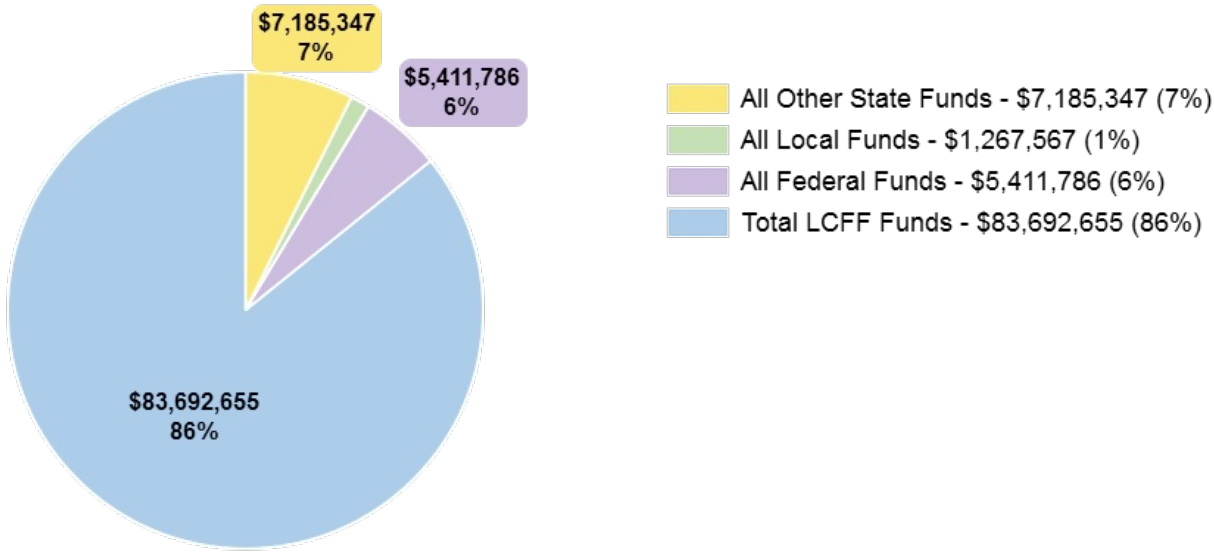
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelanto Elementary
CDS Code: 36675870000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Dr. Amy Nguyen-Hernandez | amy_nguyen-hernandez@aesd.net | 760 246 8691

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).

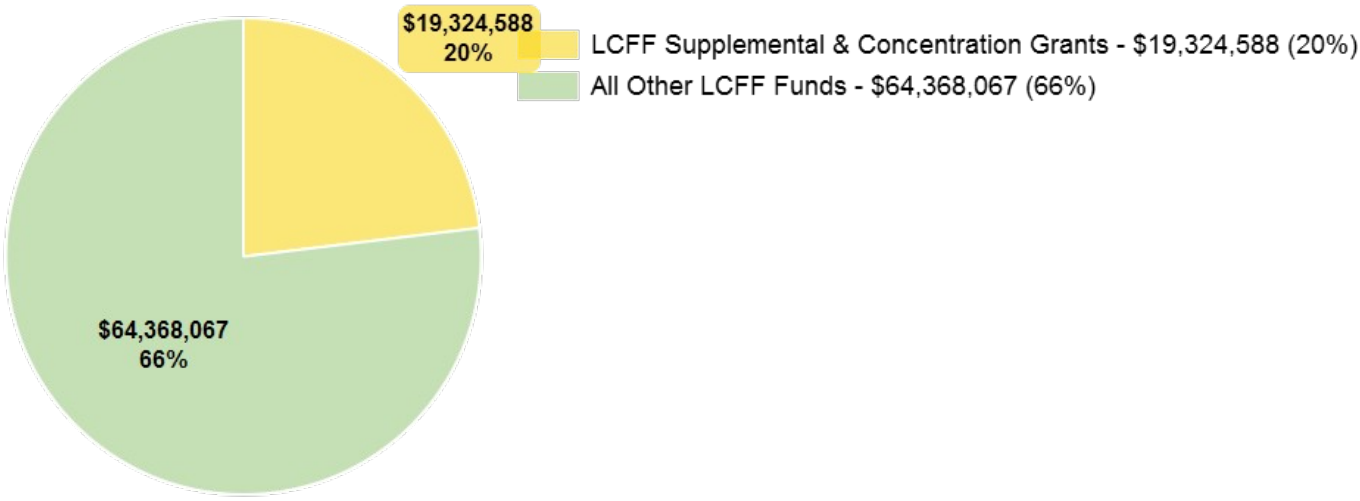
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$7,185,347	7%
All Local Funds	$1,267,567	1%
All Federal Funds	$5,411,786	6%
Total LCFF Funds	$83,692,655	86%

Breakdown of Total LCFF Funds



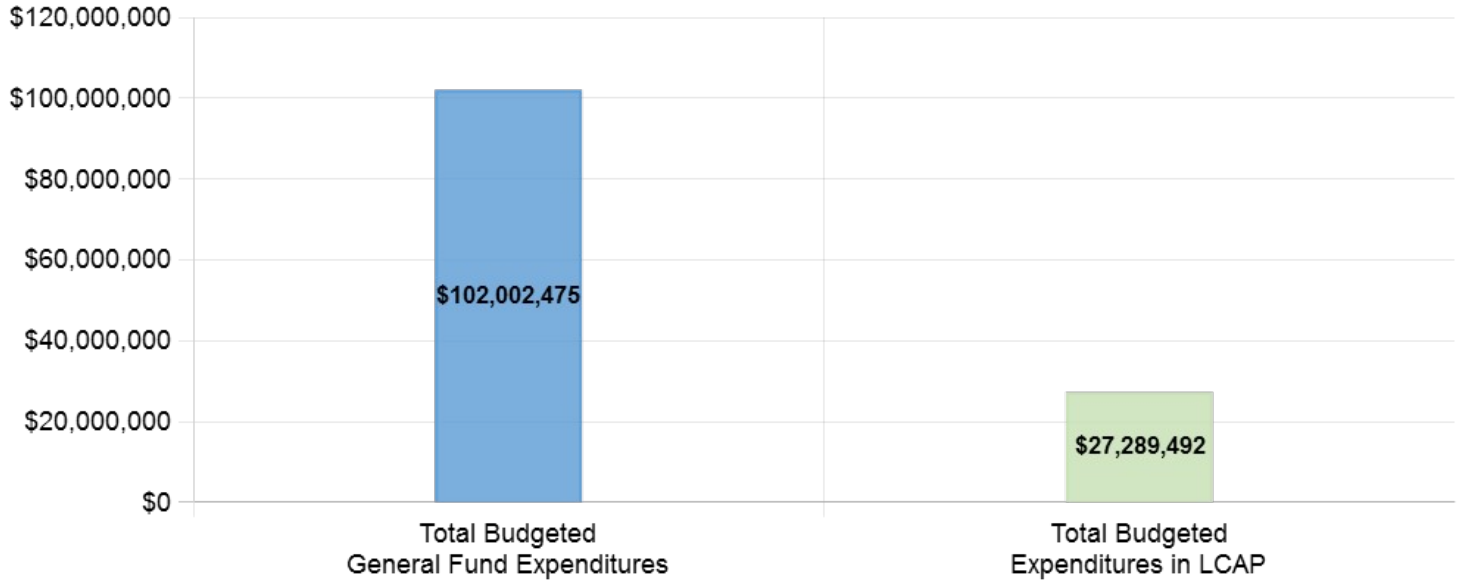
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$19,324,588	20%
All Other LCFF Funds	$64,368,067	66%

These charts show the total general purpose revenue Adelanto Elementary expects to receive in the coming year from all sources.

The total revenue projected for Adelanto Elementary is $97,557,355, of which $83,692,655 is Local Control Funding Formula (LCFF), $7,185,347 is other state funds, $1,267,567 is local funds, and $5,411,786 is federal funds. Of the $83,692,655 in LCFF Funds, $19,324,588 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	$102,002,475
Total Budgeted Expenditures in LCAP	$27,289,492

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

Adelanto Elementary plans to spend $102,002,475 for the 2019-20 school year. Of that amount, $27,289,492 is tied to actions/services in the LCAP and $74,712,983 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Beyond what is in included in the LCAP are a multitude of expenditures necessary to legally open and operate our District. Examples of expenses not in LCAP: (1) Teachers' salaries, (2) Certificated Administration Salaries, (3) Classified Salaries not in LCAP including Aids, Maintenance and Operations, Clerical Office Support and Management, (4) Employee Benefits, (5) Books, supplies and materials, (6) Membership, Travel.

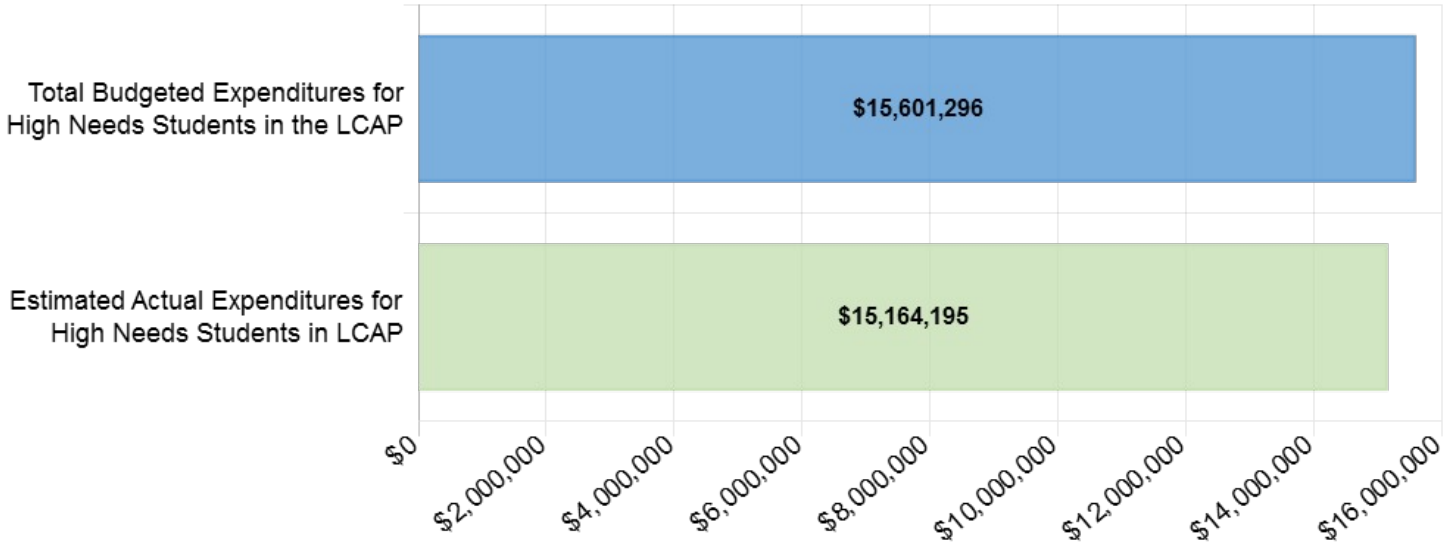
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Adelanto Elementary is projecting it will receive $19,324,588 based on the enrollment of foster youth, English learner, and low-income students. Adelanto Elementary 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 Adelanto Elementary plans to spend $15,534,086 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

With almost 82% identified as SED and over 77% of students identified as unduplicated, all services address the needs of "high needs" students. Hpowever, specific actions have been identified for Foster, Special Education, English Learners and Homeless students in the LCAP.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$15,601,296
Estimated Actual Expenditures for High Needs Students in LCAP	$15,164,195

This chart compares what Adelanto Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Adelanto Elementary 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, Adelanto Elementary's LCAP budgeted $15,601,296 for planned actions to increase or improve services for high needs students. Adelanto Elementary estimates that it will actually spend $15,164,195 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $437,101 had the following impact on Adelanto Elementary's ability to increase or improve services for high needs students:

The district's actions are applicable to all students as the district has a high level of unduplicated students and students in high needs. The LCAP has prioritized actions for students identified as Low Income English Learners, Special Education, Foster Youth and Homeless. The decrease is attributed to

the lack of a full time Family Resource Liason for ELs and some actions that were budgeted twice but expenditures counted only once.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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
Adelanto Elementary	Dr. Amy Nguyen-Hernandez Superintendent	amy_nguyen-hernandez@aesd.net 760 246 8691

2017-20 Plan Summary

The Story

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

The Adelanto Elementary School District serves approximately 8,300 students in grades TK-8. There are 15 schools in the district serving the cities of Adelanto and Victorville. The schools are comprised of nine elementary schools serving TK/K-5 grade students, two schools serving K-8 grade students, three middle schools serving grades 6-8, and one alternative school serving students in grades 4-8. The alternative school, called the Adelanto Virtual Academy (AVA), was opened in 2018-19 and serves students with high social emotional needs. AESD serves a community that has high poverty and 40% of the population is below the Federal poverty level. There are two large prisons, and three ICE detention centers. Attendance spikes and dips at certain times each year and the district is showing declining enrollment by almost 200 student in the P2 report. Many of the discipline issues faced on our campuses represent the trauma-related behaviors observed within the community. The district has a 1.4% transiency rate and middle school drop rate is less than 1%. The district serves students from diverse backgrounds with 64.77% Hispanic, 20.12% African-American, 7.04% Caucasian and 7.77% other. 82% of our students participate in NSLP (National School Lunch Program/ FRL), 16% of our students are identified as English Learners, 13.5% are identified as Special Education, 3% identified as Foster Youth, and 77.7% of our students are identified as unduplicated as defined in the Local Control Funding Formula

(LCFF).

Each school offers a unique focus for their students such as AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering, Mathematics), STEAM (Science, Technology, Engineering, Arts, Mathematics,) VAPA (Visual and Performing Arts), DI (Dual Immersion), and CTE (Career Technical Education). At the Adelanto Virtual Academy the focus is on providing positive behavioral interventions through restorative practices to support trauma based behaviors. The school is unique in its academic program as teachers use online standards-based curriculum that allows for acceleration and differentiation for students at all levels.

Discipline and attendance is an area of focus. In 2017-18 a team of district and site administrators, psychologists, counselors and teachers redesigned the SST process and streamlined the protocol to include stringent student monitoring. All sites were trained prior to full implementation in 2018 – 19. PBIS (Positive Behavior Intervention Support) is implemented at every site and district partners with DMSELPA and county trainers. The district also has a PBIS leadership team that meets monthly and provides support to staff at the school sites. Both the academic and social emotional interventions are supported through strong PBIS practices, daily MTSS schedule, and accelerated courses. A district team consisting of the Superintendent, CAO, and other administrators have been involved in the year-long MTSS symposium hosted by SBCSS and has instituted additional processes to support sites. The district has identified social emotional learning as a key area of focus and will be rolling out related trainings to address this and the impact on teaching and learning in 2019-20.

The high number of students identified as Special Education is another area of focus. Using the new SST process and streamlining practices, the SWD subgroup has dropped from 14.8% to 13.5%. A monthly collaborative meeting with Principals and one with Special Education teachers has resulted in alignment expectations and common practices.

