LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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
Alta Loma Elementary School District	James Moore Superintendent	jmoore@alsd.k12.ca.us (909) 484-5151

2017-20 Plan Summary

The Story

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

Alta Loma School District is located in the foothill community of Rancho Cucamonga, California. The District serves nearly 6,000 achieving students with approximately 270 teachers and administrative staff and an additional 400 support staff. The District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships and high expectations from teachers and administrators encourage students to pursue excellence and citizenship. A focus on rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership provides the foundation of success for Inspiring Learners for a Lifetime!

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 39% Hispanic, 42% White, 7% Asian, 8% African American, and 1% Filipino. American Indian or Alaska Natives, Pacific Islanders, and students who report two or more races make up our remaining 3%. Thirty-nine percent of our students are reported as being socio-economically disadvantaged, 6% are identified as English Learners, 9% have been identified as Students With Disabilities, and over 20% have been identified as Advanced Learners.

Our motto, Inspiring Learners for a Lifetime, speaks to the learning goals we desire for our parents, students and those who teach them. We believe that through encouragement, high quality instruction, on-going monitoring of student progress tied to strategic professional development that responds to identified need, our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward best first instructional practices and pedagogy through collaborative models. We are also committed to ensuring parent learning at both the District and site level. Parent forums include the District Parent

University Program, site-based Parent Information evenings, scheduled collaboration events with the principal, annual community surveys, Community Based English Tutoring, and digital communication supports to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

The District is recognized for the quality of leadership on the school board and in our schools. The Board of Trustees' are hands-on and interactive. They regularly attend school events, District trainings, and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established Core Beliefs that include: Every student in the Alta Loma School District will be provided an excellent education; Every employee is critical to the mission of the District; Class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the Core Beliefs and then work diligently to accomplish those goals.

LCAP Highlights

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

1. On-going efforts to support students and staff via State Board approved instructional materials and other resources: Social and emotional learning curriculum purchase for District-wide implementation. Support NGSS integration via bridge materials in grades 6-8. Implementation of new Social Studies curriculum grades 6-8.
2. Ensure access to technology and improve 1:1 student to device access.
3. Provide on-going professional development on implementation of standards and 21st Century Skills pedagogy, inquiry-based learning (STEM), and Active Visible Learning, via instructional coaches and consultants.
4. Increase English Language teacher effectiveness through ELD standards knowledge, research-based strategies, and integrated and designated delivery models.
5. Provide professional development via instructional coaches and consultants on ELA/ELD adoption K-5, writing instruction, math conceptual learning utilizing mathematical practices, social studies adoption implementation, and NGSS focus at grade 5.
6. Provide on-going administrator training, coaching, and instructional rounds in mathematical discourse and mathematical practices.
7. Support collaborative structures to aide informed decisions regarding curriculum, instruction and professional development based on data.
8. Broaden student access to world languages.
9. Close the achievement gap in ELA and math with emphasis on Students with Disabilities, Foster Youth, and Homeless students. Implement research-based summer and after-school intervention/tutoring programs at each school site (STATS- Student Additional Time and Support).
10. Improve first instruction via Active Visible Learning (QUEST).
11. Increase student collaboration and hands-on learning in the classroom.
12. Monitor student chronic absenteeism with developed protocols, District-wide transportation, and provide professional development for parents and staff.
13. Improve student engagement, achievement, and school culture by providing behavioral, social, and emotional supports through expanded Mental Health (counseling) and behavior services District-wide. Implementation of Positive Behavior Intervention Supports, social and emotional curriculum, and equity and excellence study on cultural proficiency at selected school sites.

14. Outreach to parents to improve engagement through an increase of opportunities to be "partners in learning." Investigate a common messaging tool.
15. Proposed Family Engagement Liaison to communicate, engage, and support family engagement and assist in meeting Title I Family Engagement mandates

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

The District's greatest areas of progress may also encompass some of our greatest needs, especially when disaggregating information into student groups. Areas Include:

1. Improved performance in English Language Arts (ELA) and mathematics for all students.
2. Increased ELA from 59-63% (GREEN), status change/+5.1, and math from 49-50% (GREEN), status change/+3.1.
3. Improved ELA performance for EL students (GREEN) status change/+6.8, SED (GREEN) change/+4.4, African Americans (GREEN) change/+12.4. All other groups with the exception of SWD and Homeless students increased change status.
4. Improved math performance for EL students (GREEN) status change/+3.4, African Americans (YELLOW) change/+8.5. All other groups with the exception of SWD, American Indian, and Homeless students increased change status.
5. English Learner Progress Indicator status change from 77% (YELLOW) to 83% (GREEN).
6. Implementation of Standards (met) (Staff; 98%, Students, 98%).
7. Staffing and Williams obligations (Basic-met)
8. Embedded 21st Century Skills into the learning environment, emphasis on STEM/problem based learning and active visible student centered learning.
9. Integration of technology into curriculum (Grades 6-8, 90% use chrome book as learning tool).
10. On-going data driven-effective professional development and instructional coaching (Beneficial: Admin-100%, Staff-88%).
11. Equity and cultural proficiency training to close achievement gap (Management team training, to continue embedded in school sites) and Positive Behavior Intervention Supports (PBIS) at each site.
12. Class-size reduction 24:1
13. Expansion of Transitional Kindergarten program (reported benefit by Kindergarten teachers-100%).
14. Implementation of district-wide diagnostic assessments (STAR Reading and Math) and District Interim Assessments. Provided release time for on-going progress monitoring and data analysis for instructional planning.
15. Collaborative structures between District and site Foster Youth and Homeless liaisons to ensure support services and to monitor progress.
16. Improved engagement and input from stakeholders (66 varied stakeholder meetings, increase in survey input).
17. Improved safety and security on campus (Parents-87%, Admin-98%, Staff-96%, Students-83%) School Climate-met.

18. Continued school environment that is supportive and inviting (Parents-91%, Admin-100%, Staff-98%, Student-93%) School Climate-met
19. Successful implementation of “LEAP into Summer” Enrichment program."

Referring to the LCFF Evaluation Rubrics, 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

Greatest Area of Needs include:

1. ELA- Performance improvement for Students with Disabilities (RED) status change/-4, and Homeless Students (ORANGE) status change/-8.2. Students with Disabilities use Tier 2 and 3 supports via Scholastic 180 and System 44, Read Naturally, LexiaCore 5, however, continued improvements through improved first instruction pedagogy, coaching, and materials including phonemic awareness, phonics, and foundation skills. ELA adoption includes intensive support aligned to classroom core expectations. Summer tutoring using researched based literacy skills program will be made available to SWD June 4-29. Greater collaboration with regular education teachers and attention to scheduling and common goals. Collaborative release time for teachers to analyze data and plan instructional supports.

2. Math Performance improvement for Students with Disabilities (RED) status change/-2.5, Homeless students (ORANGE) status change/-7.6, and SED students (ORANGE) who maintained with a change status of +2.5 . Heavy emphasis on coaching and first instruction pedagogy, as well as improved teacher awareness and expectations regarding rigor of expectations beyond computation to thinking, reasoning and conceptual skills. Implementation of achieve the core major standards, mathematical practices knowledge and implementation, and Number Talks in all grade levels. District Formative Assessments have been re-written by grade level teams to reflect rigor in reasoning. Collaborative release time for teachers to analyze data and plan instructional supports.

3. Suspension Rate: Serious reflection on school-site suspension practices, on-going monitoring, implementation of PBIS, cultural proficiency, and restorative practices District-wide to target suspension rates for Students with Disabilities (RED) status change/2.5% increase, Foster Youth (RED) status change/8.2% increase, Homeless (RED) status change/2.9%, and students identifying with Two or More Races (RED) status change/3.0%. Monthly disaggregated accounting of in-school and out of school suspension rates at each school site to ensure proper documentation and collaborative discussions. The District will employ strategies through collaborative leadership and parent inclusion to improve both out of school, and in-school suspension rates through cultural proficiency training and study, and build safer and stronger school cultures through PBIS and social and emotional curriculum District-wide. Groups to watch; Hispanic (Orange), and SED (Orange) students.

4. Although chronic absenteeism has not yet been reported on the Dashboard, attendance has been a focus due to the continuous rise in chronic absenteeism. Monthly District monitoring

protocols have been put into place. Protocols include; re-written attendance and “nudge” letters, consistent reporting procedures to parents, proactive SART and SARB meetings by site leadership, District-wide transportation, as well as school-wide incentives and improved school climate.

5. Continue work to meet the social and emotional needs of students to close the achievement gap through research based strategies and informed data discussions. Increase access to instruction beyond the school day, counseling and mentoring.

Referring to the LCFF Evaluation Rubrics, 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

1. ELA- Performance improvement for Students with Disabilities (RED) status change/-4, and Homeless Students (ORANGE) status change/-8.2. Students with Disabilities use Tier 2 and 3 supports via Scholastic 180 and System 44, Read Naturally, LexiaCore 5, however, continued improvements through improved first instruction pedagogy, coaching, and materials including phonemic awareness, phonics, and foundation skills. ELA adoption includes intensive support aligned to classroom core expectations. Summer tutoring using researched based literacy skills program will be made available to SWD June 4-29. Greater collaboration with regular education teachers and attention to scheduling and common goals. Collaborative release time for teachers to analyze data and plan instructional supports. Continue work in equity and excellence to close the achievement gap.

