

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Saugus Union School District

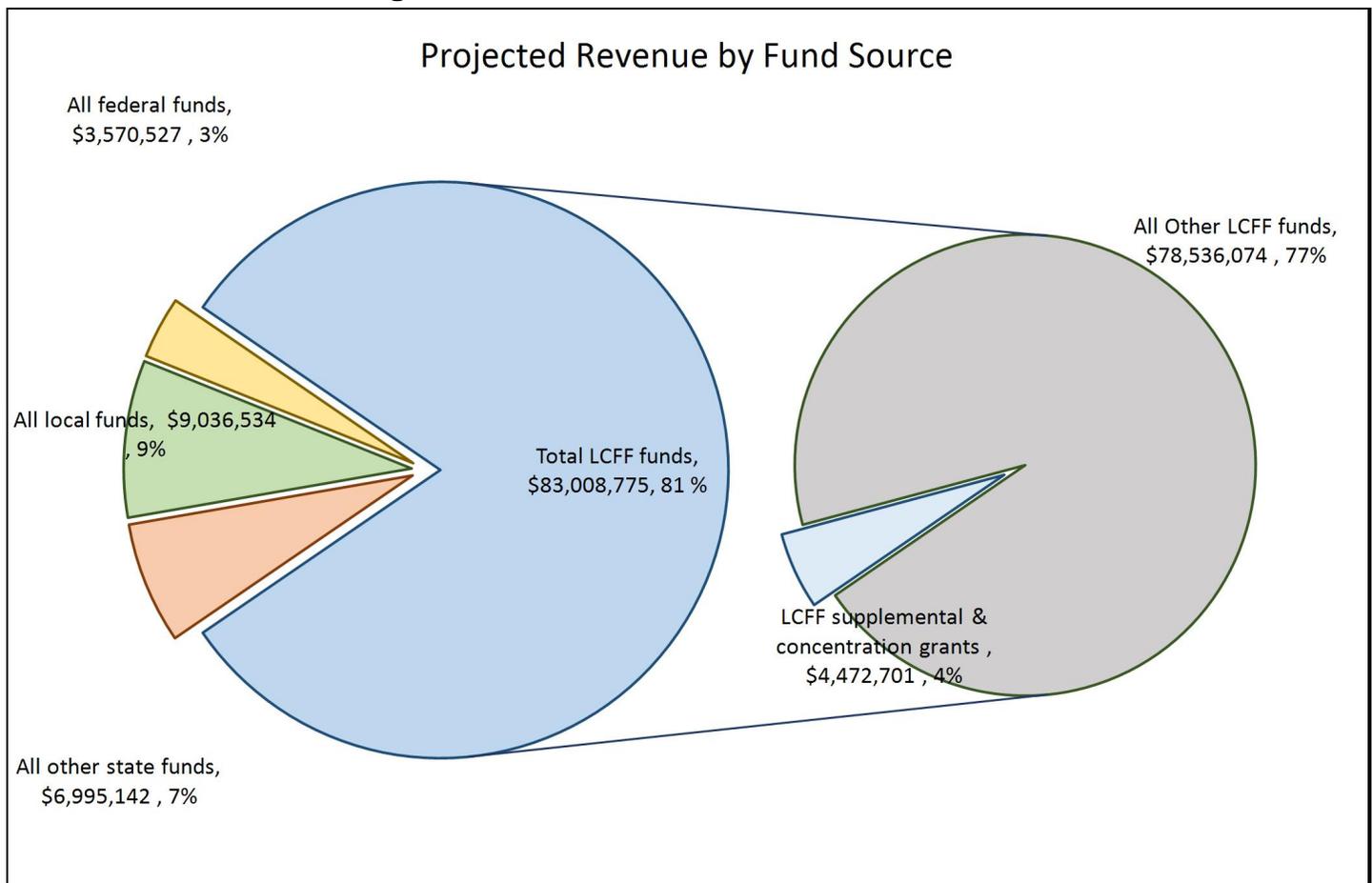
CDS Code: 19 64998 0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Colleen Hawkins Ed.D, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

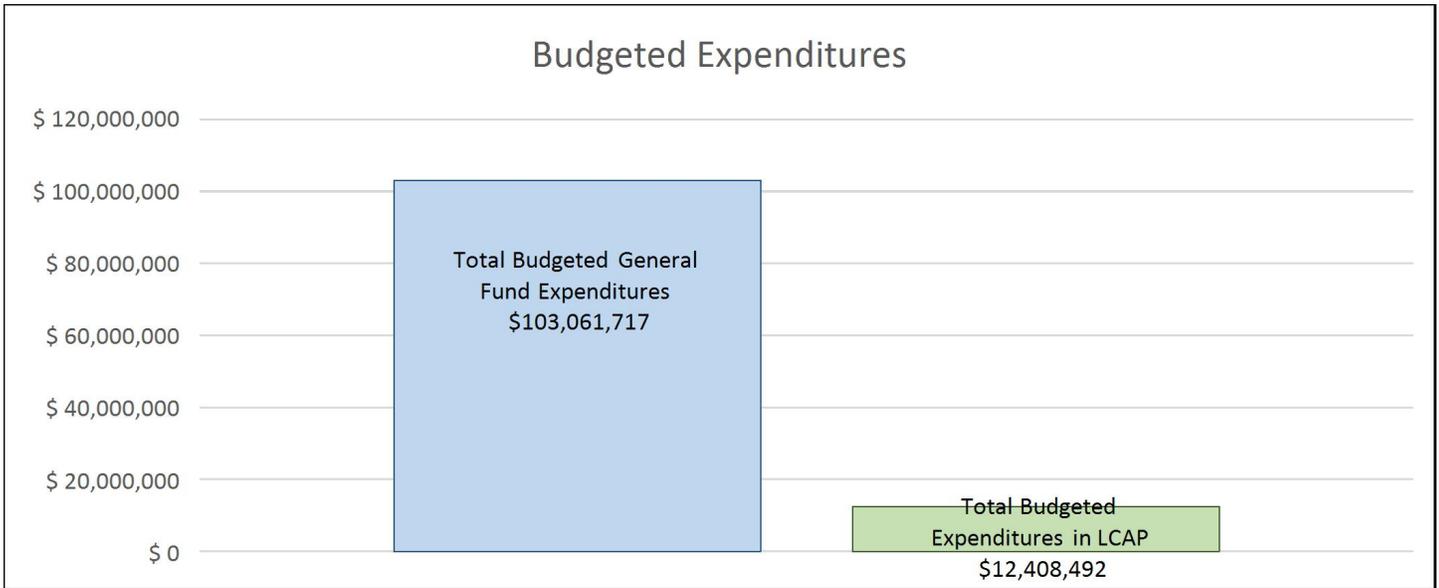


This chart shows the total general purpose revenue Saugus Union School District expects to receive in the coming year from all sources.

The total revenue projected for Saugus Union School District is \$102,610,978, of which \$83,008,775 is Local Control Funding Formula (LCFF), \$6,995,142 is other state funds, \$9,036,534 is local funds, and \$3,570,527 is federal funds. Of the \$83,008,775 in LCFF Funds, \$4,472,701 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Saugus Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

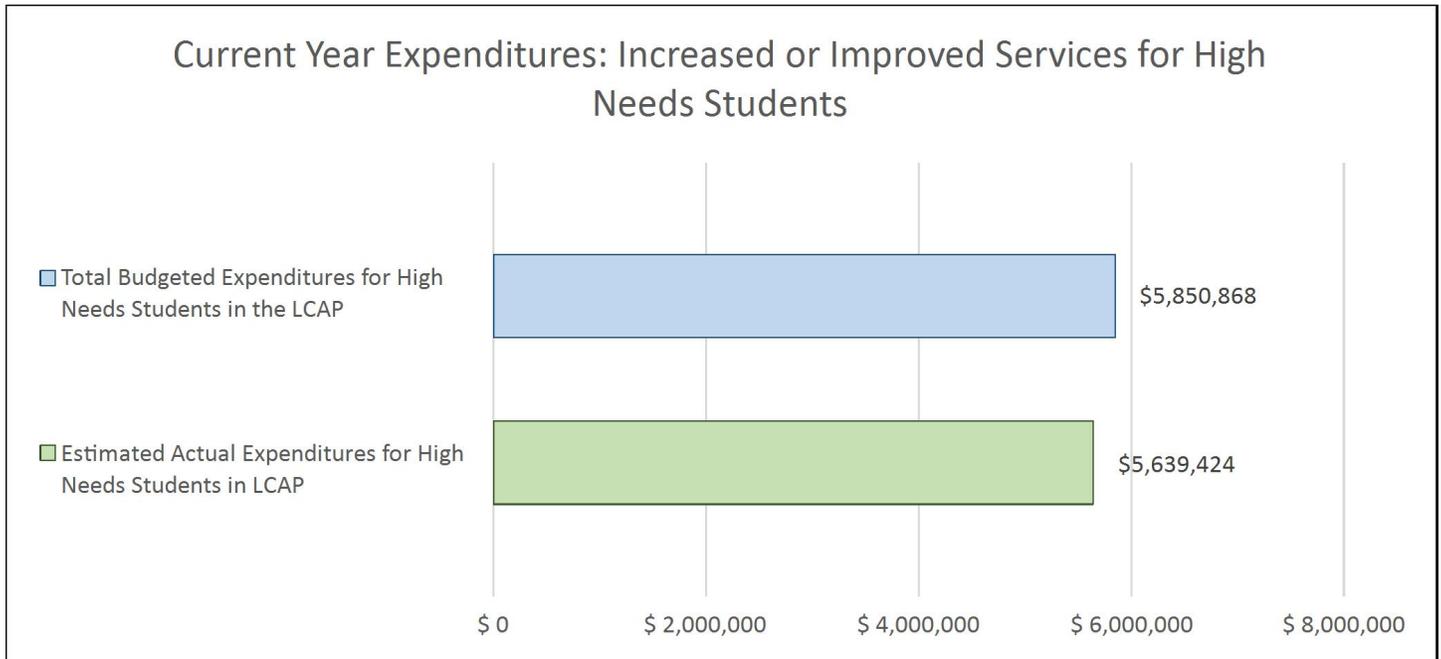
Saugus Union School District plans to spend \$103,061,717 for the 2019-20 school year. Of that amount, \$12,408,492 is tied to actions/services in the LCAP and \$90,653,225 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Saugus Union School District is projecting it will receive \$4,472,701 based on the enrollment of foster youth, English learner, and low-income students. Saugus Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Saugus Union School District plans to spend \$4,907,514 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Saugus Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Saugus Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Saugus Union School District's LCAP budgeted \$5,850,868 for planned actions to increase or improve services for high needs students. Saugus Union School District estimates that it will actually spend \$5,639,424 for actions to increase or improve services for high needs students in 2018-19.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Saugus Union School District	Colleen Hawkins Ed.D Superintendent	chawkins@saugusud.org 661-294-5300

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

SUSD Board Approved: June 25, 2019

The Saugus Union School District (SUSD) in partnership with the home and community is committed to excellence in elementary education. Our vision, academic and personal success for every child is visible throughout our district. SUSD is home to a diverse community with over 9,700 students and over 1,700 employees committed to serving the district. SUSD is located in the Santa Clarita Valley in Northern Los Angeles County. Our 15 school sites include Transitional Kindergarten through 6th grades classes providing all students with a strong standards based curriculum. SUSD also offers preschool and after-school enrichment programs providing parents with multiple options. The newest campus, Emblem Academy, was reopened in the 2013-2014 school year with a focus on Ethics, Science, Technology, Engineering, Entrepreneurship, and Mathematics. All of our schools have been recognized as California Distinguished Schools. Fourteen of our schools have been recognized as California Gold Ribbon Schools. In addition, five schools have been recognized as National Blue Ribbon Schools and our three Title I schools have each been awarded the Title I Academic Achievement Award.

The Saugus Union School District is proud of the many accomplishments that include high academic student achievement. Our overall (2018 California Dashboard Results) academic performance levels in English Language Arts increased by 4.7 points and in math increased by 5.4 points. One of the major accomplishments continues to be the increase in parent involvement and engagement throughout the district. All of our schools host English Language Advisory Councils (ELACs) and active Site Councils that include representatives from all stakeholders. We are fortunate to have a strong District English Language Advisory Council (DELAC) that provides opportunities for parents to be engaged in their child's educational journey. Additionally, representatives from these organizations join to form the Parent Advisory Council (PAC) under the leadership of the District

Superintendent. The agenda's for these meetings always include a section on parent involvement and engagement as well as an update on LCAP goals and actions.

Our LCAP goals include a focus on all students including low income, English learners, homeless, and Foster Youth.

Goal 1 Increase Student Achievement

Goal 2 Increase meaningful and purposeful student, teacher, and parent engagement

Goal 3 Provide an appropriate Basic Condition of Learning

Our community of diverse learners includes:

Total SUSD Student Population: 9,800

Low Income: 22.5%

English Learners: 12.1%

Foster Youth: 0.2%

Homeless: 0.9%

We are fortunate to have a team of dedicated professionals (teachers, classified staff and administrators) whose work ethic reflects our district's core values: respect, integrity, learning, teamwork, and enthusiasm. Aligned with the LCAP goals and actions, our teachers and administrators plan and organize standards-based lessons and activities to ensure all students receive a rigorous and viable curriculum. Teachers and administrators collaborate weekly to analyze formative assessment data to drive next steps for rigorous instruction. In addition, a focus on the success English learners, low income, Homeless and Foster Youth students are evident throughout the planning and organization of the curriculum to be taught. With over 1200 second language learners in our district, (12.1% of our district's population), the success of our English learners continues to thrive as evident in their academic success.

Our Foster Youth, Homeless, and low income students continue to academically improve despite the challenges. While these students continue to demonstrate progress, some of our students require additional support to ensure future academic success.

California's Dashboard overall CAASPP results for our district includes students meeting and exceeding standards in both Language Arts at 64.7% and Math at 53.2 %. A deeper analysis revealed that our EL and low income students academically increased or maintained their academic status.

Professional development opportunities for teachers, administrators, and classified staff as outlined in the LCAP have supported the needs of teachers to ensure research-based lessons and activities are evident throughout our classrooms. The focus of our professional development includes providing teachers with the strategies to support teaching students how to construct meaning throughout the curriculum. All students, including English learners, economically disadvantaged and Foster Youth students benefit from these instructional strategies. This is evident with the implementation of effective research-based instructional practices and the results of common assessments and benchmarks.

Our dedicated teachers and administrators work alongside our two parent liaisons as they work diligently to ensure the needs of our English learners, low income, Homeless, and Foster Youth are consistently met. Personal phone calls to parents and reminders of parent involvement and engagement opportunities are provided to all stakeholders. For the past few years, our district has hosted parent education workshops that provide parents with the opportunity to engage in learning more about the California State Standards, LCAP, homework support, research on Growth mindset, educational technology, and special education resources. These well attended workshops led by

teachers, administrators, and our parent liaisons provide parents with the opportunity to further participate in their child's education. There has been a significant increase with parent participation during DELAC, ELAC, PTA, and PAC monthly meetings. Similarly, there has been an increase with parent participation and involvement in LCAP community and stakeholder meetings. Our parent liaisons provide monthly parent training during PAC meetings that include resources for increasing parent involvement engagement throughout our schools.

Our district continues to serve stakeholders including all students (ELs, low income, Foster Youth and Homeless) by providing excellent education based on research and effective instructional practices. Our parent community involvement and engagement continues to grow as parents provide input and make informed decisions about their child's education. As evident by the positive results of our surveys, our parents, teachers, administrators, and classified staff have formed a strong partnership to ensure academic and personal success for all students.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Together with meaningful input from all stakeholders (parents, teachers, administrators, and staff), the continued focus of the Saugus Union School District includes the following LCAP goals:

Goal 1 Increase Student Achievement

Goal 2 Increase meaningful and purposeful student, teacher, and parent engagement

Goal 3 Provide an appropriate Basic Condition of Learning

Goal 1 Increase Student Achievement

Provide ongoing research-based professional development for teachers and administrators in the areas of Language Arts, Math, Next Generation Science Standards, English Language Development, Visual and Performing Arts, Physical Education, Technology, and Differentiated instruction to meet the needs of all students including low income, EL, Foster, homeless, special education and GATE students.

Include support from TOSAs (Teacher on Special Assignments) in the areas of English Language Development, Technology Integration, Physical Fitness, and Arts Integration for ongoing professional development, demonstration lessons and instructional strategies, in-class support and integration of research-based strategies. Our TOSAs work diligently to provide support for teachers and administrators. As teachers apply their extensive knowledge in their daily lesson plans, all students continue to benefit including our E.L., Foster Youth and low income students. Their achievement is evident as students continue to demonstrate academic growth.

Additionally, provide professional learning opportunities for paraprofessionals in the various curricular areas including (PBIS) Positive Behavior Intervention and Supports.

(LCAP Page: 10-20, Goal 1, Actions 1-10)

Goal 2 Increase meaningful and purposeful student, teacher, and parent engagement

Increase school and home engagement and involvement opportunities.

These include:

Maintain the Infinite Campus program to track student attendance and performance.

Continue with EL and Foster/Youth parent liaisons to provide outreach, parent assistance, and parent workshops to increase parent involvement and engagement.  
Increase district/school communication to ensure clear communication with all stakeholders.  
Increase students' and teachers' sense of safety and school connectedness  
Provide counseling for students; priority given to students in our unduplicated count.  
Continue with the implementation of PBIS throughout the 15 school sites.  
(LCAP Pages: 34-42, Goal 2, Actions 1-5)

### Goal 3 Provide an appropriate Basic Conditions of Learning

Basic conditions for learning include:  
Continue to provide students with state approved standards-based materials.  
Ensure all teachers have appropriate credentials based on state requirements.  
Provide teachers with Peer Assistance and Review (PAR) and Beginning Teacher Support (BTSA) support programs.  
Maintain clean facilities and repair as needed.  
(LCAP Pages: 43-45, Goal 3, Actions 1-4)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

SUSD's greatest progress includes the successful implementation of strategies to improve instruction as provided by professional learning in various curricular areas. These include ongoing professional development in ELA and Math, English Language Development, PBIS, technology integration, Physical Education, Arts Integration, Special Education, GATE, and Next Generation Science Standards (NGSS).

The dedication of our teachers and administrators to ensure standards based lessons and activities are taught each day are evident as reported in the results of the 2018 California Dashboard CAASPP assessment.

The greatest progress for SUSD includes the CAASPP academic achievement of students in English Language Arts and Math. The CAASPP (All Students) English Language Arts results indicate "High" status level 27.9 points above standard. Our Mathematics CAASPP results indicate a status level of 2.5 above standard.

(LCAP Pages 12-18, Goal 1, Actions 1-11)

Moreover, we are proud to have a Library Media Specialist at each school site to support the Library Media Software and Common Core literature and materials. The library support at each school ensures all students including (E.L. Foster Youth and Low Income students) have equal access to research and library resources.

(LCAP Pages 12-16, Goal 1, Actions 1-11)

As indicated in our English Learner Progress (CA Dashboard Data, 2018), English Learners increased by 6.5 point comparison from 2017 in English Language Arts and an increase in Math at 7.4 points. with Our reclassification of ELs continues to improve.

We are extremely proud of our English learners academic progress and we continue to see remarkable English language proficiency as demonstrated in our English Language reclassification rates each year

2016- 13.7%

2017- 13.7%

2018- 15.7%

(LCAP Pages: 13-15, Goal 1, Action 2)

The greatest progress for the Saugus Union School District continues to include the increase of parent involvement and engagement as evident in the active participation and involvement of stakeholders at meetings such as PAC, DELAC, LCAP meetings, school events and parent workshops. The local measures and feedback from district parent surveys and exit tickets has been favorable and indicate an increased (as compared to previous years) of parent involvement and engagement throughout our schools and district.

The total number of parents that actively participated in 2018-2019 district and school parent meetings exceeded the number from previous years. There is about an 87% increase in parent engagement and involvement as measured by the parent surveys and tickets out the door. Parents continue to provide meaningful input on local district and site decisions. Evidence of this can be found on the LCAP feedback forms completed by parents at each LCAP Stakeholder community meetings, DELAC, PAC, and parent education workshops.

In addition to our parent workshops throughout the school year (Technology Night for parents, Book studies, Internet safety, LCAP Stakeholder meetings), and our PAC and DELAC meetings, our district hosted two events titled, "Summer Parent/Student Academy" where parents learned more about the process of parent involvement and engagement as well as topics regarding educational technology, growth mindset, special education, summer learning and the LCAP. In these parent workshops, parents learn about the District's LCAP process and parent involvement and engagement opportunities.

During these parent workshops and meetings, we continued with our efforts to involve parents as active members of the school/district's improvement process. Together with our administrators and teachers, our parent liaisons continue to be instrumental in creating a welcoming environment where parents participate in a "risk free" setting. This school year, our parent liaisons have included a series of workshops that include the research on parent involvement that is connected to learning. We continue to request input regarding LCAP goals and actions from all stakeholders as well as thoughtful input regarding our district, school events, and functions.

(LCAP Page: 34, Goal 2, Action 2)

Additionally, English Learner coaches continue to provide model lessons, Systematic English Language Development and Constructing Meaning professional development, EL instructional planning and in-class support. Our EL Coaches have made a positive impact on our English Learners academic achievement in both ELA and Math as measured by CAASPP and Annual ELPAC data. Additionally, our EL Coaches have diligently provided teachers with instructional strategies to support designated and integrated instruction as fostered by California's ELA/ELD Framework. These instructional supports are evident in our classrooms each day.

(LCAP Page:13, Goal 1 , Action 2)

The active participation of a team of teachers involved with Next Generation Science Standards (NGSS) professional development workshops sponsored by our district and our local college (College of the Canyons) has been very successful. These workshops and professional development have provided teachers with NGSS strategies using the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate) to support the implementation of NGSS. Exit surveys completed by teachers include positive outcomes for further professional development and implementation of NGSS.

The NGSS steering committee (teachers and administrators) provided several workshops and professional learning during staff meetings to all teachers. These included the background and foundation of the NGSS framework and science concepts.

(LCAP Pages 14-15, Goal 1, Action 3)

Another area of greatest progress includes the professional development of PBIS (Positive behavior Intervention Supports) and implementation of positive behavior strategies to support positive behaviors. 6 of our schools are in year two of PBIS implementation and 9 our schools are in year three of PBIS implementation. Over the years, we have seen an increase in student's negative behaviors. The implementation of progressive positive discipline systems have supported positive behavioral outcomes for all students including our E.L. Foster Youth, and Low Income students. According to the California Dashboard Data, our suspension rate data as a district maintained from a very low 0.3% and maintained at -0.1%. The use of the SWIS (Student-Wide Information System) a system used to track serious/major behaviors as identified by the team of teachers and administrators, has proven to support teachers and administrators with next steps in supporting students with positive behaviors.

(LCAP Page: 36, Goal 2, Action 4)

For the past four years, technology professional development for teachers and administrators has been well received by all. The professional development included learning more about the use of Chromebooks and Interactive Flat Panels (IFPs) to enhance student's knowledge throughout the curriculum. Increase in student and teacher integration of technology in teaching, learning and assessment continues to increase as measured by teacher and students (2018-2019) surveys. 96% of the teachers surveyed agreed that the professional development provided enhanced their learning to integrate technology within the curriculum.

The success of our technology integration and professional development could not occur without the direct support of our technology TOSAs who provide in-services, in-class support, demonstration lessons, and instructional strategies for technology integration throughout the 2017-2018 school year.

(LCAP Pages: 17-18, Goal 1, Action 6)

All students (including E.L. Foster Youth, and low income) benefit from having access to the Interactive Flat Panels as these captivating devices (similar to a tablet but at a larger scale) offer the latest technology providing a virtual learning environment.

Our students in grades 1-6 have access to Chromebooks which provide individual opportunities for students to complete classwork, collaborate with other students through Google Classroom and participate in higher level activities involving technology. Students in grades TK and K benefit from Chromebooks at a 1:4 student ratio. Since the implementation and use of Interactive Flat Panels (IFPs), our teachers and administrators continue to use the latest technology using the research-based SAMR model. SAMR is a model designed to help educators infuse technology into teaching and learning. "Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology." (SAMR, 2017)

(LCAP Pages: 17-18, Goal 1, Action 6)

Integration of the Arts in the SUSD continues to expand. An increase of Kennedy Arts teachers who were trained, provided opportunities for arts integration across the curriculum and across all schools. Our Kennedy Arts teachers continue to create lessons and activities integrating the Visual and Performing Arts Standards. Our two Music /Arts TOSAs provide model lessons, in-class support, learning walks, and instructional strategies for teachers specifically for students in our highest unduplicated counts schools.

Our student choirs created and led by our Music and Art TOSAs (at our 5 highest unduplicated counts schools) continue to inspire us with their beautiful singing voices. Our choir students have performed at various school and community events.

(LCAP Pages: 16-17, Goal 1, Action 5)

We are also extremely proud of the results of our GATE (Gifted and Talented Education) universal screening and process for identifying potential GATE students at all 15 school sites. English Learners, Foster Youth, and Low income students have been identified as GATE by participating in the Naglieri assessment. An increase of 7% of unduplicated count students have been identified as GATE.

(LCAP Pages: 18-19, Action 9)

Our Physical Education (P.E.) TOSA, continues to provide model lessons and instructional strategies for all teachers to ensure quality P.E. lessons are taught equally at all school sites. Our teachers receive quality professional development in the area of P.E. The success of having a P.E. TOSA supports our students who continue to make progress as indicated in the Physical Fitness Test (PFT). This school year we continued using the software, "EvaluateMEPE" which provided the opportunity to include data into a software program eliminating potentials data errors. The 2018 5th Grade Physical Fitness results increased in all areas.

Our P.E. TOSA was instrumental with ensuring students in our high unduplicated counts schools had the materials needed for physical fitness. This included writing and earning mini grants which were used to purchase materials for our schools with the highest needs.

(LCAP Pages 15-16, Goal 1, Action 4)

SUSD will continue to implement the goals and actions as described in the LCAP. This includes continued collaboration including meaningful input from all stakeholders. SUSD will continue to have parent liaisons as part of our outreach to all families, especially for our E.L., Foster Youth, and low income students. Our parent liaisons have successfully connected with our underserved families and our plan includes to continue to provide opportunities for continuous parent involvement and engagement. Specifically, we will continue to provide training (during PAC, DELAC, and LCAP stakeholder meetings) on Epstein's parent involvement model Framework.

This will include better understanding the Six types of parent involvement:

Parenting

Communication

Volunteering

Learning at Home

Decision Making

Collaborating with the Community

Our commitment to parent involvement and engagement continues to grow as parents actively participate and engage in parent education workshops, stakeholder LCAP meetings, district and school events.

SUSD will continue to provide research-based professional development to all teachers, administrators, and staff. Including a focus on PLCs (Professional Learning Communities) with

teams of teachers and administrators. Continuing with our TOSAs (focused in ELD, technology and arts integration and P.E.) will ensure all teachers have the strategies necessary to guarantee standards-based lessons and activities are taught consistently throughout the curriculum. The integration of technology and the arts will continue to be a focus, as SUSD provides up to date training and professional development for teachers and administrators as planned for the next three years.

SUSD will continue with instructional coaches to support effective instruction in all classes. Our instructional coaches will continue to receive professional development with coaching strategies and effective lesson design. Additional Instructional Coaches will continue to support teachers directly in the classroom by modeling lessons, planning units of study, and provide instructional strategies that support effective instruction in English Language Arts and Math. Specifically, E.L. Coaches will continue to work with teachers on effectively delivering designated EL instruction and Constructing Meaning strategies to support all English learners.

Overall, SUSD's greatest progress celebrates our students' academic achievement in all curricular areas as measured by CAASPP and the California Dashboard. We also celebrate the dedication of our teachers, administrators, instructional coaches, and TOSAs who continue to learn and implement research-based strategies/practices to ensure students' mastery of the California standards. Most importantly, our increased efforts with district/school communication with all stakeholders including parents, has benefitted our students. SUSD has seen significant increase with parent involvement and engagement throughout our schools.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

According to the California Dashboard, SUSD's overall academic performance is in the Blue and Green performance categories indicating progress and growth overtime in ELA, Math, for English Learners, Foster Youth, Homeless and low income students. However, our district recognizes areas of greatest needs include the following:

Achievement gaps within specific student groups:

While we have seen academic gains with our students, there continuous to be a gap within our unduplicated count students' academic achievement as noted in the California Dashboard Data overall scores.

Foster Youth: ELA: 52.9 below standard (Decline 8.4), Math: 51.9 below standard (Declined 12.6)

Homeless: ELA: 15.8 below standard (Increase 3.6), Math: 48.9 below (Maintained)

English Learner ELA: 4.8 above standard (Increase 8.9), Math: 15.1 below standard (Increased 7.4)

Low Income ELA: 12.3 below standard (Increase 12.0), Math: 37.3 below standard (increase 11.9)

Our review of academic performance at all school sites reveals differences in the academic achievement between school sites and includes various ranges. The California Five-by-Five

Placement Report and Data conclude the following: Two of our schools (out of our 15 schools), Plum Canyon Elem. and Skyblue Elem. (Title I) received a status performance indicator of “Red” in ELA in English Learner progress. In Math, Cedarcreek Elem., Skyblue Elem., Mountainview Elem., and Plum Canyon Elem., received a status performance indicator of Orange and Yellow demonstrating decreases in change level status.

Academic growth and achievement of all schools, including Title I schools:

Three of our schools (Cedarcreek Elem. and Skyblue Elem.) ranked in the "Orange" in ELA however, the schools either maintained or increased their levels of performance.

In Math, 3 schools (Cedarcreek, Highlands, and Rio Vista) ranked in the “Orange” and either maintained or increased their levels of performance.

The overall performance for the remaining schools were marked at the “Met” category/ranking with significant academic growth in both ELA, Math and English Learners.

Our low income students increased in their performance. ELA Yellow Status at 12.3 below with an increase of 12.0 points. and in Math Yellow 37.3 below with an increase of 11.9 points.

Academic Achievement of Students with Disabilities:

Our students with disabilities increased in their ELA performance by 5.2 points, however the status level is at 47.8 points.

In Math, our low income students had an increase of 8.9 points however, the status level is at -68.4 points.

Chronic Absenteeism for the 2018-2019 continues to be a focus for our district as we continued to support families with strategies to increase attendance.

Overall, the status for All Students is Yellow indicating a need for improvement.

The California Dashboard indicates the following for Chronic Absenteeism rates:

All Students: 5.6 %

English Learners: 6.3%

Foster Youth: 9.5%

Homeless: 9.3%

Low Income: 9.3%

As indicated in our English Learner Progress (CA Dashboard Data, 2018), In ELA the status of 4.8 above standard and an increase of 6.5 points (performance indicator-Green)

We are extremely proud of our English learners academic progress and we continue to see remarkable English language proficiency as demonstrated in our English Language reclassification rates each year.

2016- 13.6%

2017- 13.7%

2018- 15.7%

The ADEPT (A Developmental English Proficiency Test) administered mid year to all EL students provides our district with individual scores identifying next steps for instruction in language development. The majority of our ELs continue to make progress however, the results of ADEPT (students in grades 3-6) have not made progress and are stagnant at the intermediate/emerging levels. A plan for ensuring EL students make academic progress during the school year also includes a summer intervention program targeted instruction with language skills to be taught during

the school year and beyond. Progress monitoring will continue to support our efforts to ensure data is analyzed to inform next steps for instruction.

While our second language learners continue to make progress, we must ensure we are providing the language strategies across the curriculum to ensure our EL students have the language skills to access and learn the curriculum throughout the day.

Our teachers and administrators continue to receive embedded professional development in the area of Constructing Meaning, which provides a process (tools and strategies) for explicit instruction within the content areas. Our teachers and administrators participate in rigorous lesson planning driven by the content and language demands. The professional development includes observing teachers implementing these rigorous lessons and activities and provide feedback on the lesson delivery.

Four cohorts of teachers have completed the training (120 teachers). A 5th cohort of teachers (about 40 additional teachers) will participate in the Constructing Meaning workshops for the 2019-2020 school year. The same process for Constructing Meaning professional development will be followed. This process directly aligns with the ELA/ELD Framework, specifically Chapter #2 which clearly identifies Designated and Integrated EL strategies and instructional strategies to be implemented throughout the grades and curricular areas.

Next steps also include the continued participation of teachers and administrators involved with learning walks. This will be a part of our Professional Learning Communities (PLCs) process. These include lessons studies and planning, lesson observations, and feedback to improve instruction. A rigorous process during the learning walk is followed by identifying a focus (problem of practice) and discussing the instructional evidence after lesson observations. Feedback is then provided to the team of teachers and administrators.

Continue to provide support for Low income, Foster Youth, and Homeless students all school sites continues to be our top priority. Our parent liaisons continue to provide outreach programs to ensure that our students and families (Low income, Foster Youth, and Homeless) have the necessary tools and resources for success in school. Parent engagement and involvement has increased as evident by the active participation of our parents in parent workshops, ELAC, DELAC, PAC, and school events. Our greatest need in the area of parent involvement includes continuing and increasing the outreach that promotes active parent engagement that truly involves our families in making informed decisions about our LCAP, district and school goals and objectives. We will continue our partnership with our community parent resources and well as continue with our parent Liaisons who continue to provide excellent outreach to all families (including our EL, Foster Youth, and Low Income students).

Continue with the Implementation of all district initiatives including NGSS (Next Generation Science Standards), ELD Standards, Academic vocabulary, Mathematical practices, increase rigor in lessons, instructional rounds, increased professional development in technology integration, ELD, PBIS (Positive Behavior Intervention Supports) continue to have an impact on our teachers and administrators as teachers and administrators feel overwhelmed by all that is required. There are many initiatives that are coming together at once that must be completed in order to ensure students' needs are met. We are making strides with ensuring our teachers have the necessary professional development, materials, and support the implementation of new instructional strategies. Balance and support for this continues to be our goal.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

According to the California School Dashboard, The student group- Foster Youth was 2 performance levels in English Language Arts below the “all student” performance. This includes our Foster Youth group (17 students total that participated in the CAASPP). Steps that our district is planning to take to address this performance gaps includes continued outreach for our Foster Youth through our Parent Liaison team and continued academic support through targeted Math and ELA interventions (including small group instruction and summer academy). The results of the 2018 CAASPP Math results indicate the following student groups are two performance levels below the "All Student Groups" (African American, Foster Youth, Homeless Students).

Math continues to be an area of needed improvement across all student groups. This data has been analyzed by all SUSD stakeholders. Next steps include continued professional development for all teachers in the area of math to increase effective instructional strategies to support all students. Local measures include benchmarks in the areas of writing, math, and ELA and the IABs (Interim Assessment Blocks) provided by Smarter Balanced. These benchmarks and IABs support formative measures to monitor students progress and make informed decisions about next steps for effective instruction.

Our teachers and administrators continue to analyze the assessment data and ensure instructional decisions are made based on research. Next steps include increase in professional development in the area of math and rigor. Our instructional coaches continue to support teachers with model math lessons and effective instructional strategies to improve instruction. Strategies such as clear learning objectives, success criteria, modeling, and checking for understanding continue to be a focus as we analyze the effectiveness of classroom instruction. Our teachers are analyzing student benchmarks and assessments to drive next instructional steps.

We will continue to provide teachers and administrators with lesson feedback and next steps for increasing student achievement. We will ensure that instruction is at the forefront for ensuring all students have the opportunity to master the standards.

### English Learner Performance Gaps:

Although our English Learners continue to demonstrate progress as indicated in the CA Dashboard 2018 results. SUSD ranked in the Green indicator for ELA at 15.1 below standard with an increase of 5.2 points. For Math English Learners ranked in the Green indicator 15.1 below the standard with a 5.4 points increase.

Several schools (Cedarcreek, Emblem Academy, Highlands Elementary, Rio Vista, Rosedell, SkyBlue and Tesoro del Valle have performance levels in the orange and yellow.

In order to ensure our English learners continue to make progress, our teachers and administrators realize the critical need for continued professional development in the areas of systematic language instruction, constructing meaning strategies and lesson planning across the curriculum. Our English Learner instructional Coaches continue to support teachers with strategies to improve language instruction.

Our English Learner instructional plans and goals includes supporting our teachers with EL instructional coaches and ensuring the implementation of effective instructional practices are in place. These instructional practices include: Fisher and Frey’s gradual release of responsibility and

modeling language. Setting the purpose throughout systemic EL lessons with clear objectives and success criteria, continues to be our focus.

Chronic Absenteeism continues to be an area of focus. The "All Students" group have a "Medium" status level in the 2018 CA Dashboard data results. Our English Learners "maintained" at the rate of 6.3%. Our Foster Youth and Homeless students increased the Chronic Absenteeism rate at 9.5% and 9.3%. Our low income students maintained their status at 9.3%.

According to the 2018 California Dashboard, SUSD's Suspension rates met the criteria. our Homeless students status declined with a difference of -1.9% compared to the California Dashboard 2017 results. All of our schools are in the process of PBIS (Positive Behavior Intervention Support) training and implementation. Throughout our schools, the early implementation of PBIS has demonstrated a decrease in office referrals and an increase in positive behaviors both in the classroom and during recess. We will continue with PBIS professional development and the implementation of positive behavior strategies throughout our schools.

It is also important for our school district to inform and collect input from our parents. This includes informing parents of our students' academic progress. Our school district will continue to host PAC and DELAC meetings.

Our parent liaisons continue outreach programs that involve collecting input from parents regarding their child's academic progress. This is a top priority for our district. Our school surveys (Site Council Surveys from each site) provide us with data to ensure all parents (low-income, EL, and Foster Youth) have opportunities to learn about the student achievement data and what measures are in place to ensure students' academic success.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A



# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

# Annual Measurable Outcomes

## Expected

### Metric/Indicator

1. Attendance Chronic Absenteeism  
Suspension and Expulsion
2. Local ELA/Math Benchmarks
3. CAASPP-ELA/Math Percent of Students meeting or exceeding the standards
4. English Learner Reclassification Rate  
Progression toward English Proficiency
5. Science: Increase student proficiency
6. Physical Fitness Test (PFT)
7. Visual and Performing Arts (VAPA)
8. Technology Integration
9. Social Studies- Student proficiency
10. Special Education
11. Gifted and Talented Education (GATE)

## Actual

### Actual 2018-2019 Data and Outcomes:

1. Students show proficiency on local Language Arts and/or Math Benchmarks  
Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP:  
Met goal: Increase by 2%: Overall students scores indicate and increase from 63%-65% in meeting and exceeding standards in ELA and Math.
2. English Learner Progress and Proficiency report (ELPAC) (ELPAC Assessment Data not available on the CA Dashboard).  
Exceeded the goal of reclassification of EL student from 18%- 22.4% rate annually  
Met goal of EL Common Assessments 80% proficiency
3. Science: Met goal of students proficient in Science through common assessments and classroom assessments.  
Increased the number of students Proficient or Advanced by 5%
4. PFT: Increased the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category with the exception of Aerobic Capacity -1.5% and Abdominal strength at -0.1%.
5. VAPA:  
Increase the number of Arts Integration- trained teachers from 71-81. Met and exceeded this goal for the 2018-2019 school year.
6. Technology:  
100% participation grades 1-6; Increased teacher use of technologically interactive and collaborative teaching based on observations. Met and exceeded this goal for the 2018-2019 school year.
7. Social Studies:  
Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores. Met and exceeded this goal for the 2018-2019 school year.
- 8: Low performing and Special Education Students:  
Students mastered IEP goals based on Common Core standards as measured by annual IEP reports (50%-60%).
9. Gifted and Talented Education (GATE):

## Expected

### 18-19

1. Students show proficiency on local Language Arts and/or Math Benchmarks  
Increase by 2%

Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP:  
Goal: All teachers will implement the CCSS in Math and ELA/ELD as measured by classroom observations.

2. English Learner Progress and Proficiency report (ELPAC)  
Reclassify students at a 18% rate annually  
EL Common Assessments 80% proficiency

3. Science:  
Increase the number of students Proficient or Advanced by 5%

4. PFT: Increase the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category.

5. VAPA:  
Increase the number of Arts Integration- trained teachers from 71-81.

6. Technology:  
100% participation grades 1-6; Increase teacher use of technologically interactive and collaborative teaching based on observations.

7. Social Studies:  
Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores.

8: Low performing and Special Education Students:  
Students will master IEP goals based on Common Core standards as measured by annual IEP reports

9. Gifted and Talented Education (GATE):  
Student achievement and Parent surveys will demonstrate an 86% satisfaction with the level of differentiated instruction the students receive.

## Actual

Student achievement and Parent surveys demonstrated an 80% satisfaction with the level of differentiated instruction that the students received.

Actual 2018-2019 Outcomes:

1.Attendance: 96.3%  
Truancy 19.8%  
Chronic Absenteeism 5.6%  
Suspension Rate: 0.1%  
Expulsions: 0 (Zero)

2.All Students: Local Benchmarks (TK-2) 70%  
English Learners: 65% (Local Benchmarks)  
Socioeconomically Disadvantaged 45% (Local Benchmarks)

3.CAASPP:  
All Students: ELA: 64.7%; Math: 53.2%  
English Learners: ELA: 31.94%, Math: 24.43%  
Socioeconomically Disadvantaged: ELA: 46%, Math: 32.98%  
Foster Youth: Results not available  
Homeless: ELA: 43%, Math: 26.1%

4.Students successfully re-classified at 22.4% (reclassification rate).

English Learner Progress and Proficiency  
Percentage of students making annual progress:  
ELPAC  
EL Common Assessments 50%-60% proficiency

5. Science proficiency: 70%

6. Physical Fitness Test :  
All 5th Grade Students  
Aerobic Capacity: 82% increase to 89.3% for the 2018 school year  
Body Composition 68% increase to 73.1% for the 2018 school year  
Abdominal Strength 77% increase to 81.3% for the 2018 school year  
Trunk Extension Strength 85% increase to 90.6% for the 2018 school year  
Upper Body Strength 80% increase to 81.0% for the 2018 school year  
Flexibility 86% increase to 86.8% for the 2018 school year

7. VAPA Number of teachers trained 75

8. Technology Integration 100% for the 2018 school year

## Expected

### Baseline

1. Attendance: 97.2%

Truancy 13%

Chronic Absenteeism 3.5%

Suspension Rate: 0.3%

Expulsions: 0 expulsions

2. All Students: Local Benchmarks (TK-2) 70%

English Learners: 65%

Socioeconomically Disadvantaged 45%

3. CAASPP:

All Students ELA 65%; Math 52%

English Learners: ELA 60% Math 50%

Socioeconomically Disadvantaged: ELA 43%

Math: 29%

4. Reclassify students at 18% rate annually

English Learner Progress and Proficiency

Percentage of students making annual progress:

ELPAC

EL Common Assessments 80% proficiency

5. Science proficiency: 70%

6. Physical Fitness Test:

All Students

Aerobic Capacity: 82%

Body Composition 68%

Abdominal Strength 77%

Trunk Extension Strength 85%

Upper Body Strength 80%

Flexibility 86%

7. VAPA Number of teachers trained 61

8. Technology Integration 100%

9. Social Studies: All students-Mastery grades on first and second reporting periods on report cards.

10. Special Education: Individual IEP goals met at 70-80%.

11. GATE: 84% of satisfaction on Student/parent surveys.

## Actual

9. Social Studies: All students-Mastery grades on first and second reporting periods on report cards.

10. Special Education: Individual IEP goals met at 50%- 60%.

11. GATE: 80% of satisfaction on Student/parent surveys. This goal was not met as our target was 86% satisfaction with the level of differentiated instruction.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Increase Achievement in Language Arts and Math.</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices to increase the effectiveness of instruction using California State Standards including Constructing Meaning strategies to support language across the curriculum.</p> <p>Provide Accelerated Reader or Scholastic Reading (Grades 1-6).</p> <p>Train Instructional Coaches for classroom support.</p> <p>Provide Library Media Specialists and Library Software at each site.</p>	<p>1. Increase Achievement in Language Arts and Math. Professional Development provided to teachers in the area ELD, Writing, ELA, and Mathematical practices. All teachers were trained in the new ELA series. After school workshops were provided to all teachers in the following content areas: Writing, Math, and ELA.</p> <p>Accelerated Reader or Scholastic Reading (Grades 1-6) were provided to all teachers.</p> <p>Instructional Coaches were trained for classroom support. Seven Professional Development days were provided to all instructional coaches. Training included a deeper understanding of the ELA/ELD and Mathematical Frameworks and Assessments guides.</p> <p>A new committee was formed to create a new Curriculum Pacing and Assessment Guide.</p> <p>Library Media Specialists and Library Software were provided at each site. Library Media</p>	<p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 1000-1999: Certificated Personnel Salaries Base \$55,635</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 3000-3999: Employee Benefits Base \$14,565</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 4000-4999: Books And Supplies Base \$12,000</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <p>Provide Accelerated Reader or Scholastic Reading (Grades 1-6) 5000-5999: Services And Other</p>	<p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 1000-1999: Certificated Personnel Salaries Base \$39,779</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 3000-3999: Employee Benefits Base \$7,119</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 4000-4999: Books And Supplies Base \$0</p> <p>Provide professional development in English Language Development (ELD), Writing, and Mathematical practices 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Provide Accelerated Reader or Scholastic Reading (Grades 1-6) 5000-5999: Services And Other</p>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

Specialists meet on a monthly basis and received professional development in the area of library standards and library media resources.

Operating Expenditures Base \$82,000

Train Instructional Coaches for classroom support 1000-1999: Certificated Personnel Salaries Title II \$8,457

Train Instructional Coaches for classroom support 3000-3999: Employee Benefits Title II \$1,543

Train Instructional Coaches for classroom support 4000-4999: Books And Supplies Title II \$4,500

Train Instructional Coaches for classroom support 5000-5999: Services And Other Operating Expenditures Title II \$1,500

Provide Library Media Specialists and Library Software at each site 2000-2999: Classified Personnel Salaries Base \$174,103

Provide Library Media Specialists and Library Software at each site 3000-3999: Employee Benefits Base \$17,085

Provide Library Media Specialists and Library Software at each site 5000-5999: Services And Other Operating Expenditures Base \$32,300

Operating Expenditures Base \$82,886

Train Instructional Coaches for classroom support 1000-1999: Certificated Personnel Salaries Title II \$6,425

Train Instructional Coaches for classroom support 3000-3999: Employee Benefits Title II \$582

Train Instructional Coaches for classroom support 4000-4999: Books And Supplies Title II \$0

Train Instructional Coaches for classroom support 5000-5999: Services And Other Operating Expenditures Title II \$0

Provide Library Media Specialists and Library Software at each site 2000-2999: Classified Personnel Salaries Base \$169,473

Provide Library Media Specialists and Library Software at each site 3000-3999: Employee Benefits Base \$16,391

Provide Library Media Specialists and Library Software at each site 5000-5999: Services And Other Operating Expenditures Base \$12,013

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>2. Increase the number of reclassified English Language (EL) Students.</p> <p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.</p> <p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.</p> <p>Provide Summer Intervention (ELD)</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers; teacher planning time; and subs for parent meetings with teachers.</p> <p>Train instructional-Coaches for ELD support in the classroom</p> <p>Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. Per contract with the teacher's union 6/12/18 agrees to use these funds to reduce class size to support unduplicated count students.</p>	<p>2.Increased the number of reclassified English Language (EL) Students.</p> <p>Professional Development provided to teachers on a monthly basis included an in-depth study of the ELA/ELD Framework and ELD Standards and Assessments.</p> <p>Our district was not successful in hiring a new ELD TOSA. (Our ELD TOSA was on maternity leave and returned to the classroom as a part time teacher). Our EL Coaches provided additional professional development and support for teachers to ensure quality instruction.</p> <p>Summer intervention for EL students provided to students identified in needing additional support in language development.</p> <p>School sites successfully provided resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers; teacher planning time; and subs for parent meetings with teachers.</p> <p>EL instructional-Coaches for ELD support in the classroom received monthly professional development targeting the EL standards and</p>	<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$108,542</p>	<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$110,681</p>
		<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 2000-2999: Classified Personnel Salaries Supplemental \$78,129</p>	<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 2000-2999: Classified Personnel Salaries Supplemental \$82,716</p>
		<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 3000-3999: Employee Benefits Supplemental \$66,948</p>	<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 3000-3999: Employee Benefits Supplemental \$70,552</p>
		<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,400</p>	<p>Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction. 5000-5999: Services And Other Operating Expenditures Supplemental \$960</p>
		<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction. 1000-1999:</p>	<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction. 1000-1999:</p>

<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>assessments. Additionally, EL Coaches attended the EL Achieve annual conference for recertification as EL Coaches.</p> <p>Class sizes remained within the average of: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th-6th.</p> <p>Per contract with the teacher's union on 6/12/18, it was agreed to use these funds to reduce class size to support unduplicated count students.</p>	<p>Certificated Personnel Salaries Title III \$78,004</p>	<p>Certificated Personnel Salaries Title III \$0</p>
		<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction. 3000-3999: Employee Benefits Title III \$21,162</p>	<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction. 3000-3999: Employee Benefits Title III \$0</p>
		<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction. 5000-5999: Services And Other Operating Expenditures Title III \$2,500</p>	<p>Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$0</p>
		<p>Provide Summer Intervention (ELD) 1000-1999: Certificated Personnel Salaries Supplemental \$26,333</p>	<p>Provide Summer Intervention (ELD) 1000-1999: Certificated Personnel Salaries Supplemental \$26,333</p>
		<p>Provide Summer Intervention (ELD) 3000-3999: Employee Benefits Supplemental \$4,442</p>	<p>Provide Summer Intervention (ELD)</p> <p>3000-3999: Employee Benefits Supplemental \$4,442</p>
		<p>Provide resources for programs that target students that fall within the unduplicated count population: 1000-1999: Certificated Personnel Salaries Supplemental \$44,562</p>	<p>Provide resources for programs that target students that fall within the unduplicated count population: 1000-1999: Certificated Personnel Salaries Supplemental \$61,833</p>
		<p>Provide resources for programs that target students that fall within the unduplicated count population: 2000-2999: Classified</p>	<p>Provide resources for programs that target students that fall within the unduplicated count population: 2000-2999: Classified</p>

Personnel Salaries Supplemental  
\$203,363

Provide resources for programs that target students that fall within the unduplicated count  
population: 3000-3999: Employee Benefits Supplemental \$26,546

Provide resources for programs that target students that fall within the unduplicated count  
population: 4000-4999: Books And Supplies Supplemental \$41,205

Provide resources for programs that target students that fall within the unduplicated count  
population: 5000-5999: Services And Other Operating Expenditures Supplemental \$34,324

Provide resources for programs that target students that fall within the unduplicated count  
population: 6000-6999: Capital Outlay Supplemental \$0

Train instructional-Coaches for ELD support in the classroom  
1000-1999: Certificated Personnel Salaries Title I \$0

Train instructional-Coaches for ELD support in the classroom  
3000-3999: Employee Benefits Title I \$0

Train instructional-Coaches for ELD support in the classroom  
1000-1999: Certificated

Personnel Salaries Supplemental  
\$142,026

Provide resources for programs that target students that fall within the unduplicated count  
population: 3000-3999: Employee Benefits Supplemental \$19,792

Provide resources for programs that target students that fall within the unduplicated count  
population: 4000-4999: Books And Supplies Supplemental \$33,053

Provide resources for programs that target students that fall within the unduplicated count  
population: 5000-5999: Services And Other Operating Expenditures Supplemental \$18,795

Provide resources for programs that target students that fall within the unduplicated count  
population: 6000-6999: Capital Outlay Supplemental \$0

Train instructional-Coaches for ELD support in the classroom  
1000-1999: Certificated Personnel Salaries Title I \$0

Train instructional-Coaches for ELD support in the classroom  
3000-3999: Employee Benefits Title I \$0

Train instructional-Coaches for ELD support in the classroom  
1000-1999: Certificated

		Personnel Salaries Supplemental \$41,587	Personnel Salaries Title III \$37,060
		Train instructional-Coaches for ELD support in the classroom 3000-3999: Employee Benefits Supplemental \$8,413	Train instructional-Coaches for ELD support in the classroom 3000-3999: Employee Benefits Title III \$8,413
		Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. 1000-1999: Certificated Personnel Salaries Supplemental \$2,474,304	Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. 1000-1999: Certificated Personnel Salaries Supplemental \$2,645,323
		Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. 3000-3999: Employee Benefits Supplemental \$735,913	Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. 3000-3999: Employee Benefits Supplemental \$823,273

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Increase student understanding and performance in Science  Continue with Next Generation Science Standards (NGSS) coaching cohort.  Provide professional development in Next Generation Science Standards	3. Increase student understanding and performance in Science  Monthly meetings and professional development were conducted to continue with Next Generation Science Standards (NGSS) professional learning and training of the coaching cohort and teaching staff.  All teachers received ongoing professional development in Next Generation Science Standards (including 3 professional learning sessions during regular staff meetings and multiple after school workshops).	Continue with Next Generation Science Standards (NGSS) coaching cohort. 1000-1999: Certificated Personnel Salaries Title II \$4,125  Continue with Next Generation Science Standards (NGSS) coaching cohort. 3000-3999: Employee Benefits Title II \$875  Provide professional development in Next Generation Science Standards 1000-1999: Certificated Personnel Salaries Title II \$13,034  Provide professional development in Next Generation Science	Continue with Next Generation Science Standards (NGSS) coaching cohort. 1000-1999: Certificated Personnel Salaries Title II \$8,855  Continue with Next Generation Science Standards (NGSS) coaching cohort. 3000-3999: Employee Benefits Title II \$2,232  Provide professional development in Next Generation Science Standards 1000-1999: Certificated Personnel Salaries Title II \$9,215  Provide professional development in Next Generation

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

Standards 3000-3999: Employee Benefits Title II \$4,966

Provide professional development in Next Generation Science Standards 5000-5999: Services And Other Operating Expenditures Title II \$12,000

Science Standards 3000-3999: Employee Benefits Title II \$3,245

Provide professional development in Next Generation Science Standards 5000-5999: Services And Other Operating Expenditures Title II \$4,388

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Increase student's Physical Fitness (Physical Education)</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. (mis-marked as contributing to all students being served-should have been marked: Students to be served: English Learners, Foster Youth, Low Income) Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.</p>	<p>4. Increase student's Physical Fitness (Physical Education)</p> <p>Our P.E. TOSA supported our schools at the highest unduplicated Count Schools by providing additional lessons and activities beyond the 200 minutes of P.E. instruction every 10 days. Our P.E. TOSA also provided dedicated professional development/model lessons at schools with higher unduplicated count students. Our P.E. TOSA provided additional ongoing in-service, in-class support and instructional strategies for teachers at the highest unduplicated count schools.</p>	<p>Purchase PE Equipment 4000-4999: Books And Supplies Restricted Lottery \$25,000</p> <p>\$0</p> <p>Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught. 1000-1999: Certificated Personnel Salaries Supplemental \$96,703</p> <p>Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught. 3000-3999: Employee Benefits Supplemental \$28,797</p> <p>\$0</p>	<p>Purchase PE Equipment 4000-4999: Books And Supplies Restricted Lottery \$21,147</p> <p>\$0</p> <p>Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught. 1000-1999: Certificated Personnel Salaries Supplemental \$97,998</p> <p>Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught. 3000-3999: Employee Benefits Supplemental \$29,625</p> <p>\$0</p>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

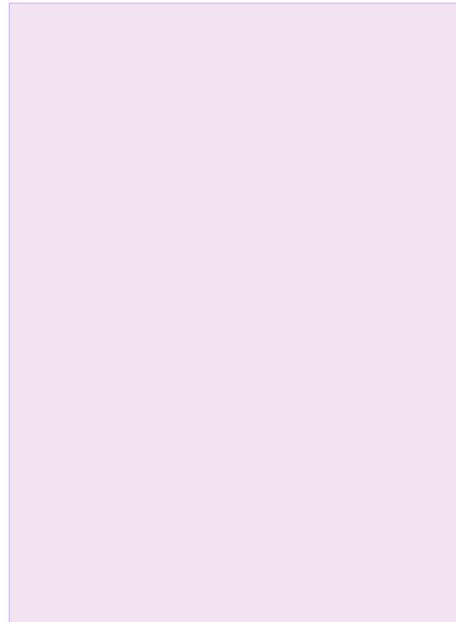
- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Schools: Rio Vista, Cedarcreek, Skyblue, Highlands, Santa Clarita



**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5. Increase student learning and experience of the Visual and Performing Arts (VAPA).</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.</p> <p>Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.</p>	<p>5. Increase student learning and experience of the Visual and Performing Arts (VAPA).</p> <p>Additional teachers participated in Kennedy Arts Integration training as evident on the Kennedy Arts monthly workshops.</p> <p>Our Two Music/Arts integration TOSAs provided lessons for students at sites with the highest unduplicated counts. Additional In-services, in-class support and instructional strategies for teachers were provided to support our highest unduplicated count schools.</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 1000-1999: Certificated Personnel Salaries Henry Mayo \$8,026</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 2000-2999: Classified Personnel Salaries Henry Mayo \$327</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 3000-3999: Employee Benefits Henry Mayo \$1,714</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 1000-1999: Certificated Personnel Salaries Henry Mayo \$9,418</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 2000-2999: Classified Personnel Salaries Henry Mayo \$355</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 3000-3999: Employee Benefits Henry Mayo \$1,707</p>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Our greatest accomplishment in the area of arts integration includes learning walks conducted with teachers and TOSAs to improve and support the implementation of arts integration throughout all classes including our highest unduplicated count schools.

Additional services included the following:

Arts Integration or music residencies (13 lessons) at five focus schools (Title 1 and high percentage of unduplicated count).

Music and Arts Integration TOSAs provided the following:

Demonstration Lessons for Teachers

Learning Walks with planning for grade levels as requested by grade level teams and site administrator

In-class support (i.e co-teaching) for teachers in the Kennedy Center Partners Education Program to build capacity and develop teacher leaders in arts integration  
Led Defining Arts Integration Workshop for new Kennedy Center Teachers in the Partners in Education Program

Participated in the Kennedy Center Partners in Education Advisory Council and attended the program's annual meeting in Washington, D.C.

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 4000-4999: Books And Supplies Henry Mayo \$5,433

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 5000-5999: Services And Other Operating Expenditures Henry Mayo \$10,000

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$166,177

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 3000-3999: Employee Benefits Supplemental \$53,072

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 5000-5999: Services And Other

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 4000-4999: Books And Supplies Henry Mayo \$10,015

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. 5000-5999: Services And Other Operating Expenditures Henry Mayo \$9,419

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$170,454

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 3000-3999: Employee Benefits Supplemental \$55,241

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers. 5000-5999: Services And Other

	<p>Facilitated and supported teachers in the Arts/NGSS Music Center Grant</p> <p>Directed year-long chorus at Highlands and Rio Vista (highest unduplicated count schools) Elementary including participation in the city-sponsored Youth Arts Showcase</p> <p>Provided staff development at staff meetings district-wide and Implemented and facilitated the Arts Ed Collective 4th Grade Drumming Grant at all school sites.</p>	<p>Operating Expenditures Supplemental \$0</p>	<p>Operating Expenditures Supplemental \$1,500</p>
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6. Increase student and teacher integration of technology in teaching, learning, and assessment.</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.</p> <p>Increase keyboarding skills and integrating technology in lessons, activities, and assignments</p> <p>Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing</p>	<p>6. Increase student and teacher integration of technology in teaching, learning, and assessment.</p> <p>Our Two Technology TOSAs provided in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.</p> <p>An increase in keyboarding skills and integrating technology in lessons, activities, and assignments were evident in the primary grades.</p>	<p>Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools. 1000-1999: Certificated Personnel Salaries Supplemental \$186,906</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools. 3000-3999: Employee Benefits Supplemental \$52,426</p>	<p>Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools. 1000-1999: Certificated Personnel Salaries Supplemental \$188,384</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools. 3000-3999: Employee Benefits Supplemental \$54,663</p>

teacher laptops. Priority given to schools with the highest unduplicated count.

Technology professional development

Provide professional development for new student information data system and purchase a software system for grades TK - 6.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

Chromebooks were purchased for Grades TK, K and 4th grade students.

Professional development for new student information data system was provided.  
 Our Educational Technology TOSAs provided in-service, in-class support and instructional strategies for technology integration.

Our Educational Technology TOSA participated in 150+ classroom visits to support technology integration.

Keyboarding Without Tears licenses were purchased for grades K-6 students to support keyboarding skills.  
 All K-6th graders have accounts for Keyboarding Without Tears rostered through Clever.  
 Students on average have completed 105 activities with an accuracy rate of 86%.

Professional Development was provided and included:  
 Grade K received 2 half day trainings on Chromebook integration  
 Grade TK teachers received 1 half day training on Chromebooks  
 Grade 4 teachers received 1 half day training on Chromebooks  
 EdCamp professional development was organized and offered at West Creek.

\$0

Increase keyboarding skills and integrating technology in lessons, activities, and assignments 5000-5999: Services And Other Operating Expenditures Base \$60,000

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops). 4000-4999: Books And Supplies Base \$559,300

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops). 5000-5999: Services And Other Operating Expenditures Base \$40,700

Technology professional development 1000-1999: Certificated Personnel Salaries Base \$33,483

Technology professional development 3000-3999: Employee Benefits Base \$6,517

Provide professional development for new student information data system and purchase a software system for grades TK - 6. 1000-1999: Certificated Personnel Salaries Base \$16,000

Increase keyboarding skills and integrating technology in lessons, activities, and assignments 5000-5999: Services And Other Operating Expenditures Base \$46,164

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops). 4000-4999: Books And Supplies Base \$644,268

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops). 5000-5999: Services And Other Operating Expenditures Base \$0

Technology professional development 1000-1999: Certificated Personnel Salaries Base \$13,483

Technology professional development 3000-3999: Employee Benefits Base \$4,291

Provide professional development for new student information data system and purchase a software system for grades TK - 6. 1000-1999: Certificated Personnel Salaries Base \$0

	<p>Technology Integration support was also provided by the TOSAs with the following:</p> <p>Creating and maintaining student and teacher accounts in AR, SRC, Google, StemScopes and Illuminate  Managing passwords  Creating lessons and opportunities to practice digital citizenship  Supporting Hour of Code Activities  Maintaining communication with McGraw-Hill concerning our ELA Wonders and Study Sync adoption to ensure support for all students including unduplicated count students.</p> <p>Our TOSAs presented at Parent Academies (technology support for parents) which were well attended by many parents, including parent of unduplicated count students.</p>	<p>Provide professional development for new student information data system and purchase a software system for grades TK - 6. 3000-3999: Employee Benefits Base \$4,000</p>	<p>Provide professional development for new student information data system and purchase a software system for grades TK - 6. 3000-3999: Employee Benefits Base \$0</p>
		<p>Provide professional development for new student information data system and purchase a software system for grades TK - 6. 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>	<p>Provide professional development for new student information data system and purchase a software system for grades TK - 6. 5000-5999: Services And Other Operating Expenditures Base \$73,771</p>

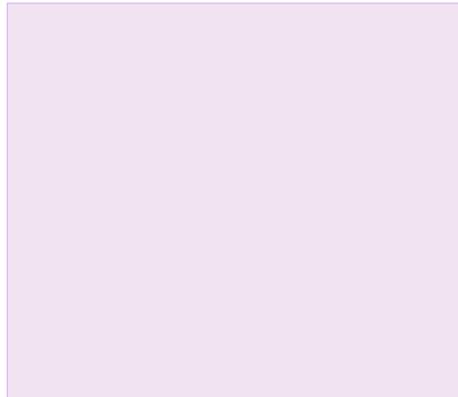
**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7. Increase student learning in Social Studies</p> <p>Provide California Streaming to address content standards-based lessons and activities at each grade level.</p>	<p>California Streaming was provided as a resource to address content standards-based lessons and activities at each grade level.</p>	<p>Provide California Streaming to address content standards-based lessons and activities at each grade level. 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>	<p>Provide California Streaming to address content standards-based lessons and activities at each grade level. 5000-5999: Services And Other Operating Expenditures Base \$9,396</p>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools



## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8. Increase student Achievement on Individual Education Plan (IEP) Goals</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs.</p>	<p>8. Increase student Achievement on Individual Education Plan (IEP) Goals</p> <p>Students mastered IEP goals based on Common Core standards as measured by annual IEP reports (50%-60%).</p> <p>Special education teachers were provided with professional development based on state standards to support effective instruction.</p>	<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 1000-1999: Certificated Personnel Salaries Title II \$500</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 3000-3999: Employee Benefits Title II \$2,237</p>	<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 1000-1999: Certificated Personnel Salaries Title II \$500</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 3000-3999: Employee Benefits Title II \$240</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Students with Disabilities</p> <p><b>Location(s)</b> All Schools</p>		<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 5000-5999: Services And Other Operating Expenditures Title II \$13,763</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 1000-1999: Certificated</p>	<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 1000-1999: Certificated</p>

Personnel Salaries Special Education \$24,355

Personnel Salaries Special Education \$24,355

Provide substitutes for Special Day Class (SDC) to support IEPs. 3000-3999: Employee Benefits Special Education \$4,645

Provide substitutes for Special Day Class (SDC) to support IEPs. 3000-3999: Employee Benefits Special Education \$4,645

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>9. Increase Gifted and Talented (GATE) students' Achievement</p> <p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students.</p> <p>Continue to fund site programs to test and to provide differentiated instruction for GATE students.</p> <p>Continue to provide GATE Coordinators at each site.</p>	<p>9. Increase Gifted and Talented (GATE) students' Achievement</p> <p>Universal GATE screening for all 3rd graders and other students by parent or teacher request were provided (Jan.-Mar. 2019)</p> <p>Professional Development in differentiated instruction for teachers of GATE students was provided. A team of teachers attended the California Association for the Gifted Conference.</p> <p>School sites received Base funds to support GATE programs and to provide differentiated instruction for GATE students.</p> <p>Each school site had GATE Coordinators and representatives that participated in professional learning and GATE coordinator monthly meetings. These meetings included research based practices to improve instruction.</p>	<p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request. 5000-5999: Services And Other Operating Expenditures Base \$16,950</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 1000-1999: Certificated Personnel Salaries Title II \$4,200</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 3000-3999: Employee Benefits Title II \$800</p> <p>Continue to fund site programs to test and to provide differentiated instruction for GATE students. 1000-1999: Certificated Personnel Salaries Base \$12,172</p> <p>Continue to fund site programs to test and to provide differentiated instruction for GATE students. 2000-2999: Classified Personnel Salaries Base \$460</p>	<p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request. 5000-5999: Services And Other Operating Expenditures Base \$14,925</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 1000-1999: Certificated Personnel Salaries Title II \$4,200</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 3000-3999: Employee Benefits Title II \$800</p> <p>Continue to fund site programs to test and to provide differentiated instruction for GATE students. 1000-1999: Certificated Personnel Salaries Base \$9,093</p> <p>Continue to fund site programs to test and to provide differentiated instruction for GATE students. 2000-2999: Classified Personnel Salaries Base \$460</p>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
3000-3999: Employee Benefits Base \$2,617

Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
3000-3999: Employee Benefits Base \$1,755

Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
4000-4999: Books And Supplies Base \$5,751

Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
4000-4999: Books And Supplies Base \$2,320

Continue to provide GATE Coordinators at each site. 1000-1999: Certificated Personnel Salaries Base \$2,304

Continue to provide GATE Coordinators at each site. 1000-1999: Certificated Personnel Salaries Base \$2,026

Continue to provide GATE Coordinators at each site. 3000-3999: Employee Benefits Base \$396

Continue to provide GATE Coordinators at each site. 3000-3999: Employee Benefits Base \$418

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>10. Response to Intervention and support for unduplicated count students.</p> <p>Review Response to Intervention (Rtl) process and materials by committee and make recommendation for implementation.</p> <p>Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.</p>	<p>10. Response to Intervention and support for unduplicated count students.</p> <p>The Response to Intervention (Rtl) committee reviewed various programs and materials and made recommendations to support the Rtl process and ensure unduplicated students have the instructional support to increase student achievement.</p> <p>Intervention support (ELA/Math) and extended day opportunities for unduplicated count students was</p>	<p>Review Response to Intervention (Rtl) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>Review Response to Intervention (Rtl) 3000-3999: Employee Benefits Supplemental \$400</p> <p>Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$36,484</p>	<p>Review Response to Intervention (Rtl) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>Review Response to Intervention (Rtl) 3000-3999: Employee Benefits Supplemental \$246</p> <p>Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

offered at various school sites through Rtl intervention classes.

Additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education were provided. The Beyond SST system provided opportunities to support our unduplicated students with intervention services to increase student achievement.

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. 2000-2999: Classified Personnel Salaries Supplemental 5,000

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students 3000-3999: Employee Benefits Supplemental \$7,442

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 3000-3999: Employee Benefits Supplemental \$1,002

Provide additional training for the use of Beyond SST Online

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. 2000-2999: Classified Personnel Salaries Supplemental \$155

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. 3000-3999: Employee Benefits Supplemental \$16

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 1000-1999: Certificated Personnel Salaries Supplemental \$4,420

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 3000-3999: Employee Benefits Supplemental \$1,022

Provide additional training for the use of Beyond SST Online

system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 5000-5999: Services And Other Operating Expenditures Supplemental \$9,498

system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement. 5000-5999: Services And Other Operating Expenditures Supplemental \$9,498

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of LCAP Goal #1 actions and services were successful in meeting the needs of all students especially the academic needs of our unduplicated count students. Our TOSAs (Teachers on Special Assignment) continue to be instrumental in contributing to the effectiveness and implementation of the actions and services. These include an increase in professional development for teachers, administrators and classified staff. The professional development included further study with the California Frameworks in various curricular areas; English Language Arts/English Language Development, Mathematics, and Next Generation Science Standards (NGSS) as well as professional learning in the curricular areas of Educational Technology, Physical Education, Visual and Performing Arts (VAPA).

A special focus for professional development included learning about the new English Learner assessment titled ELPAC (English Language Proficiency Assessments for California) and our further study of Constructing Meaning which includes using strategies to assist English Learners with accessing standards across the curriculum.

We were not successful in hiring a new ELD TOSA however, this did not impact the delivery of professional development as our EL Coaches lead many of the ELD professional development as well as our Director of Curriculum and Instruction lead several EL professional development opportunities.

Our instructional coaches continue to receive training in the areas of mathematical practices and NGSS. These included lesson studies and a further conceptual understanding of the standards.

Through lesson observations and collaborative meetings, our teachers analyze student achievement data and prioritized strategies and implemented research-based lessons and activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of this goal and actions were highly successful. With the exception of not having the opportunity to hire a new ELD TOSA, we were able to successfully and effectively implement the goals and actions. Highlights include effective professional development that was implemented with the assistance of the TOSAs in the various curricular areas. Our instructional coaches were instrumental in leading instructional rounds and provided teachers with effective instructional strategies to improve instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One main difference in our expenditures includes the amount of our Title III funds which was to fund an ELD TOSA for the 2018-2019 school year. We were not successful in hiring an ELD TOSA for the 2018-2019 school year (the previous ELD TOSA was on maternity leave and did not return to her position as the ELD TOSA).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No major changes were made to this goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

1. Attendance: Chronic Absenteeism and Truancy
2. Suspension/Expulsions
3. Counseling Services
4. District Communication
5. Increase Students' sense of safety
6. Parent Input and Decision Making

Actual 2018-2019 Data and Outcomes:

- 1.Attendance:  
Truancy increased to 19.9%  
Chronic Absenteeism (Maintained) 5.6%
- 2.Suspension Rate: Decrease Suspensions from 0.3% to 0.1%  
Expulsions: Maintain 0 expulsions  
Attendance: Increased attendance from 97.2% to 98%
3. The district plan was successfully implemented for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; including additional counselors to assist and provide social skills counseling services at the school site.
4. Parent satisfaction increased with the quantity of district communication from 94% to 95%.
5. Students' sense of safety maintained from 99.2-99.5 (TK-2) : 72%-74% (3-6th grade);

## Expected

### 18-19

1. Decrease Truancy from 13% to 11%

Chronic Absenteeism: Decrease from 3.5% to 3.3%

2.Suspension Rate: Decrease 2.Suspensions from 0.3% to 0.2%

Expulsions: Maintain 0 expulsions

Attendance: Increase attendance from 97.2% to 97.4%

3.Implement the district plan for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; provide social skills counseling services at the school site.

4. Increase parent satisfaction with the quantity of district communication from 94% to 96%.

5. Increase students' sense of safety from 99.2-99.5 (TK-2) : 72%-74% (3-6th grade); Increase students' sense of school connectedness from 95.5 % to 96.5 (TK-6) as measured by survey; Increase teachers' sense of safety from 97% to 98% as measured by survey; Increase teachers' sense of school connectedness from 97% to 98%% as measured by survey.

6. Increase parent input/decision making- provide additional opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals.

## Actual

Students' sense of school connectedness maintained from 95.5 % to 95.5 (TK-6) as measured by survey;  
Teachers' and employees' sense of safety maintained as measured by survey at 94% and teachers' and employees' sense of school connectedness maintained at 96% as measured by survey.

6. Many opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals were available through parent meetings such as PAC, DELAC, Site Council parent workshops.

Baseline

1. Attendance:

Truancy 19.9%

Chronic Absenteeism 5.6%

2.Suspension Rate: 0.1%

Expulsions: 0 expulsions

3. Counseling services for unduplicated count students. (Number of students served on a monthly basis, 2% of the students in counseling have participated in 6-8 week counseling sessions- decrease by 1% as students demonstrate social/emotional progress).

4. District Communication Satisfaction: 95%

5. Increase students' sense of safety: Overall: 98%

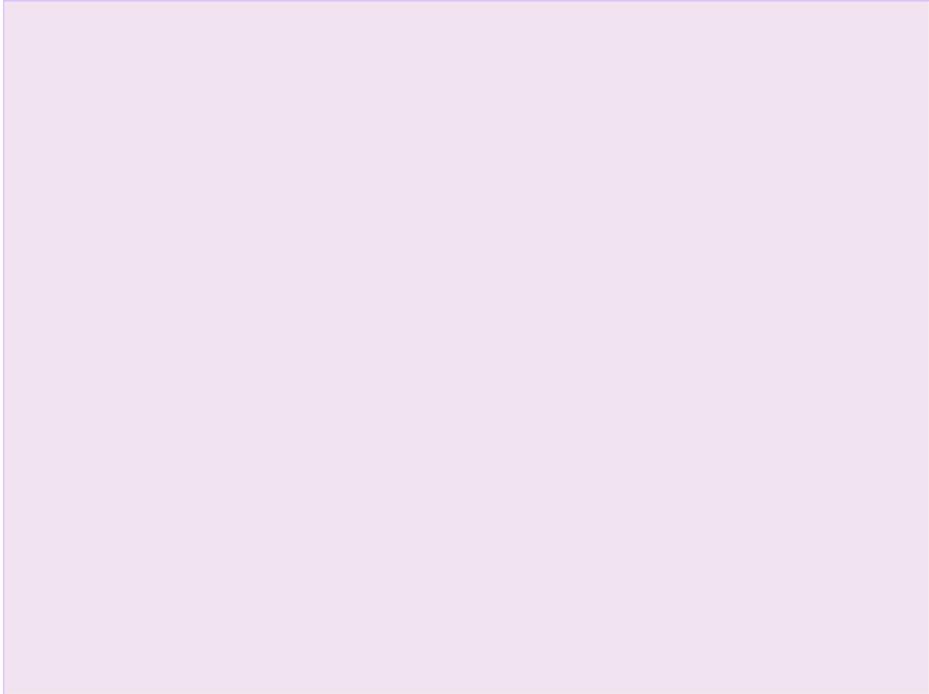
6. Increase parent input and decision making (Establish a baseline by increasing parent participation by 5%, (via exit surveys, agenda minutes, increased discussion, participation rates, and input at DELAC and PAC meetings)

Expected

Actual

**Baseline**

- 1. Attendance:  
Truancy 13%  
Chronic Absenteeism 3.5%
- 2. Suspension Rate: 0.3%  
Expulsions: 0 expulsions
- 3. Counseling services for unduplicated count students. (Number of students served on a monthly basis, 2% of the students in counseling have participated in 6-8 week counseling sessions- decrease by 1% as students demonstrate social/emotional progress).
- 4. District Communication Satisfaction: 92%
- 5. Increase students' sense of safety: Overall: 98%
- 6. Increase parent input and decision making (Establish a baseline by increasing parent participation by 5%, via exit surveys, agenda minutes, increased discussion, participation rates, and input at DELAC and PAC meetings)



**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Continue the transition to Infinite Campus to track attendance and performance and annual services fee (Student Online Registration).</p>	<p>Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Our district worked diligently to support families with attendance. Date for 2018-2019:</p> <p>1. Attendance: Truancy 19.9% Chronic Absenteeism 5.6%</p>	<p>Continue the transition to Infinite Campus to track attendance and performance. 5000-5999: Services And Other Operating Expenditures Base \$116,275</p> <p>Provide Professional Development for teachers to use Infinite Campus. 1000-1999:</p>	<p>Continue the transition to Infinite Campus to track attendance and performance. 5000-5999: Services And Other Operating Expenditures Base \$110,197</p> <p>Provide Professional Development for teachers to use Infinite Campus. 1000-1999:</p>

<p>Provide Professional Development for teachers to use Infinite Campus.</p> <p>Facilitate SART and SARB meetings for certificated and classified staff to work with parents of unduplicated students to decrease truancy and tardiness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>2.Suspension Rate: 0.1% Expulsions: 0 expulsions</p> <p>Several professional development opportunities were provided to classified staff to assist with the implementation of the Student Online Registration.</p> <p>Teachers were also provided with additional training with Infinite Campus to assist with using the data effectively.</p> <p>SART and SARB meetings were held for parents. Certificated and classified staff worked with parents of unduplicated students to decrease truancy and tardiness.</p>	<p>Certificated Personnel Salaries Title II \$8,398</p> <p>Provide Professional Development for teachers to use Infinite Campus. 3000-3999: Employee Benefits Title II \$1,602</p> <p>Continue to hold SART and SARB meetings 1000-1999: Certificated Personnel Salaries Base \$29,374</p> <p>Continue to hold SART and SARB meetings 2000-2999: Classified Personnel Salaries Base \$33,684</p> <p>Continue to hold SART and SARB meetings 3000-3999: Employee Benefits Base \$21,060</p> <p>Continue to hold SART and SARB meetings 5000-5999: Services And Other Operating Expenditures Base \$240</p>	<p>Certificated Personnel Salaries Title II \$7,898</p> <p>Provide Professional Development for teachers to use Infinite Campus. 3000-3999: Employee Benefits Title II \$1,450</p> <p>Continue to hold SART and SARB meetings 1000-1999: Certificated Personnel Salaries Base \$29,946</p> <p>Continue to hold SART and SARB meetings 2000-2999: Classified Personnel Salaries Base \$34,464</p> <p>Continue to hold SART and SARB meetings 3000-3999: Employee Benefits Base \$21,850</p> <p>Continue to hold SART and SARB meetings 5000-5999: Services And Other Operating Expenditures Base \$240</p>
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.</p> <p>Continue with parent liaisons (Foster and E.L.) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts</p>	<p>2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.</p> <p>For the 2018-2019 school year, there were 79 Homeless students and 77 Foster Youth. At the beginning of the school, and as new students enrolled, we reached out to the families to confirm their</p>	<p>Continue with parent liaisons (Foster and E.L.) 2000-2999: Classified Personnel Salaries Supplemental \$21,742</p> <p>Continue with parent liaisons (Foster and E.L.) 3000-3999: Employee Benefits Supplemental \$6,083</p> <p>Continue with parent liaisons (Foster and E.L.) 5000-5999:</p>	<p>Continue with parent liaisons (Foster and E.L.) 2000-2999: Classified Personnel Salaries Supplemental \$28,869</p> <p>Continue with parent liaisons (Foster and E.L.) 3000-3999: Employee Benefits Supplemental \$10,564</p> <p>Continue with parent liaisons (Foster and E.L.) 5000-5999:</p>

<p>students) with resources in the schools and the community.</p> <p>Provide translation and Interpretation services for parents at school and district events.</p> <p>Provide Professional Development for Classified staff regarding parent outreach and engagement.</p> <p>Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).</p> <p>Provide materials, supplies, and child care for parent workshops.</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.</p>	<p>homeless status and offer resources. If they had needs, these were case-managed and followed up on throughout the school year.</p> <p>Our district provided awareness to principals, office managers, counselors, and teachers around supports available to homeless students, as well as enrollment procedures and laws to keep them at their school-of-origin. This included presentations from LACOE regarding supports for Foster Youth and homeless students. We networked with local community agencies and we collaborated to learn how we can work together to meet the needs of these families.</p> <p>Our district's main focus for supporting Foster Youth was providing information and gaining evidence of educational rights holders to hold IEP meetings, referring students for free tutoring, arranging transportation to keep foster youth at their school-of-origin, and finding local placements for students that were placed far from their community. For the third year, we held a Foster Family picnic day, and it's an ideal way to build relationships and trust with families.</p> <p>Our district worked with school and community partners to support other at-risk families that had</p>	<p>Services And Other Operating Expenditures Supplemental \$500</p> <p>Provide translation and Interpretation services 5000-5999: Services And Other Operating Expenditures Title III \$5,353</p> <p>Provide translation and Interpretation services 5000-5999: Services And Other Operating Expenditures Supplemental \$19,647</p> <p>Provide translation and Interpretation services 2000-2999: Classified Personnel Salaries Supplemental \$13,592</p> <p>Provide translation and Interpretation services 3000-3999: Employee Benefits Supplemental \$3,136</p> <p>Provide Professional Development for Classified staff regarding parent outreach and engagement. 2000-2999: Classified Personnel Salaries Supplemental \$11,870</p>	<p>Services And Other Operating Expenditures Supplemental \$825</p> <p>Provide translation and Interpretation services 2000-2999: Classified Personnel Salaries Title III \$5,402</p> <p>Provide translation and Interpretation services 3000-3999: Employee Benefits Title III \$478</p> <p>Provide translation and Interpretation services 5000-5999: Services And Other Operating Expenditures Title III \$2,560</p> <p>Provide translation and Interpretation services 5000-5999: Services And Other Operating Expenditures Supplemental \$22,425</p> <p>Provide translation and Interpretation services 2000-2999: Classified Personnel Salaries Supplemental \$10,621</p> <p>Provide translation and Interpretation services 3000-3999: Employee Benefits Supplemental \$534</p> <p>Provide Professional Development for Classified staff regarding parent outreach and engagement. 2000-2999: Classified Personnel Salaries Supplemental \$0</p>
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**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

barriers to education around transportation, mental health issues, lack of clothing and food, employment needs, etc. Home visits and collaborative meetings were held to determine how to meet the needs of these families and advocate for the children involved.

Family engagement practices were a key component this school year, and we focused on building our district's capacity around how each school was uniquely yet collectively building trusting relationships with its families and making connections to student learning.

Workshops and trainings were held to guide schools through best practices, and each school was expected to hold at least two family engagement events during the school year. We provided support as needed, and also organized a district-level event titled Family Learning Night around preventing summer learning loss.

We held four district-level family engagement meetings, to guide our planning and implementation of family engagement practices in our district. All family events included translation/interpretations services and child care were provided.

Provide Professional Development for Classified staff regarding parent outreach and engagement. 3000-3999: Employee Benefits Supplemental \$3,130

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students). 2000-2999: Classified Personnel Salaries Supplemental \$11,870

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students). 3000-3999: Employee Benefits Supplemental \$3,130

Provide materials, supplies, and child care for parent workshops. 4000-4999: Books And Supplies Supplemental \$1,774

Provide materials, supplies, and child care for parent workshops. 1000-1999: Certificated Personnel Salaries Supplemental \$3,000

Provide materials, supplies, and child care for parent workshops. 2000-2999: Classified Personnel Salaries Supplemental \$2,120

Provide materials, supplies, and child care for parent workshops. 3000-3999: Employee Benefits Supplemental \$106

Provide Professional Development for Classified staff regarding parent outreach and engagement. 3000-3999: Employee Benefits Supplemental \$0

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students). 2000-2999: Classified Personnel Salaries Supplemental \$24,338

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students). 3000-3999: Employee Benefits Supplemental \$3,827

Provide materials, supplies, and child care for parent workshops. 4000-4999: Books And Supplies Supplemental \$135

Provide materials, supplies, and child care for parent workshops. 1000-1999: Certificated Personnel Salaries Supplemental \$2,870

Provide materials, supplies, and child care for parent workshops. 2000-2999: Classified Personnel Salaries Supplemental \$2,283

Provide materials, supplies, and child care for parent workshops. 3000-3999: Employee Benefits Supplemental \$86

Staff development was provided to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students). These workshops were attended by 75% of the paraprofessionals.

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 1000-1999: Certificated Personnel Salaries Supplemental \$2,898

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 1000-1999: Certificated Personnel Salaries Supplemental \$2,852

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 3000-3999: Employee Benefits Supplemental \$1,602

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 3000-3999: Employee Benefits Supplemental \$16

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 4000-4999: Books And Supplies Supplemental \$500

Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 4000-4999: Books And Supplies Supplemental \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Increase parent satisfaction with district communication.</p> <p>Continue with part-time social media/communication staff, plan and maintain, and coordinate</p>	<p>Increase parent satisfaction with district communication.</p> <p>Our district continued with a part-time social media/communication</p>	<p>Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community. 2000-</p>	<p>Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community. 2000-</p>

<p>district communication with the media and the community.</p> <p>Maintain/update accurate district and site websites.</p> <p>Continue using Constant Contact for district and site messages.</p> <p>Use Infinite Campus for timely and emergency messages</p> <p>Use community publications to provide the community with information about programs and events.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>staff during the 2018-2019 school year.</p> <p>District and site websites were maintained successfully to ensure continued communication with families.</p> <p>We continued with Constant Contact for district and site messages.</p> <p>Infinite Campus was used for timely and emergency messages and student enrollment procedures. Infinite Campus was also used to communicate with families regarding their child academic progress.</p> <p>We successfully used community publications to provide the community with information about district programs and events.</p>	<p>2999: Classified Personnel Salaries Base \$42,030</p> <p>Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community. 3000-3999: Employee Benefits Base \$15,721</p> <p>Maintain/update accurate district and site websites. 5000-5999: Services And Other Operating Expenditures Base \$16,000</p> <p>Continue using Constant Contact for district and site messages. 5000-5999: Services And Other Operating Expenditures Base \$1,700</p> <p>Use Infinite Campus for timely and emergency messages 5000-5999: Services And Other Operating Expenditures Base \$24,000</p> <p>Use community publications to provide the community with information about programs and events. 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>2999: Classified Personnel Salaries Base \$45,007</p> <p>Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community. 3000-3999: Employee Benefits Base \$17,875</p> <p>Maintain/update accurate district and site websites. 5000-5999: Services And Other Operating Expenditures Base \$16,465</p> <p>Continue using Constant Contact for district and site messages. 5000-5999: Services And Other Operating Expenditures Base \$79</p> <p>Use Infinite Campus for timely and emergency messages 5000-5999: Services And Other Operating Expenditures Base \$23,184</p> <p>Use community publications to provide the community with information about programs and events. 5000-5999: Services And Other Operating Expenditures Base \$3,200</p>
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## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Increase students' and teachers' sense of safety and school connectedness</p>	<p>Counselors were provided to conduct small group social skills counseling for students with priority given to students in our</p>	<p>Provide counselors to conduct small group social skills counseling for students with</p>	<p>Provide counselors to conduct small group social skills counseling for students with</p>

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)

Provide Positive Behavior Intervention and Supports (PBIS) training for Campus Supervisors to increase positive playground experiences for students.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.

Provide additional School Psychologists to support student learning for our unduplicated count students.

unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises).

We successfully continued with Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.

PBIS (Positive Behavior Interventions and Supports) (Year 3 training for 6 sites; continue training for the other 9 sites) was provided successfully through LA county PBIS training for district coaches and school staffs.

Positive Behavior Intervention and Supports (PBIS) training for Campus Supervisors were provided and to increase positive playground experiences for students. These workshops provided the Campus Supervisors with strategies for positive behavior supports.

Additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies were provided successfully. Additionally, our Campus Supervisors received training to support effective PBIS

priority given to students in our unduplicated count population 1000-1999: Certificated Personnel Salaries Supplemental \$396,161

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population 3000-3999: Employee Benefits Supplemental \$121,163

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 1000-1999: Certificated Personnel Salaries Base \$27,772

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 2000-2999: Classified Personnel Salaries Base \$1,789

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 3000-3999: Employee Benefits Base \$5,589

priority given to students in our unduplicated count population 1000-1999: Certificated Personnel Salaries Supplemental \$399,952

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population 3000-3999: Employee Benefits Supplemental \$132,425

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites. 5000-5999: Services And Other Operating Expenditures Supplemental \$224

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 1000-1999: Certificated Personnel Salaries Base \$20,490

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 2000-2999: Classified Personnel Salaries Base \$0

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 3000-3999: Employee Benefits Base \$5,133

Employ Student-Wide Information System (SWIS) software for implementing PBIS.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

strategies for students during recess and lunch times.

School Psychologists supported student learning for our unduplicated count students.

The Student-Wide Information System (SWIS) software for PBIS was successfully implemented and continues to be utilized to support staff with documentation of behaviors.

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 4000-4999: Books And Supplies Base \$2,596

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 5000-5999: Services And Other Operating Expenditures Base \$59,850

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites) 5000-5999: Services And Other Operating Expenditures Base \$59,925

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 2000-2999: Classified Personnel Salaries Base \$4,840

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 2000-2999: Classified Personnel Salaries Base \$2,441

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 3000-3999: Employee Benefits Base \$404

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 3000-3999: Employee Benefits Base \$198

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS)

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS)

to support unduplicated count students with behavior interventions and strategies. 2000-2999: Classified Personnel Salaries Supplemental \$3,652

to support unduplicated count students with behavior interventions and strategies. 2000-2999: Classified Personnel Salaries Supplemental \$5,426

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 3000-3999: Employee Benefits Supplemental \$304

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies. 3000-3999: Employee Benefits Supplemental \$371

Provide School Psychologists support student learning 1000-1999: Certificated Personnel Salaries Supplemental \$278,851

Provide School Psychologists support student learning 1000-1999: Certificated Personnel Salaries Supplemental \$284,349

Provide School Psychologists support student learning 3000-3999: Employee Benefits Supplemental \$80,033

Provide School Psychologists support student learning 3000-3999: Employee Benefits Supplemental \$83,049

Provide School Psychologists support student learning 5000-5999: Services And Other Operating Expenditures Supplemental \$6,480

Provide School Psychologists support student learning 5000-5999: Services And Other Operating Expenditures Supplemental \$6,480

Employ Student-Wide Information System (SWIS) software for implementing PBIS. 1000-1999: Certificated Personnel Salaries Supplemental \$2,335

Employ Student-Wide Information System (SWIS) software for implementing PBIS. 1000-1999: Certificated Personnel Salaries Supplemental \$0

Employ Student-Wide Information System (SWIS) software for implementing PBIS. 2000-2999:

Employ Student-Wide Information System (SWIS) software for implementing PBIS. 2000-2999:

		Classified Personnel Salaries Supplemental \$1,276	Classified Personnel Salaries Supplemental \$284
		Employ Student-Wide Information System (SWIS) software for implementing PBIS. 3000-3999: Employee Benefits Supplemental \$139	Employ Student-Wide Information System (SWIS) software for implementing PBIS. 3000-3999: Employee Benefits Supplemental \$96
		Employ Student-Wide Information System (SWIS) software for implementing PBIS. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,150	Employ Student-Wide Information System (SWIS) software for implementing PBIS. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,075

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of these goals and actions supported all students especially our unduplicated count students. These included having counselors dedicated to serving unduplicated students with specific needs. Counselors were provided to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises). Our Campus Supervisors participated in ongoing professional learning regarding effective PBIS practices to support positive student behaviors. Our schools and community partners supported at-risk families that had barriers to education around transportation, mental health issues, lack of clothing and food, employment needs, etc. Home visits and collaborative meetings continued to support families and helped to determine how to meet the needs of unduplicated students and families and advocate for the children involved.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These goals and actions were implemented and highly effective and contributed to increasing student achievement. Our Campus Supervisors participated in additional professional development to support the effective implementation of PBIS strategies during recess and lunch. These strategies supported our unduplicated count students. Our parent liaisons were instrumental in facilitating parental engagement and involvement at all schools including at our highest unduplicated count schools. Family engagement

practices were a key component this school year, and we focused on building our district's capacity around how each school was uniquely yet collectively building trusting relationships with its families and making connections to student learning. Workshops and trainings were held to guide schools through best practices, and each school was expected to hold at least two family engagement events during the school year. We provided support as needed, and also organized a district-level event titled "Family Learning Night" which consisted of strategies for preventing summer learning loss. We held four district-level family engagement meetings, to guide our planning and implementation of family engagement practices in our district. All family events included translation/interpretations services and child care were provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and estimated actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No major changes were made to this goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Provide an appropriate Basic Condition of Learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1. State Approved standards-based materials
2. Credentialed teachers and appropriate assignments.
3. Facilities in good repair-Hire sufficient staff

### 18-19

1. Students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September.
2. All teachers will be fully credentialed and appropriated assigned based on state requirements; All Teachers participate in site learning walks at least once per year.
3. Hire sufficient staff to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).

Actual

1. State Approved standards-based materials were provided to all students.
2. Credentialed teachers and appropriate assignments were in place for the 2018-2019 school year.
3. Facilities were in good repair and sufficient staff were hired to complete assignments and tasks during the 2018-2019 school year.

1. All students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September 2018.
2. All teachers are fully credentialed and appropriated assigned based on state requirements; All teachers participated in site learning walks at least once per the 2018-2019 school year. Learning walk logs were completed with record and evidence of Learning walks.
3. Sufficient staff were hired to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).  
Baseline

Expected

**Baseline**

1. 100% State Approved standards-based materials attested by site administrators' signed form and Board approved.
2. 100% credentialed teachers
3. Facilities in good repair. 100% Staff in place at all school sites and district office.

Actual

1. 100% State Approved standards-based materials attested by site administrators' signed form and Board approved Sept. 2018.
2. 100% credentialed teachers in all general education and SDC classes.
3. Facilities in good repair. 100% Staff in place at all school sites and district office.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Ensure students access to state-approved standards-based materials.</p> <p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1. Ensure students access the state-approved standards-based materials.</p> <p>For the 2018-2019 school year, all students received state-approved standards-based materials and textbooks in all curricular areas.</p>	<p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science 4000-4999: Books And Supplies Restricted Lottery \$225,000</p> <p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science 5000-5999: Services And Other Operating Expenditures Restricted Lottery \$0</p>	<p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science</p> <p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Ensure all teachers are appropriately credentialed</p> <p>Provide Peer Assistance and Review (PAR) support for teachers.</p> <p>Provide Induction program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.</p> <p>Develop a plan to recruit and retain personnel</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>2. Ensure all teachers are appropriately credentialed</p> <p>All teachers appropriately credentialed during the 2018-2019 school year.</p> <p>Teachers needing the Peer Assistance and Review (PAR) received support for effective implementation of instructional strategies.</p> <p>Induction program for teachers was provided for new teachers to the profession (CTIP/Calif. Teacher Induction Program).</p> <p>Teachers were provided with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons. About 80% of the teachers participated in the learning walks during this school year.</p> <p>A plan to recruit and retain personnel continues to be developed.</p>	<p>Provide Peer Assistance and Review (PAR) support for teachers. 1000-1999: Certificated Personnel Salaries Base \$15,645</p> <p>Provide Peer Assistance and Review (PAR) support for teachers. 3000-3999: Employee Benefits Base \$1,355</p> <p>Provide Induction program for teachers new to the professions (BTSA) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide Induction program for teachers new to the professions (BTSA) 3000-3999: Employee Benefits Base \$0</p> <p>Provide Induction program for teachers new to the professions (BTSA) 5000-5999: Services And Other Operating Expenditures Base \$14,000</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons. 1000-1999: Certificated Personnel Salaries Base \$41,316</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards</p>	<p>Provide Peer Assistance and Review (PAR) support for teachers. 1000-1999: Certificated Personnel Salaries Base \$19,123</p> <p>Provide Peer Assistance and Review (PAR) support for teachers. 3000-3999: Employee Benefits Base \$1,550</p> <p>Provide Induction program for teachers new to the professions (BTSA) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide Induction program for teachers new to the professions (BTSA) 3000-3999: Employee Benefits Base \$0</p> <p>Provide Induction program for teachers new to the professions (BTSA) 5000-5999: Services And Other Operating Expenditures Base</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons. 1000-1999: Certificated Personnel Salaries Base \$18,613</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards</p>

		based rigorous and effective lessons. 3000-3999: Employee Benefits Base \$8,684	based rigorous and effective lessons. 3000-3999: Employee Benefits Base \$3,539
		\$0	\$0
		\$0	\$0
		Develop a plan to recruit and retain personnel \$0	Develop a plan to recruit and retain personnel
			\$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Maintain Properties	3. Maintain Properties	Clean and repair facilities 2000-2999: Classified Personnel Salaries Base \$3,766,465	Clean and repair facilities
Clean and repair facilities	During the 2018-2019 school year, clean facilities were maintained and repairs were made in a timely manner.	Clean and repair facilities 3000-3999: Employee Benefits Base \$1,242,132	Clean and repair facilities
Hire sufficient staff for maintenance and operations	Sufficient staff for maintenance and operations were hired for the 2018-2019 school year.	Hire Sufficient staff for maintenance and operations 2000-2999: Classified Personnel Salaries Base \$1,043,283	Hire Sufficient staff for maintenance and operations
Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.	The Quarterly Safety Committee meetings were held during the 2018-2019 school year. The committee reviewed and monitored accidents and indoor quality to ensure all requirements were followed appropriately.	Hire Sufficient staff for maintenance and operations 3000-3999: Employee Benefits Base \$424,716	Hire Sufficient staff for maintenance and operations
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		Review attendance boundaries - finished in 17/18 5000-5999: Services And Other Operating Expenditures Base \$0	Review attendance boundaries - finished in 17/18
<b>Students to be Served</b> All		Maintain a quarterly Safety Committee review and monitor	Maintain a quarterly Safety Committee review and monitor
<b>Location(s)</b> All Schools			

		accidents and indoor quality. 1000-1999: Certificated Personnel Salaries Base \$8,718	accidents and indoor quality. 1000-1999: Certificated Personnel Salaries Base \$6,238
		Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 3000-3999: Employee Benefits Base \$1,282	Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 3000-3999: Employee Benefits Base \$1,667
			Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 2000-2999: Classified Personnel Salaries Base \$312

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the implementation of this goal and actions were successfully implemented. We continue to provide all students with the appropriate textbooks as attested by the administrators during the September 2018 Board meeting. During the 2018-2019 school year, clean facilities were maintained and repairs were made in a timely manner. Sufficient staff for maintenance and operations were hired for the 2018-2019 school year.

The Quarterly Safety Committee meetings were held during the 2018-2019 school year. The committee reviewed and monitored accidents and indoor quality to ensure all requirements were followed appropriately.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions and services to achieve this goal and actions were highly successful based on the feedback, surveys and data collected through the employee and parent surveys. These surveys indicate 94% - 98% in agreement with the effectiveness of the services provided.

A plan to recruit and retain personnel continues to be developed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

		Base	
		Title II	
		Base	
		Base	

### Action 2

		Included under Question 3.	
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# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

At the district level, we gathered the 2018-2019 LCAP data and presented at each of our district Parent Advisory Committee (PAC) monthly meetings and at our DELAC (District English Learner Advisory Committee) meetings. Additionally, we held LCAP Stakeholder meetings throughout the school year at various schools sites and at the district office. At these meetings, the data specific to our goals was shared, presentations related to all LCAP funded programs were given, and we discussed next steps based on the data. All stakeholders were provided with opportunities to discuss, ask questions, give input orally and give written suggestions for goals and actions to include in our LCAP plan. Additionally, stakeholder (parent, teachers, employee groups) surveys were conducted. These provided the district staff with data to better understand the needs of the school and district community.

Similar to last year, our LCAP planning process began at each school site with the staff writing their site plan goals for 2019-2020 based on the 8 state priorities. As school staffs were refining their goals, they presented them to site council, parent leader organizations, and ELAC for input and reflection. Annual site surveys were also used to get parent input at each site. All of the site goals formed the basis of the district LCAP. The impact of our stakeholder meetings were significant as stakeholders provided our district with comprehensible feedback and approval regarding the goals and actions.

District and school data that was shared included information about our student's academic achievement, district assessment results, the 2018 California Dashboard Data results including truancy, tardiness, and suspensions; implementation of SART/DART/SARB by site; Keyboarding program usage; PE performance; CAASPP scores and the relative achievement gaps; and EL reclassification data. Our parent liaisons shared parent engagement strategies and opportunities and created a new environment for parent and stakeholder input. Many parent workshops included presentation and updates regarding our district's LCAP. The annual review for 2018-2019 was presented by the Assistant Superintendent (the Superintendent was present) at the final PAC and DELAC meetings of the year.

In addition to the PAC and DELAC LCAP presentations, Stakeholder outreach LCAP meetings were held during the evenings (at various school sites throughout the district) to ensure all stakeholders had the opportunity to learn about LCAP and provide opportunities for input. Special invitations were provided to our Foster Youth parents, our E.L. parents, and our parents of students in

poverty in order to get further input related to their students' specific needs. The parents' attendance to the LCAP meetings were smaller this school year.

We conducted several surveys to gather data and used this information to create actions related to goal 2.

Each site distributed their annual Site Council survey; LCAP stakeholder (Parent and Employee) surveys were provided by email and hard copy to ascertain parent level and employee satisfaction with our district efforts in various areas;

Our annual TK-6th grade student survey to measure our students' sense of safety and school connectedness;

Our employee survey to get input from all of our employees regarding their sense of safety and school connectedness; and

Our survey regarding priorities for professional development for the new year.

We met with the SELPA director and the SUSD Director of Student Support Services on February 11, 2019 to review, consult, and collect information regarding the needs of our special education students' academic achievement. We reviewed the draft of the LCAP with the LCAP committee (teachers/administrators). We met four times to review the annual plan from 2018-2019 to analyze district data, to review goals, make suggestions for specific actions and to prioritize what should be funded. Additionally, the LCAP committee were provided with a Google Docs of the LCAP goals and actions and opportunities for feedback were included in this document.

LCAP data and progress was shared regularly at administrator meetings, attended by principals, assistant principals, and Cabinet members. Actions related to goals were shared at these weekly meetings; principals and assistant principals provided their input at these meetings.

We held community meetings for DELAC on Monday, May 20, 2019 and for PAC on Wednesday, May 29, 2019 to present the annual report for 2018-2019 LCAP and the draft LCAP for 2019-2020. The LCAP was also posted on our district website along with a summary in English and in Spanish. The final LCAP was placed on the district's website and hard copies were made available. The Board public hearing was held June 11, 2019 and LCAP Board approval took place June 25, 2019.

Our Parent Advisory Committee meetings, our District English Language Acquisition Committee, and our Teacher LCAP committee provided the venues for us to review our LCAP annual update and discuss what was successful and where we needed to make changes.

All of the data that was used to set any goals were shared with all groups. The annual update was also presented to the community on Tuesday, June 11, 2019 for written comments prior to being presented to the Board. The superintendent responded in writing to all questions and comments pertaining to the LCAP. This documentation is found in all committee meeting minutes and summaries. Additionally, the superintendent responded to comments and questions from stakeholders and were addressed accordingly.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The stakeholder consultations and feedback continue to have a high impact on our LCAP's goals and actions. Many stakeholders' meetings were conducted at various school sites that included discussions and analysis of student achievement data. Additionally, stakeholder teams addressed the feedback from each LCAP meeting to ensure the needs of all stakeholders were met and addressed in the LCAP analysis.

All stakeholders continue to strongly support our technology educational integration goals and actions. There is also strong support for continuing to have TOSAs for PE, Technology, and Science. All stakeholders expressed a desire to continue with our TOSAs so as to continue to support instruction throughout the district. Although our TOSAs will teach lessons daily at the designated schools based on unduplicated counts, we will also provide opportunities for TOSAs to work with teachers at all sites.

Our parents of ELL students, Foster students, and low income students asked that we continue to include more counseling and parent workshops. We have allocated funds at the school sites for the actions in their SPSA that principally address the needs of the unduplicated students, approved by the Board and overseen by the superintendent in order for local stakeholder input to be site specific and to ensure that programs can be appropriately tailored to the size of the unduplicated group at each site.

Parent involvement and engagement opportunities continue to be at the forefront. Our parent liaisons have been instrumental in reaching out to all families especially our unduplicated count families. All staff including our parent liaisons, ensure all families feel welcomed and encouraged to participate in all school events and workshops. We have seen an increase in parent engagement and participation with providing input for the LCAP goals and actions.

We provided 3 days (per teacher) for collaboration in addition to all of the professional development held during 2018-2019 school year. Same as last year, all stakeholders are feeling that teachers were out of the classroom too often, and teachers and administrators feel that there have been too many initiatives over the past five years. In reviewing all of that input, the decision was made to offer professional development in the use of Technology, ELD, NGSS, PBIS. We will have the opportunity to complete the training for PBIS, Circle of Friends, and SST online. We will continue to use a group of NGSS trained teacher-coaches and use staff meetings and after school workshops for continued professional development for the coming school year. Constructing Meaning professional learning (strategies to support language throughout the curriculum) will continue with a new Cohort (#5) in the 2018-2019 school year made up of teachers and administrators.

One major goal that was completed was the transition to a new parent communication system that will increase our efforts with communicating effectively with all families

Our two parent liaisons who represent our English Language Learner parents, Foster Families and Homeless Youth were instrumental with increasing our parent involvement and engagement across our schools. We have seen a significant increase in parent participation at our ELAC, DELAC, Parent workshops and school activities and functions.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

Increase Student Achievement

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

1. English Language Arts (ELA) and Math:

All students Gr.K-6 will be tested on California Standards in Math and Language Arts.

Need: All K-6 students need to learn all of the Math and Language Arts standards that correspond to their grade level.

2018 California Assessment of Student Progress and Progress (CAASPP): ELA- 64.7% Met or Exceeded the standards; Math: 53.2% Met or Exceeded the standards.

2. English Language Development (ELD)

All English Language Learners are expected to become Re-designated Fluent English Proficient (RFEP) .

Need: Teach all English Language Learners using designated instruction for ELD and integrated instruction across the disciplines based on the ELD standards.

Meet the California English Learner Progress and Proficiency data. Monitor to ensure English Learners make progress by one full language proficiency level as measured by the new ELPAC assessment.

Need: Reclassify students at a 15% rate annually. 2018-2019 Reclassification rate was at 15.7%

### 3. Science:

All students should master the science standards that correspond to their grade level standards.

Need: Continue to increase the number of students proficient in Science to 85% Proficient or Advanced.

### 4. Physical Fitness:

All students should be physically fit and healthy in order to learn.

2018 Physical Fitness Tests (PFT): Aerobic Capacity:89%; Body Composition: 73%; Abdominal Strength: 81%; Trunk Extension Strength: 91%; Upper Body Strength: 81%; Flexibility: 94%.

Need: Continue to provide every student with 200 minutes of Physical Education every 10 days; increase PFT Performance by 2% in each category

### 5. Visual and Performing Arts (VAPA):

All students should grow in their understanding of, appreciation for, and participation in the Arts.

Need: Increase the number of teachers trained to provide arts- integrated instruction by 10 and ensure arts integration.

### 6. Technology:

All students should be able to use technology to increase their ability to master grade level standards and to function in a technological world.

Need: Implement District technology standards at each grade level with 100% of the students using the keyboarding program and SRI or AR reading programs.

### 7. Social Studies:

All students should master the social studies standards that correspond to their grade level standards.

Need: Continue to provide every student with high quality instruction in Social Studies so that all students master the standards as evidenced by quarterly report cards. Current scores range from 87% - 97% by site, with a mean of 96%.

### 8. Low Performing and Special Education Students:

All students with an Individual Education Plan (IEP) are expected to make annual progress on goals tied to the grade level California Standards.

Need: Provide scaffolded instruction based on IEP goals so that 100% of student with an IEP master the Math and Language Arts standards that correspond to their grade level as measured by IEP goals.

### 9. Gifted and Talented Education (GATE):

GATE identified students need opportunities for acceleration, depth, and complexity in their instruction.

Need: Provide differentiated instruction within the classroom to continue to meet the intellectual and social-emotional needs of all GATE students as measured by student achievement and parent surveys.

10. Response to Intervention and support for unduplicated count students. Review Response to Intervention (RtI) process and materials by committee and make recommendation for implementation. Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance Chronic Absenteeism Suspension and Expulsion	1.Attendance: 97.2% Truancy 13% Chronic Absenteeism 3.5% Suspension Rate: 0.3% Expulsions: 0 expulsions	1. Students demonstrated proficiency on local Language Arts and/or Math Benchmarks Spring 2017: TK-6: 70% of students perform at or above on local benchmarks; CAASPP: ELA- 66% Met or Exceeded the standards; Math: 58% Met or Exceeded the standards. Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP:	1. Students show proficiency on local Language Arts and/or Math Benchmarks Increase by 2%  Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP: Goal: All teachers will implement the CCSS in Math and ELA/ELD as measured by classroom observations.	1. Students show proficiency on local Language Arts and/or Math Benchmarks Increase by 2%  Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP: Goal: All teachers will implement the CCSS in Math and ELA/ELD as measured by classroom observations.
2.Local ELA/Math Benchmarks	2.All Students: Local Benchmarks (TK-2) 70% English Learners: 65% Socioeconomically Disadvantaged 45%	Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP:	2. English Learner Progress and Proficiency report (ELPAC) Reclassify students at a 18% rate annually EL Common Assessments 80% proficiency	2. English Learner Progress and Proficiency report (ELPAC) Reclassify students at a 18% rate annually EL Common Assessments 80% proficiency
3.CAASPP-ELA/Math Percent of Students meeting or exceeding the standards	3.CAASPP: All Students ELA 65%; Math 52% English Learners: ELA 60% Math 50% Socioeconomically Disadvantaged: ELA 43% Math: 29%	Goal: All teachers will implement the CCSS in Math and ELA/ELD as measured by classroom observations.	3. Science:	3. Science:
4. English Learner Reclassification Rate	4. Reclassify students at 18% rate annually	2. English Learner Progress and Proficiency report 2017-2018:		
Progression toward English Proficiency	English Learner Progress and Proficiency			
5. Science: Increase student proficiency				
6. Physical Fitness Test (PFT)				
7.Visual and Performing Arts (VAPA)				
8. Technology Integration				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>9. Social Studies- Student proficiency</p> <p>10. Special Education</p> <p>11. Gifted and Talented Education (GATE)</p>	<p>Percentage of students making annual progress: EL PAC EL Common Assessments 80% proficiency</p> <p>5. Science proficiency: 70%</p> <p>6. Physical Fitness Test: All Students Aerobic Capacity: 82% Body Composition 68% Abdominal Strength 77% Trunk Extension Strength 85% Upper Body Strength 80% Flexibility 86%</p> <p>7. VAPA Number of teachers trained 61</p> <p>8. Technology Integration 100%</p> <p>9. Social Studies: All students-Mastery grades on first and second reporting periods on report cards.</p> <p>10. Special Education: Individual IEP goals met at 70-80%.</p>	<p>(ELPAC) Reclassify students at a 18% rate annually EL Common Assessments 80% proficiency</p> <p>3. Science: Increase the number of students Proficient or Advanced by 2%</p> <p>4. PFT: Increase the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category.</p> <p>5. VAPA: Increase the number of Arts Integration- trained teachers from 61 to 71 .</p> <p>6. Technology: 100% participation grades 1-6; Increase teacher use of technologically interactive and collaborative teaching based on observations.</p> <p>7. Social Studies: Students will master all expected California social studies standards</p>	<p>Increase the number of students Proficient or Advanced by 5%</p> <p>4. PFT: Increase the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category.</p> <p>5. VAPA: Increase the number of Arts Integration- trained teachers from 71-81.</p> <p>6. Technology: 100% participation grades 1-6; Increase teacher use of technologically interactive and collaborative teaching based on observations.</p> <p>7. Social Studies: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores.</p> <p>8. Low performing and Special Education Students:</p>	<p>Increase the number of students Proficient or Advanced by 5%</p> <p>4. PFT: Increase the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category.</p> <p>5. VAPA: Increase the number of Arts Integration- trained teachers from 91 -95.</p> <p>6. Technology: 100% participation grades 1-6; Increase teacher use of technologically interactive and collaborative teaching based on observations.</p> <p>7. Social Studies: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores.</p> <p>8. Low performing and Special Education Students:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	11. GATE: 84% of satisfaction on Student/parent surveys.	<p>as demonstrated by first and second reporting period report card scores.</p> <p>8: Low performing and Special Education Students: Students will master IEP goals based on Common Core standards as measured by annual IEP reports</p> <p>9. Gifted and Talented Education (GATE): Student achievement and Parent surveys will demonstrate an 84% satisfaction with the level of differentiated instruction the students receive.</p>	<p>Students will master IEP goals based on Common Core standards as measured by annual IEP reports</p> <p>9. Gifted and Talented Education (GATE): Student achievement and Parent surveys will demonstrate an 86% satisfaction with the level of differentiated instruction the students receive.</p>	<p>Students will master IEP goals based on Common Core standards as measured by annual IEP reports</p> <p>9. Gifted and Talented Education (GATE): Student achievement and Parent surveys will demonstrate an 88% satisfaction with the level of differentiated instruction the students receive.</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

1. Increase Achievement in Language Arts and Math.

Provide professional development in English Language Development (ELD), Writing, and Mathematical practices to increase the effectiveness of instruction using California State Standards including Constructing Meaning strategies to support language across the curriculum.

Provide Accelerated Reader or Scholastic Reading (Grades 1-6).

Train Instructional Coaches for classroom support.

Provide Library Media Specialists and Library Software at each site.

2018-19 Actions/Services

1. Increase Achievement in Language Arts and Math.

Provide professional development in English Language Development (ELD), Writing, and Mathematical practices to increase the effectiveness of instruction using California State Standards including Constructing Meaning strategies to support language across the curriculum.

Provide Accelerated Reader or Scholastic Reading (Grades 1-6).

Train Instructional Coaches for classroom support.

Provide Library Media Specialists and Library Software at each site.

2019-20 Actions/Services

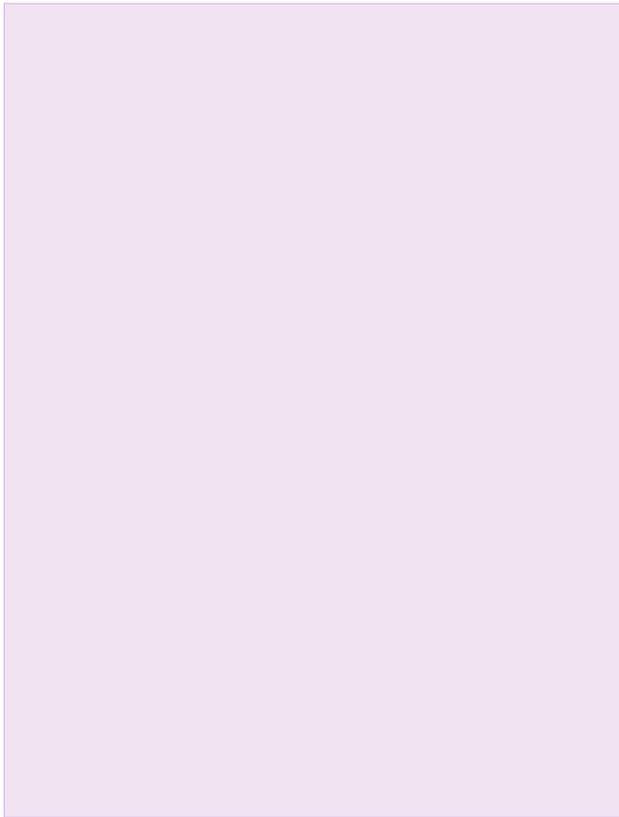
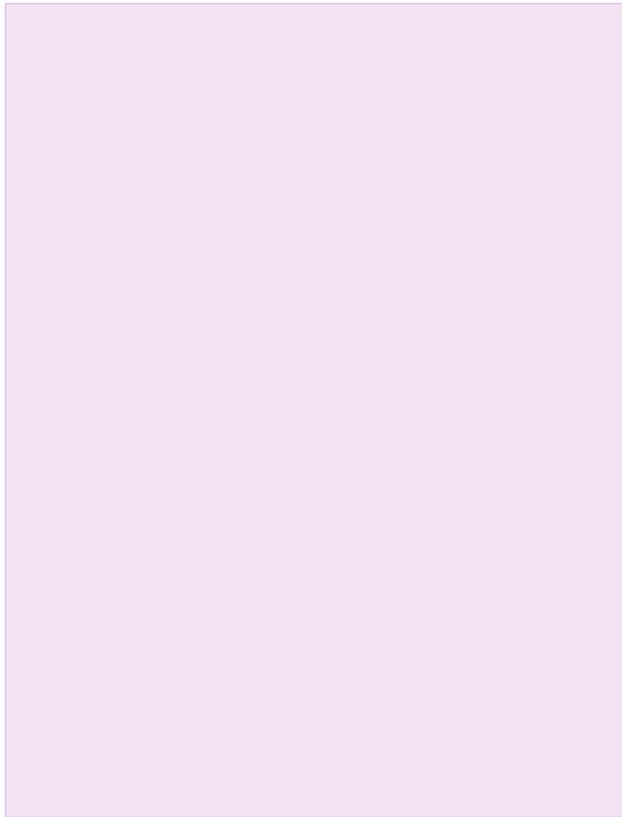
1. Increase Achievement in Language Arts and Math.

Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support.

Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students struggling in ELA and Math.

Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.

Provide Library Media Specialists and Library Software at each site.



Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)

Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.

Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,192	\$55,635	\$298,870
Source	Title I	Base	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	1000-1999: Certificated Personnel Salaries Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	1000-1999: Certificated Personnel Salaries Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support.

Amount	\$4,807	\$14,565	\$108,843
Source	Title I	Base	Other
Budget Reference	3000-3999: Employee Benefits Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	3000-3999: Employee Benefits Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	3000-3999: Employee Benefits Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support.
Amount		\$12,000	\$3,300
Source		Base	Other
Budget Reference		4000-4999: Books And Supplies Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	5000-5999: Services And Other Operating Expenditures Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support.
Amount	\$5,001	\$2,800	
Source	Title I	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	5000-5999: Services And Other Operating Expenditures Provide professional development in English Language Development (ELD), Writing, and Mathematical practices	

Amount	\$75,000	\$82,000	\$160,000
Source	Base	Base	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide Accelerated Reader or Scholastic Reading (Grades 1-6)	5000-5999: Services And Other Operating Expenditures Provide Accelerated Reader or Scholastic Reading (Grades 1-6)	5000-5999: Services And Other Operating Expenditures Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students struggling in ELA and Math.
Amount	\$11,335	\$8,457	\$28,000
Source	Title II	Title II	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Train Instructional Coaches for classroom support	1000-1999: Certificated Personnel Salaries Train Instructional Coaches for classroom support	1000-1999: Certificated Personnel Salaries Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount	\$2,165	\$1,543	\$5,805
Source	Title II	Title II	Supplemental
Budget Reference	3000-3999: Employee Benefits Train Instructional Coaches for classroom support	3000-3999: Employee Benefits Train Instructional Coaches for classroom support	3000-3999: Employee Benefits Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.

Amount		\$4,500	\$750
Source		Title II	Supplemental
Budget Reference		4000-4999: Books And Supplies Train Instructional Coaches for classroom support	4000-4999: Books And Supplies Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount		\$1,500	\$5,445
Source		Title II	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Train Instructional Coaches for classroom support	5000-5999: Services And Other Operating Expenditures Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount	\$171,339	\$174,103	\$8,457
Source	Base	Base	Title II
Budget Reference	2000-2999: Classified Personnel Salaries Provide Library Media Specialists and Library Software at each site	2000-2999: Classified Personnel Salaries Provide Library Media Specialists and Library Software at each site	1000-1999: Certificated Personnel Salaries Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.

Amount	\$14,351	\$17,085	\$1,540
Source	Base	Base	Title II
Budget Reference	3000-3999: Employee Benefits Provide Library Media Specialists and Library Software at each site	3000-3999: Employee Benefits Provide Library Media Specialists and Library Software at each site	3000-3999: Employee Benefits Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount	\$20,733	\$32,300	\$4,500
Source	Base	Base	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide Library Media Specialists and Library Software at each site	5000-5999: Services And Other Operating Expenditures Provide Library Media Specialists and Library Software at each site	4000-4999: Books And Supplies Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount			\$1,500
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.
Amount			\$173,034
Source			Base
Budget Reference			2000-2999: Classified Personnel Salaries Provide Library Media Specialists and Library Software at each site.

Amount			\$17,603
Source			Base
Budget Reference			3000-3999: Employee Benefits Provide Library Media Specialists and Library Software at each site.
Amount			\$12,000
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide Library Media Specialists and Library Software at each site.
Amount			\$36,484
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)
Amount			\$7,345
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)

Amount			\$5,250
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)
Amount			\$6,945
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)
Amount			\$76,098
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.

Amount			\$125,336
Source			Supplemental
Budget Reference			2000-2999: Classified Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.
Amount			\$26,922
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.

Amount			\$78,259
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.
Amount			\$43,385
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.

Amount			\$58,300
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.
Amount			\$12,700
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.

Amount			\$5,000
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.
Amount			\$124,000
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

**2017-18 Actions/Services**

2. Increase the number of reclassified English Language (EL) Students.

Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.

Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.

Provide Summer Intervention (ELD)

Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers; teacher planning time; and subs for parent meetings with teachers.

**2018-19 Actions/Services**

2. Increase the number of reclassified English Language (EL) Students.

Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.

Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.

Provide Summer Intervention (ELD)

Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers; teacher planning time; and subs for parent meetings with teachers.

**2019-20 Actions/Services**

2. Increase the number of reclassified English Language (EL) Students.

Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).

ELD Coaches provide in-services and in class support for ELD instruction.

Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).

Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)

Train instructional-Coaches for ELD support in the classroom

Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. The MOU with the teacher's union and district dated 6/6/17 agrees to use these funds to reduce class size to support unduplicated count students.

Train instructional-Coaches for ELD support in the classroom

Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th. Per contract with the teacher's union 6/12/18 agrees to use these funds to reduce class size to support unduplicated count students.

Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)

Provide Summer Intervention (ELD) for English Learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$108,542	\$108,542	\$111,641
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	1000-1999: Certificated Personnel Salaries Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	1000-1999: Certificated Personnel Salaries Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).

Amount	\$85,107	\$78,129	\$85,253
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	2000-2999: Classified Personnel Salaries Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	2000-2999: Classified Personnel Salaries Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).
Amount	\$65,223	\$66,948	\$74,031
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	3000-3999: Employee Benefits Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	3000-3999: Employee Benefits Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).

Amount	\$1,000	\$2,400	\$960
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	5000-5999: Services And Other Operating Expenditures Provide teachers and administrators with appropriate professional development in English language Development (ELD) Designated and Integrated Instruction.	5000-5999: Services And Other Operating Expenditures Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).
Amount	\$77,234	\$78,004	\$60,596
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	1000-1999: Certificated Personnel Salaries Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	1000-1999: Certificated Personnel Salaries ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).
Amount	\$19,396	\$21,162	\$8,404
Source	Title III	Title III	Title III
Budget Reference	3000-3999: Employee Benefits Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	3000-3999: Employee Benefits Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	3000-3999: Employee Benefits ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).

Amount	\$2,000	\$2,500	\$6,000
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	5000-5999: Services And Other Operating Expenditures Utilize Title III TOSA (Teacher on Special Assignment) and ELD Coaches to provide in-services and in-class support for ELD instruction.	5000-5999: Services And Other Operating Expenditures ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).
Amount	\$25,195	\$26,333	\$17,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide Summer Intervention (ELD)	1000-1999: Certificated Personnel Salaries Provide Summer Intervention (ELD)	1000-1999: Certificated Personnel Salaries Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)
Amount	\$4,805	\$4,442	\$4,480
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide Summer Intervention (ELD)	3000-3999: Employee Benefits Provide Summer Intervention (ELD)	3000-3999: Employee Benefits Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)

Amount	\$35,457	\$44,562	\$28,020
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population:	1000-1999: Certificated Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population:	5000-5999: Services And Other Operating Expenditures Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)
Amount	\$92,414	\$203,363	\$77,804
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population:	2000-2999: Classified Personnel Salaries Provide resources for programs that target students that fall within the unduplicated count population:	1000-1999: Certificated Personnel Salaries Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)
Amount	\$14,129	\$26,546	\$39,755
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide resources for programs that target students that fall within the unduplicated count population:	3000-3999: Employee Benefits Provide resources for programs that target students that fall within the unduplicated count population:	2000-2999: Classified Personnel Salaries Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)

Amount	\$41,158	\$41,205	\$43,941
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Provide resources for programs that target students that fall within the unduplicated count population:	4000-4999: Books And Supplies Provide resources for programs that target students that fall within the unduplicated count population:	3000-3999: Employee Benefits Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)
Amount	\$60,446	\$34,324	\$2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide resources for programs that target students that fall within the unduplicated count population:	5000-5999: Services And Other Operating Expenditures Provide resources for programs that target students that fall within the unduplicated count population:	5000-5999: Services And Other Operating Expenditures Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)
Amount	\$6,396	\$0	\$30,750
Source	Supplemental	Supplemental	Title II
Budget Reference	6000-6999: Capital Outlay Provide resources for programs that target students that fall within the unduplicated count population:	6000-6999: Capital Outlay Provide resources for programs that target students that fall within the unduplicated count population:	5000-5999: Services And Other Operating Expenditures Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)

Amount	\$8,398	\$0	\$10,250
Source	Title I	Title I	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Train instructional-Coaches for ELD support in the classroom	1000-1999: Certificated Personnel Salaries Train instructional-Coaches for ELD support in the classroom	5000-5999: Services And Other Operating Expenditures Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)
Amount	\$1,602	\$0	\$27,129
Source	Title I	Title I	Supplemental
Budget Reference	3000-3999: Employee Benefits Train instructional-Coaches for ELD support in the classroom	3000-3999: Employee Benefits Train instructional-Coaches for ELD support in the classroom	1000-1999: Certificated Personnel Salaries Provide Summer Intervention (ELD) for English Learners.
Amount	\$33,593	\$41,587	\$3,646
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Train instructional-Coaches for ELD support in the classroom	1000-1999: Certificated Personnel Salaries Train instructional-Coaches for ELD support in the classroom	3000-3999: Employee Benefits Provide Summer Intervention (ELD) for English Learners.
Amount	\$6,407	\$8,413	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Train instructional-Coaches for ELD support in the classroom	3000-3999: Employee Benefits Train instructional-Coaches for ELD support in the classroom	

Amount	\$1,218,409	\$2,474,304	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th-6th.	1000-1999: Certificated Personnel Salaries Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th-6th.	
Amount	\$366,373	\$735,913	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th-6th.	3000-3999: Employee Benefits Reduce class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th-6th.	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New Action

2019-20 Actions/Services

<p>3. Increase student understanding and performance in Science</p> <p>Continue with Next Generation Science Standards (NGSS) coaching cohort.</p> <p>Provide professional development in Next Generation Science Standards</p>	<p>3. Increase student understanding and performance in Science</p> <p>Continue with Next Generation Science Standards (NGSS) coaching cohort.</p> <p>Provide professional development in Next Generation Science Standards</p>	<p>3. Increase student understanding and performance in Science</p> <p>Continue with Next Generation Science Standards and Science Coaches.</p> <p>Provide professional development in Next Generation Science Standards.</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,199	\$4,125	\$4,125
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Continue with Next Generation Science Standards (NGSS) coaching cohort.	1000-1999: Certificated Personnel Salaries Continue with Next Generation Science Standards (NGSS) coaching cohort.	1000-1999: Certificated Personnel Salaries Continue with Next Generation Science Standards and Science Coaches.
Amount	\$801	\$875	\$874
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Continue with Next Generation Science Standards (NGSS) coaching cohort.	3000-3999: Employee Benefits Continue with Next Generation Science Standards (NGSS) coaching cohort.	3000-3999: Employee Benefits Continue with Next Generation Science Standards and Science Coaches.

Amount	\$12,597	\$13,034	\$13,034
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Provide professional development in Next Generation Science Standards	1000-1999: Certificated Personnel Salaries Provide professional development in Next Generation Science Standards	1000-1999: Certificated Personnel Salaries Provide professional development in Next Generation Science Standards.
Amount	\$2,403	\$4,966	\$4,960
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Provide professional development in Next Generation Science Standards	3000-3999: Employee Benefits Provide professional development in Next Generation Science Standards	3000-3999: Employee Benefits Provide professional development in Next Generation Science Standards.
Amount		\$12,000	\$2,000
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures Provide professional development in Next Generation Science Standards	4000-4999: Books And Supplies Provide professional development in Next Generation Science Standards.
Amount			\$10,000
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide professional development in Next Generation Science Standards.

Amount			\$86,406
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.
Amount			\$28,684
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.
Amount			\$800
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rio Vista, Cedar creek, Skyblue, Highlands, Santa Clarita

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

4. Increase student's Physical Fitness (Physical Education)  
  
Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students.  
  
Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

4. Increase student's Physical Fitness (Physical Education)  
  
Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. (mis-marked as contributing to all students being served-should have been marked: Students to be served: English Learners, Foster Youth, Low Income)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

4. Increase student's Physical Fitness (Physical Education)  
  
Continue with P.E. TOSA and provide in-service, in-class support, completion of P.E. logs/documentation and instructional strategies for teachers as P.E. is taught (200 minutes of P.E. Instruction every 10 days.)  
  
Purchase P.E. equipment.

Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$23,840	\$25,000	\$95,497
Source	Restricted Lottery	Restricted Lottery	Supplemental
Budget Reference	4000-4999: Books And Supplies Ensure that teachers provide 200 minutes of P.E. instruction every 10 days. Purchase P.E. equipment.	4000-4999: Books And Supplies Purchase PE Equipment	1000-1999: Certificated Personnel Salaries Continue with P.E. TOSA and provide in-service, in-class support, completion of P.E. logs/documentation and instructional strategies for teachers as P.E. is taught (200 minutes of P.E. Instruction every 10 days.)
Amount	\$160	\$0	\$30,279
Source	Restricted Lottery		Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Ensure that teachers provide 200 minutes of P.E. instruction every 10 days. Purchase P.E. equipment.		3000-3999: Employee Benefits Continue with P.E. TOSA and provide in-service, in-class support, completion of P.E. logs/documentation and instructional strategies for teachers as P.E. is taught (200 minutes of P.E. Instruction every 10 days.)

Amount	\$93,203	\$96,703	\$800
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.	1000-1999: Certificated Personnel Salaries Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.	5000-5999: Services And Other Operating Expenditures Continue with P.E. TOSA and provide in-service, in-class support, completion of P.E. logs/documentation and instructional strategies for teachers as P.E. is taught (200 minutes of P.E. Instruction every 10 days.)
Amount	\$26,916	\$28,797	\$25,000
Source	Supplemental	Supplemental	Restricted Lottery
Budget Reference	3000-3999: Employee Benefits Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.	3000-3999: Employee Benefits Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.	4000-4999: Books And Supplies Purchase P.E. equipment.
Amount	\$1,000		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue with P.E. TOSA and provide in-service, in-class support and instructional strategies for teachers as P.E. is taught.		

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

2017-18 Actions/Services

5. Increase student learning and experience of the Visual and Performing Arts (VAPA).

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.

2018-19 Actions/Services

5. Increase student learning and experience of the Visual and Performing Arts (VAPA).

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.

Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.

2019-20 Actions/Services

5. Increase student learning and experience of the Visual and Performing Arts (VAPA).

Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)

Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,026	\$8,026	\$10,122
Source	Henry Mayo	Henry Mayo	Henry Mayo
Budget Reference	1000-1999: Certificated Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	1000-1999: Certificated Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	1000-1999: Certificated Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)
Amount	\$327	\$327	\$327
Source	Henry Mayo	Henry Mayo	Henry Mayo
Budget Reference	2000-2999: Classified Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	2000-2999: Classified Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	2000-2999: Classified Personnel Salaries Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)
Amount	\$1,714	\$1,714	\$1,714
Source	Henry Mayo	Henry Mayo	Henry Mayo
Budget Reference	3000-3999: Employee Benefits Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	3000-3999: Employee Benefits Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	3000-3999: Employee Benefits Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)

Amount	\$10,433	\$5,433	\$5,433
Source	Henry Mayo	Henry Mayo	Henry Mayo
Budget Reference	4000-4999: Books And Supplies Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	4000-4999: Books And Supplies Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	4000-4999: Books And Supplies Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)
Amount		\$10,000	\$7,904
Source		Henry Mayo	Henry Mayo
Budget Reference		5000-5999: Services And Other Operating Expenditures Increase and maintain the number of teachers to participate in Kennedy Arts Integration training.	5000-5999: Services And Other Operating Expenditures Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)
Amount	\$161,487	\$166,177	\$93,997
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	1000-1999: Certificated Personnel Salaries Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	1000-1999: Certificated Personnel Salaries Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.

Amount	\$49,609	\$53,072	\$30,327
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	3000-3999: Employee Benefits Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	3000-3999: Employee Benefits Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.
Amount	\$2,000	\$0	\$1,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	5000-5999: Services And Other Operating Expenditures Continue with Two Music/Arts integration TOSAs and provide lessons for students at sites with the highest unduplicated counts. Provide In-services, in-class support and instructional strategies for teachers.	5000-5999: Services And Other Operating Expenditures Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

6. Increase student and teacher integration of technology in teaching, learning, and assessment.

Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.

Increase keyboarding skills and integrating technology in lessons, activities, and assignments

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing teacher laptops. Priority given to schools with the highest unduplicated count.

Technology professional development

#### 2018-19 Actions/Services

6. Increase student and teacher integration of technology in teaching, learning, and assessment.

Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.

Increase keyboarding skills and integrating technology in lessons, activities, and assignments

Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing teacher laptops. Priority given to schools with the highest unduplicated count.

Technology professional development

Provide professional development for new student information data system and purchase a software system for grades TK - 6.

#### 2019-20 Actions/Services

6. Increase student and teacher integration of Technology in teaching, learning, and assessment.

Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.

Continue to provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math.

Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$182,696	\$186,906	\$186,994
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.	1000-1999: Certificated Personnel Salaries Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.	1000-1999: Certificated Personnel Salaries Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.
Amount	\$49,147	\$52,426	\$55,887
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.	3000-3999: Employee Benefits Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.	3000-3999: Employee Benefits Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.

Amount	\$4,000	\$0	\$1,000
Source	Supplemental		Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.		5000-5999: Services And Other Operating Expenditures Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.
Amount	\$11,000	\$60,000	\$600,000
Source	Base	Base	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Increase keyboarding skills and integrating technology in lessons, activities, and assignments	5000-5999: Services And Other Operating Expenditures Increase keyboarding skills and integrating technology in lessons, activities, and assignments	4000-4999: Books And Supplies Continue to provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math.
Amount	\$560,000	\$559,300	\$60,000
Source	Base	Base	Supplemental
Budget Reference	4000-4999: Books And Supplies Purchase Chromebooks for the classroom; Kindergarten and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops).	4000-4999: Books And Supplies Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops).	5000-5999: Services And Other Operating Expenditures Continue to provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math.

Amount	\$40,000	\$40,700	\$40,000
Source	Base	Base	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing teacher technology (IFPs, Chromebooks, Teacher Laptops).	5000-5999: Services And Other Operating Expenditures Purchase Chromebooks for the classroom; Kindergarten/Grade 4 and provide a plan for replacing technology (IFPs, Chromebooks, Teacher Laptops).	1000-1999: Certificated Personnel Salaries Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.
Amount	\$33,593	\$33,483	\$18,550
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Technology professional development	1000-1999: Certificated Personnel Salaries Technology professional development	3000-3999: Employee Benefits Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.

Amount	\$6,407	\$6,517	\$101,450
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	3000-3999: Employee Benefits Technology professional development	3000-3999: Employee Benefits Technology professional development	5000-5999: Services And Other Operating Expenditures Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.
Amount		\$16,000	
Source		Base	
Budget Reference		1000-1999: Certificated Personnel Salaries Provide professional development for new student information data system and purchase a software system for grades TK - 6.	
Amount		\$4,000	
Source		Base	
Budget Reference		3000-3999: Employee Benefits Provide professional development for new student information data system and purchase a software system for grades TK - 6.	

Amount		\$100,000	\$103,040
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Provide professional development for new student information data system and purchase a software system for grades TK - 6.	5000-5999: Services And Other Operating Expenditures Provide professional development for new student information data system and purchase a software system for grades TK - 6.

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

7. Increase student learning in Social Studies

#### 2018-19 Actions/Services

7. Increase student learning in Social Studies

#### 2019-20 Actions/Services

7. Increase student achievement on Individual Education Plan (IEP) Goals.  
Provide special education teachers professional development based on State

Provide California Streaming to address content standards-based lessons and activities at each grade level.

Provide California Streaming to address content standards-based lessons and activities at each grade level.

Standards corresponding to the students' grade level.  
  
Provide substitutes for Special Day Class (SDC) to support triennial IEP's.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,525	\$10,000	\$2,237
Source	Base	Base	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide California Streaming to address content standards-based lessons and activities at each grade level.	5000-5999: Services And Other Operating Expenditures Provide California Streaming to address content standards-based lessons and activities at each grade level.	1000-1999: Certificated Personnel Salaries Provide special education teachers professional development based on State Standards corresponding to the students' grade level.
Amount			\$500
Source			Title II
Budget Reference			3000-3999: Employee Benefits Provide special education teachers professional development based on State Standards corresponding to the students' grade level.
Amount			\$13,763
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide special education teachers professional development based on State Standards corresponding to the students' grade level.

Amount			\$24,000
Source			Special Education
Budget Reference			1000-1999: Certificated Personnel Salaries Provide substitutes for Special Day Class (SDC) to support triennial IEP's.
Amount			\$5,000
Source			Special Education
Budget Reference			3000-3999: Employee Benefits Provide substitutes for Special Day Class (SDC) to support triennial IEP's.

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

<p>8. Increase student Achievement on Individual Education Plan (IEP) Goals</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs.</p>	<p>8. Increase student Achievement on Individual Education Plan (IEP) Goals</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs.</p>	<p>8. Increase Gifted and Talented Education (GATE) students' achievement</p> <p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students.</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>Continue to provide GATE Coordinators at each site.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,435	\$500	\$16,950
Source	Title II	Title II	Base
Budget Reference	<p>1000-1999: Certificated Personnel Salaries</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.</p>

Amount	\$2,565	\$2,237	\$4,200
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Provide special education teachers with professional development based on state standards corresponding to student's grade level.	3000-3999: Employee Benefits Provide special education teachers with professional development based on state standards corresponding to student's grade level.	1000-1999: Certificated Personnel Salaries Provide Professional Development in differentiated instruction for teachers of GATE students.
Amount		\$13,763	\$800
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures Provide special education teachers with professional development based on state standards corresponding to student's grade level.	Provide Professional Development in differentiated instruction for teachers of GATE students.
Amount	\$24,355	\$24,355	\$12,501
Source	Other	Special Education	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide substitutes for Special Day Class (SDC) to support IEPs.	1000-1999: Certificated Personnel Salaries Provide substitutes for Special Day Class (SDC) to support IEPs.	1000-1999: Certificated Personnel Salaries Continue to fund site programs to test and provide differentiated instruction for GATE students.
Amount	\$4,645	\$4,645	\$434
Source	Other	Special Education	Base
Budget Reference	3000-3999: Employee Benefits Provide substitutes for Special Day Class (SDC) to support IEPs.	3000-3999: Employee Benefits Provide substitutes for Special Day Class (SDC) to support IEPs.	2000-2999: Classified Personnel Salaries Continue to fund site programs to test and provide differentiated instruction for GATE students.

Amount			\$2,420
Source			Base
Budget Reference			3000-3999: Employee Benefits Continue to fund site programs to test and provide differentiated instruction for GATE students.
Amount			\$5,940
Source			Base
Budget Reference			4000-4999: Books And Supplies Continue to fund site programs to test and provide differentiated instruction for GATE students.
Amount			\$1,575
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries Continue to provide GATE Coordinators at each site.
Amount			\$333
Source			Base
Budget Reference			3000-3999: Employee Benefits Continue to provide GATE Coordinators at each site.
Amount			\$2,601
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Continue to provide GATE Coordinators at each site.

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

9. Increase Gifted and Talented (GATE) students' Achievement  
Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.  
Provide Professional Development in differentiated instruction for teachers of GATE students.  
Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
Continue to provide GATE Coordinators at each site.

2018-19 Actions/Services

9. Increase Gifted and Talented (GATE) students' Achievement  
Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.  
Provide Professional Development in differentiated instruction for teachers of GATE students.  
Continue to fund site programs to test and to provide differentiated instruction for GATE students.  
Continue to provide GATE Coordinators at each site.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$400		
Source	Base		
Budget Reference	4000-4999: Books And Supplies Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.		
Amount	\$16,000	\$16,950	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.	5000-5999: Services And Other Operating Expenditures Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.	
Amount	\$4,200	\$4,200	
Source	Title II	Title II	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide Professional Development in differentiated instruction for teachers of GATE students.	1000-1999: Certificated Personnel Salaries Provide Professional Development in differentiated instruction for teachers of GATE students.	
Amount	\$800	\$800	
Source	Title II	Title II	
Budget Reference	3000-3999: Employee Benefits Provide Professional Development in differentiated instruction for teachers of GATE students.	3000-3999: Employee Benefits Provide Professional Development in differentiated instruction for teachers of GATE students.	

Amount	\$10,000	\$12,172	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Continue to fund site programs to test and to provide differentiated instruction for GATE students.	1000-1999: Certificated Personnel Salaries Continue to fund site programs to test and to provide differentiated instruction for GATE students.	
Amount	\$150	\$460	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Continue to fund site programs to test and to provide differentiated instruction for GATE students.	2000-2999: Classified Personnel Salaries Continue to fund site programs to test and to provide differentiated instruction for GATE students.	
Amount	\$2,350	\$2,617	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits Continue to fund site programs to test and to provide differentiated instruction for GATE students.	3000-3999: Employee Benefits Continue to fund site programs to test and to provide differentiated instruction for GATE students.	
Amount	\$8,500	\$5,751	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies Continue to fund site programs to test and to provide differentiated instruction for GATE students.	4000-4999: Books And Supplies Continue to fund site programs to test and to provide differentiated instruction for GATE students.	

Amount	\$2,014	\$2,304	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Continue to provide GATE Coordinators at each site.	1000-1999: Certificated Personnel Salaries Continue to provide GATE Coordinators at each site.	
Amount	\$386	\$396	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits Continue to provide GATE Coordinators at each site.	3000-3999: Employee Benefits Continue to provide GATE Coordinators at each site.	

### Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

These actions were placed in Goal 1/Action 1 for 2017/2018. This action has been moved and separated to a new Action #10 for the 2018-2019 school year.

10. Response to Intervention and support for unduplicated count students.

Review Response to Intervention (Rtl) process and materials by committee and make recommendation for implementation.

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.

Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$2,100	
Source	Title II	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Review Response to Intervention (Rtl)	1000-1999: Certificated Personnel Salaries Review Response to Intervention (Rtl)	
Amount	\$400	\$400	
Source	Title II	Supplemental	
Budget Reference	3000-3999: Employee Benefits Review Response to Intervention (Rtl)	3000-3999: Employee Benefits Review Response to Intervention (Rtl)	

Amount	\$33,484	\$36,484	
Source	Title I	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.	1000-1999: Certificated Personnel Salaries Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.	
Amount	\$14,844	5,000	
Source	Title I	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.	2000-2999: Classified Personnel Salaries Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students.	
Amount	\$7,442	\$7,442	
Source	Title I	Supplemental	
Budget Reference	3000-3999: Employee Benefits Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students	3000-3999: Employee Benefits Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students	

Amount	\$12,308	\$5,000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education.	1000-1999: Certificated Personnel Salaries Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.	
Amount	\$2,692	\$1,002	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education.	3000-3999: Employee Benefits Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.	

Amount		\$9,498	
Source		Supplemental	
Budget Reference		5000-5999: Services And Other Operating Expenditures Provide additional training for the use of Beyond SST Online system to monitor Response to Intervention (Rtl) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

1. Students who attend school every day and to come to school on time are more likely to achieve academically and to successfully graduate from high school.

Truancy Rate:

Need: Decrease Truancy Rate 19.8% to 11%

Chronic Absenteeism (> 10 % per year) Rate for 2018- 5.6% (CA Dashboard- Maintained Status)

Need: Increase attendance by decreasing chronic absenteeism to 3.3%.

No Student Groups are in the Red Performance Level however, the following Student Groups are in the Orange Performance level:

Foster Youth (9.5%) and Homeless (9.3%)

2018 Suspension Rate 0.1% (CA. Dashboard Status: Very Low- Maintained) There were no expulsions.

Need: Continue to decrease and maintain suspension rates to 0.2; maintain 0 expulsions.

2. Parent involvement and attendance at conferences and school events increase significantly at our highly impacted unduplicated count sites. English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and Parent Advisory Council (PAC) meetings demonstrate increased attendance by unduplicated count parents and guardians.

Need: Continue to meaningfully connect the families of our unduplicated population to our schools as measured by the increased attendance and participation in school wide events, school parent committees, and district parent committees as demonstrated by parent attendance. There is also need to increase parent input in decision-making. Creating opportunities for our parents to provide decisions regarding district and school matters is critical to the success of our students. Our E.L. and parent liaisons will continue to provide support to all families and structures for increasing decision making by parents during district and school meetings. Opportunities will include discussions about LCAP goals and actions and its impact on students learning. This in turn will provide opportunities for parents to participate and contribute to decision making.

3. Parent satisfaction of with the quality of district/school communication continues to increase. Stakeholders validate the efforts being given to increasing parent connectedness and participation through improved district/home communication.

Need: Continue to improve the effectiveness of parent communication as measured by parent surveys.

4. Students and employees who feel safe and connected to their place of work/study are more likely to have a greater sense of personal well-being and higher academic performance.

Need: Increase students' and teachers' sense of school connectedness as measured by student and teacher surveys.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance: Chronic Absenteeism and Truancy	1. Attendance: Truancy 13% Chronic Absenteeism 3.5%	1. Decrease Truancy from 13% to 11% Chronic Absenteeism: Decrease from 3.5% to 3.0%	1. Decrease Truancy from 13% to 11% Chronic Absenteeism: Decrease from 3.5% to 3.3%	1. Decrease Truancy from 13% to 11% Chronic Absenteeism: Decrease from 3.5% to 3.3%
2. Suspension/Expulsions	2.Suspension Rate: 0.3%	2. Suspension Rate: Decrease Suspensions from 0.3% to 0.2%	2.Suspension Rate: Decrease 2.Suspensions from 0.3% to 0.2%	2.Suspension Rate: Decrease Suspensions from 0.3% to 0.1%
3. Counseling Services	Expulsions: 0 expulsions	Expulsions: Maintain 0 expulsions	Expulsions: Maintain 0 expulsions	Expulsions: Maintain 0 (Zero) expulsions
4. District Communication	3. Counseling services for unduplicated count students. (Number of students served on a monthly basis, 2% of the	Attendance: Increase attendance from 97.2% to 97.4%	Attendance: Increase attendance from 97.2% to 97.4%	Attendance: Increase attendance from 97.2% to 98%
5. Increase Students' sense of safety				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>6. Parent Input and Decision Making</p>	<p>students in counseling have participated in 6-8 week counseling sessions- decrease by 1% as students demonstrate social/emotional progress).</p> <p>4. District Communication Satisfaction: 92%</p> <p>5. Increase students' sense of safety: Overall: 98%</p> <p>6. Increase parent input and decision making (Establish a baseline by increasing parent participation by 5%, via exit surveys, agenda minutes, increased discussion, participation rates, and input at DELAC and PAC meetings)</p>	<p>3. Implement the district plan for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; provide social skills counseling services at the school site.</p> <p>4. Increase parent satisfaction with the quantity of district communication from 92% to 94%.</p> <p>5. Increase students' sense of safety from 98% to 99.2% -- TK-2nd grade; and 69.8% to 72% -- 3rd-6th grade. Increase students' sense of school connectedness from 95% to 95.5% -- TK-6th grade, as measured by survey; Increase teachers' sense of safety from 97% to 98% as measured by survey; Increase teachers' sense of school connectedness from</p>	<p>3. Implement the district plan for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; provide social skills counseling services at the school site.</p> <p>4. Increase parent satisfaction with the quantity of district communication from 94% to 96%.</p> <p>5. Increase students' sense of safety from 99.2-99.5 (TK-2) : 72%-74% (3-6th grade); Increase students' sense of school connectedness from 95.5 % to 96.5 (TK-6) as measured by survey; Increase teachers' sense of safety from 97% to 98% as measured by survey; Increase teachers' sense of school connectedness from 97% to 98%% as measured by survey.</p>	<p>3. Implement the district plan for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; provide social skills counseling services at the school site.</p> <p>4. Increase parent satisfaction with the quantity of district communication from 94% to 97%.</p> <p>5. Increase students' sense of safety from 99.2-99.5 (TK-2) : 73%-75% (3-6th grade); Increase students' sense of school connectedness from 96.5 % to 97.5 (TK-6) as measured by survey; Increase teachers' sense of safety from 98% to 99% as measured by survey; Increase teachers' sense of school connectedness from 97% to 98%% as measured by survey.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		96% to 97% as measured by survey.  6. Increase parent input/decision making-provide additional opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals.	6. Increase parent input/decision making-provide additional opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals.	6. Increase parent input/decision making-provide additional opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
<p><b>2017-18 Actions/Services</b></p> <p>1. Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Continue the transition to Infinite Campus to track attendance and performance and annual services fee (Student Online Registration).</p> <p>Provide Professional Development for teachers to use Infinite Campus.</p> <p>Facilitate SART and SARB meetings for certificated and classified staff to work with parents of unduplicated students to decrease truancy and tardiness.</p>	<p><b>2018-19 Actions/Services</b></p> <p>1. Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Continue the transition to Infinite Campus to track attendance and performance and annual services fee (Student Online Registration).</p> <p>Provide Professional Development for teachers to use Infinite Campus.</p> <p>Facilitate SART and SARB meetings for certificated and classified staff to work with parents of unduplicated students to decrease truancy and tardiness.</p>	<p><b>2019-20 Actions/Services</b></p> <p>1. Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration)</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.</p>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$88,225	\$116,275	\$114,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue the transition to Infinite Campus to track attendance and performance.	5000-5999: Services And Other Operating Expenditures Continue the transition to Infinite Campus to track attendance and performance.	5000-5999: Services And Other Operating Expenditures Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration)

Amount	\$8,398	\$8,398	\$30,186
Source	Title II	Title II	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide Professional Development for teachers to use Infinite Campus.	1000-1999: Certificated Personnel Salaries Provide Professional Development for teachers to use Infinite Campus.	1000-1999: Certificated Personnel Salaries Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.
Amount	\$1,602	\$1,602	\$34,449
Source	Title II	Title II	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide Professional Development for teachers to use Infinite Campus.	3000-3999: Employee Benefits Provide Professional Development for teachers to use Infinite Campus.	2000-2999: Classified Personnel Salaries Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.
Amount	\$27,328	\$29,374	\$23,693
Source	Supplemental	Base	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Continue to hold SART and SARB meetings	1000-1999: Certificated Personnel Salaries Continue to hold SART and SARB meetings	3000-3999: Employee Benefits Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.

Amount	\$30,220	\$33,684	\$240
Source	Supplemental	Base	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Continue to hold SART and SARB meetings	2000-2999: Classified Personnel Salaries Continue to hold SART and SARB meetings	5000-5999: Services And Other Operating Expenditures Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.
Amount	\$18,012	\$21,060	
Source	Supplemental	Base	
Budget Reference	3000-3999: Employee Benefits Continue to hold SART and SARB meetings	3000-3999: Employee Benefits Continue to hold SART and SARB meetings	
Amount	\$240	\$240	
Source	Supplemental	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue to hold SART and SARB meetings	5000-5999: Services And Other Operating Expenditures Continue to hold SART and SARB meetings	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

New Action

#### 2017-18 Actions/Services

2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.

Continue with parent liaisons (Foster and E.L.) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.

Provide translation and Interpretation services for parents at school and district events.

Provide Professional Development for Classified staff regarding parent outreach and engagement.

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).

#### 2018-19 Actions/Services

2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.

Continue with parent liaisons (Foster and E.L.) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.

Provide translation and Interpretation services for parents at school and district events.

Provide Professional Development for Classified staff regarding parent outreach and engagement.

Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).

#### 2019-20 Actions/Services

2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.

Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.

Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.

Provide translation/interpretation services for parents at school and district events.

Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count).

<p>Provide materials, supplies, and child care for parent workshops.</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.</p>	<p>Provide materials, supplies, and child care for parent workshops.</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.</p>	<p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).</p> <p>Provide materials, supplies, and child care for parent workshops.</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$40,496	\$21,742	\$49,830
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Continue with parent liaisons (Foster and E.L.)	2000-2999: Classified Personnel Salaries Continue with parent liaisons (Foster and E.L.)	2000-2999: Classified Personnel Salaries Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.

Amount	\$8,851	\$6,083	\$17,880
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Continue with parent liaisons (Foster and E.L.)	3000-3999: Employee Benefits Continue with parent liaisons (Foster and E.L.)	3000-3999: Employee Benefits Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.
Amount	\$500	\$500	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue with parent liaisons (Foster and E.L.)	5000-5999: Services And Other Operating Expenditures Continue with parent liaisons (Foster and E.L.)	5000-5999: Services And Other Operating Expenditures Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.
Amount	\$12,000	\$5,353	\$374,146
Source	Title III	Title III	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide translation and Interpretation services	5000-5999: Services And Other Operating Expenditures Provide translation and Interpretation services	1000-1999: Certificated Personnel Salaries Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.

Amount	\$24,000	\$19,647	\$169,706
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide translation and Interpretation services	5000-5999: Services And Other Operating Expenditures Provide translation and Interpretation services	2000-2999: Classified Personnel Salaries Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.
Amount		\$13,592	\$236,524
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Provide translation and Interpretation services	3000-3999: Employee Benefits Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.
Amount		\$3,136	\$10,620
Source		Supplemental	Supplemental
Budget Reference	Provide translation and Interpretation services	3000-3999: Employee Benefits Provide translation and Interpretation services	2000-2999: Classified Personnel Salaries Provide translation/interpretation services for parents at school and district events.

Amount	\$11,870	\$11,870	\$919
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide Professional Development for Classified staff regarding parent outreach and engagement.	2000-2999: Classified Personnel Salaries Provide Professional Development for Classified staff regarding parent outreach and engagement.	3000-3999: Employee Benefits Provide translation/interpretation services for parents at school and district events.
Amount	\$3,130	\$3,130	\$22,425
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide Professional Development for Classified staff regarding parent outreach and engagement.	3000-3999: Employee Benefits Provide Professional Development for Classified staff regarding parent outreach and engagement.	5000-5999: Services And Other Operating Expenditures Provide translation/interpretation services for parents at school and district events.
Amount	\$11,870	\$11,870	\$5,402
Source	Supplemental	Supplemental	Title III
Budget Reference	2000-2999: Classified Personnel Salaries Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).	2000-2999: Classified Personnel Salaries Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).	2000-2999: Classified Personnel Salaries Provide translation/interpretation services for parents at school and district events.
Amount	\$3,130	\$3,130	\$857
Source	Supplemental	Supplemental	Title III
Budget Reference	3000-3999: Employee Benefits Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).	3000-3999: Employee Benefits Provide Staff Development to paraprofessionals regarding the state standards and support for students with special needs (Unduplicated Count students).	3000-3999: Employee Benefits Provide translation/interpretation services for parents at school and district events.

Amount	\$7,000	\$1,774	\$3,000
Source	Supplemental	Supplemental	Title III
Budget Reference	4000-4999: Books And Supplies Provide materials, supplies, and child care for parent workshops.	4000-4999: Books And Supplies Provide materials, supplies, and child care for parent workshops.	5000-5999: Services And Other Operating Expenditures Provide translation/interpretation services for parents at school and district events.
Amount		\$3,000	\$11,870
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Provide materials, supplies, and child care for parent workshops.	2000-2999: Classified Personnel Salaries Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count).
Amount		\$2,120	\$3,130
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Provide materials, supplies, and child care for parent workshops.	3000-3999: Employee Benefits Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count).
Amount		\$106	\$20,000
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Provide materials, supplies, and child care for parent workshops.	2000-2999: Classified Personnel Salaries Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).

Amount		\$2,898	\$4,774
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.	3000-3999: Employee Benefits Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).
Amount		\$1,602	\$2,216
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.	4000-4999: Books And Supplies Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).
Amount		\$500	\$8,700
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement.	5000-5999: Services And Other Operating Expenditures Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).

Amount			\$2,365
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Provide materials, supplies, and child care for parent workshops.
Amount			\$2,250
Source			Supplemental
Budget Reference			2000-2999: Classified Personnel Salaries Provide materials, supplies, and child care for parent workshops.
Amount			\$106
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Provide materials, supplies, and child care for parent workshops.
Amount			\$1,774
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Provide materials, supplies, and child care for parent workshops.
Amount			\$505
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Provide materials, supplies, and child care for parent workshops.

Amount			\$2,900
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.
Amount			\$1,600
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.
Amount			\$500
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

3. Increase parent satisfaction with district communication.

Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.

Maintain/update accurate district and site websites.

Continue using Constant Contact for district and site messages.

Use Infinite Campus for timely and emergency messages

**2018-19 Actions/Services**

3. Increase parent satisfaction with district communication.

Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.

Maintain/update accurate district and site websites.

Continue using Constant Contact for district and site messages.

Use Infinite Campus for timely and emergency messages

**2019-20 Actions/Services**

3. Increase parent satisfaction with district communication.

Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.)

Use community publications to provide the community with information about programs and events.

Use community publications to provide the community with information about programs and events.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$42,030	\$42,030	\$95,730
Source	Base	Base	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.	2000-2999: Classified Personnel Salaries Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.	5000-5999: Services And Other Operating Expenditures Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.)
Amount	\$15,721	\$15,721	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.	3000-3999: Employee Benefits Continue with part-time social media/communication staff, plan and maintain, and coordinate district communication with the media and the community.	
Amount	\$12,500	\$16,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain/update accurate district and site websites.	5000-5999: Services And Other Operating Expenditures Maintain/update accurate district and site websites.	

Amount	\$1,650	\$1,700	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue using Constant Contact for district and site messages.	5000-5999: Services And Other Operating Expenditures Continue using Constant Contact for district and site messages.	
Amount	\$11,398	\$24,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Use Infinite Campus for timely and emergency messages	5000-5999: Services And Other Operating Expenditures Use Infinite Campus for timely and emergency messages	
Amount	\$15,000	\$15,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Use community publications to provide the community with information about programs and events.	5000-5999: Services And Other Operating Expenditures Use community publications to provide the community with information about programs and events.	

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

#### 2017-18 Actions/Services

4. Increase students' and teachers' sense of safety and school connectedness

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)

Provide Positive Behavior Intervention and Supports (PBIS) training for Campus Supervisors to increase positive playground experiences for students.

#### 2018-19 Actions/Services

4. Increase students' and teachers' sense of safety and school connectedness

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)

Provide Positive Behavior Intervention and Supports (PBIS) training for Campus Supervisors to increase positive playground experiences for students.

#### 2019-20 Actions/Services

4. Increase students' and teachers' sense of safety and school connectedness

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites.

Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.

Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.

Provide additional School Psychologists to support student learning for our unduplicated count students.

Employ Student-Wide Information System (SWIS) software for implementing PBIS.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.

Provide additional School Psychologists to support student learning for our unduplicated count students.

Employ Student-Wide Information System (SWIS) software for implementing PBIS.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports.

Provide additional School Psychologists to support student learning for our unduplicated count students.

Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$320,999	\$396,161	\$416,044
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population	1000-1999: Certificated Personnel Salaries Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population	1000-1999: Certificated Personnel Salaries Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises).

Amount	\$95,223	\$121,163	\$135,597
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population	3000-3999: Employee Benefits Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population	3000-3999: Employee Benefits Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises).
Amount	\$10,000	\$10,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.	5000-5999: Services And Other Operating Expenditures Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.	4000-4999: Books And Supplies Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites.
Amount	\$23,939	\$27,772	\$25,197
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	1000-1999: Certificated Personnel Salaries Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	1000-1999: Certificated Personnel Salaries Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.

Amount	\$4,100	\$1,789	\$1,789
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	2000-2999: Classified Personnel Salaries Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	2000-2999: Classified Personnel Salaries Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.
Amount	\$4,611	\$5,589	\$5,582
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	3000-3999: Employee Benefits Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	3000-3999: Employee Benefits Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.
Amount	\$46,350	\$59,850	\$2,500
Source	Educator Effectiveness Funds	Base	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	5000-5999: Services And Other Operating Expenditures Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)	4000-4999: Books And Supplies Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.

Amount	\$4,796	\$4,840	\$59,932
Source	Base	Base	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	2000-2999: Classified Personnel Salaries Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	5000-5999: Services And Other Operating Expenditures Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.
Amount	\$404	\$404	\$8,500
Source	Base	Base	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	3000-3999: Employee Benefits Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	2000-2999: Classified Personnel Salaries Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.

Amount	\$3,596	\$3,652	\$700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	2000-2999: Classified Personnel Salaries Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	3000-3999: Employee Benefits Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.
Amount	\$304	\$304	\$269,280
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	3000-3999: Employee Benefits Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.	1000-1999: Certificated Personnel Salaries Provide additional School Psychologists to support student learning for our unduplicated count students.
Amount	\$217,774	\$278,851	\$78,394
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Provide School Psychologists support student learning	1000-1999: Certificated Personnel Salaries Provide School Psychologists support student learning	3000-3999: Employee Benefits Provide additional School Psychologists to support student learning for our unduplicated count students.

Amount	\$59,211	\$80,033	\$6,480
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Provide School Psychologists support student learning	3000-3999: Employee Benefits Provide School Psychologists support student learning	5000-5999: Services And Other Operating Expenditures Provide additional School Psychologists to support student learning for our unduplicated count students.
Amount	\$20,400	\$6,480	\$835
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide School Psychologists support student learning	5000-5999: Services And Other Operating Expenditures Provide School Psychologists support student learning	1000-1999: Certificated Personnel Salaries Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)
Amount	\$3,360	\$2,335	\$849
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Employ Student-Wide Information System (SWIS) software for implementing PBIS.	1000-1999: Certificated Personnel Salaries Employ Student-Wide Information System (SWIS) software for implementing PBIS.	2000-2999: Classified Personnel Salaries Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)

Amount	\$235	\$1,276	\$141
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Employ Student-Wide Information System (SWIS) software for implementing PBIS.	2000-2999: Classified Personnel Salaries Employ Student-Wide Information System (SWIS) software for implementing PBIS.	3000-3999: Employee Benefits Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)
Amount	\$55	\$139	\$5,075
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Employ Student-Wide Information System (SWIS) software for implementing PBIS.	3000-3999: Employee Benefits Employ Student-Wide Information System (SWIS) software for implementing PBIS.	5000-5999: Services And Other Operating Expenditures Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)
Amount	\$3,150	\$3,150	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Employ Student-Wide Information System (SWIS) software for implementing PBIS.	5000-5999: Services And Other Operating Expenditures Employ Student-Wide Information System (SWIS) software for implementing PBIS.	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Provide an appropriate Basic Condition of Learning.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

1. Students and teachers require appropriate textbook materials in order to teach successfully and be successful students.

Need: purchase standards-based text books and materials for 100% of our students to assist them in learning grade level California Standards.

2. Fully credentialed teachers are engaged in continual site improvement of practice and will create an academic environment where all students can thrive.

Need: Provide qualified and fully credentialed teachers who are appropriately assigned and engaged in continual site improvement of practice, and appropriately assign teachers based on their credentials.

3. School Facilities should be maintained in good repair in order to support learning.

Need: Hire high quality maintenance and operations personnel to repair and maintain school properties to continue our status of no Williams Complaints.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1. State Approved standards-based materials</p> <p>2. Credentialed teachers and appropriate assignments.</p> <p>3. Facilities in good repair-Hire sufficient staff</p>	<p>1. 100% State Approved standards-based materials attested by site administrators' signed form and Board approved.</p> <p>2. 100% credentialed teachers</p> <p>3. Facilities in good repair. 100% Staff in place at all school sites and district office.</p>	<p>1. Students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September.</p> <p>2. All teachers will be fully credentialed and appropriately assigned based on state requirements; All Teachers participate in site learning walks at least once per year.</p> <p>3. Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>	<p>1. Students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September.</p> <p>2. All teachers will be fully credentialed and appropriated assigned based on state requirements; All Teachers participate in site learning walks at least once per year.</p> <p>3. Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>	<p>1. Students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September.</p> <p>2. All teachers will be fully credentialed and appropriated assigned based on state requirements;</p> <p>3. Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

1. Ensure students access to state-approved standards-based materials.  
  
District purchases standards-based textbooks for Math, Language Arts, ELD, Social Studies and Science

**2018-19 Actions/Services**

1. Ensure students access to state-approved standards-based materials.  
  
District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science

**2019-20 Actions/Services**

1. Ensure students access to state-approved standards-based materials and software licenses.  
  
District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science, (including materials and software licenses)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$399,017	\$225,000	\$145,000
Source	Restricted Lottery	Restricted Lottery	Restricted Lottery
Budget Reference	4000-4999: Books And Supplies District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science	4000-4999: Books And Supplies District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science	4000-4999: Books And Supplies District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science, (including materials and software licenses)
Amount	\$15,555	\$0	
Source	Restricted Lottery	Restricted Lottery	
Budget Reference	5000-5999: Services And Other Operating Expenditures District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science	5000-5999: Services And Other Operating Expenditures District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
<p>2017-18 Actions/Services</p> <p>2. Ensure all teachers are appropriately credentialed</p> <p>Provide Peer Assistance and Review (PAR) support for teachers.</p> <p>Provide Induction program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.</p> <p>Develop a plan to recruit and retain personnel</p>	<p>2018-19 Actions/Services</p> <p>2. Ensure all teachers are appropriately credentialed</p> <p>Provide Peer Assistance and Review (PAR) support for teachers.</p> <p>Provide Induction program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).</p> <p>Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.</p> <p>Develop a plan to recruit and retain personnel</p>	<p>2019-20 Actions/Services</p> <p>2. Ensure all teachers are appropriately credentialed</p> <p>Provide Peer Assistance and Review (PAR) support for teachers.</p> <p>Provide New Teacher Induction Program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).</p>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$15,645	\$21,050
Source	Educator Effectiveness Funds	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide Peer Assistance and Review (PAR) support for teachers.	1000-1999: Certificated Personnel Salaries Provide Peer Assistance and Review (PAR) support for teachers.	1000-1999: Certificated Personnel Salaries Provide Peer Assistance and Review (PAR) support for teachers.

Amount	\$2,000	\$1,355	\$1,630
Source	Educator Effectiveness Funds	Base	Base
Budget Reference	3000-3999: Employee Benefits Provide Peer Assistance and Review (PAR) support for teachers.	3000-3999: Employee Benefits Provide Peer Assistance and Review (PAR) support for teachers.	3000-3999: Employee Benefits Provide Peer Assistance and Review (PAR) support for teachers.
Amount	\$16,909	\$0	\$9,777
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide Induction program for teachers new to the professions (BTSA)	1000-1999: Certificated Personnel Salaries Provide Induction program for teachers new to the professions (BTSA)	5000-5999: Services And Other Operating Expenditures Provide New Teacher Induction Program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).
Amount	\$5,391	\$0	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits Provide Induction program for teachers new to the professions (BTSA)	3000-3999: Employee Benefits Provide Induction program for teachers new to the professions (BTSA)	
Amount	\$12,500	\$14,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide Induction program for teachers new to the professions (BTSA)	5000-5999: Services And Other Operating Expenditures Provide Induction program for teachers new to the professions (BTSA)	

Amount	\$15,955	\$41,316	
Source	Title I	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.	1000-1999: Certificated Personnel Salaries Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.	
Amount	\$3,045	\$8,684	
Source	Title I	Base	
Budget Reference	3000-3999: Employee Benefits Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.	3000-3999: Employee Benefits Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.	
Amount	\$50,387	\$0	
Source	Educator Effectiveness Funds		
Budget Reference	1000-1999: Certificated Personnel Salaries Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.		

Amount	\$9,613	\$0	
Source	Educator Effectiveness Funds		
Budget Reference	3000-3999: Employee Benefits Provide all teachers with the opportunity to participate in teacher teams for learning walks to continue to develop a school wide continuum of standards based rigorous and effective lessons.		
Amount	\$0	\$0	
Budget Reference	Develop a plan to recruit and retain personnel	Develop a plan to recruit and retain personnel	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

<p>3. Maintain Properties</p> <p>Clean and repair facilities</p> <p>Hire sufficient staff for maintenance and operations</p> <p>Review attendance boundaries</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.</p>	<p>3. Maintain Properties</p> <p>Clean and repair facilities</p> <p>Hire sufficient staff for maintenance and operations</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.</p>	<p>3. Maintain Properties</p> <p>Provide clean facilities.</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.</p> <p>Provide sufficient staff and resources for maintenance and operations.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,386,259	\$3,766,465	\$3,662,660
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Clean and repair facilities	2000-2999: Classified Personnel Salaries Clean and repair facilities	2000-2999: Classified Personnel Salaries Provide clean facilities.
Amount	\$1,117,283	\$1,242,132	\$1,396,711
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Clean and repair facilities	3000-3999: Employee Benefits Clean and repair facilities	3000-3999: Employee Benefits Provide clean facilities.
Amount	\$1,023,052	\$1,043,283	\$8,017
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Hire Sufficient staff for maintenance and operations	2000-2999: Classified Personnel Salaries Hire Sufficient staff for maintenance and operations	1000-1999: Certificated Personnel Salaries Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.

Amount	\$379,023	\$424,716	\$312
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Hire Sufficient staff for maintenance and operations	3000-3999: Employee Benefits Hire Sufficient staff for maintenance and operations	2000-2999: Classified Personnel Salaries Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.
Amount	\$5,000	\$0	\$1,671
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Review attendance boundaries	5000-5999: Services And Other Operating Expenditures Review attendance boundaries - finished in 17/18	3000-3999: Employee Benefits Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.
Amount	\$6,551	\$8,718	\$789,404
Source	Base	Base	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.	1000-1999: Certificated Personnel Salaries Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.	2000-2999: Classified Personnel Salaries Provide sufficient staff and resources for maintenance and operations.
Amount	\$1,249	\$1,282	\$341,964
Source	Base	Base	Other
Budget Reference	3000-3999: Employee Benefits Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.	3000-3999: Employee Benefits Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.	3000-3999: Employee Benefits Provide sufficient staff and resources for maintenance and operations.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 4

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

OR

Actions/Services

Budgeted Expenditures

Source	Base	Base	Base
Source	Title II	Title II	Title II
Source	Base	Base	Base
Source	Base	Base	Base

**Action 2**

OR

**Actions/Services**

**Budgeted Expenditures**

Budget Reference	Included under Question 3.	Included under Question 3.	Included under Question 3.
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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following goals and actions are identified as most effective in meeting the academic and social/emotional needs of our low-income, English Learners, and Foster Youth students.

Demonstration of increased or improved services for our unduplicated students continues to be at the forefront as reflected in our LCAP goals and actions. There are unduplicated count students in almost every classroom. Research is clear that highly trained teachers provide and implement effective instructional strategies. We will continue to train and provide professional learning for all teachers, administrators and staff to ensure effective instructional practices are in place in each classroom. Research is also clear that when teachers and administrators collaborate with lesson planning and analyze assessment results, student achievement increases.

The following are the actions provided and funded throughout our district:

Continue with our Foster Youth Parent Liaison and EL Parent Liaisons to increase outreach, communication, and training for our unduplicated count families. Our long term plan includes targeting the specific needs of our unduplicated count students and how we can most effectively meet the academic, social and emotional needs of our students (work hours for the parent liaisons were increased to support these services).

The plan continues to include using the Parent Engagement research and Karen Mapp's Building Capacity for Parent Engagement strategies for implementation for parent involvement and engagement. At each Parent Advisory Committee (PAC) meeting our parent

liaisons have been instrumental in providing strategies for engaging our unduplicated count families. A 60% increase in parent involvement and engagement has been noted specifically in our highest unduplicated count schools. Specifically, our ELs, Foster Youth and Economically disadvantaged students benefit as parents have actively participated in parent workshops to support their children in school. Several parent workshops were offered throughout the school year at various school sites. These include two Family Academies. There were 140 parents who benefited from these events, with services including a family resource fair, a keynote speaker, and academic and social emotional workshops that provided support and tools for families. In addition, a valley-wide picnic day for Foster families was provided, allowing families the opportunities to network, earn credits toward their certification, and connect with local agencies.

At our Title 1 schools with a higher population of English Learners, we offered the Parent Engagement Academies. Higher number of English Learner families are attending our District English Learner Advisory Committee Meetings ranging from 20 to 50 parents at each meeting. This is due to the continuation of our communication outreach, which includes personalized invitations, personal phone calls, and automated emails and phone messages.

Our district's main focus for supporting Foster Youth was providing information and gaining evidence of educational rights holders to hold IEP meetings, referring students for free tutoring, arranging transportation to keep foster youth at their school-of-origin, and finding local placements for students that were placed far from their community. For the third year, we held a Foster Family picnic day, and it's an ideal way to build relationships and trust with families.

We also continue to build on our family engagement by building relationships with our families through personal phone calls to connect them with resources and assist with any barriers that are preventing them from being fully involved in their child's education. We continue with face-to-face meetings with our homeless families to connect them with resources and participate in home visits to meet families in their own environment.

Parent academies have been implemented (with the assistance of our parent liaisons) with a focus on providing evidence-based strategies for our unduplicated count students. We will continue to provide interpretation services at parent workshops, parent conferences, and English-Spanish translation of written documents (interpretations in other languages as requested); as well as child care support for families requesting these services.

We will continue to support clerical assistants to oversee and coordinate services for unduplicated students including support with school attendance.

Continue with TOSAs (Teacher on Special Assignment) in the following areas :

\*One Arts TOSAs to provide classroom instruction and Arts integration to students at the 5 schools with the highest unduplicated count students

\*Two Technology TOSAs to provide professional development, classroom instruction, model lessons and technology integration specifically at the highest unduplicated count schools.

\*One P.E. TOSA to support the implementation of the P.E. standard and provide enriching model lessons at the highest unduplicated count schools.

\*One NGSS (Next Generation Science Standards) TOSA to support and provide professional development and classroom instructional support at the highest unduplicated count schools.

Continue with teacher training on effective strategies for teaching ELD (Constructing Meaning) and implementing the ELA/ELD framework;

Continue to fund EL coaches to train teachers and provide model lessons and coaching to increase the effectiveness in meeting the instructional needs of EL students; and

Provide summer intervention programs for EL students identified as requiring additional language support, including language support for our Long Term English Learners. These services will benefit English learners by increasing their language proficiency and academic achievement as noted in the common assessments and CA Dashboard data.

Continue to provide funds to the sites to target their unduplicated population in the areas of additional teacher training, after school homework assistance or clubs, extra classified assistance in the class, and additional materials, intervention support and/or arts programs.

Based on the 2018 Dashboard data, district benchmarks, and common assessments, The Saugus Union School District has found that the following initiatives funded at all sites principally benefits our unduplicated count students. Our unduplicated count students have demonstrated improvement in their academic achievement and positive behaviors as noted in the CAASPP and district wide assessments and stakeholder surveys. The effective implementation of Positive Behavior Intervention and Support (PBIS) strategies and academic interventions along with the academic, social and emotional gains of our unduplicated count students makes the following actions necessary. We find these goals and actions the most effective in meeting the needs of our unduplicated count students.

Goal 1: Increase Achievement in Language Arts and Math:

Action # 1

Increased and improved services for our unduplicated count students include the following:

Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students struggling in ELA and Math. These intervention tools will support unduplicated count students with accessing the ELA and Math curriculum.

Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs). Homework assistance; intervention programs and materials; assessments; arts enrichment; supplemental materials; are also part of the assistance offered to unduplicated count students.

Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.

Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.

Provide ELD Coaching assistance for teachers; collaborative planning time; and substitutes for parent meetings with teachers. The ELD Summer intervention was provided to over 50 students who participated during the 2018 summer EL academy. Students pre and post common assessments demonstrate an increase in language proficiency of 75% meeting and exceeding standards. The new EL Summer Academy 2019 will focus on increasing the language proficiency of Long Term English Learners.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our EL students require additional language support to meet the standards.

This is the most effective manner in which to ensure our English Learners receive effective language instruction during designated instruction and language support during integrated instruction.

## Action #2

Increased and improved services for our unduplicated count students include the following:  
Increase the number of reclassified English Language (EL) Students.

Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).

ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).

Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)

Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support)

Provide Summer Intervention (ELD) for English Learners.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our EL students require additional language support to meet the standards.

This is the most effective manner in which to ensure our English Learners receive effective language instruction during designated instruction and language support during integrated instruction.

### Action #3

Provide one Next Generation Science Standards (NGSS) TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our EL students require additional language support to meet the standards.

This is the most effective manner in which to ensure our English Learners receive effective language instruction during designated instruction and language support during integrated instruction.

### Action #4

Increase student's Physical Fitness (Physical Education)

Continue with P.E. TOSA and provide in-service, in-class support, completion of P.E. logs/documentation and instructional strategies for teachers as P.E. is taught (200 minutes of P.E. Instruction every 10 days.) and support unduplicated count students.

Our unduplicated count students may not have opportunities outside of the school day (due to financial and/or parent work schedules) to participate in extra-curricular activities such as organized sports and physical activities which is due to their limited circumstances. Beyond the 200 minutes of P.E. instruction every 10 days, unduplicated count students receive additional instruction and additional P.E. Equipment. Our P.E. TOSA provides dedicated professional development/model lessons at schools with higher unduplicated count students to support teachers with effective P.E. instruction.

Additionally, our P.E. TOSA will provide in-services, in-class support and instructional strategies for teachers as P.E. is specifically taught to our unduplicated count students.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from standards-based Physical Education instruction.

This is the most effective manner in which to ensure our unduplicated count students receive targeted physical education instruction.

#### Action #5

Increased and improved services for our unduplicated count students include the following:

Increase student learning and experience of the Visual and Performing Arts (VAPA).

Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.

Our unduplicated count students may not have opportunities outside of the school day to participate in extra-curricular activities such as music classes, dance, and the arts due to their circumstances. Therefore our district will continue to fund one Arts TOSA to provide classroom instruction and Arts integration to students at the 5 schools with the greatest impact of unduplicated students. Our Music and Arts TOSAs provided Integration or music residencies at five focus schools (Title 1 and high percentage of unduplicated count schools). This was an increase in services to our unduplicated count students.

In-services/workshops for teachers using instructional strategies for arts integration were provided across the district. Demonstration Lessons for teachers were provided at school with the highest unduplicated count.

In class support for teachers in the Kennedy Center Partners in Education Program were provided to build capacity and develop teacher leaders in arts integration specifically in the highest unduplicated count schools.

Year-long chorus(s) held at Highlands and Rio Vista Elementary Schools (High Unduplicated Count Population) will continue.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from evidenced-based integrated arts instruction.

This is the most effective manner in which to ensure our unduplicated count students receive integrated arts instruction.

## Action #6

Increased and improved services for our unduplicated count students include the following:  
Increase student and teacher integration of Technology in teaching, learning, and assessment.

Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.

Continue to provide technology resources, i.e., Chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math.

Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.

Our unduplicated count students require additional support with technology due to their circumstances at home (lack of access to technology, devices, etc). Additional support for educational technology and resources are needed at the school sites as unduplicated count students may not have access to specific resources to meet their needs beyond the school day.

The services during the school day include:

Increase student and teacher integration of technology in teaching, learning, and assessment.

Increase keyboarding skills and integrating technology in lessons, activities, and assignments

Purchase Chromebooks for the classroom; provide a plan for replacing teacher laptops. Priority given to schools with the highest unduplicated count.

Technology professional development for all staff.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from structured educational technology otherwise not available for our unduplicated count students.

This is the most effective manner in which to ensure our unduplicated count students have access to educational technology and 21st Century Learning.

Goal 2 Increase meaningful and purposeful student, teacher, and parent engagement:

Action #1

Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions

Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration)

Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.

Action #2

Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.

Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.

Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.

Provide translation/interpretation services for parents at school and district events.

Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count).

Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).

Provide materials, supplies, and child care for parent workshops.

Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.

Continue with our Foster Youth Parent Liaison and EL Parent Liaison to increase outreach, communication, and training for our unduplicated count families. Our long term plan includes targeting the specific needs of our unduplicated count students and how we can most effectively meet the academic, social and emotional needs of our students (work hours for the parent liaisons were increased to support these services). The plan includes using the Parent Engagement research and Karen Mapp's Building Capacity for Parent Engagement strategies for implementation for parent involvement and engagement. At each Parent Advisory Committee (PAC) meeting our parent liaisons have been instrumental in providing strategies for engaging our unduplicated count families. Several parent workshops were offered throughout the school year at various school sites. Interpretation services were provided at all family engagement district workshops and events. Those included three Family Academies, one in the fall and two in the spring.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services to support unduplicated count students and families. Specifically, our ELs, Foster Youth and Economically disadvantaged students benefit as parents have actively participated in parent workshops to support their children in school.

This is the most effective manner in which to ensure all students including our unduplicated count students and families have meaningful and purposeful engagement at all schools.

### Action #3

Increase parent satisfaction with district communication.

Provide the District Community with ongoing two-way communication and support for increase two way communication for unduplicated count students (Parent Square, communication platform video services, etc.).

The needs, conditions, and circumstances of our unduplicated warrant these actions and services to support unduplicated count students and families. Specifically, our ELs, Foster Youth and Economically disadvantaged students benefit as parents have actively participated in parent workshops to support their children in school.

This is the most effective manner in which to ensure all students including our unduplicated count students and families have meaningful and purposeful engagement at all schools.

#### Action #4

Increased and improved services for our unduplicated count students include the following:

Increase students' and teachers' sense of safety and school connectedness

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites.

Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.

Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports.

Provide additional School Psychologists to support student learning for our unduplicated count students.

Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)

Continue to provide Positive Behavior Intervention Strategies (PBIS) training for all 15 sites in order to improve communication, to encourage respectful and pro-social behaviors and interactions, and to teach problem solving behaviors in order to minimize interruptions to the learning environment. This program will increase the effectiveness of adult-student interaction, principally directed to our unduplicated count students, but including all students because of the effect of the more capable other. Continued training for SWIS (School Wide Information System) provides data to support positive student behaviors and introduce the new Tier 2 Data System for implementing PBIS. Our district will continue to provide classified staff (office personnel, campus supervisors, custodians) with professional development in the area of PBIS to support all student with a focus on our unduplicated students.

Continue to provide small group social skills and 1:1 counseling principally directed to students in our unduplicated count population, however benefiting other students (traumatic experience, grief, family crises, school crises). Our counselors will use pre/post data to

gather confidential information regarding students' needs. This data will support our unduplicated count students with their social/emotional needs as it impacts their academic achievement. Provide additional psychologists at the highest unduplicated count schools to support student's social/emotional well being.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services to support unduplicated count students with appropriate PBIS strategies and counseling.

This is the most effective manner in which to ensure all students including our unduplicated count students are connected and engaged meaningfully in daily school activities.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$4,338,445

Percentage to Increase or Improve Services

5.70%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following goals and actions are identified as most effective in meeting the academic and social/emotional needs of our low-income, English Learners, and Foster Youth students.

Demonstration of increased or improved services for our unduplicated students continues to be at the forefront as reflected in our LCAP goals and actions. There are unduplicated count students in almost every classroom. Research is clear that highly trained teachers provide and implement effective instructional strategies. We will continue to train and provide professional learning to all teachers, administrators and staff to ensure effective instructional practices are in place in each classroom. Research is also clear that when teachers and administrators collaborate with lesson planning and analyze assessment results, student achievement increases.

The following are the actions provided and funded throughout our district:

Continue with our Foster Youth Parent Liaison and EL Parent Liaisons to increase outreach, communication, and training for our unduplicated count families. Our long term plan includes targeting the specific needs of our unduplicated count students and how we can most effectively meet the academic, social and emotional needs of our students (work hours for the parent liaisons were increased to support these services). The plan includes using the Parent Engagement research and Karen Mapp's Building Capacity for Parent Engagement strategies for implementation for parent involvement and engagement. At each Parent Advisory Committee (PAC) meeting our parent liaisons have been instrumental in providing strategies for engaging our unduplicated count families. A 50% increase in parent involvement and engagement has been noted specifically in our highest unduplicated count schools. Specifically, our ELs, Foster Youth and Economically disadvantaged students benefit as parents have actively participated in parent workshops to support their children in school. Several parent workshops were offered throughout the school year at various school sites. Those included three Family Academies, one in the fall and two in the spring. There were 154 parents who benefited from these events, with services including a family resource fair, a keynote speaker, and a total of 19 academic and social emotional workshops that provided support and tools for families. In addition, a valley-wide picnic day for foster families was provided, allowing families the opportunities to network, earn credits toward their certification, and connect with local agencies.

At our Title 1 schools which have a higher population of English Learners, we offered the Parent Institute for Quality Education, a series of nine parent education workshops and the Parent Engagement Academy, which included seven workshop sessions for families to learn more about the Educational System, Getting Ready for College, 21st Century Skills, LCAP, ELAC, and school services. We graduated a total of about 50 families from the Parent Institute for Quality Education who were the majority English Learners. We are also witnessing a higher number of English Learner families attending our District English Learner Advisory Committee Meetings ranging from 20 to 50 parents at each meeting. This is due to the communication outreach, which include personalized invitations, personal phone calls, and automated emails and phone messages.

We also continue to build on our family engagement by building relationships with our families through personal phone calls to connect them with resources and assist with any barriers that are preventing them from being fully involved in their child's education. We do

face-to-face meetings with our homeless families to connect them with resources and participate in occasional home visits to meet families in their own environment. One foster child was advocated for, allowing her to return to her school-of-origin in our district, and five students were connected with in-home tutoring services. Furthermore, 39 homeless families were directly connected with services, including backpacks, clothing, tutoring, childcare scholarships, medical services, housing services, and employment assistance. The workshops (i.e. PIQE- Parent Institute for Quality Education) include specific strategies for parents to use when communicating with teachers, school and district staff members.

Parent academies have been implemented (with the assistance of our parent liaisons) with a focus on providing evidence-based strategies for our unduplicated count students. We will continue to provide interpretation services at parent workshops, parent conferences, and English-Spanish translation of written documents (interpretations in other languages as requested); as well as child care support for families requesting these services.

We will continue to support clerical assistants to oversee and coordinate services for unduplicated students including support with attendance.

Continue with TOSAs (Teacher on Special Assignment) :

- \* two Arts TOSAs to provide classroom instruction and Arts integration to students at the 5 schools with the greatest impact of unduplicated students
- \* two Technology TOSAs to provide professional development, classroom instruction, model lessons and technology integration specifically at the highest unduplicated count students.
- \* one P.E. TOSA to support the implementation of the P.E. standard and provide enriching model lessons at the highest unduplicated count schools.
- \* one ELD TOSA to support the implementation EL strategies and effective language instruction across the curriculum.

Continue with teacher training on effective strategies for teaching ELD (Constructing Meaning) and implementing the ELA/ELD framework;

Funding EL coaches to train teachers and provide model lessons and coaching to increase the effectiveness in meeting the instructional needs of ELL students; and

Summer intervention programs for EL students identified as requiring additional language support are held through our summer EL academies including language support for our Long Term English Learners. These services will benefit English learners by increasing their language proficiency and academic achievement as noted in the common assessments and CA Dashboard data.

Continue to provide funds to the sites to target their unduplicated population in the areas of additional teacher training, after school homework assistance or clubs, extra classified assistance in the class, and additional materials, intervention

support and/or arts programs.

Based on the 2017 Dashboard data, district benchmarks, and common assessments, The Saugus Union School District has found that the following initiatives funded at all sites principally benefits our unduplicated count students. Our unduplicated count students have demonstrated improvement in their academic achievement and positive behaviors as noted in the CAASPP and district wide assessments and student survey district data. The effective implementation of Positive Behavior Intervention and Support (PBIS) strategies and academic interventions along with the academic, social and emotional gains of our unduplicated count students makes the following actions necessary. We find these goals and actions the most effective in meeting the needs of our unduplicated count students.

### Goal 1: Increase Achievement in Language Arts and Math

#### Action #2

Increased and improved services for our unduplicated count students include the following:

EL TOSA and ELD Coaching assistance for teachers; collaborative planning time; and substitutes for parent meetings with teachers. The ELD Summer intervention was provided to over 80 students participate during the 2017 summer EL academy. Students pre and post common assessments demonstrate an increase in language proficiency of 75% meeting and exceeding standards. The new EL Summer Academy 2018 will focus on increasing the language proficiency of Long Term English Learners.

Homework assistance; intervention programs and materials; assessments; arts enrichment; supplemental materials;

Reducing class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th as part of the Teacher's contract with the teacher's union and district dated 6/5/18 agrees to use these funds to reduce class size to support unduplicated count students.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our EL students require additional language support to meet the standards.

This is the most effective manner in which to ensure our English Learners receive effective language instruction during designated instruction and language support during integrated instruction.

#### Action #4

Increased and improved services for our unduplicated count students include the following:

Increase student's Physical Fitness (Physical Education)

Our unduplicated count students may not have opportunities outside of the school day (due to financial and/or parent work schedules) to participate in extra-curricular activities such as organized sports and physical activities which is due to their limited circumstances. Beyond the 200 minutes of P.E. instruction every 10 days, unduplicated count students receive additional instruction and additional P.E. Equipment. Our P.E. TOSA provides dedicated professional development/model lessons at schools with higher unduplicated count students to support teachers with effective P.E. instruction.

Additionally, our P.E. TOSA will provide in-services, in-class support and instructional strategies for teachers as P.E. is specifically taught to our unduplicated count students.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from standards-based Physical Education instruction.

This is the most effective manner in which to ensure our unduplicated count students receive targeted physical education instruction.

#### Action #5

Increased and improved services for our unduplicated count students include the following:

Our unduplicated count students may not have opportunities outside of the school day to participate in extra-curricular activities such as music classes, dance, and the arts due to their circumstances. Therefore our district will continue to fund two Arts TOSAs to provide classroom instruction and Arts integration to students at the 5 schools with the greatest impact of unduplicated students. Our Music and Arts TOSAs provided Integration or music residencies at five focus schools (Title 1 and high percentage of unduplicated count schools). This was an increase in services to our unduplicated count students.

In-services/workshops for teachers using instructional strategies for arts integration were provided across the district. Demonstration Lessons for teachers were provided at school with the highest unduplicated count.

In class support for teachers in the Kennedy Center Partners in Education Program were provided to build capacity and develop teacher leaders in arts integration specifically in the highest unduplicated count schools.

Year-long chorus(s) held at Highlands and Rio Vista Elementary Schools (High Unduplicated Count Population)

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from evidenced-based integrated arts instruction.

This is the most effective manner in which to ensure our unduplicated count students receive integrated arts instruction.

## Action #6

Increased and improved services for our unduplicated count students include the following:

Our unduplicated count students require additional support with technology due to their circumstances at home (lack of access to technology, devices, etc). Additional support for educational technology and resources are needed at the school sites as unduplicated count students may not have access to specific resources to meet their needs beyond the school day.

The services during the school day include:

Increase student and teacher integration of technology in teaching, learning, and assessment.

Continue with Two Technology TOSAs and provide in-services, in-class support and instructional strategies for technology integration at the highest unduplicated count schools.

Increase keyboarding skills and integrating technology in lessons, activities, and assignments

Purchase Chromebooks for the classroom; provide a plan for replacing teacher laptops. Priority given to schools with the highest unduplicated count.

Technology professional development for all staff.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from structured educational technology otherwise not available for our unduplicated count students.

This is the most effective manner in which to ensure our unduplicated count students have access to educational technology and 21st Century Learning.

## Action #10

Our unduplicated count students require additional support with academic and social/emotional interventions due to their circumstances at home which may not include additional services (i.e. interventions/tutoring, etc). Additional support for academic and

social/emotional resources are needed at the school sites as unduplicated count students may not have access to specific resources to meet their needs beyond the school day.

Increased and improved services for our unduplicated count students include the following:

Response to Intervention and support for unduplicated count students.

Provide intervention support (ELA/Math) and/or extended day opportunities for unduplicated count students. This includes opportunities for our unduplicated count students to participate in after school and/or summer enrichment and remedial classes to support their academic needs.

Provide additional training for teachers on the use of Beyond SST Online system to monitor Response to Intervention (RtI) and referrals to Special Education. The Beyond SST system provides opportunities to support our unduplicated students with intervention services to increase student achievement.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services because our unduplicated count students will benefit from structured and evidenced-based standards instruction and intervention services.

This is the most effective manner in which to ensure our unduplicated count students receive academic and social/emotional support and intervention.

Goal 2 Increase meaningful and purposeful student, teacher, and parent engagement:

Action #2

Increased and improved services for our unduplicated count students include the following:

Continue with our Foster Youth Parent Liaison and EL Parent Liaisons to increase outreach, communication, and training for our unduplicated count families. Our long term plan includes targeting the specific needs of our unduplicated count students and how we can most effectively meet the academic, social and emotional needs of our students (work hours for the parent liaisons were increased to support these services). The plan includes using the Parent Engagement research and Karen Mapp's Building Capacity for Parent Engagement strategies for implementation for parent involvement and engagement. At each Parent Advisory Committee (PAC) meeting our parent liaisons have been instrumental in providing strategies for engaging our unduplicated count families. Several parent workshops were offered throughout the school year at various school sites. Interpretation services were provided at all family engagement district workshops and events. Those included three Family Academies, one in the fall and two in the spring. A 50% increase in parent involvement and engagement has been noted specifically in our highest unduplicated count schools.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services to support unduplicated count students and families. Specifically, our ELs, Foster Youth and Economically disadvantaged students benefit as parents have actively participated in parent workshops to support their children in school.

This is the most effective manner in which to ensure all students including our unduplicated count students and families have meaningful and purposeful engagement at all schools.

#### Action #4

Increased and improved services for our unduplicated count students include the following:

Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic experience, Grief, Family Crises, School Crises).

Continue Circle of Friends to connect unduplicated count students and students with disabilities at 6 sites.

Provide positive behavior interventions and supports (Year 3 training for 6 sites; continue training for the other 9 sites)

Provide Positive Behavior Intervention and Supports (PBIS) training for Campus Supervisors to increase positive playground experiences for students.

Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports (PBIS) to support unduplicated count students with behavior interventions and strategies.

Provide additional School Psychologists to support student learning for our unduplicated count students.

Employ Student-Wide Information System (SWIS) software for implementing PBIS.

Continue to provide Positive Behavior Intervention Strategies (PBIS) training for all 15 sites in order to improve communication, to encourage respectful and pro-social behaviors and interactions, and to teach problem solving behaviors in order to minimize interruptions to the learning environment. This program will increase the effectiveness of adult-student interaction, principally directed

to our unduplicated count students, but including all students because of the effect of the more capable other. Continued training for SWIS (School Wide Information System) provides data to support positive student behaviors. Our district will continue to provide classified staff (Office personnel, campus supervisors, custodians) with professional development in the area of PBIS to support all student with a focus on our unduplicated students.

Continue to provide small group social skills and 1:1 counseling principally directed to students in our unduplicated count population, however benefiting other students (traumatic experience, grief, family crises, school crises). Our counselors will use pre/post data to gather confidential information regarding students' needs. This data will support our unduplicated count students with their social/emotional needs as it impacts their academic achievement. Provide additional psychologists at the highest unduplicated count schools to support student's social/emotional well being.

The needs, conditions, and circumstances of our unduplicated warrant these actions and services to support unduplicated count students with appropriate PBIS strategies and counseling.

This is the most effective manner in which to ensure all students including our unduplicated count students are connected and engaged meaningfully in daily school activities.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

\$3,394,694

Percentage to Increase or Improve Services

4.72%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We have continued to allocate funds specifically for our unduplicated pupils in these areas:

Clerical assistants to oversee and coordinate services for unduplicated students including support with attendance.

Providing two Arts TOSAs to provide classroom instruction in the Arts to students at the 5 schools with the greatest impact from poverty;

Teacher training on strategies for teaching ELD and implementing the new ELA/ELD framework;

Providing interpretation services at parent conferences and English-Spanish translation of written documents;

Funding EL coaches to train teachers and provide model lessons and coaching to increase their effectiveness in meeting the needs of ELL students;

Hiring a Foster Parent liaison and an ELL Parent liaison to increase outreach, communication, and training for our unduplicated count parents and to develop a long term plan that will assist us in targeting their specific needs and how we can best meet them;

Provided funds to the sites to target their unduplicated population in the areas of additional teacher training, after school homework assistance or clubs, extra classified assistance in the class, and extra materials, intervention support or arts programs;

Providing summer intervention programs for ELL students.

Because 13 out of 15 sites are below 40% unduplicated pupils at their sites, some services that principally target the needs of the unduplicated students, additionally benefit all students, are also funded by the Supplemental Grant. The decisions to fund these services district wide were made for the following reasons:

Parents of our unduplicated pupils participated in setting priorities for the use of the funds, and all students in that count deserve to benefit from the services and opportunities created by these funds even if they do not attend a site with greater than 40% unduplicated count pupils.

Some sites have as few as 87 unduplicated count students, and it is not economically feasible to create a program that benefits those student only.

The names of students who receive Free and Reduced Lunch is confidential information. Administrators do not know which students on their campus receive that service. Yet we have those students at every campus. Not to provide some services that principally target unduplicated count students, but do not benefit additional students, will result in some students of poverty being denied services from the funds they generate because their names are unknown. For example- social skills counseling, homework assistance, and access to technology training are all research based practices that mitigate the effects of poverty, See Engaging Students with Poverty in Mind, Jensen, E. (2013); Why Race and Culture Matter in Schools, Howard, T. (2010); Bully Prevention, Barton, E.A., (2006).

There are unduplicated count students in almost every classroom. Research is clear that highly trained teachers produce the highest level of educational benefit for students. It is impossible to train teachers to be highly effective where the benefit to the unduplicated students will not also benefit other students. Research is also clear that when teachers collaborate lesson planning and discussion around assessment results, students achieve more, see Revisiting Professional Learning Communities DuFour, DuFour and Eaker, (2008); Engaging Teachers in Classroom Walkthroughs, Kachur, D.S., Stout, J.A., Edwards, C.L. (2013); School Leadership That Works, Marzano, R., Waters, T., McNulty, B.A. (2005) Engaging Students with Poverty in Mind, Jensen, E. (2013). To train only the teachers who have unduplicated count students in their classes will deprive teachers the opportunities to collaborate effectively and will lessen the impact of the training for our unduplicated students.

Research indicates that students in our unduplicated count benefit from social skills counseling, homework assistance, and the "more capable other" peer model, see Mind in Society: the development of higher psychological processes, Vygotsky, L.S. (1978). To limit a social skills group or intervention group to students with the most need of it deprives them from the necessary model of the more capable other, and lessens the benefit of the service. Including students who may not be in the unduplicated count to provide that model may also benefit the model student, even though the principal focus of the group is the unduplicated student.

Initiatives funded at all sites that principally benefit unduplicated count students but also benefit other students are:

Goal 1:

Continue to allocate to sites the resources they need for programs that principally target students that fall within the unduplicated count population: Homework assistance; intervention; assessments; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers; Teacher planning time; and substitutes for parent meetings with teachers. Funds are allocated to sites based on the proportion of District unduplicated students at their sites. Each school site will have specific goals in their Single Plan, approved

by the Board and monitored by the Superintendent, to meet the needs of those particular students. Expenditures will be tracked by site in each resource code related to these funds, and will be reported out in both district and site amounts. Reducing class size: 24:1 in TK-1st , 26: 1 in 2nd and 3rd, and 31:1 in 4th- 6th as part of the MOU with the teacher's union and district dated 6/6/17 agrees to use these funds to reduce class size to support unduplicated count students.

Continue to fund 1 PE TOSA to provide SPARKS training, model lessons to classroom teachers who are responsible for teaching PE, and to model lessons and provide PE coaching for all teachers so that there is equity of benefit in the quality of PE for all of our low income students at each site. Analysis of our Physical Fitness Test (PFT) scores indicates that there is a performance gap between our low income students and the rest of the students in the areas of Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. . Because we have low income students at each site and we are not permitted to identify them, the most effective way of ensuring that they receive high quality PE and to close the performance gap is to ensure that teachers are trained to provide it.

Research indicates that that the longest lasting staff development benefit occurs if, post training, teachers receive modeling from a more capable other in the setting where the work is done. Improving the Instructional Core, Elmore, R. (2008).

Continue to fund 2 Technology TOSAs to provide training to classroom teachers, and to model lessons and provide technology infused lesson coaching for all teachers so that there is equity of benefit in the quality of technology infused lessons for all of our unduplicated students at each site. Data collected indicating the use of District provided technology programs (Typing Club, AR, and SRI) indicates a gap of technology access that is roughly correlated to our schools with the highest unduplicated student counts. They do not have the same technology access at home and are falling behind in their use of technology. Because we have unduplicated students at each site and we are not permitted to identify our low income students, the most effective way of ensuring that all unduplicated count students receive high quality technology infused lessons and opportunities to use it and to close the technology access gap is to ensure that teachers are trained to provide technology access in lessons with maximum efficacy at every school . Ensuring our students have access to Chromebooks, will support increasing technology in classroom to enhance student achievement. Research indicates that that the longest lasting staff development benefit occurs if, post training, teachers receive modeling from a more capable other in the setting where the work is done Improving the Instructional Core, Elmore, R. (2008).

The data system, Infinite Campus will support the attendance and student data monitoring system.

Continue to Track the performance of unduplicated students in order to provide early intervention through the use of SST on line. Purchasing the program for only ELL and Foster students increases the possibility that some low income students who are also in need of early intervention will be missed. Including all low performing students in the SST process makes certain that no student who generates the funds is deprived of the benefit of the tracking system to monitor their progress, especially when we know that low income students often fall behind because their progress is not being sufficiently monitored, and early intervention is the most effective strategy for preventing the achievement gap, see Engaging Students with Poverty in Mind, Jensen, E. (2013).

Goal 2

Continue to provide Positive Behavior Intervention Strategies (PBIS) training for 9 sites in order to improve communication, to encourage respectful and pro-social behaviors and interactions, and to teach problem solving behaviors in order to minimize interruptions to the learning environment. This program will increase the effectiveness of adult-student interaction, principally directed to our unduplicated count students, but including all students because of the effect of the more capable other. See Engaging Students with Poverty in Mind, Jensen, E. (2013); Mind in Society: the development of higher psychological processes, Vygotsky, L.S. (1978); Bully Prevention Barton, E., (2006)

Provide small group social skills counseling principally directed to students in our unduplicated count population, but benefiting others. See Engaging Students with Poverty in Mind, Jensen, E. (2013); Mind in Society: the development of higher psychological processes, Vygotsky, L.S. (1978); Why Race and Culture Matter in Schools, Howard, T. (2010).

### Goal 3

We will continue to provide teachers with the opportunity to participate in teacher teams for learning walks in order to continue to develop a common language and improve practice based on research. This process principally benefits students in the unduplicated count and also benefits all students. The higher the quality of the overall program of the site, the greater benefit for students in the unduplicated count. Giving teachers the opportunity to calibrate their practices increases cohesiveness and create greater benefit for all students, principally students in the unduplicated count. Engaging Teachers in Classroom Walkthroughs, Kachur, D.S., Stout, J.A., Edwards, C.L. (2013); School Leadership That Works, Marzano, R., Waters, T., McNulty, B.A. (2005); Improving the Instructional Core, Elmore, R. (2008).

In addition to all of the services provided in Section 3 (a), in 2017-2018 we will provide the following services to our unduplicated count population: 2 Music/Art TOSAs to provide classroom lessons in the arts (\$200,000); Two Parent Liaisons for outreach into the community to connect families to the schools (\$46,147) and translation and interpretation assistance (\$51,000). Our parent outreach for parent involvement and engagement will continue as we increase the opportunities for parents to participate in school events, parent workshops, and parent education.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	14,296,343.00	7,461,344.00	11,737,827.00	14,296,343.00	12,436,677.00	38,470,847.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	8,244,062.00	1,594,363.00	7,086,689.00	8,244,062.00	5,564,259.00	20,895,010.00
Educator Effectiveness Funds	0.00	0.00	193,000.00	0.00	0.00	193,000.00
Henry Mayo	25,500.00	30,914.00	22,500.00	25,500.00	25,500.00	73,500.00
Other	0.00	0.00	29,000.00	0.00	1,542,381.00	1,571,381.00
Restricted Lottery	250,000.00	21,147.00	438,572.00	250,000.00	170,000.00	858,572.00
Special Education	29,000.00	29,000.00	0.00	29,000.00	29,000.00	58,000.00
Supplemental	5,558,262.00	5,681,977.00	3,670,666.00	5,558,262.00	4,907,788.00	14,136,716.00
Title I	0.00	0.00	119,770.00	0.00	0.00	119,770.00
Title II	82,500.00	50,030.00	67,000.00	82,500.00	103,240.00	252,740.00
Title III	107,019.00	53,913.00	110,630.00	107,019.00	94,509.00	312,158.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	14,296,343.00	7,461,344.00	11,737,827.00	14,296,343.00	12,436,677.00	38,470,847.00
	0.00	0.00	0.00	0.00	800.00	800.00
1000-1999: Certificated Personnel Salaries	4,263,461.00	4,263,166.00	2,844,552.00	4,263,461.00	2,525,587.00	9,633,600.00
2000-2999: Classified Personnel Salaries	5,419,595.00	554,632.00	4,924,805.00	5,419,595.00	5,191,780.00	15,536,180.00
3000-3999: Employee Benefits	3,009,894.00	1,395,418.00	2,385,393.00	3,009,894.00	2,746,661.00	8,141,948.00
4000-4999: Books And Supplies	880,463.00	713,534.00	1,050,348.00	880,463.00	889,122.00	2,819,933.00
5000-5999: Services And Other Operating Expenditures	722,930.00	534,594.00	526,333.00	722,930.00	1,082,727.00	2,331,990.00
6000-6999: Capital Outlay	0.00	0.00	6,396.00	0.00	0.00	6,396.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	14,296,343.00	7,461,344.00	11,737,827.00	14,296,343.00	12,436,677.00	38,470,847.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Title II	0.00	0.00	0.00	0.00	800.00	800.00
1000-1999: Certificated Personnel Salaries	Base	242,419.00	158,791.00	35,474.00	242,419.00	43,143.00	321,036.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness Funds	0.00	0.00	119,919.00	0.00	0.00	119,919.00
1000-1999: Certificated Personnel Salaries	Henry Mayo	8,026.00	9,418.00	10,026.00	8,026.00	10,122.00	28,174.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	24,355.00	0.00	298,870.00	323,225.00
1000-1999: Certificated Personnel Salaries	Special Education	24,355.00	24,355.00	0.00	24,355.00	24,000.00	48,355.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,871,943.00	3,996,449.00	2,440,351.00	3,871,943.00	2,056,803.00	8,369,097.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	83,029.00	0.00	0.00	83,029.00
1000-1999: Certificated Personnel Salaries	Title II	38,714.00	37,093.00	54,164.00	38,714.00	32,053.00	124,931.00
1000-1999: Certificated Personnel Salaries	Title III	78,004.00	37,060.00	77,234.00	78,004.00	60,596.00	215,834.00
2000-2999: Classified Personnel Salaries	Base	5,066,654.00	252,157.00	4,627,626.00	5,066,654.00	3,836,440.00	13,530,720.00
2000-2999: Classified Personnel Salaries	Educator Effectiveness Funds	0.00	0.00	4,100.00	0.00	0.00	4,100.00
2000-2999: Classified Personnel Salaries	Henry Mayo	327.00	355.00	327.00	327.00	327.00	981.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	789,404.00	789,404.00
2000-2999: Classified Personnel Salaries	Supplemental	352,614.00	296,718.00	275,808.00	352,614.00	560,207.00	1,188,629.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	14,844.00	0.00	0.00	14,844.00
2000-2999: Classified Personnel Salaries	Title II	0.00	0.00	2,100.00	0.00	0.00	2,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Title III	0.00	5,402.00	0.00	0.00	5,402.00	5,402.00
3000-3999: Employee Benefits	Base	1,766,123.00	81,786.00	1,536,158.00	1,766,123.00	1,420,368.00	4,722,649.00
3000-3999: Employee Benefits	Educator Effectiveness Funds	0.00	0.00	22,631.00	0.00	0.00	22,631.00
3000-3999: Employee Benefits	Henry Mayo	1,714.00	1,707.00	1,714.00	1,714.00	1,714.00	5,142.00
3000-3999: Employee Benefits	Other	0.00	0.00	4,645.00	0.00	450,807.00	455,452.00
3000-3999: Employee Benefits	Special Education	4,645.00	4,645.00	0.00	4,645.00	5,000.00	9,645.00
3000-3999: Employee Benefits	Supplemental	1,204,227.00	1,289,840.00	773,217.00	1,204,227.00	851,637.00	2,829,081.00
3000-3999: Employee Benefits	Title I	0.00	0.00	16,896.00	0.00	0.00	16,896.00
3000-3999: Employee Benefits	Title II	12,023.00	8,549.00	10,736.00	12,023.00	7,874.00	30,633.00
3000-3999: Employee Benefits	Title III	21,162.00	8,891.00	19,396.00	21,162.00	9,261.00	49,819.00
4000-4999: Books And Supplies	Base	577,051.00	649,184.00	568,900.00	577,051.00	5,940.00	1,151,891.00
4000-4999: Books And Supplies	Henry Mayo	5,433.00	10,015.00	10,433.00	5,433.00	5,433.00	21,299.00
4000-4999: Books And Supplies	Restricted Lottery	250,000.00	21,147.00	422,857.00	250,000.00	170,000.00	842,857.00
4000-4999: Books And Supplies	Supplemental	43,479.00	33,188.00	48,158.00	43,479.00	701,249.00	792,886.00
4000-4999: Books And Supplies	Title II	4,500.00	0.00	0.00	4,500.00	6,500.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Base	591,815.00	452,445.00	318,531.00	591,815.00	258,368.00	1,168,714.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness Funds	0.00	0.00	46,350.00	0.00	0.00	46,350.00
5000-5999: Services And Other Operating Expenditures	Henry Mayo	10,000.00	9,419.00	0.00	10,000.00	7,904.00	17,904.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	3,300.00	3,300.00
5000-5999: Services And Other Operating Expenditures	Restricted Lottery	0.00	0.00	15,715.00	0.00	0.00	15,715.00
5000-5999: Services And Other Operating Expenditures	Supplemental	85,999.00	65,782.00	126,736.00	85,999.00	737,892.00	950,627.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	5,001.00	0.00	0.00	5,001.00
5000-5999: Services And Other Operating Expenditures	Title II	27,263.00	4,388.00	0.00	27,263.00	56,013.00	83,276.00
5000-5999: Services And Other Operating Expenditures	Title III	7,853.00	2,560.00	14,000.00	7,853.00	19,250.00	41,103.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00	6,396.00	0.00	0.00	6,396.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	6,062,822.00	5,971,248.00	4,063,360.00	6,062,822.00	3,782,289.00	13,908,471.00
<b>Goal 2</b>	1,440,925.00	1,439,054.00	1,213,678.00	1,440,925.00	2,276,192.00	4,930,795.00
<b>Goal 3</b>	6,792,596.00	51,042.00	6,460,789.00	6,792,596.00	6,378,196.00	19,631,581.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					