In 2018 – 19, each of the middle schools and the K-8 schools introduced CTE introductory courses as elective options for students. These courses have been aligned to the CTE pathways at our feeder high school district. Three middle schools have two counselors assigned to each school and all of them have participated in the County workshops and CTE training in Sacramento with the CTE teachers. We are conscious that middle school counselors must be well versed in academic and social emotional counseling along with providing strong foundation for college and career transitions. Working with SBCSS and the counseling network, all counselors attend workshops monthly. The district also employs two counselors - one for Foster Youth and the other for Homeless students who provide direct support to school sites and partner with school administrators to address situations of high stress. These counselors are also part of the counseling network and the monthly meetings. College and career opportunities have been available through field trips and college visits.

In 2018-19 the district showed strong ELA and Math growth in CAASPP. Only the SWD subgroup was in the RED in ELA and math. Teachers developed and implemented Common Formative Assessments (CFAs) and the district rolled out district wide writing (ACE) protocol.

The after-school program is funded by the ASES grant at each of the 14 sites and in summer of 2019 AESD will be offering summer school program for the second year funded by the 21st Century grant at two sites. These programs, along with tutoring, Saturday School and our After School Sports program, aim to keep our students safe and engaged and offer specific support for Foster and Homeless Youth.

The district also received the afterschool coding grant for three of its schools and has trained six teachers to provide the required number of hours this year. Starting in the summer and into 2019-20, the district will train additional teachers across the district to expand coding options at each of the elementary school sites. This is especially important as coding is part of the CTE options in the middle school.

Differentaion through Acceleration:
The district is committed to provide exciting and cutting edge education options for all students. In 2019-20 all middle schools will continue to offer Accelerated Math and CTE exploratory courses and will add Honors courses in Science, English and Social Studies.

LCAP Highlights

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

The AESD Local Control and Accountability Plan (LCAP) was written to support our strategic plan and our mission statement, "To prepare every student to be successful in high school, in college, in career, and in the 21st century global community."
Highlights from the 2018-19 LCAP are:
• Goal 1 – Conditions of Learning, which addresses State Priorities of Basic Services, Implementation of Common Core State Standards, and Course Access
• Goal 2 – Pupil Outcomes, which addresses State Priorities of Common Core Student Achievement, Other Student Outcomes, and Implementation of Common Core State Standards
• Goal 3 – Engagement, which addresses State Priorities of Parent Involvement, Student Engagement, and School Climate

Due to the high percentage of students (77%) identified as "Unduplicated" students in need, most of the actions/services identified will serve all of the students in the District. There are specific actions/services which have been included to specifically target the State identified English Learners, Foster Youth, and students from low income families.

The 2018-19 LCAP placed emphasises on the below activities and we have completed all these actions:
a. Focus on standard-based instruction to improve student achievement through:
b. Next Generation Science Standards (NGSS) support in grades 4-8
c. K-8 alignment in English Language Arts and Mathematics
d. Social Studies Framework rollout and training across grades 6-8
e. Teacher developed common assessment in ELA and Math implemented across all grades.
f. Introduction of districtwide writing initiative using Grace Long/scholastics ACE writing protocol. All teachers have been trained to implement writing across all content area.
g. Support and training for Special Education teachers and paraprofessionals was provided multiple times during the school year.
h. Training for administrators in areas of the Trauma Informed Behaviors (TIB), Alternative Dispute Resolution (ADR), and Equity leadership was provided during the school year.
i. ERWC training for all ELA teachers in middle school
j. Implemented individual student learning plans to address needs of students who are English learners and not yet reclassified or who have been identified as Long-Term English Learners (LTEL) in grades 4-

8.

2. College and Career Readiness:
a. CTE courses have been introduced in each middle school to promote college and career readiness
b. Accelerated Math and Expository Reading and Writing Course (ERWC) in grades 6-8 to promote acceleration
c. All courses have been aligned to the feeder high school district for smooth transition.
d. Counselors at each of the schools have been trained on college and careers.

3. School and Student Safety:
a. Focus on school safety through district-wide anti-bullying training, Equity training, and TIB
b. Emphasis on support for Foster Youth, English Learners, and students identified as SED receive priority services through after-school ASES grant, tutoring and Saturday school opportunities to address learning gaps

4. Professional Development
a. Established an SST process and trained, and implemented processes with data to reduce Special Education referals
b. Continued monthly English Language Development (ELD) teacher training on pedagogy and curriculum and implemented the EL-ILP process
c. Provided training for all teachers on data and assessment and funded sites to implement data chats
d. Established workshops for all administrators on school-wide safety and deescalation and provided ADR
e. Focused and completed several steps identified in teh district's plan on Least Restrictive Environment (LRE) for Special Education students to ensure their success

5. Parent engagement
a. Expanded parent classes to additional five campuses and provided partnerships with community organizations
b. District and site administration co-hosted "Coffee with the Principal" once a year giving an opportunity for the district to engage parents in discussions related to school and district improvement.
c. Conducted Titlte I Parent Surveys to recieve input on student needs
d. Conducted Parent Surverys to recieve inpout on classes and courses for parent education

To achieve these identified areas the District has already implemented several key initiatives during the 2018-19 year which will continue in 2019-20 school year as follows:

1. NGSS roll-out: all teachers in grades 4-8 were provided training with NGSS and were able to pilot three materials in the last three years StemScopes, Carolina Smithsonian and Discovery Education and will access pilot materials all year to support NGSS implementation. Teachers and administrators have also attended NGSS training at the County Office of Education and also through trainers during professional development days. The District plans to formally adopt Science textbooks in the Spring of 2020.

2. For Social Studies roll-out, all middle school Social Studies teachers will continue to be trained on the History-Social Science Framework. Additionally, several vendors shared pilot materials and trained teachers. The district purchased the DBQ curriculum and provided intensive training for teachers to

implement this in middle school classes.

3. For ELA, we focused on providing ERWC training for middle school teachers and introduced ACE writing strategies across content areas.

4. In Mathematics, Accelerated Math was introduced in grades 7 and next year scale out for grade 8. In addition, Honors courses are being added across every site in ELA, Science and Social Studies.

5. In the area of college and career readiness, the District has worked closely with Victor Valley Union High School District (VVUHSD) and their college and career readiness initiative around career pathways and accelerated programs of studies.

6. In the area of CTE, AESD will continue to work closely with VVUHSD CTE teachers and implement CTE exploratory courses as part of the upcoming elective offerings next year in our middle schools. AESD
teachers have and will continue to visit high and middle schools in the VVUHSD to see CTE in practice.

7. Each of the five AESD schools, (three middle schools and two K-8 schools) have identified between 1-5 different elective courses which are designed either as elective wheels, semester, or year-long courses and were offered in 2018-19 to students in grades 6-8. CTE ties in the concept of college and career readiness and allows students to experience career pathway curriculum in middle school so students are prepared for transition to high school. Additional collaboration days and workshops are currently being planned for our AESD CTE teachers for the 2018-2019 school year.

8. In 2019 the district will host a District College and Career Fair to promote our College and Career initiative.

9. In addition, the District has also focused on redesigning the Gifted and Talented Education (GATE) entrance criteria so that more students can experience challenging options, which the District is continuing to develop. The expansion of college readiness has also been implemented through the introduction of Accelerated Math Courses in grades 7 and 8 which are also aligned with VVUHSD so as to support more students to access highly rigorous math courses in high school.

10.Six AVID schools will continue to participate in monthly District AVID Site Team Meetings. These meetings, attended by both administration as well as teachers from each site, allows us to align AVID methodologies, strategies, and practices both vertically and horizontally. Additionally, the District AVID team will be provided with opportunities to visit other AVID schools in the District, looking for best Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) practices. The District will provide field trip opportunities for AVID schools, including to colleges and college fairs. In 2018-19 the first District CTE/College Fair will be implemented and will include student presentations and guest speakers from our feeder high schools, Riverside, Inyo, Mono, and San Bernardino (RIMS) AVID coaches, and our

community members.

11. The District has continued to work hard to implement practices related to standards-based instruction.
Teachers conducted the Interim Common Assessments (ICAs) in the spring and grade level CFAs each

quarter. Writing was one of the CFAs for each grade. The data from the STAR Reading universal screener, as well as assessments conducted every 8 to 12 weeks, are being used to show progress and support the District's effort to monitor student growth in reading. Each site was provided Title IV funds to support data chats at the site levels- some conduted three sessions with their teachers. Additionally, the two professional development days have been redesigned to include time for grade level collaboration around best practices and standards and CFAs whiich is resulting in cohesive and coordinated instructional conversations. However, there is more work to be done in this area. Leaders and administrators worked together during the District's professional development days to create common assessments and monitor data to determine instruction. With the alignment of the District standards across K-8, the District will review current assessments and introduce formative assessments that will measure student achievement of the standards throughout the year. With MTSS practices and the interventions that are provided, the focus will remain on students who are struggling throughout the year.

12.The District's focus on Special Education student performance will include review of the SST process rollout, as well as identification for Special Education. The District will monitor the Special Education department to analyze their data for student performance and training for principals, para professionals, and teachers in areas related to Individualized Education Plan (IEP) implementation and progress monitoring. The District was able to institute several steps which allowed for the District Fiscal Crisis and Management Assistance Team (FCMAT) review process to end this year (started in 2015). In partnership with Desert Mountain Special Education Local Plan Area (SELPA), Special Education administration and staff will participate in training and workshops throughout the year. We have focused on exiting students who are qualified to do so and met their IEP goals for exit. We have reduced our total special education subgroup enrollment from 14.8% in 2017-18 to 13.5% in 2018-19.

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

Based on the 2018 – 19 California Dashboard data, below is the district performance compared to the state performance.
ELA: AESD- YELLOW
State - ORANGE;
Math: AESD- ORANGE
State- ORANGE
Chronic Absenteeism AESD- YELLOW
State- YELLOW
Suspension rates: AESD- ORANGE
State - YELLOW.
Analysis of the data compared to 2016 – 17 and 2017 – 18 shows the following:

In ELA
- all students moved to YELLOW from RED with an increase of 9.4 points towards proficiency.
- The subgroup performance data for ELA showed significant improvement as well:
- only SWD subgroup was in RED.
- English learners, SED and Two or More Races subgroups moved from RED to YELLOW

In Math
- all students moved to ORANGE from RED with an increase of 6.8 points towards proficiency
- The subgroup performance data for math showed good improvement as well:
- only SWD subgroup was in RED.
- Hispanic and white subgroups were in yellow
- all others moved to ORANGE

The English Learner progress data indicates the following :
in 2018-19, 23.2% were in level IV, 35.9% in level III, 26.6% in level II, and 14.3 were in level I.

Data from STAR REN reading shows the following growth - comparative Beginning of Year and End of Year data:
Two Year Scaled Scores Comparative Growth from BOY to EOY
Grade Level K 1 2 3 4 5 6 7 8
ELA 2017 – 18 - 44 86 101 113 94 76 37 51
2018 – 19 82 93 97 79 75 -2 56 40

Math 2017 – 18 - 40 128 103 89 72 54 28 18
2018 – 19 145 122 114 94 78 56 9 13 3

The data is the scaled score growth over the year - and shows that in grades 3-8 there was less growth in 2018-19 compared to the previous year.

The District also conducted an analysis of the CFA data from the tests conducted in the first and second quarters. The data showed more than 50% of students performed at or above proficiency in each grade.

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

The 2018 California Dashboard data indicates that the District continues to have significant gaps in performance in these areas: Suspension Rates (orange) and Mathematics (Orange).

Steps the LEA has taken to address these areas:
Suspension Rate: The District has developed a specific plan that includes district level actions to support all schools which include 1:1 student and family counseling, weekly check-in with students, meeting with

students in groups, rewards and recognition when improved, assemblies and parent classes to raise awareness around positive discipline. The District's suspension data has shown improvement from the prior year. The district indicator is in ORANGE. The District has been continuing to train large groups of teachers, paraprofessionals, proctors and administrators in Restorative Practices. The District has two certified coaches and over the past two years the work has continued to evolve where teachers and administrators are now using Restorative Practices, such as informal conferencing, effective questioning and circles, in lieu of a traditional consequences. In addition to the work with Restorative Practices, the District has also implemented PBIS for the past few years at all sites. The community displays behaviors associated with trauma and the district has started implementing training with Trauma Informed Behaviors and Restorative circles for adults within the community as well. All administrators have been participating in Equity Training and each school has an administrator who is now certified in Alternative Dispute Resolution (ADR).

Mathematics: During this year teachers identified the need for more support with curriculum and implementation of standard-based supports. A majority expressed that supplemental curriculum and training is needed for remediation of students not performing at proficient level in math. We will focus on this next year in a strategic manner as we know teachers have access to supplemental materials but are not accessing it due to need for more training. We did provide GO MATH and ORIGO training to support math instruction. AESD's main concern is the low levels of proficiency rates in the state tests. The district continues to provide intensive supports to measure progress in math and will continue to use that data to drive instruction.
- Common Formative Assessments: The District recognizes that professional development will also need to focus on the gaps observed in student learning in the area of Math. Teachers in grades 3-8 conducted both pre and post ICAs and used that data to monitor learning. STAR Math is conducted three times or more at each site to support RTI2 .
RTI2: All schools offered academic remediation daily. Students are assessed every 6-8 weeks to ensure proper placement in their RTI2 groups, based on their specific academic needs. Upon enrollment, all students are assessed in math for initial placement into an RTI2 group.
- Standards-based scope and sequence and common assessments: In order to ensure that the standards are being taught with fidelity across the district, teachers have collaboratively developed the TK-8 grade level scope and sequence document for Math, to ensure consistency across grades and provide professional development for teachers to support them with instructional pedagogy. They have also worked together in grade level teams to develop formative assessments to support instruction and learning. In 2019 – 20 there will be more focus on the claims and strands for each of the questions in the CFA's and more support with teaching those in the classroom. We have contracted with Silicon Valley Math Initiative (SVMI) to train teachers in grades 6-8 and will have coaches from SBCSS visit teachers in the classrooms of the CSI schools to support teacher pedagogy.

Other local measures:
1. Chronic Absenteeism: 3 schools in RED, 4 schools in ORANGE, 6 in YELLOW and 1 in GREEN.
-All three schools in RED have been identified for CSI support.
-The District has developed a specific plan that includes district level actions to support these schools which include 1:1 student and family counseling, weekly check-in with students, meeting with students in groups, rewards and recognition when improved, assemblies and parent classes to raise awareness at these sites.

2. SWD subgroup continues to perform in the red in both ELA and math. Below are the steps we have

introduced to address this.
Collaborative decisions: We have started monthly Special Education collaborative meetings for teachers to brainstorm on policies and processes that need to be revisited. This team identifies five ares of high priority as follows:
1. Accommodation/Modifications
2. Curriculum- what do we use in our classes
3. Teaching strategies- how do we support for improvement?
4. Professional Development-
5. Identifying students for service- when, how, who
Special Education collaboration has resulted in developing a clear and consistent Exit criteria to support seamless transition between programs to best meet the student needs. The low performance of the SWD subgroup mirrors the data across California. The dashboard indicates that the SWD subgroup at the following performance:
- Red indicators in English Language Arts and Mathematics

Subgroup Data:
Actions for English Learner Progress(Orange): AESD has continued to focus on English Learner progress in ELA. The proficiency rates are very low in the CAASPP tests but the number of students being reclassified for their overall performance in CELDT/ELPAC has continued to be positive. For ELA support, the district has continued to train and support the ELD teachers at each site and the ELD coordinators meet monthly with the district coordinator to review and monitor progress, receive training on curriculum and on the state test. The District recognizes the need to focus on English teachers and support them with implementing ELD standards and strategies. The District continues to monitor EL student progress and in 2016-17, 289 students were reclassifed, 323 were reclassified in 2017-18 and almost 330 have been reclassified in 2018-19 so far.
Teachers need continued support with understanding and using the English Language Proficiency Assessments for California (ELPAC) to correctly assess and place students in ELD support classes. In 2017-18 we introduced English 3D as the curriculum for grades 6-8 ELD courses and teachers received training on the curriculum. The district has also monitored student progress in 2018 – 19 through the English Learner Individual Learner Plans (EL-ILP) process using ELlevation. The English Language Master Plan has been edited with latest laws and regulations for English Language Learners. The goal is to monitor progress for EL's specifically in grades 3-5 in order to decrease the number of long-term English Learners. Additionally, the Dual Immersion (DI) program at two of our sites is continuing to grow and more teachers attended the California Association for Bilingual Education (CABE) conference this year with a specific focus on attending the DI sessions. The District continues to closely monitor identification of ELs in Special Education programs. The focus has allowed us to review IEPs and ensure that students are monitored for placement and success in the least restrictive environment.

The District completed the FPM review and was hundred percent compliant in all areas of English Learner programs.

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

Chronic Absenteeism: District is in Yellow- District declined 0.7% from the previous year. No subgroup is two or more level below
Suspension Rates: District is in ORANGE- District declined 0.6% from the previous year. No subgroup is two or more level below
ELA, the District level is in Yellow - District increased 9.4% from the previous year. Only SWD subgroup is in RED.
Math: District is in ORANGE- District increased 6.8% from the previous year. Only SWD subgroup is in RED.

The SWD subgroup is only one that has remained in RED in both ELA and math, the district has already implemented steps to address performance for the subgroup.

1. All special education teachers in the district have received ELA and math training and will continue to participate in GO Math Tier 2 and 3 level training and ELA Wonders Training in 2019-20.

2. All special education teachers in schools that were either RED or ORANGE in math have received ORIGO training which focused on the use of manipulatives in the classroom.

3. All Special Education RSP teachers are part of the professional development days which focuses on developing pacing guides to support teachers teach consistently across grades and across sites. Teachers have expressed interest in more mainstream access for students and district provided training in Co-teaching to 20 general and special education teachers this year. The goal is to train more teachers so that they can start partnering in the general ed setting which allows students to interact and learn with their peers.

4. All Special Education teachers will attend their program-specific workshops in 2019-20 and gain additional training in reading and math interventions as well as in the development of alternative assessments to measure growth in the classroom.

5. Special Ed teachers will gain training in the additional ACE training sessions for writing. This will be implemented in every special ed classroom, with the kinds of accommodation and modification that will support the students. Teachers will receive training in Accommodations and Modifications to support this direct service.

6. Work with DMSELPA and CAHELP to provide additional specific supports with IEPs, and BIPs so that student progress is monitored closely.

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.

Three schools have been identified for CSI support. These three schools are: Columbia Middle School, Mesa Linda Middle School and Westside Elementary School.

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.

The District and site administration met to discuss the CSI guidelines, and reviewed the dashboard, identified the areas to be targeted and the actions that were research based and would have support the sites. It was discussed that site needs have to be specific in addressing the gaps in the dashboard for the school as well as the subgroups and would have to ensure that the work was in alignment with district initiatives so that the district could also support. A timeline and resource allocations were also to be clearly identified matching the areas of needs at the school site.

The District prepared a presentation that captured the details and expectations of the CSI grant. The Principals shared this with their stakeholders and provided consistent information during their site level meetings, received feedback from the stakeholders, and created their CSI plan which was then added to the SPSA and taken back for Board approval.

The district and sites identified several evidence-based interventions that are currently being offered within the county. The sites focused on the district wide initiatives for writing math SEL and RTI2.
In the area of writing, the district and the sites will continue to work with SBC SS coaches in the implementation of ACE writing strategies. Additionally at the middle school level, SBC SS coaches will support with ER WC implementation for year two by visiting every site including the CSI sites and then meeting with grade level teachers (six through eight ELA/ELD) to complete the alignment and curriculum mapping using collections and ER WC.
In the area of math, the elementary school will repeat receive support with training from go math which is adopted curriculum for the district. Additionally math coaches will be visiting each of these three schools and spending time in the classroom with teachers supporting with demonstration lessons and identifying areas where additional supports will be needed so that appropriate training can be provided to meet those needs.
In the area of SEL, the district has contracted with DMSELPA and will continue to provide district based support from trained personnel in the area of social emotional learning and restorative practices. The district has also purchased Suite 360 for tier 2 and tier 3 interventions at the school sites.
In the area of RTI 2, the elementary school identified the need to purchase FRECKLE for additional support during RTI. Both middle schools purchase IXL and the district is providing training in STAR, LEXIA, and REWARDS rewards for appropriate level support.Two sites selected UDL to drive their conversations and one site selected Co-Teaching as their vehicle for improving pedagogy. The District provided support in introducing both UDL and Co-Teaching workshops in spring 2019. With the CSI funds, schools are delving deeper into these practices.

Based on review of the site budgets and districtwide initiatives along with site level identification of needs through the CSI process, the plans were specific in identifying what resources would be funded for each of these three sites specifically and how the district will be using the CSI funds to implement

common actions at these three sites. The District understands that these sites have limited resources in the form of time for teachers to engage in meaningful workshops.
- The sites decided to use the funds to pay teachers for after school workshops so as to limit time outside the classroom.
- The District worked with the County and the Local SELPA to bring in trainers to conduct classroom level model lessons and individual support in Math. Teachers have also asked for more support with feedback and coaching and the district and sites have coaches now to assist with this need.
- Parents have also identified the need for more tutoring and support and the schools have all added before and after school tutoring. The district has recommended that intervention online materials like IXL be purchased by these sites to monitor student usage and teacher support. Since this resource is highly rated as an online intervention and acceleration curriculum, this will be used at Saturday schools as well. The District and the sites will continue to collaborate and monitor progress and the use of budget for actions that can be continued even after the grant period ends in June 2020.1. The District reviewed the school level data with each principal and identified the areas of need for the school.

2. This discussion narrowed down the focus for each of the three sites to areas and actions that would have maximum maximum impact level performance. A draft plan was prepared.

3. This draft plan was then taken back to the school site and the principal met with teachers and parents at a public meeting when the presentation was made regarding the CSI grant, it's criteria, the LEA priority areas that support site plans, and the second draft was prepared.

4. This second draft plan was then taken to the school site Council and further review and included in the 2018-19 SPSA and submitted for Board approval.

The following areas have been identified for support by the LEA during the 2018-19 and 2019 – 20 school years:

1. Grade level collaboration days across the district in ELA, Math, NGSS, ELD, and Special Education has occurred throughout the year. This work will continue in 2019 – 20 but more support will be provided to the school sites listed here.

2. Monthly data chats- the District provided Title II funds to all sites this year to conduct two levels of data chats with all teachers in each grade/subject area. With this fund, each of the three sites can expand data chats after school as well in 2019-20. The District will contract with a trainer from SBCSS to support administrators and teachers in collecting and evaluating appropriate data for best impact.

3. The district strategies on best first instruction – the district is focusing on Marzano's nine teaching strategies. Principals have work together and identified three main strategies for focus. Training will be provided district wide for administration to support classroom observations in these areas. After that the district will identify dates for teacher training to support instruction with those best practices. This level of scale out in the next two years will build capacity with the administrative team and implementation in the classrooms.

4. The District identified the need to create consistent writing strategies across all core content areas across K-8 grades. The district worked with Grace Long/scholastics to get training and has rolled out ACE writing strategies as best first instruction in ELA. The district has worked with SBC SS coaches to

provide districtwide training during the PD day in April 2019 and will continue to work with them during the 2019 – 20 school year until there is full implementation across all grades and subject areas.

5. The District focused on bringing math training for all schools that were identified as red/orange in the proficiency levels. Trainers from ORIGO Math provided nine days of grade level training to 6 schools including the three listed here who received the CSI training. The district is currently contracting with Go math to provide additional training throughout 2019 – 20 school year. With this fund, the site will be able to work with a trainer dedicated to supporting their site.

6. Before and after school tutoring – this is an expectation required at each site. The District already provides Title IV funds to support this; however, the school is going to provide this in a more regularly with across the site.

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.

The District will meet with Principals prior to the end of the school year to review and finalize the CSI plan for implementation in 2019 – 20. At this time, each school has a goal of raising its proficiency levels by 5% and each subgroup that is in red and orange have three focus and actions to meet this goal. The district will collect common assessment data for each of these sites along with the STAR reading data and evaluate student progress quarterly with each of these principals. To achieve this goal the district has contracted with SBCSS for a trainer specifically focused on data driven discussions. The district monitors the Dashboard closely and includes the data to determine the effectiveness of outcomes.

All teachers will meet over the summer to develop the CFA's for next year; the results of the CFA and the strands where students have least growth will be addressed specifically by district coordinators will supervise each of the subject areas.

Principals will report the CFA data to the teachers during the monthly staff meeting and provide additional time after school for teachers to collaborate and address the gaps in the data. This report will be submitted to the district at the end of the month.

ACE writing training will be offered to all teachers (hourly pay included) and each of these sites will be required to send that teachers to one of the trainings. Those who are unable to attend after school sessions will be provided the same opportunity to attend a during the day session (subs provided). Each site has developed and submitted their detailed actions related to the CSI plan to the Board of Education which is included in their SPSA. Data related to that will be provided as well in the 2019 – 20 SPSA and presented to the board.

Annual Update

LCAP Year Reviewed:

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

Conditions of Learning:
All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. 100% of teachers are appropriately assigned and credentialed	The the annual Williams Report indicates that all teachers are appropriately assigned and credentialed.

Expected

a. 100% of students have access to standards-aligned curriculum including English Language Development standards

b.100% of students have access and are enrolled in all mandated courses of study

c. 100% implementation of English 3D as Board adopted material for grades 6-8, replacing High Point.

-Develop ELD Scope and Sequence documents to match ELA Scope and Sequence

-Monitor Reclassification by using EL-ILP from ELlevation.

Actual

a. The Williams report indicated that the district provided access to every student for standards-based curriculum. All EL students have access to ELD materials.
b. Master schedules confirmed that all students have access and are enrolled in all mandated courses of studies.
c.English 3D was adopted and implemented and training provided to every ELD teacher 6-8.
- ELD scope and sequence will be completed this year; teachers have edited the standards alignment document for 2019 and ELD alignment will be added to this.
- Reclassification of ELD students have been completed based on data from Ellevation.. Furthermore, ELD teachers have developed the Individual Education Plan for all students who have not been reclassified in grades 4-5 and are identified as LTELs in grades 6-8. The EL-ILPs are completed in Ellevation and shared with parents during the parent-teacher conference.

Expected	Actual
3a. 100% of schools will have increased access to instructional technology via infrastructure and hardware 3b. 100% roll out of teacher Technology Badges for tech proficiency 3c. Increase training for online curriculum (trainer of trainer model with site AAs and teacher leaders) and other technology skills and provide curriculum aligned with CCSS	3a. 100%of schools have instructional technology. IT department prepared a three year hardware/software update plan which will be completed by July 2019 for for the items identified in the 2018 19 school year. 3b. Teacher technology badgers were postponed for implementation to 2019-20. 3c. Online curriculum, Accelerated Education was implemented at the virtual Academy and teacher training has been provided. District provides ongoing training for ELA and math curriculum which is available in a digital format in the classroom.
4. 100% of schools will have good rating with minimal deficiencies	4. All schools that were under the Williams audit received a clear report from the County superintendent.

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

1. Hire and retain highly qualified staff: a. Additional certificated FTEs to lower TK-3rd grade class size to 24:1 ratio b. Maintain Induction Program Reflective Coach (IPRC) providers c. Stipends for site BTSA Coordinators to support new teachers with standards based instruction d. CTI Contract with RCOE	1. Hire and retain highlly qualified staff a. Added additional certificated FTEs to lower TK-3 grade class size ratio b. Maintained the induction program reflective coach c. Provided stipends for site coordinators d. Contract implemented with RCOE	1a. 3,066,513 1b. 131, 546 1c. 71, 305 1d. 60, 000	1a. 2600000 1b. 124,616.43 1c. 65,450 1d. 60,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide CCSS aligned instructional materials: a. Continue to pilot NGSS Science materials and provide NGSS Science aligned classroom supplies b. Dual Immersion curriculum (DI Maravillas for elementary) c. Provide Social Studies curriculum for grades 6-8 (DBQ materials) d. For grades 6-8, provide ERWC as ELA supplemental materials and train teachers e. Provide online licenses for Accelerated Math and remediation math (K-8) f. CTE course materials for teachers	A. District continued to pilot NGSS materials and training for teachers through Action Driven Inquiry. Teachers in grades 4-8 were provided substitutes for all day training sessions. b. Dual immersion curriculum continues to be provided for the elementary site c. DBQ materials were purchased as supplemental materials for teachers to pilot in grades 6-8 to support Social Studies d. ERWC training and materials were provided for all teachers in grades 6-8. Materials are also available for each student. This is used as supplemental ELA materials. e. Online licenses were provided for accelerated math and IXL for remediation math f. CTE course materials and support was provided to each site.	2a. 5500 2b. 15,000 2c. 5000 2d. 10,000 2e. 10,000 2f. 50,000	2a. 0 2b.46,324.65 2c. 4875 2d. 0 2e.27335.90 2f. 20,000.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide technology infrastructure and equipment: a. Purchase computers/chromebooks to have a District average of 1:1 student to technology ratio and maintain Operating Systems b. Continue to maintain current Information Technology (IT) staff to maintain technology and databases c. Setup AESD Virtual Academy with technology and online resources as needed. d. Introduce technology badges for teachers and provide ongoing technology training.	3a. Computers have been updated at every site and additional purchases have been completed to meet the 1:1 at most sites. 3b. added one additional staff to the IT team- which is a management position that supervises the network operations 3c. Virtual Academy set up and online resources purchased. 3d. Technology badges were postponed to 2019-20	3a. 345,000 3b. 691,663 3c. 50,000 3d. 5,000	3a. 713000 3b. 770,579 3c. 26,695 3d. 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

4. Maintain facilities in good repair: a. Continue projects for safety and maintain professional/consulting services. The district started the asphalt project in the Spring. b. Maintain schools and facilities in a clean and safe condition for students and families.	4a. all projects on track and completed 4b. all schools in clean and safe condition	4a. 1,100,000 4b. 2,165,697	4a. 1,100,000 4b. 2,165,697

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 district had a robust and aggressive plan in Goals 1.
The Williams quarterly reports have had no findings.
The overall actions/services were implemented with fidelity. There were only a few actions under this goal that were not implemented:
1. Technology badges- this has been postponed to 2019-20
2. NGSS pilot materials were introduced all year but at no cost as the vendors did not charge. NGSS pilot materials were provided without any cost and so we did not have any expenditure here, even though we piloted three materials.However, you will note under goal 2 that significant training was provided and costs have been allocated under that section.
3. Tech Badge was not implemented.
However, we have continued to support professional development with technology and we have moved all meetings for teachers and administrators using Google docs and slides within the Team Drive.

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

The district completed all facilities maintenance as required.
The district hired 22 teachers to reach the 24.1 ratio and 4 Special Education teachers for a total cost of . The total estimated actual expenditure is 2,600,000.00 compared to budgeted expenditures of .3,066,513.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted: 7,504,373
Actual: 7,719,697.98

Costs were slightly higher than budgeted.

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.

There are no changes to this goal or related actions.

Goal 2

Pupil Outcomes:
Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: n/a

Annual Measurable Outcomes

Expected

Actual

Increased number of students (measure by subgroups) meeting or exceeding grade level standards by 5% as measured by CAASPP and STAR Renaissance assessments for grades 3-8 students	The CAASPP data indicates that the growth in % Met/Exceeded standards in Math moved from 12.1% in 2016-17 to 15.9% in 2017-2018. This was a growth of 3.9%. In ELA the growth was from 21.6% from 2016 – 17 to 26.4% in 2017 – 18 which was a growth of 4.8%. The dashboard indicates that the ELA proficiency moved from RED to YELLOW and Math moved from RED to ORANGE. Only the SWD subgroup had a performance level of RED in both ELA and Math. No other subgroup was in RED. STAR data comparison of BOY and EOY indicates that there was decline in performance for grades 3-8 in 2018-19 as compared to 2017-18. K teachers also used ESGI to measure student growth which has shown good progress in several areas. Increased training and monitoring is required in 2019-20.
Decreased number of students performing at the lowest band by at least 15% as measured by CAASPP and STAR Renaissance assessments for grades 3-8.	The 15% drop identified by the district is a three year goal. In the 2017-18 CAASPP data, 1. the percentage of students that did not meet standards in math dropped from 64.2% in 2016 – 17 to 59.7% in 20 – 18, which was a drop of 4.5%. 2. the percentage of students that did not meet standards in ELA, dropped from 53.1% to 49.5%, which was a drop of 3.6%. The district is making incremental progress towards it goal. In STAR, the drop in the lowest quartile was measured by the first test conducted in August-September 2018 and May-June 2019.

Expected

100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years
5% increase in reclassification rates for EL students.

Actual

In 2018-19, P2 data indicates that the percent of ELs is 15.1% and the percent reclassified is 11.7%
In 2017-18, the data indicates that the percent of ELs is 17.6% and the percent reclassified is 10.2%

Reclassification: 5% goal met
In 2017-18, total reclassified was 322
In 2018-19, total anticipate is 335

English learners were provided high-quality instruction through ongoing training for ELD teachers in Ellevation which included strategies and student monitoring tools. Every elementary school has scheduled and daily 30 minutes of ELD instruction. In middle schools all EL students have one ELD class in addition to the ELA class.

The district also implemented the Individual Learner Plans (ILP's) for all students in grades 4-5 and those in grades 6-8 identified as LTELs. This is done in order to monitor progress and provide individual support for the students who have not yet been reclassified. The drop in LTELs was from

Expected	Actual
100% Foster Youth and families will be given additional support	The district has continued to fund of Foster youth counselor who provide support for students identified as Foster youth by providing material support and counseling support for success during the school. 1:1 and group counseling is provided to the students across the district. In 2016-17 there were ?? students identified as FY and 415 identified in 2017-18 Foster Youth subgroup remained in ORANGE for both ELA and Math. However, the performance improved by 6.8 points in ELA and 13.9 points in Math. In chronic absenteeism, the performance level is YELLOW but declined by 5.2% from the previous year. The overall State indicator is ORANGE where 18.5% of FY is chronically absent compared to the district where 14.2% is chronically absent. In suspension rates, the performance level is YELLOW but declined by 2.6% from the previous year. The FY group across the State is in the RED performance indicator.
100% of students, including EL students, use CCSS curriculum	The district has adopted common core aligned curriculum at every classroom for ELA and math. EL students have also been provided access to English 3D in grades 6-8 to support the acquisition of English Teachers are also piloting NGSS aligned curriculum and Social Studies materials.

Expected	Actual
100% of students, including EL students, will be enrolled in History and Science classes and be required to take exams in the class and the common benchmarks and assessments developed and implemented in 2018-19. Additionally all teachers will be trained in the History/Social Science Framework and NGSS standards.	The district has continued to provide training in science and social studies to all teachers and has piloted NGSS materials since 2017-18 and will formally adopt material in spring of 2020. For social studies the district has provided DBQ project as supplemental materials for all teachers in grades 6-8. ELD is provided as part of the day for minimum 30 minutes in all elementary schools and will as a pull out ELD course in middle schools.
Assess student progress on grade level formative assessments developed and implemented in 2018-19	Students were provided the CFAs in ELA and math per quarter. The data was used to refine the standards alignment for 2019-20.

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
MTSS intervention support: a. Academics – intervention curriculum and/or programs (Lexia, Phonics for Reading, Rewards, ESGI etc.) b. Enrichment and Intervention	a. all the following intervention materials were purchased and implemented b. Middle school prep period was funded and provided to support MTSS c. Sites were provided access	a. 310,000 b. 1,563,971 c. 48,000 d. 76,500 e. 33,000 f. 502,168 g. 1,584,307	a. 265,665 (Ren learn, Lexia) b. 1,563,971 c. 50,287 (EADMS/IO) d. 76,500 e. 27,019.50 f. 502,168 g. 1,584,307

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
elective teachers at the Middle School to implement Prep period c. Academics – data analysis and monitoring programs (EADMS and Ren Learn) d. Behavior – PBIS support and professional development, CAHELP e. Follet-Destiny System for Library Inventory to identify reading levels of books f. Add an additional Counselor to one of the Middle Schools while maintaining the current Counselors at the 3 Middle Schools (each will have two counselors) g. Continue with RSP paraprofessionals h. Continue with Coordinators of Curriculum i. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site.	and training with EADMS and Renaissance d. PBIS support and training is provided through the monthly PBIS leadership meetings and training with DMSELPA e. Destiny system for Library inventory is maintained and quarterly meetings held with librarians. The district met the requirements of the Williams audit. f. Additional counselors were added to each of the middle schools g. Paraprofessionals were provided for all RSP classes as well as for online speech therapy through Presence Learning h. Coordinators of curriculum have continued to support the academic services team i. Assistant administrators have continued to be funded at each school site. j. Purchase license for ESGI to be used for Kinder assessment	h. 205,024 i. 1,652,413	h. 205,024 i. 1,652,413 j. 7344

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.Enrichment opportunities: a. Continue STEM and STEAM Academy b. Continue VAPA Magnet (3 VAPA teachers) c. Continue AVID for 6 schools and training for teachers d. Maintain 3 Itinerant Music and 2 Itinerant Art teachers e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness & GATE f. Provide after school tutoring at each of the school sites using district assigned curriculum. g. Conduct the district wide AVID event and college night. h. Continue GATE services to support acceleration.	a. STEM and STEAM academies have continued at both school sites b. VAPA magnet is provided one additional teacher on contract c. AVID support for 6 schools and training for teachers was provided d. The itinerant music and art teachers maintained e. Field trip opportunities for students was provided f. Before and after school tutoring at each site was funded g. Districtwide avid event and college night has been postponed to 2019-20 h. GATE services to support acceleration was provided	2a. 75,399 2b. 313108 2c. 35,000 2d. 526,268 2e. 25,000 2f. 40,000 2g.15,000 2h.10,000	a. 75,399 b. 85000 c. 16804, Title I d. 526,268 e. 1085 (S&C) f. 130900 (title IV) g. 0.00 h. 9000.00 for middle school acceleration

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Professional Development for Staff: a. Common Core State Standards b. Academic and Behavior Intervention- PBIS, Restorative Practices c. Data analysis and Data-driven instruction d. CTE teacher training e. Acclerated Math teacher training f. ERWC teacher training	a. Extensive training was provided for ELA and math throughout the year along with NGSS and social studies framework. b. PBIS and restorative practices has continued all year. c. Sites have conducted data analysis and data chats d. CTE teacher training and workshops have been provided e. Accelerated math has been provided at all middle schools teachers have been trained with cultures as well as with SVMI f. ERWC training has been provided to all teachers in grades 6-8	3a. 300,000 3b. 128,000 3c. 68,040 3d. 25,000 3e. 10,000 3f. 30,000	a. 344, 807.14 b. 110,000 c. 89496 (Title II) d. 40,171 (title I) e. 12000 f. 17,850.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

4. EL Progression toward proficiency: a. Supplemental instructional materials for ELD b. Continue with programs to monitor EL students c. Continue with EL Coordinator at each site. d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	a. Purchased English 3D for all middle school students b. Purchased Elevation to monitor EL student success c. Continued additional support for EL coordinators at each site d. Continued with clerk for EL program in compliance e. Provided professional development monthly along with off-campus training f. CABE conference was Funded for staff and parents	a. 30,000 b. 49,000 c. 50,467 d. 10,000 e. 15,000 f. 40,000	a. 21, 510.00 b. 32, 800.50 c. 50,467 SNC (bryan) d. 41,843 e. 9720 title III f. 20,048

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Support for Foster Youth: a. Continue with two foster youth counselors b. Professional Development for Staff and Parents for Restorative Justice Practices c. Provide before and after school tutoring at each site using district required instructional material/programs for consistency and equity. d. Provide opportunities for increased family engagement for foster youth and families	a. The district provided two Foster youth counselors b. Professional development for staff and students occurred with restorative practices across the district c. Before and after school tutoring was provided at each site d. Family engagement for Foster youth implemented through the community closet, Thanksgiving feast, and other school and district activities.	5a. 185,960 5b. 15,000 5c. 0.00 5d. 10,000	5a. 185,960 (Brian) b. 9955.00 c. see action 2f d. 10,000 (Beth)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

6. Special education student progress towards proficiency: a. Supplemental instructional materials for special education students b. Continue with teacher and paraprofessional training c. Provide district special education Coordinator to monitor special education student programs d. Continue to provide speech services through Presence Learning. e. Continue professional development for district and site administrators for special ed monitoring f. Provide transportation for students with IEPs. g. Continue to provide reliable nursing services to support school sites.	a. Supplemental instructional materials supports and training provided b. Paraprofessional and teacher training continued all year c. An additional coordinator was added d. Presence Learning contract was implemented districtwide for speech services e. Continued training for district and site administrators for special ed monitoring f. Transportation for students with IEP's was provided g. Reliable Nursing services provided additional site level services to provide support for busing support and in Classrooms with severe health conditions	a. 20,000 b. 60,000 c. 124,641 d. 850,000 e. 45,000 f. 1,000,000 g. 325,000	a. 20,000 b. 60,000 c. 124,641 d. 850,000 e. 0.00 f. 1,000,000 g. 325,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

N/A	N/A	N/A	N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 district has implemented the goals and actions with fidelity during its first year of implementation. A lot of collaboration and coordination among school sites and district staff have resulted in widespread understanding and confidence in these action items.

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

The goal is to make sure that our teachers are confident with the standards-based instruction in all core subject areas. To that end, ELA and math have moved into development of formative assessments to measure student achievement of the priority standards as identified by each grade level group. In the area of science and social studies the district has introduced five pilot materials for science and provided framework training for social science. The district has worked very closely with the high school district to align work around accelerated math, CTE, and ERWC/ELA training. The district has reclassified 5% more of English learners than the previous year and decreased the special education subgroup to 13.5% which is the lowest in the last five years. Best first instruction with focus on writing has been rolled out to all teachers.

Teachers in grades3-8 developed common formative assessments in ELA and math using EADMS/IO. Each grade conducted one writing, one math, and one ELA CFA each of the first three quarters and conducted districtwide ICAs in the third quarter. In grades K the district purchased ESGI which has been used for assessment.
In grades 1-2 teachers developed common assessments and conducted the same for all four quarters. In April 2019 the teachers met again to complete alignment for the 2019-20 school year and develop CFA's for next year. This is a commitment for the district and the data is used for data chats provided at the school sites. The district provides Title II funds for teachers to collaborate together and learn from each other through the use of data.
Data from the CFA indicates the following:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted: 9,053,295 Estimated Actual: 10,004,849

The district has expended at a higher rate than what was budgeted. The district also utilized funding sources from the title I, II and III as well as from the LPSBG grant.

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.

Changes to this goal can be found with the addition of six new actions that have been added to clearly identify the six new initiatives that were implemented this year to support the ELA and math instruction across all grades. In addition extensive work has been done with science and social studies. These additional can be found in Goal 2 action 7.

Goal 3

Engagement:
Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
District will strive to reach 96.5% student attendance rate. District will strive to reach less than 7% chronic absenteeism rate District will strive to reach less than 4% dropout rate	The districts chronic absenteeism rate for the 2017 – 18 school year was 17 % compared to 23% in 2016 – 17. Student subgroup comparative data for these two years show the following: In 2017 18,
Increase the total number of parents who indicate that they believe the school is a safe place by 10%	Based on the annual parent survey, in 2017-18 school year 86 percent of parents agreed or strongly agreed that the child is safe at school which increased to 88% in 2018-19.

Expected	Actual
Reduce the number of suspensions to less than 5% Continue with less than 1% Expulsion Rate	2017 – 18 suspension rate for District was in the ORANGE indicator with at least 6.8% suspended at least once compared to the State where 3.5% was suspended at least once. Expelled students were 8 for a Expulsion rate of 0.08% In 2018-19, current data indicates the following improvement for both suspension and expulsion: Students Suspended/Expelled Suspension Rate Expulsion Rate District Total 571 6 6.02 0.06%
a. Increase the total number of parents participating in parent training/programs and District approved Parent Volunteers b. Increase the total number of locations to four from one for Parent education centers.	a. The total number of parents participating in parent training/programs within the district increased from 220 in 2016-17 to 250 in 2017 – 18. The district increased locations to for additional school sites for evening parent education classes. In the parent education survey the attendees expressed the following feedback: add Alex's analysis year b. The number of Board approved volunteers increased from 571 in 2016-17 to 599 in 2017-18. In 2018-19 the number of volunteers are 550

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
Promote Attendance: a. Hire a Clerk for Attendance (SARB letters, Saturday School, state compliance items) b. Continue with School Attendance Officer (Focus on Homeless and Foster Youth) c. Saturday School teachers d. Continue with current two Probation Officers and add an additional Probation Officer e. Continue with Busing Transportation (Focus on Homeless and Foster Youth) f. Continue with Reliable Nursing services and Health Clerks for school sites g. Continue District attendance and academic recognition awards	a. The district has hired a clerk to support with attendance b. The district has continued with school attendance officer who visits homes c. Saturday school has continued to be funded d. Three probation officers were hired for the school year and placed at each of the middle schools e. Transportation services have been provided for all students including homeless and Foster youth f. Contract with Reliable Nursing has continued for the school year for students specifically for students who are identified as Low income and do not have health care.	1a. 63,105 1b. 59,088 1c. 90,000 1d. 90,000 1e. 1,681,728 1f. 390,892 1g. 30,000	a. 64,555 b. 60,155 c. 84,392 d. 90,000 e. 1,764,766 f. 0 - Goal 2 Action 6 g. 5,428

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Promote school safety: a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of 100:1 d. Gate duty for 20% of FTE per school e. Additional security cameras have been purchased for 6 elementary schools and upgrade all other sites as required	a. Campus security staff was provided b. Crossing guards were provided c. Proctors to student ratio is maintained at 100:1 d. 20% gate duty cost was provided e. Additional security cameras were purchased across the district and upgrad done at each side	2a. 1,006,677 2b. 150,000 2c. 674,316 2d. 111,474 2e. 487,205	a. 1,123,000 b. 146,500 c. 698,136 d. 111,474 e. 520,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Promote School and District connectedness: a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus e. Each of the middle schools will receive funding to support CTE courses	a. Continued with Library media personnel at each site b. Continue the computer media personnel to support school sites c. Professional development for management, certification classified continued in the above areas d. Each school was provided money to continue with the school focus e. Each middle school received funds to support the CTE courses	3a. 489,037 3b. 114,551 3c. 40,000 3d. 270,000 3e. 50,000	3a. 492,000 3b. 114,551 3c. 40,000 3d. 270,000 3e. 20,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Decrease suspension district-wide: a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative Practices, etc. b. Research and pilot Social and emotional learning programs at schools with a Dashboard indicator of Red in the category of Suspension c. CPI for all administrators and all teacher leader groups at each site d. Equity training for administrators e. Trauma Informed Training and support for teachers and administrators f. Anti-bullying training at all sites	a. Professional Development was provided in PBIS, *restorative practices and classroom management b. Piloted SEL units c. CPI training was provided for classified and certificated staff d. All administrators participated in multiple session of training and one round of campus walk-throughs e. TBI training was provided at all school sites for certificated, classifieds , and all administrators across the district f. Anti-bullying workshop provided at each site	a. 40,000 b. 5,000 c. 15,000 d. 20,000 e. 25,000 f. 10,000	a. 86000 b. 0 c. 8000 d. 20,000 e. 18,000 f. 18000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Promote and expand parent and family participation in parent programs: a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites e. Continue with the community resource fair and community thanksgiving feast to support our Homeless and Foster families	a. Volunteers are actively recruited and approved by the board b. Family engagement center has continued to offer more courses to attract diverse parent interests c. Community resource liaison position has been funded but we had some staff turnover for this year d. District translators have been funded e. Community resource fair and Thanksgiving activities have been funded	5a. 15,000 5b. 55,000 5c. 71,099 5d. 147,349 5e. 3,150	5a. 5,000 5b. 10,000 5c. 25000 5d. 150000 5e. 3000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Establish the Adelanto Virtual Academy to serve students who are experiencing lack of success in traditional school setting: a. Administrative Cost: 1 principal b. Teachers (3) c. Security Staff d. 1 Instructional Aide e. Technology and Supplies	a. The site was funded for one principal who also had oversight of the ASES and therefore the expense was split between Title I and the ASES grant b. The site was funded for three but two stayed full time and the other program was discontinued after November c. No securty staff was needed d. No instructional aide was needed but a Resource teacher was there 40% of the time 6. Technology was provided	a. 180,000 b. 330,000 c. 74,570 d. 50,000 e. 70,000	a. 135000 b. 220000 c. o.oo d. 22000 e. 19000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 district managed all the actions set for this goal. Some of the actions were introductory in nature and as we assessed their impact we will bring back those that have been accepted by the staff, students and the community. All the action items which were funded in 2018 – 2019 and also will be funded in 2019 – 2020.

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

In tone area, parent engagement and family resource Center, the effectiveness of the actions and services was impacted due to the absence of full-time community liaison who enrolls parents, provides outreach, provides one-on-one support etc. we are in the process of hiring for this position over the summer. Even though we expanded to additional five sites, we were unable to engage as many adults as we had hoped. During the evening meetings parents commented that the classes as well as opportunities in the school sites were not effectively communicated.

We have continued to provide staff to create a sense of safety and engagement for students. However, the district recognized the need to open an alternative school to address the needs of students who are continuing to struggle both academically and behaviorally at the traditional sites. The Adelanto Virtual Academy was opened in 2018-19 school year and has received the alternative school identification. It serves students in a setting that identifies the need for socio-emotional supports through Restrictive practices. This practice has spread across the district at a much deeper level as teachers are noticing the impact that this school has on students and are requesting and participating in training that will also assist them in their own classrooms.

Attendance and chronic absenteeism continues to be an issue in the district is aggressively creating the task force to develop ways that we can acknowledge students and families when the student when they show improvement in attendance. Despite the SARB,SART, SST processes addressing truancy and attendance, along with wards for Perfect Attendance, home visits, and counseling, the district continues to see that absences

continue to be issue district wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditure: 6,383,349.00 Actual expenditures: 6,168,406
Actual Expenditures have been lower in the following areas:
- Family Resource Center:
- absence of the community liaison position for significant part of the year.
- Virtual Academy-
Due to adjustments made in the funding sources. Example the salary of the virtual school principal was shared between ASES and Title I
The independent study teacher was reassigned to another school site as that program was discontinued at the end of October due to low enrollment this year.

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.

There will be no changes to the goals as we have not yet exceeded the goals we set for 2018-19. Many of the actions such as PDs around restorative practices, TBI, PBIS, and CPI are in early implementation stages. A lot of work is still needed as indicated by a higher truancy rates.

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?

Parents/guardians of English learner, Foster Youth, and Low Income were part of and represented in the Parent Advisory Committee and DELAC. In addition to these two groups, students, parents, community representatives, certificated and classified (bargaining units), principals, district and site administrators were engaged in the input process. The district scheduled multiple meetings with parents and community during the 2018-19 school year. Each of these meetings were also specifically scheduled to address needs of Foster Youth, Homeless Youth, English Learners, and students in Special Education. Due to low attendance at these meetings, the district added additional 14 meetings scheduled at each of the 14 school sites. During the site meetings the district reviewed the LCAP Goals and actions for 2018-19, providing an update on the actions implemented, and received input for additional services or actions that the community identified as important for district improvement.

In the fall 2018 19 the district also created a parent and community think tank group as a opportunity to hear directly from parents/community members closely related to needs of the school. This group currently includes 17 members who meet with the Chief Academic Officer three times a year. This group also provides input for the final LCAP plan and is a big support to the work that is occurring within the district.

The results from students and parent surveys were used to plan the actions in Goals 1-3 and Title funds were allocated to augment the actions already in place.

The District's 5th and 8th grade students participated in an online survey. Over 475 responses were received, close to 45% of the responses possible and 7% were Special Education students, 12% English Language Learners.

These are the following responses to which the students agreed or strongly agreed:

-I feel proud to be a part fo my school: 65%
-The classrooms I learn in look welcoming and organized: 74%
-Which classes do you feel challenge you?: 52% responded Mathematics, 21% responded Language Arts, 22% responded Science, 21% responded History
-I feel my teachers have high expectations for my academic success: 82%
-My teachers let me know when I am doing a good job: 73%
-I feel I learn when I am in my classroom: 75%
-I feel that the teachers at my school are generally nice people: 62%
-I believe that there is at least one adult on campus that I could talk to if I had an emergency and needed help: 81%
-My school provides opportunities for my parent/guardian to visit and see what i do at school (assemblies, awards ceremonies, plays, sporting events, etc.)?: 79%
-I know what to do if there was an emergency at my school (earthquake, fire, etc.): 89%

The following responses show areas the District will focus on because of low percentage of agree and strongly agree statements:
-My school campus looks clean and well taken-care of: 42%
-The rules at my school are fair and apply to all: 53%
-I think students at my school generally get along well with each other: 25%
-I do not worry about being hurt at school: 50%
-I do not worry about somebody stealing or breaking my things at school: 28%
-At school I am treated kindly even by people who think I am different from them: 42%
-Adults on campus listen to what I have to say: 50%
-At my school, other students & I have opportunities to help decide things like class activities and rules: 45%

In the annual Family Involvement survey we also asked parents what can a training school should provide for parents and the top three requests were as follows:
37% asked for parent skills
72.5% asked for help with learning how to help their child with homework,
37% as for computer classes
34% has four health awareness issues and
33% asked for nutrition issues.

In the Title I Parent Survey the responses were yes, no and do not know. The below percantages are for yes responses the District considers 70% or above to be good growth but strives to reach 90% annually:
-I am well informed of the activities at my child's school: 88.8%
- I received clear information regarding my child's academic progress: 92%
-Do you feel your child is safe at school?: 87%
-The school is clean and kept in good repair: 87%
-The school keeps me informed about rules, classroom policy and school schedules: 95%
-I receieve information in a timely manner from my child's school: 76%
-The office staff is welcoming and always very responsive to me: 86%
-My child teacher communicates with me about my childs progress in a timely manner: 88%
-School staff considers my opinion when it comes to decisions concerning my child: 77%
-I am encouraged to be involed in school improvement planning: 73%
-Parents can easily contact teachers and other staff regarding questions: 89%
-Parents are provided training and encouraged to work with their children at home: 70%
-Teachers show caring and encouragement when working with students and pay attention to student interests, problems, and success, both in and out of the classroom: 80%
-Physical facilities provide a secure, clean, and attractive setting where the emphasis is on academic achievement: 86%
-Discipline is fair at this school: 91%
-My child is clearly informed of the consequences of breaking school rules: 98%
-My child is safe on school grounds: 98%
-Reports of bullying is taken seriously at this school: 88%
-My child has been bullied this year by someone at this school: Rarely or never at 89%
-The school principal is visible and maintains a clear and common focus on student achievement: 81%

Concerns, anything below 60% is considered to be an area of growth:
- Have you attended a school Title I annual parent meeting: 55% said no
-Are you familiar with the school parent compact: 47.5% said no
-There are clear written policies on how to resolve conflicts: only 57% said yes
-I am given information about community services that help with families' needs (adult education, job, health, mental health, utilities, etc.): 58% said yes

Impact on LCAP and Annual Update

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

The 2018 – 19 LCAP Consultations resulted in the following new programs and actions within the LEA:
1. Parents requested for after school tutoring: in response the District provided Title IV funds to each site for before and after school tutoring. Parents indicated this year that they were wanting more formalized dates and times and principals have been made aware that they need to provide that to academic services as well as publish that on their websites.

2. GATE expansion: parents requested for services for acceleration/gifted opportunities for students in the middle school. In response the District introduced accelerated/honors math in 2018 – 19 and will be introducing honors ELA and social studies in 2019 – 20 and this will be offered at every site. In addition Spanish as a World language will also be available at every middle school.

3. College and career counseling: parents requested that college and career readiness activities be provided in the middle school and that counselors provide advice to students about transition for college and careers. In response in 2018 – 19, CTE courses have been added as elective options at all middle schools and have been aligned to the CTE pathways offered at the feeder high school district. Counselors at middle school are enrolled in the counseling network workshops offered by SBCSS. Counselors and teachers have also attended the CTE workshop in Sacramento both years. Counselors have already been enrolled for the network, UC/CSU trainings and behavioral training linked to Restorative Practices and Trauma Informed Behaviors for the 2019 – 20 school year.

4. Parent Education and additional options: the District already has a well-established parent resource Center which offers various classes for the community. However, based on parent request, we expanded evening classes to additional five campuses in 2018 –19 and will be working to provide additional options for parent engagement and education and 2019 – 20.

5. Anti-bullying and student safety were discussed. Comments were made about students who were struggling in the traditional schools and with the opening of AVA this year, parents were confident that the district was moving in the right directions with additional support for students most at risk. The District will continue to provide annual anti-bullying training at each site to support awareness. District will continue to fund PBIS and will introduce SEL curriculum to support students during the instructional day.

6. Saturday School and remediation especially for English Learners was addressed through increased site funding for before and after school tutoring

and Saturday School continuance.

7. Rigor and relevance in all courses was discussed and the District continues to spend signifigant amount fo funds on the training and workshops for all core areas.

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 1

Conditions of Learning:
All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Identified Need:

Based on the CA Dashboard, the district is yellow in ELA and orange and math performance indicators. Only thus SWD subgroup has appeared red in both the ELA and math indicators and all other subgroups are other in orange or in yellow performance indicator levels.
The district has provided standards aligned materials in ELA and math and has been piloting various vendors for adoption for science and social studies.
The district has also implemented standards aligned online materials in the Virtual Academy which is showing good results.
The district has started a technology replacement plan to support each side to have access to updated Chrome books. Most schools are already at 1:1 devices. Training for teachers and administrators is ongoing in this area.
The District also sees the need to ensure equity and access to quality instruction. Working with the HR department, school sites have been very successful in filling all their positions with credentialed and certified staff.
The Williams reports and quarterly updates have validated that all sides are in good working condition. After the first visit, all citations in the report have been fixed in a timely manner. The district prides itself in maintenance of its facilities.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. State Metric: Rate of teacher misassignments and Williams Report	100% of teachers are appropriately assigned and credentialed	1. 100% of teachers are appropriately assigned and credentialed	1. 100% of teachers are appropriately assigned and credentialed	1. 100% of teachers are appropriately assigned and credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. State Metric: Williams Report; student access to standards-aligned instructional materials; Student Course access and enrollment in all studies Local Metric: Walkthrough observation data	100% of students have access to standards-aligned curriculum including English Language Development standards 100% of students have access and are enrolled in all mandated courses of study	100% of students have access to standards aligned-curriculum including English Language Development standards 100% of students have access and are enrolled in all mandated courses of study	100% of students have access to standards-aligned curriculum including English Language Development standards 100% of students have access and are enrolled in all mandated courses of study 100% implementation of English 3D as Board adopted material for grades 6-8, replacing High Point. -Develop ELD Scope and Sequence documents to match ELA Scope and Sequence -Monitor Reclassification by using EL-ILP from ELlevation.	100% of students have access to standards-aligned curriculum including English Language Development standards 100% of students have access and are enrolled in all mandated courses of study 100% implementation of English 3D as Board adopted material for grades 6-8, replacing High Point. -Develop ELD Scope and Sequence documents to match ELA Scope and Sequence -Monitor Reclassification by using EL-ILP from ELlevation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Local Metric: a. Tech Department inventory	100% of schools have increased access to instructional technology via infrastructure and hardware	3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware	3a. 100% of schools will have increased access to instructional technology via infrastructure and hardware 3b. 100% roll out of teacher Technology Badges for tech proficiency 3c. Increase training for online curriculum (trainer of trainer model with site AAs and teacher leaders) and other technology skills and provide curriculum aligned with CCSS	3a. 100% of schools will have increased access to instructional technology via infrastructure and hardware 3b. 100% roll out of teacher Technology Badges for tech proficiency 3c. Increase training for online curriculum (trainer of trainer model with site AAs and teacher leaders)
4. State Metric: Williams Report Local Metric: Facilities Inspection Tool (FIT) report	100% of schools have a good rating as measured by the Williams Report	4. 100% of schools will have good rating with minimal deficiencies	4. 100% of schools will have good rating with minimal deficiencies	4. 100% of schools will have good rating with minimal deficiencies

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	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Hire and retain highly qualified staff:	1. Hire and retain highly qualified staff:	1. Hire and retain highly qualified staff:

a. Additional certificated FTEs to lower TK-3rd grade class size to 25:1 ratio b. Maintain Induction Program Reflective Coach (IPRC) providers	a. Additional certificated FTEs to lower TK-3rd grade class size to 24:1 ratio b. Maintain Induction Program Reflective Coach (IPRC) providers c. Stipends for site BTSA Coordinators to support new teachers with standards based instruction d. CTI Contract with RCOE	a. Additional certificated FTEs to lower TK-3rd grade class size to 24:1 ratio b. Maintain Induction Program Reflective Coach (IPRC) providers c. Stipends for site CTI support teachers d. CTI Contract with RCOE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1a. 1,715,285 1b. 121,873	1a. 3,066,513 1b. 131,546 1c. 71,305 1d. 60,000	1a. 4,694,178 1b. 128,464 1c. 60,500 (CTI Supporter stipends) 1d. 61,000 (contract with RCOE for BTSA)
Source	LCFF Base: 1a LCFF Base, S&C, Title II: 1b	Base: 1a S&C: b,d Title II: b, c,d	LCFF: a,b, c, d (Contract (60000 RCOE-CTI) Title II: b,
Budget Reference	Teacher (Certificated) Salaries Benefits	Teacher (Certificated) Salaries Benefits	Teacher (Certificated) Salaries Benefits Contract

Action #2

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

Students to be Served	Location(s)
All Students	Specific Schools, 2a - all schools; 2b - VME

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Common Core State Standards (CCSS) aligned instructional materials a. NGSS Science materials b. Dual Immersion curriculum	Provide CCSS aligned instructional materials: a. Continue to pilot NGSS Science materials and provide NGSS Science aligned classroom supplies	Provide CCSS aligned instructional materials: a. Continue to pilot NGSS Science materials and provide NGSS Science aligned classroom supplies

		b. Dual Immersion curriculum (DI Maravillas for elementary) c. Provide Social Studies curriculum for grades 6-8 (DBQ materials) d. For grades 6-8, provide ERWC as ELA supplemental materials and train teachers e. Provide online licenses for Accelerated Math and remediation math (K-8) f. CTE course materials for teachers	b. Dual Immersion curriculum (DI Maravillas for elementary) c. Provide Social Studies curriculum for grades 6-8 (DBQ materials) d. For grades 6-8, provide ERWC as ELA supplemental materials and train teachers e. Provide online licenses for Accelerated Math and remediation math (K-8) f. Follet-Destiny System for Library Inventory for curriculum and reading materials to ensure that all students have access to materials in order to pass Williams Audit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2a. 200,000 2b. 50,000	2a. 5,000 2b. 15,000 2c. 5,000.00 2d. 10,000.00 2e. 10,000.00 2f. 50,000.00	2a. 5,000 2b. 2,100 2c. 7,500 2d. 0.00 (In Goal 2. 1a) 2e. 8,500 2f. 0.00 (In Goal 2.1e)
Source	LCFF S&C Lottery (RS 6300)	S&C: Restricted Lottery : 2a,b,c,d,e Title I: 2f	Restrited Lottery : 2a,b,c,d LCFF: e,

Year	2017-18	2018-19	2019-20
Budget Reference	Books and Supplies	Books and Supplies Materials	Books and Supplies Materials

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide technology infrastructure and equipment: a. Purchase computers/chrome books to have a District average of 1:1 student to technology ratio and maintain Operating Systems b. Add one additional IT staff while continuing to maintain current Information Technology (IT) staff to maintain technology and databases	Provide technology infrastructure and equipment: a. Purchase computers/chromebooks to have a District average of 1:1 student to technology ratio and maintain Operating Systems b. Continue to maintain current Information Technology (IT) staff to maintain technology and databases c. Setup AESD Virtual Academy with technology and online resources as needed. d. Introduce technology badges for teachers and provide ongoing technology training.	Provide technology infrastructure and equipment: a. Purchase computers/chromebooks tto maintain and upgrade technology in the classroom and maintain Operating Systems and licenses b. Continue to maintain current Information Technology (IT) staff to maintain technology and databases c. Continue to support expansion of programs within AESD Virtual Academy and provide technology and online resources as needed. (Edgenuity, CANVAs and ACCELUS) (already in goal 3.6) d. Continue to provide technology training to increase teacher validation through technology badges technology badges.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	3a. 308,625 3b. 257,223	3a. 345,000 3b. 691,663 3c. 50,000 3d. 5,000	3a. 870,000 3b. 1,001,129 3c. 0.00 (in Goal 3.6) 3d. 1,636
Source	LCFF Base/S&C: 3a LCFFS&C: 3b	Base 3b S&C: 3a 3b Title I: 3c 3d	LCFF: a b Title I: a, d
Budget Reference	Books and Supplies Services/Operating Expenditures	Books and Supplies salaries and benefits Services/Operating Expenditures	Books and Supplies salaries and benefits Services/Operating Expenditures

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain facilities in good repair a. Continue projects for safety and maintain professional/consulting services	4. Maintain facilities in good repair: a. Continue projects for safety and maintain professional/consulting services. The district started the asphalt project in the Spring. b. Maintain schools and facilities in a clean and safe condition for students and families.	4. Maintain facilities in good repair: a. Continue projects for safety and maintain professional/consulting services. b. Maintain schools and facilities in a clean and safe condition for students and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300,000	4a. 1,100,000 4b. 2,165,697	4a. 500,000 4b. 2,300,000

Year	2017-18	2018-19	2019-20
Source	Other Restricted Local – RDA Revenue: 4a Services/Operating Expenditures	Fund 14 (deferred Maintenance): 4a Base: 4b	Resource 8150- (RMA): a LCFF: 4b
Budget Reference	Services/Operating Expenditures Salaries and benefits Materials and supplies	Services/Operating Expenditures Salaries and benefits Materials and supplies	Services/Operating Expenditures Salaries and benefits Materials and supplies

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

Modified

Goal 2

Pupil Outcomes:
Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: n/a

Identified Need:

The California dashboard data indicates that the district increased 5% in ELA and 4.2% in math overall in the number of students who met or exceeded standards. In 2018, four schools had an indicator of red in ELA and three schools have an indicator of red in ELA compared to seven schools that had an indicator of red in ELA and four schools that had an indicator of red in math. The needs have been identified as follows;
1. Training and best first instruction, explicitly in writing across the content area
2. Alignment of standards and pacing guides across grades
3. Use of manipulatives in mathematics in the lower grades and more explicit training in the use of GO Math curriculum
4. Training for middle school teachers to include rigor through addition of honors classes to support differentiation and acceleration
5. Use of data from common formative assessments in supporting MTSS, SST, and reclassification process.
6. Performance of the SWD subgroup in ELA and math

Students with disability continue to provide a challenge in both ELA or mathematics achievement. The district continues to provide training for teachers with tier 2 and three supports as well as with assessment and core content. There is a need to provide supplemental materials in classes where students are struggling and training teachers to use these effectively. Overall the district and its teachers are very engaged in making sure that instruction and assessment remain in the forefront of all conversations.

The performance indicator of Orange for Suspensions in 2018 is similar to the previous year and chronic absenteeism for the district is at a yellow. The district recognizes that as we address discipline and attendance there will be an impact on the academic progress of children. To that end the district has been made good progress but needs to make additional support is available to reduce suspension.

English learners have a yellow indicator in ELA and an orange indicator in math. This is an improvement from 2017 when this subgroup was at red in both ELA and math.

There is a need to continue the work we are doing around data collection and analysis for the academic areas for all of our students and specific data collection and analysis for our Unduplicated students of EL and Foster Youth. Stakeholder feedback also identified student progress as an important area of focus and continued montioring.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

1. State Metric: CAASPP and ELPAC assessments Local and State Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks	24% of students in grades 3-8 scored Met or Exceeded on the SBAC ELA assessment and 13% of students in grades 3-8 scored Met or Exceeded on the SBAC Math assessment. 25.6% of students in grades K-8 scored Met or Exceeded on the STAR Reading and 33.1% of students in grades 1-8 scored Met or Exceed in STAR Math. Use ELPAC to increase reclassification by 10% or more.	Increased number of students Meeting or Exceeding grade level standards by 10% as measured by CAASPP and STAR Renaissance assessments for grades 3-8	Increased number of students (measure by subgroups) meeting or exceeding grade level standards by 5% as measured by CAASPP and STAR Renaissance assessments for grades 3-8 students	Increased number of students meeting or exceeding grade level standards by 5% as measured by CAASPP and STAR Renaissance assessments for grades 3-8 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. State Metric: CAASPP assessments Local Metric: STAR Renaissance Reading and Math, Benchmarks	50% of students in grades 3-8 scored in the lowest band on the SBAC ELA assessment and 62% on the SBAC Math assessment 38% of students in grades K-8 scored in the lowest band on the STAR Reading and 31% scored in the lowest band on the STAR Math assessment	Decreased number of students performing at the lowest band by at least 10% as measured by CAASPP and STAR Renaissance assessments for grades 3-8 students Not Met	Decreased number of students performing at the lowest band by at least 15% as measured by CAASPP and STAR Renaissance assessments for grades 3-8	Decreased number of students performing at the lowest band by at least 20% as measured by CAASPP and STAR Renaissance assessments for grades 3-8
3. State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on ELPAC	100% of English Learners received integrated and designated ELD. In 2016-17, 19.1% of students were reclassified	100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years	100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years 5% increase in reclassification rates for EL students.	100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years 5% increase in reclassification rates for EL students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4. Local Metric: Documentation of actions/services by the Foster Youth Counselor	69% of Foster Youth and families were given additional support. (173 of 252)	100% Foster Youth and families will be given additional support Not Met	100% Foster Youth and families will be given additional support	100% Foster Youth and families will be given additional support
5. Local Metric: Documentation of walkthrough State Metric: implementation of CCSS for all students	100% of students, including EL students, use CCSS curriculum	100% of students, including EL students, use CCSS curriculum. Additionally supplemental materials are provided to students in grades 6-8 for ELD instruction.	100% of students, including EL students, use CCSS curriculum	100% of students, including EL students, use CCSS curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6. Local Metric: Chapter tests, unit tests, common assessments	100% of students, including EL students, are enrolled in History and Science classes and be required to take exams in the class	100% of students, including EL students, will be enrolled in History and Science classes and be required to take exams in the class	100% of students, including EL students, will be enrolled in History and Science classes and be required to take exams in the class and the common benchmarks and assessments developed and implemented in 2018-19. Additionally all teachers will be trained in the History/Social Science Framework and NGSS standards.	100% of students, including EL students, will be enrolled in History and Science classes and be required to take exams in the class and the common benchmarks and assessments developed and implemented in 2018-19. Additionally all teachers will be trained in the History/Social Science Framework and NGSS standards. .
Assess student progress on grade level formative assessments developed and implemented in 2018-19.	Established baseline at 50% proficient	N/A	Assess student progress on grade level formative assessments developed and implemented in 2018-19.	5% increase in the number of students showing proficiency in grade level formative assessments developed and implemented in 2018-19.

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MTSS intervention support: a. Academics – intervention curriculum and/or programs (Lexia, Compass, Phonics	MTSS intervention support: a. Academics – intervention curriculum and/or programs (Lexia, Phonics for	MTSS support: a. Academics – intervention curriculum and/or programs (Lexia, Phonics for

for Reading, Rewards, etc.) b. Enrichment and Intervention elective teachers at the Middle School to implement Prep period c. Academics – data analysis and monitoring programs (EADMS and Ren Learn) d. Behavior – PBIS support and professional development e. Follet-Destiny System for Library Inventory to identify reading levels of books f. Add an additional Counselor to two of the Middle Schools while maintaining the current Counselors at the 3 Middle Schools g. Continue with RSP paraprofessionals h. Continue with Coordinators of Curriculum i. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC) at each school site.	Reading, Rewards, ESGI etc.) b. Enrichment and Intervention elective teachers at the Middle School to implement Prep period c. Academics – data analysis and monitoring programs (EADMS and Ren Learn) d. Behavior – PBIS support and professional development, CAHELP e. Follet-Destiny System for Library Inventory to identify reading levels of books f. Add an additional Counselor to one of the Middle Schools while maintaining the current Counselors at the 3 Middle Schools (each will have two counselors) g. Continue with RSP paraprofessionals h. Continue with Coordinators of Curriculum i. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site.	Reading, Renaissance, Rewards, ESGI etc.) Continue to provide support to kindergarten teachers with the use of ESGI for ongoing assessment assessment b. Enrichment and intervention elective teachers at the middle school (MTSS sections) c. Data analysis and monitoring programs - use of EADMS/IO as our assessment system for building out and implementation of teacher made common formative assessments and data analysis. d. Behavior Support – PBIS support and professional development, (CAHELP contract) e. Continue with Follet Destiny System f. Continue with middle school counselors g. Continue with Coordinators of Curriculum support subject area expertise and site training with all core content and electives h. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site to support site level trainings and instructional oversight i. Continue with Special Education paraprofessionals j. Continue to fund training for restorative practices for teachers counselors and administrators.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1a. 264,500 1b. 1,528,653 1c. 182,407 1d. 76,500 1e. 30,000 1f. 480,169 1g. 656,898 1h. 194,800 1i. 392,909	a. 310,000 b. 1,563,971 c. 48,000 d. 76,500 e. 33,000 f. 502,168 g. 1,584,307 h. 205,024 i. 1,652,413	a. 205,500 b. 1,563,000 c. 46000 d. 76,500 e. 28,000 f. 617,000 g. 436,000 h. 1,755,000 i. 1,880,900 j. 15,145
Source	LCFF Base/S&C: 1a, b, c, h, i LCFF S&C: 1d, f LCFF Base: 1e Special Ed: 1g	Base: a, b, e, i, h S&C: a, b, d , f, Special Education: g Title I: c, i	LCFF: a, b, c, d,e, i, LCFF & Title I: f, h LCFF & Title I& Title II: g Res 6500 and 3310: i Title IV: j

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Licenses Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Licenses Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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

Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Enrichment opportunities: a. Continue STEM and STEAM Academy b. Continue VAPA Magnet c. Continue AVID for 6 schools d. Maintain 2 Itinerant Music and 2 Itinerant Art teachers e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness	2.Enrichment opportunities: a. Continue STEM and STEAM Academy b. Continue VAPA Magnet (3 VAPA teachers) c. Continue AVID for 6 schools and training for teachers d. Maintain 3 Itinerant Music and 2 Itinerant Art teachers e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness & GATE f. Provide after school tutoring at each of the school sites using district assigned curriculum. g. Conduct the district wide AVID event and college night. h. Continue GATE services to support acceleration.	2.Enrichment opportunities: a. Continue STEM and STEAM Academy (PLTW) b. Continue VAPA Magnet (1 VAPA teacher) c. Continue AVID for 6 schools and training for teachers d. Maintain 3 Itinerant Music and 2 Itinerant Art teachers e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness & GATE f. Provide after school tutoring and other service at each of the school sites using district assigned curriculum. g. Continue GATE services to support acceleration. h. Provide CTE training and support for all middle schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2a. 75,399 2b. 347,059 2c. 28,000 2d. 404,074 2e. 20,000	2a. 75,399 2b. 313,108 2c. 35,000 2d. 526,268 2e. 25,000 2f. 40,000 2g. 15,000 2h. 10,000	2a. 75,399 2b. 85,000 2c. 35,000 2d. 472,990 2e. 4500 2f. 53977 2g. 12,000 2h. 20,000
Source	LCFF Base: 2b LCFF S&C: 2a, c, d, e	LCFF S&C: 2a, b, d, e, g Base: 2b,h Title I: c, e, f,	LCFF: a, b, c, d, g Title I: e, h Title IV- f
Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3. Professional Development for Staff: a. Common Core State Standards b. Academic and Behavior Intervention c. Data analysis and Data-driven instruction	3. Professional Development for Staff: a. Common Core State Standards b. Academic and Behavior Intervention-PBIS, Restorative Practices c. Data analysis and Data-driven instruction d. CTE teacher training e. Acclerated Math teacher training f. ERWC teacher training	3. Professional Development for Staff: a. Training in Common Core State Standards in ELA, Math and CFAs (1 day spring PD and rest Sub days) b. Training in NGSS and Social Studies framework and the use of the DBQ project c. Academic & Behavior Intervention-Restorative Practices (SEL curriculum, PBIS training, anti bullying) d. Data analysis and Data-driven instruction – time for data chats at each of the school sites

e. CTE teacher training
f. Acclerated Math teacher training along with time for honors teachers to collaborate
g. ERWC teacher training for those who have not been trained and a review for others
h. Training for special education teachers and paraprofessionals and content areas
i. Continue ACE training with after school.options and sub time
j. Training for EL staff on Ellevation and teaching strategies
k. Focus on Best First practices with admin with Research from Marzano and training
l. Introduce administrator support with leadership growth- Coaching Language, SBCSS data coaches
m. Focus on Elementary Grades GO Math strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	3a. 300,000 3b. 128,000 3c. 50,000	3a. 300,000 3b. 128,000 3c. 68,040 3d. 25,000 3e. 10,000 3f. 30,000	3a. 239529 3b. 48,805 3c. 67,058 3d. 90,871 3e. 10,000 3f. 11,288 3g. 30,291 3h. 4,900 3i. 10,000 3j. 10,000 3k. 10,500 3L. 10,500 3m. 0.00 (part of a)
Source	LCFF Base/S&C: 3a, b LCFF Base: 3c	Base: 3a, b, f S&C: 3a, b,e, f, Title I: 3c	LCFF/ LPSBG: 3a,b, e,f LPSBG: g,i,k,l, Title IV: c Title II-d Title III- j RS 6500 - h
Budget Reference	Teacher (Certificated) Salaries (subs) Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4. EL Progression toward proficiency: a. Supplemental instructional materials for ELD b. Continue with programs to monitor EL students	4. EL Progression toward proficiency: a. Supplemental instructional materials for ELD b. Continue with programs to monitor EL students	4. EL Progression toward proficiency: a. Supplemental instructional materials for ELD as needed b. Continue with programs to monitor EL students-purchase Elevation for monitoring

c. Continue with EL Coordinator at each site. d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	c. Continue with EL Coordinator at each site. d. Continue with Clerk for EL programs and compliance e. Provide Professional Development for Staff f. CABE conference for Staff and Parents	c. Continue with EL Coordinator at each site d. Continue with Clerk for EL programs and compliance e. CABE conference for Staff and Parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4a. 30,000 4b. 18,000 4c. 65,000 4d. 54,980 4e. 35,000 4f. 45,000	a. 30,000 b. 49,000 c. 50,467 d. 10,000 e. 15,000 f. 40,000	a. 10,000 b. 49,000 c. 120,000 d. 46,000 e. 20,000
Source	LCFF S&C: a, b, c, d, e LCFF Base/S&C: 4f	S&C: a, c, e Title III- b, d, e, Restricted Lottery- f	LCFF: a, c, d Title III- b,e

Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Foster Youth	Limited to Unduplicated Student Groups	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

Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support for Foster Youth: a. Continue with Counselor to work with all foster youth and their families and add an additional Foster Youth Counselor b. Professional Development for Staff and Parents	Support for Foster Youth: a. Continue with two foster youth counselors b. Professional Development for Staff and Parents for Restorative Justice Practices c. Provide before and after school tutoring at each site using district required instructional material/programs for consistency and equity. d. Provide opportunities for increased family engagement for foster youth and families	Support for Foster Youth: a. Continue with two foster youth counselors b. Professional Development for Staff and Parents for Restorative Justice Practices, out reach for Trauma informed behaviors c. Provide before or after school tutoring at each site with site allocation using district required instructional material/programs for consistency and equity to provide access to Foster Youth (appears in goal 3) d. Provide opportunities for increased family engagement for foster youth and families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5a. 206,375 5b. 30,000	5a. 185,960 5b. 15,000 5c. 0.00 5d. 10,000	5a. 196,575 5b. 15,000 5c. 0.00 (covered in Goal 2 c) 5d. 10,000

Source	LCFF Base and S&C: 5a, b	S&C: 5a, b Title I: 5d	LCFF: b LCFF/Title I /ASES: a Title I: d
Budget Reference	Teacher (Certificated) Salaries Benefits Books & Supplies	Teacher (Certificated) Salaries & Benefits Classified Salaries & Benefits Books & Supplies	Teacher (Certificated) Salaries & Benefits Classified Salaries & Benefits Books & Supplies

Action #6

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

Students to be Served	Location(s)
Students with Disabilities	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	New	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
n/a	6. Special education student progress towards proficiency: a. Supplemental instructional materials for special education students b. Continue with teacher and paraprofessional training c. Provide district special education Coordinator to monitor special education student programs d. Continue to provide speech services through Presence Learning. e. Continue professional development for district and site administrators for special ed monitoring f. Provide transportation for students with IEPs. g. Continue to provide reliable nursing services to support school sites.	6. Special Education student progress towards proficiency: a. Supplemental instructional materials training for Special Education teachers b. Continue with paraprofessional training c. Continue to provide district special education coordinators to monitor special education student programs d. Continue to provide speech services through Presence Learning. e. Continue professional development for district and site administrators for special ed monitoring f. Provide transportation for students with IEPs. g. Continue to provide Reliable Nursing services to support school sites. h. Provide monthly collaboration for teachers to address processes and programs i. Continue support for Speech Interns

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	a. 20,000 b. 60,000 c. 124,641 d. 850,000 e. 45,000 f. 1,000,000 g. 325,000	6: Special Education a. 5,750 b. 14,000 c. 286,370 d. 600,000 e. 5,000 f. 2,000,000 g. 250,000 h. 10,000 i. 45,000
Source	0	Restricted Lottery: a Title I : b Special Education: c, d, g Base: e, f	6500- a, b, c, d, e, g, h, i, LCFF/6500: c, LCFF: f
Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

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

Unchanged

Goal 3

Engagement:
Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

With a CA Dashboard indicator of Red for Suspensions and our low attendance rate, there is a need to focus on attendance, building school culture, ensuring our students social/emotional needs are meet and increase our parent involvement. This need was also discussed at the stakeholder meetings.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

1. State Metric: Attendance Rate, Chronic absenteeism rate, Middle school dropout rate	94.7% Attendance Rate No baseline for Chronic absenteeism No baseline for Middle School dropout rate	District will strive to reach 95.5% student attendance rate. District will strive to reach less than 10% chronic absenteeism rate District will strive to reach less than 5% dropout rate.	District will strive to reach 96.5% student attendance rate. District will strive to reach less than 7% chronic absenteeism rate District will strive to reach less than 4% dropout rate	District will strive to reach 97% student attendance rate. District will strive to reach less than 5% chronic absenteeism rate District will strive to reach less than 3% dropout rate
2.Other Local Measures: Local Metric Survey	86% of parents indicated they believe the school is a safe place	Increase the percentage of parents who indicate that they believe the school is a safe place by 10%	Increase the total number of parents who indicate that they believe the school is a safe place by 10%	Increase the total number of parents who indicate that they believe the school is a safe place by 10%
3. State Metric: Suspension rate & Expulsion rate Local Metric: Aeries report	9.7% Suspension Rate Less than 1% Expulsion rate	Reduce the percentage of suspensions to less than 6% Continue with less than 1% Expulsion Rate	Reduce the number of suspensions to less than 5% Continue with less than 1% Expulsion Rate	Reduce the number of suspensions to less than 4% Continue with less than 1% Expulsion Rate

4.State Metric: Promotion of parental participation & effort to seek parent input Local Metric: Board agenda, DELAC /PTA/ SSC/ ELAC sign-in sheets, and surveys to increase parent input and feedback	305 parents attended one or more classes at the Family engagement center 545 parents were Board approved as volunteers	Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers	Increase the total number of parents participating in parent training/programs and District approved Parent Volunteers Increase the total number of locations to four from one for Parent education centers.	Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote Attendance: a. Hire a Clerk for Attendance (SARB letters, Saturday School, state compliance items) b. Continue with School Attendance Officer c. Saturday School teachers d. Continue with current Probation Officer and add an additional Probation Officer e. Continue with busing and transportation f. Continue with Reliable Nursing Services and Health Clerks for school sites g. Continue District attendance and academic recognition awards	Promote Attendance: a. Hire a Clerk for Attendance (SARB letters, Saturday School, state compliance items) b. Continue with School Attendance Officer (Focus on Homeless and Foster Youth) c. Saturday School teachers d. Continue with current two Probation Officers and add an additional Probation Officer e. Continue with Busing Transportation (Focus on Homeless and Foster Youth) f. Continue with Reliable Nursing services and Health Clerks for school sites	Promote Attendance and reduce chronic absenteeism: a. Maintain the Clerk for Attendance (SARB letters, Saturday School, state compliance items) b. Continue with School Attendance Officer (Focus on Homeless and Foster Youth) c. Continue Saturday School program support for lost instruction due to absences d. Continue with Busing Transportation (Focus on Homeless and Foster Youth) e. Continue with Health Clerks for school sites to support students

		g. Continue District attendance and academic recognition awards	f. Continue District attendance and academic recognition awards g. Continue with the Family Resource Laison position to support home visits

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1a. 62,563 1b. 63,629 1c. 60,000 1e. 961,152 1f. 388,629 1g. 30,000	1a. 63,105 1b. 59,088 1c. 90,000 1d. 90,000 1e. 1,681,728 1f. 390,892 1g. 30,000	1a. 64,719 1b. 77,168 1c. 107,000 1d. 2,000,000 1e. 131,469 1f. 10,000 1g. 42,376
Source	LCFF S&C: 1a, b, c LCFF Base/S&C: 1d, e, f	Base: b,d, e, f S&C: 1a, c,d, f, g	LCFF: a, b, c, d, e, f Title 1/ ASES: g
Budget Reference	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures Contracts	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures Contracts	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures Contracts

Action #2

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

Students to be Served	Location(s)
All Students	All Schools, 2b, 2d - all schools; 2c - Adelanto, Bradach, Eagle, El Mirage, George, Gus, MK, TV, VM, WC, WSP

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote school safety: a. Continue with campus security b. Continue with crossing guards c. Continue with proctor to student ratio of	Promote school safety: a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of	Promote school safety: a. Continue with Campus Security b. Continue with Crossing Guards c. Continue with Proctor to Student ratio of

100:1 d. Gate duty for 20% of FTE per school	100:1 d. Gate duty for 20% of FTE per school e. Additional security cameras have been purchased for 6 elementary schools and upgrade all other sites as required	100:1 d. Gate duty for 20% of FTE per school e. Continue to provide one probation officer at each of the three middle schools to reduce campuswide discipline

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2a. 830,658 2b. 200,000 2c. 648,215 2d. 103,440	2a. 1,006,677 2b. 150,000 2c. 674,316 2d. 111,474 2e. 487,205	2a. 945,028 2b. 200,000 2c. 635,812 2d. 114,215 2e. 97,500
Source	LCFF Base/S&C: a, b, c, d, e	Base/S&C: a, c, d Base: b, d RDA: e	LCFF: a, b, c, d, e
Budget Reference	Classified Salaries Benefits Services/Operating Expenditures Certificated Salaries	Teacher (Certificated) Salaries Classified Salaries Benefits Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Services/Operating Expenditures

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote School and District connectedness: a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified	Promote School and District connectedness: a. Continue with Library Media Personnel b. Continue with Computer Media Personnel c. Professional development for Management, Certificated, and Classified	Promote School and District connectedness: a. Continue with Library Media Personnel b. Professional development for Management, Certificated, and Classified regarding organizational wellness

regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus	regarding organizational wellness and building a positive school culture d. Each school will receive money to use towards continuing with their school focus e. Each of the middle schools will receive funding to support CTE courses	and building a positive school culture c. Each school will receive money to use towards continuing with their school focus d. Provide assemblies and workshops for social emotional and student access to units of studies in SEL

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3a. 522,018 3b. 72,549 3c. 30,000 + 28,000 3d. 226,000	3a. 489,037 3b. 114,551 3c. 40,000 3d. 270,000 3e. 50,000	3a. 603,000 3b. 40,000 3c. 270,000 3d. 30,000
Source	LCFF S&C: 3a, b EEF Base/S&C: 3c, d	LCFF S&C: a, b, d LCFF Base/S&C: c, Title I: 3e	LCFF/Title I: a, LCFF: b, c Title IV:d
Budget Reference	Teacher (Certificated) Salaries Classified Salaries	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Decrease suspension district-wide: a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative Practices, etc.	Decrease suspension district-wide: a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative Practices, etc.	Decrease suspension district-wide: a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative Practices, etc.

b. Research and pilot Social and emotional learning programs at schools with a Dashboard indicator of Red in the category of Suspension.	b. Research and pilot Social and emotional learning programs at schools with a Dashboard indicator of Red in the category of Suspension c. CPI for all administrators and all teacher leader groups at each site d. Equity training for administrators e. Trauma Informed Training and support for teachers and administrators f. Anti-bullying training at all sites	b. Research and pilot Social and emotional learning programs at schools with a Dashboard indicator of Red in the category of Suspension c. CPI for all administrators and all teacher leader groups at each site d. Equity training for administrators (Generation Ready) e. Trauma Informed Training and support for teachers and administrators f. Anti-bullying training at all sites g. Continue to provide mindfulness at the campuses as well as for parent support- paid for by school focus funds as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 43,300 b. 100,000	a. 40,000 b. 5,000 c. 15,000 d. 20,000 e. 25,000 f. 10,000	a. 0.00 (covered in goal 3 Action 3b) b. 5,000 c. 15,000 d. 15,000 e. 10,000 f. 10,000 g. 0.00

Source	LCFF Base/S&C: 4a LCFF S&C: 4b	LCFF Base/S&C: 4a LCFF S&C: 4b, Ttitle I: 4c, 4d, 4e, 4f	LCFF: b Title I: d, e, f Title II: c
Budget Reference	Teacher (Certificated) Salaries Benefits Books and Supplies	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenditures	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote and expand parent and family participation in parent programs: a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites	Promote and expand parent and family participation in parent programs: a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings c. Continue with Community Resource Liaison d. Continue with 2 District Translators and continue with Bilingual translation/interpretation at sites e. Continue with the community resource fair and community thanksgiving feast to support our Homeless and Foster families	Promote and expand parent and family participation in parent programs: a. Continue Fingerprinting for approval as Board approved District Parent Volunteers b. Continue Family Engagement Center and increase class offerings and maintain the family Resource Laision position c. Continue with two District Translators and continue with Bilingual translation/interpretation at sites d. Continue with the community resource fair and community thanksgiving feast to support our Homeless and Foster families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	5a. 18,600 5b. 79,145 5c. 71,106 5d. 110,263	5a. 15,000 5b. 55,000 5c. 71,099 5d. 147,349 5e. 3,150	5a. 15,000 5b. 59,000 5c. 147,000 5d. 3,150
Source	LCFF Base/S&C: a, b, c, d	Base/S&C: a, b, d Title 1: c, e	LCFF: a, c, d Title 1: b,
Budget Reference	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures	Classified Salaries Benefits Books and Supplies Services/Operating Expenditures

Action #6

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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
Unchanged	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	1. Establish the Adelanto Virtual Academy to serve students who are experiencing lack of success in traditional school setting: a. Administrative Cost: 1 principal b. Teachers (3) c. Security Staff d. 1 Instructional Aide e. Technology and Supplies	Continue the Adelanto Virtual Academy to serve students who are experiencing lack of success in traditional school setting: a. Teachers (3) b. supplies c. Online and virtual curriculum (Edgenuity-28k, accelus 5500) d. Virtual management system (CANVAS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	a. 180,000 b. 330,000 c. 74,570 d. 50,000 e. 70,000	a. 356,000 b. 5,000 c. 25,000 d. 7700
Source	N/A	Title I : a-e LCFF	Title I: a LPSBG: d
Budget Reference	N/A	Classified and Certificated Salaries, Benefits Supplies Materials Technology Services/Operation Expenditures	Certificated Salaries, Benefits Supplies Materials Services/Operation Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$11,520,218	17.29%

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.

In the Adelanto Elementary School District, 83% of our students are identified as Unduplicated, 78% of our students have not Met or Exceeded State Standards on the SBAC Summative English Language Arts assessment, and 88% of our students have not Met or Exceeded the State Standards on the SBAC Summative Math assessment. Due to these factors, the majority of our actions/services are principally directed to and effective in meeting its goals for Unduplicated pupils in the State and Local priorities while also being provided on a school-wide or LEA-wide basis.

The actions and services provided in this LCAP year, which demonstrates an increase and improved services for our Unduplicated Pupils are:

1. Standards-aligned curriculum and instruction:
- Teachers have spent several months reviewing and working on the California State standards for ELA and Math, NGSS implementation and Social Studies Framework. Many teachers were trained by several vendors on pilot materials. In addition to two fully paid professional development days,

substitutes were provided for additional days to allow teachers to work on this alignment.

2. Enhance Multi-Tiered System of Support (MTSS) to provide increased intervention for both academic, behavior, and socio-emotional needs specifically for our Foster Youth, Homeless and students from low income families.
- In the 2017-18 school year, teachers were provided an extra prep period to provide MTSS. Educational licenses have been purchased for each classroom and made available on student computers.
- In order to place students appropriately in Tier 2 and Tier 3, the District also edited and introduced a new SST process which includes data collection and analysis.
- The District has also reviewed the exit and entry criteria into Special Education and has worked with staff to identify processes that better align site and District practices in order to reduce the number of students being identified as Special Education (currently at 18%). Time was provided for staff to work together for several sessions and develop this protocol.
- Four professional development sessions for Special Education staff were provided for Certificated and Classified staff to address behavior concerns. Contract with CAHELP supported monitoring and implementation of PBIS.
- Socio-emotional learning (SEL) program/instruction at schools identified on the CA Dashboard as Red in Suspension rates was provided through Restorative Circles. Over 150 staff has been trained in Restorative Practices. Teachers and administrators started using Restorative Practices as an alternative to traditional discipline for incidents such as peer conflict, theft, fighting and more.
- An additional counselor was added to two middle school sites to address the academic, behavior, and socio-emotional needs of our most underachieving students.

3. Address District FCMAT findings for Special Education programs and services:
- Staff conducted data analysis to address gaps and areas of focus for Special Education students in regards to accessing quality instruction.
- Purchased CDE approved materials WonderWorks to support instruction and provided a substitute release date for all teachers and additional pay for all paraprofessionals to receive additional training in job related areas (IEPs, behavior plans, etc).
-Special Education Coordinator was hired to support classroom instruction and training.

4. Increase supervision to ensure students feel safe and connected at school specifically for our students from low income families.
- The District has continued to provide a 100:1 student to proctor ratio at all elementary and K-8 schools. Each middle school had 5 security guards.
- The District employed 2 probation officers.
- Security cameras are being installed and upgraded at each site to increase supervision. A bid was prepared and purchase plans made to ensure 100% of campuses will have cameras installed over summer.
- Assistant Administrators (AA) have been placed at every campus except El Mirage School (small school) to provide additional supervision.

5. Improve and increase student attendance rate:
- In 2017-18, the District hired one classified staff to work with the Director of CWA to generate and monitor Saturday School for attendance recovery. Her primary function is to track weekly attendance and monitor SARB/SART.
- Additional money for attendance incentives and awards to recognize student academic achievement has continued to be provided to assist in increasing attendance.
- District-wide, 8,321 days were recovered through Saturday School sessions

6. Improve and increase services for English Learners
- In 2017-18, additional instructional materials were purchased for designated ELD students in for grades 6-8. English 3D was purchased for all middle schools and Reading Wonders were purchased for elementary students.
- In order to celebrate Reclassified students, a formal ceremony was held. The District recognized all students who were reclassified this year (350 students).
- Professional development was provided to Certificated staff who work with English Learners in the area of data collection, ELPAC transition, and reclassification monitoring.

7.Improve and increase services for Foster Youth and Homeless:
- In the 2017-18 school year, the District employed two Foster Youth counselors to expand the services to

our foster youth and families. The counselors also expanded professional development training for staff.
The counselors were able to increase services from one day a month to weekly at most sites and provided1:1 and group support, observed students in the classroom, worked with families and parents, and regularly worked with social workers to best support Foster Youth.
- District continued support for Homeless.
- District introduced a Community Resource Fair during which students and families identified as Homeless and Foster Youth were provided with resources for back to school.
- After School Program (ASES grant) offers opportunities for at-risk youth and provided priority enrollment for Homeless and Foster Youth.
- Summer School will be provided for the first time through the 21st century grant to address learning gaps for students in grades K-6 with priority for Homeless and Foster Youth.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$19,445,359	31.02%

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.

1. In the 2018-19 school year the District will provide the following services and add increased services as noted:

Professional Development:
- Release days and professional development for teachers to continue the work on California State Standards for ELA and Math and develop common pacing guides and implement common assessments.

- Training for teachers on curriculum for NGSS instruction and piloting materials.
- Time and resources will be provided to Social Studies teachers for ongoing training on the Framework and to pilot materials with CDE approved vendors.
- Dual Immersion teachers will collaborate to create a TK-8 alignment in the DI program (NEW).

Student Services:
- After School Tutoring will be provided at each site with District adopted intervention materials with priority for English Learners, Homeless and Foster Youth.
- Saturday School program will continue with priority for English Learners, Homeless and Foster Youth
- Summer School Program with 21st Century will continue with priority for English Learners, Homeless and Foster Youth.
- After school program (ASES) will continue with priority for English Learners, Homeless and Foster Youth.
- AESD Virtual School will be implemented next year, which will support students who are struggling in the traditional school setting (NEW).
- CTE (Career Technical Education) exploratory courses will be offered at all 5 middle schools. Materials and supplies and time with VVUHSD will be provided (NEW).
- Introduce ERWC (Expositiory Reading and Writing Course) will be offered in grades 6-8 (NEW).
- Accelerated Math courses will be offered in grades 6-8 (NEW).

Academic/Social/Emotional support:
- Teachers will continue with an extra preparation period to provide MTSS during the school day and introduce Level 2 and 3 interventions .
- Professional development will continue for both certificated and classified staff to address behavior concerns. This will include PBIS, Restorative Practices, CPI, Equity and Trauma Informed Behaviors,
- In addition parent training to address student behaviors at home will also be provided through the expanded Family Resource Centers.
- Continue to provide a 100:1 student to proctor ratio at all elementary and K-8 schools and provide each middle school with 5 security guards.
- Employ an additional Probation Officer which means now all our middle schools have a Probation Officer on their campus NEW).

- Security cameras will continue to be installed and upgraded at each site to increase supervision (NEW).

Parent and Community Support:
- An expansion of Family Resource Center services at 3 elementary schools (NEW).
- Introduce and increase of family engagement opportunities for Homeless and Foster Youth (NEW).
- District approved intervention material will be provided for Saturday School instruction (NEW).

Improve and increase services for English Learners
- Additional professional development will be provided in the area of data collection and review and monitoring of the EL- ILP.

The District is above 80% unduplicated count and therefore all the actions and services identified above meet the requirements for success for all students. While services are targeted for English Learners specifically, they also meet the needs of the at risk students who require similar support in mainstream classes and benefit from the strategies used for English Learners. Similarly services with tutoring, parent education, and professional development for staff benefit unduplicated students across the district.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
19,324,588	30.27%

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).

In the Adelanto Elementary School District, 82% of our students are identified as Unduplicated.

78% of our students have not Met or Exceeded State Standards on the SBAC Summative English Language Arts assessment, and 88% of our students have not Met or Exceeded the State Standards on the SBAC Summative Math assessment. Due to these factors, the majority of our actions/services are principally directed to and effective in meeting its goals for Unduplicated pupils in the State and Local priorities while also being provided on a school-wide or LEA-wide basis.

The actions and services provided in this LCAP year, which demonstrates an increase and improved services for our Unduplicated Pupils are:

1. Access for all students to Standards-aligned curriculum and instruction:
- In 2018 – 19 school year, teachers implemented the standards aligned document and the grade Level Pacing Guides developed the previous year along with conducting the common formative assessments in ELA and math. Teachers used data from formative and summative assessments to refine their instruction and address gaps through data chats at the sites in. Ongoing professional development was offered in the following areas and will continue in the 2019 – 20 school year:
- ERWC and ACE writing workshops to support writing across the content area and address ELA standards. ERWC is a college level curriculum provided to support differentiation. Substitutes and trainers will continue to be funded through the Low Performing Student Block Grant LPSBG)and is a districtwide initiative implemented at the site level. The district contracts with SBCSS trainers to provide these workshops and will ensure in 2019-20 that all teachers in grades 6-8 are trained.
- Math training is provided through the Go Math vendor and county trainers. Teachers have expressed the need for more targeted training on alignment of priority standards with the Go Math curriculum. The vendor contract, substitutes and SBCSS trainers will continue to be funded through the LPSBG and is a districtwide initiative implemented at the site level. In 2019-20 each elementary grade level teachers will receive targeted training specific to their needs in math.
- NGSS implementation has been scaled up to a higher level this year and will continue to be a priority in 2019 – 20 when every grade will once again spend a day in collaboration and learning. The district has piloted three vendors and will pilot two additional vendors in 2019-20 with an adoption date of spring 2020. Teachers have also worked on developing a CFA for each middle school course but as the discussions are shifting to developing the Integrated Science pathway we are holding off on the CFAs. Significant amount of training has also been provided on CAST. Substitutes and trainers will be funded through the LPSBG and is a districtwide initiative implemented at the site level.
- Social Studies trainings have been completed at the middle school level and will be scaled to grade 5 in 2019 – 20 school. At the middle school teachers have adopted the DBQ project as supplemental material as they continue their training in understanding the standards framework. The middle grades have already piloted two vendors and will review a few more in 2019-20. The district does not anticipate adopting the material until spring 2022. As the training in framework continues and vertical alignment of standards are started, substitutes and trainers will be funded through the LPSBG and is a districtwide initiative implemented at the site level.

- Three schools have received CSI funds and require specific supports in 2019-20. They will use site-based trainers from the County to support implementation of the eight mathematics practices and providing support with the shift in pedagogy in math. In English, they will provide site-based ongoing training and in ACE writing which is the district's initiative for best-first instruction.

2. Supports for English learners, Foster Youth, Homeless, and Special Education students:
- Every school offers well-designed MTSS supports in order to provide increased intervention for both academic, behavior, and socio-emotional needs specifically for our Foster Youth, Homeless and students from low income families. Middle school teachers continue to receive a PREP period in order to provide MTSS; the PREP period is funded by general funds. The district continues to provide data through EADMS/IO which is a management system funded by title I. Data from Renaissance STAR Reading and math is used along with LEXIA and serves to guide placement in appropriate intervention for reading during M TSS. The cost of these intervention materials is from Title I funds.
The district has focused on providing before and after school tutoring at every site through the allocation of Title IV funds. Each school has advanced this initiative by providing multilevel tutoring targeting specific strands, specific gaps in learning, or specific standards.
- District staffs two counselors – one for Foster Youth and one for Homeless students. Their focus is on collaborating with the families and provide direct support to the student during the day. Due to excessive truancies from these two subgroups, Saturday School is offered to address the gaps. These counselors also provide group and individual counseling to address student success in the schools. These counselors will continue to be funded by both S&C and Title I funds. Saturday school teachers will continue to be funded through title IV funds.
- For Special Education students, services and programs are closely monitored and professional development is offered through multiple events throughout the year. Teachers have worked together through multiple days of collaboration including. Collaborative session costs are paid through Title I funds. In 2019 – 20, intensive focus will be provided on training and adoption of appropriate curriculum to support students with specific learning disabilities. Production of materials will be funded through Instructional Materials Fund (IMF). Special education teachers continue to participate with general education teachers in content area training and costs related to substitutes and trainers is being from Title I funds.
- For English Learners, the priority area is reclassification. The district continues to use data and the strategies within Ellevation to address reclassification support for students to the development of the individual learning plan for students in grades 4 & 5 and in middle school if they have not been reclassified.
- The district's office also provides training for parents and attendance at the CABE conference. Expenses related to professional development, classroom supplemental materials and parent education workshop is funded through Title III.

3. Acceleration and Differentiated Supports:
- In 2019-20 the district will continue to fund CTE courses at each of the five schools and provide training and materials needed. This will be funded through S & C.

- In 2019-20 district will offer Spanish at all three middle schools and hire necessary staff to support this. This cost is paid by General Funds.
- In 2019-20 district will fund AVID partially at the six sites and provide funding for professional development. This is paid by Title I funds.

4. Technology and licenses:
-The district will continue to address the need for upgrades in 2019 – 20 will continue to support all sites.
- Due to the high level of absences and truancies, the district recognizes the need to provide alternative instructional materials for students so they made progress smoothly and without interruption, even if they're not in school. The district has wedges 11, for every classroom and will continue to provide upgrades as needed during the 2019 school year. Additionally, professional development for teachers will continue around the use of online materials, blended learning, and Google resources. Both the ELA and math curriculum have been noted on the numbers for student access and the same has been done for the social studies materials & Science pilot materials. Technology upgrade is provided from Title I funds.
-The district also opened its first alternative school to support students who do not succeed the traditional classroom. The school called Adelanto Virtual Academy has received the alternative school status and serves students from grades 4-8. In 2019 – 20 grades 2 & 3 will be added to the school. Founded on the principles of restorative practices, the school continues to provide social emotional support for students who are need intensive interventions. This school will continue to be funded through Title I funds.

5. Student and family engagement and campus culture :
-District will continue to provide anti—bullying workshops and assemblies. Restorative practices, PBIS and CPI training will be provided through title IV funds.
-Socio-emotional learning (SEL) program/instruction will be provided at schools at schools identified on the CA Dashboard as Red in suspension rates.
-District will continue to provide 100:1 student to proctor ratio at all elementary and K-8 schools, staff five security guards and one probation officer and each middle school.
-Assistant Administrators (AA) will continue to be placed at every campus except El Mirage School (small school) and Adelanto virtual Academy. These positions are funded through title I and S&C.
-The district continues to operate parent education classes through multiple venues and will expand to additional sites in 2019-20. This expenditure is funded by Title I.
- The district continues to provide transportation for every student and operates over 38 routes. Transportation is paid by general funds.

5. Leadership Training
-2019 – 20 district will focus on training administrators and teachers on gap analysis and disaggregation of data to address low performance for subgroups appearing in red and orange. District will contract with SBCSS for year-long Data Academy that will support administrators to lead their side

conversations around multiple sources of data to support continuous improvement of instruction and student achievement. Cost of this will be paid from LPSBG.
-The district will also focus on three strategies for best first instruction as identified through Marzano research around instructional strategies. Training and discussion will create the foundation for consistency in evaluation and observation in the classroom to support improvement in pedagogy. Cost of this will be paid from Title I funds.
-After school year-long professional development will be introducing 2019-20 two support teachers in accessing various areas of instructional strategies, curriculum, and technology. These workshops will be provided by digital leaders within the district for ongoing capacity building. Cost of this would be based on LBSBG.

6. Foster and Homeless counselors and support clerical staff: we have continued to fund these 2.5 positions as direct support for these groups. The counselors meet with students and families and the clerical staff provides the resources as the families might need.