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*4. On-going scheduled data analysis and action planning with principal and cabinet to identify needs and collaboratively create solutions. Regularly scheduled collaborative analysis regarding FY and homeless student progress with District Liaison and site leadership followed by action planning to provide support services as indicated.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The District will increase or improve services for LI, EL, and FY students in the following ways:

1 .Improve professional development, intervention materials, and instructional coaching on the implementation of ELA/ELD curriculum and math standards to improve upon first instruction during Designated and Integrated ELD during the day, as well as offer supports before and after school to improve outcomes. Increase instructional aide support at school sites with 35 or more EL students to provide additional time and support. Provide students the tools and mentor needed to be successful at school utilizing devices for translation and accessing improved blended learning supports both at school and at home. Continue to provide outreach to EL parents to participate in educational forums as well as CBET (Community Based English Tutoring) and district educational workshops presented by instructional coaches for all unduplicated students. Expend supplemental dollars for each site to develop and maintain a research-based after school intervention program focused on literacy and related numeracy skills. Collaborative release time for teachers to analyze data and plan instructional supports.

2. Increase expectations of FY and homeless liaison at school sites under the direction of the District liaison to offer an array of supports to improve student outcomes such as; providing students with needed personal and instructional tools and resources, and expand collaborative progress monitoring opportunities to include guardians/social workers/attorneys to improve academic, social, and emotional outcomes for students. Follow through with creating community forums for FY guardians one time a trimester to discuss needs and services. Increase additional instructional time and support for students district-wide. Increase behavioral supports through additional counseling and defined behavioral team. Expend supplemental dollars for each site to develop and maintain a research-based intervention program after school focused on literacy and related numeracy skills.

3. Improve professional development and instructional coaching on the implementation of ELA, math, and NGSS standards to improve first instruction for low-income, FY, and EL students. Use district-wide diagnostic and formative assessments to analyze student progress routinely. Continue relevant, research-based professional development in writing to increase the rigor in expectations and outcomes through a structured, successful approach (Write from the Beginning and Beyond). Collaborative release time for teachers to analyze data and plan instructional supports. Expend supplemental dollars for each site to develop and maintain a research-based intervention program after school focused on literacy and related numeracy skills.

4 .Provide improved differentiated or personalized instructional opportunities during the school day(AVID, Title I, EL designated support, UACC-Universal Access Choice and Challenge).

6. Improved access to accelerated math at the junior high schools for all Advanced Learners, including second language learners

7. Improved access to zero period at both Junior High Schools to allow students who require additional time and support to also participate in elective of choice.

8. Expand world language program and collaboration regarding high school placement options.

9. Provide after school intervention/tutorial at each school site.

10. Provide District-wide transportation to improve chronic absenteeism rates.

11. Ensure access to library and media resources at each site with part-time library/media clerks.

12. Improved equity and excellence via multi-tiered system of supports, Positive Behavior Intervention Supports, increased District Mental Health and behavioral services, embedded social and emotional learning in academic programs, closing achievement gaps and improving school climate via cultural proficiency and equity learning school site walks.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$59,966,477
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$32,909,891

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Special Education: $7,250,000
Administration: $4,250,000
District Support Center Staff: $2,050,000
Utilities: $1,760,000
Custodial Staff: $1,700,000
Child Care Program (Parent Paid): $1,570,000
School Office Support Staff: $1,310,000
Retiree Health & Incentive Benefits: $1,190,000
School Site and Teacher Budgets: $990,000
Proposition 39 Improvements: $760,000
Home to School Transportation: $540,000
Proctors: $430,000
Title I: $390,000
Insurance: $290,000
Library and computer Support Staff: $250,000
Technology Support and Data Lines: $235,000
One-time funds: $964,880

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$50,068,253

Annual Update

LCAP Year Reviewed: 2017-18

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

1. Provide high quality standards-based instruction that is rigorous and engaging.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Teacher Misassignment Rate, Highly Qualified Teacher Rate Local Metric: Number of new teachers enrolled in an Induction Program **17-18** 100% of teachers are highly qualified with appropriate credentials and will participate in Induction to obtain a clear credential **Baseline** 1.Hired Teachers with appropriate credentials, 7% used Induction to Clear Credential	1. 100% of teachers with appropriate credentials through participation in Induction to obtain a clear credential (22/276 certificated teachers.) Sixteen teachers in year 2 and 6 in year 1.
Metric/Indicator State Metric: Students access to standards materials, Williams Report Local Metric: District and Site materials survey, Parent, Teacher and Student Surveys	2. Stakeholder groups reported that all students received instruction in state standards (Parents -97.5%, Staff-98%, Admin-100%, