 FTE Counselor – Elliott Adjust counselor ratio to <u>650:1</u> Maintain Nurses' staffing increases Expand social-emotional support– District-wide Maintain addtl 3 hour Health Clerk to all K-6 sites > 700 student Maintain addtl 3 hour Health Clerk – Elliott Maintain addtl .5 FTE Bilingual Language Development Specialist (BLDS) – Dual Language Academy (DLA) Maintain addtl 1 Instructional Paraprofessional – LI Maintain <u>addtl</u> 1.0 FTE Vice Principal for DLA 	<p>1. Students will have increased access to remediation/credit recovery</p> <ol style="list-style-type: none"> <u>Maintain</u> staffing for: <ul style="list-style-type: none"> remediation programs (READ 180) (a) support periods (b & c) Increase funding for: <ul style="list-style-type: none"> elementary programs for remediation skills (e) G230 Academy (g) Math 180 at 7-12 sites (i) Maintain real time data management system Increase funding for HS summer school for credit recovery Provide bridge class for 8th graders entering HS Provide Life Skills class for students at Elliott <p>2. Access to enrichment programs</p> <ol style="list-style-type: none"> <u>Maintain</u> funding for: <ul style="list-style-type: none"> elementary summer enrichment academies (a) Provide District and site funds for promoting athletics/student activities (b) Provide District and site funds for visual and performing arts enrichment programs (c) Visual & Performing Arts at 4 grade levels (d) multilingual proficiency at high schools (e) 6th grade Outdoor Education (g) <u>Increase</u> access to musical instruments and instruction <p>3. Increase access to support services at each site</p> <ol style="list-style-type: none"> <u>Maintain</u> / Increase staffing: <ul style="list-style-type: none"> .4 FTE Athletic Director (AD) at each high school (a) HS Activity Directors at 1.0 FTE (b) .5 FTE Counselor at Jr. High for subgroups (c) .4 FTE Counselor – G230 Academy (d) 1 FTE Counselor at 9-12 for concentration subgroups (e) .5 FTE Counselor – Elliott (f) Counselor ratio to 650:1 (g) Nurses' staffing increases and supplies (h) 3 hour Health Clerk (l)(m) .5 FTE Bilingual Language Development Specialist (BLDS) – Dual Language Academy (DLA) (n) 2 FTE Instructional paraprofessional for LI (o) 1.0 FTE Vice Principal for DLA (p) Maintain social-emotional support– District-wide (j) (k) Pilot 9th grade transition class (PJHS) Increase support staff to provide student mentors 	<p>Action #1: Increased access to remediation</p> <ol style="list-style-type: none"> 80% of students will be on track to graduate (earning a minimum of 55 units) at the end of their ninth grade year (an increase of 2%). (Priority 4) The District will provide remediation opportunities during the school year and summer months for skill mastery and credit recovery. (Priority 4) 38% of fourth grade students will meet or exceed writing proficiency in two of three District writing assessments. (Priority 4) 50% of third grade students will meet or exceed reading fluency expectations. (Priority 4) <p>Action #2: Access to enrichment programs</p> <ol style="list-style-type: none"> There will be increased access to Visual and Performing Arts through District and site efforts. (Priority 7) The number of students participating in music instruction at the elementary level will increase. (Priority 7) Sixth grade students will continue to have the opportunity to participate in a three day Outdoor Science Camp. (Priority 7) Summer enrichment classes will be made available to 4th and 5th grade elementary students. (Priority 8) <p>Action #3: Access to support services</p> <ol style="list-style-type: none"> Students will have continued access to socio-emotional support, health services, and academic counseling. (Priority 5)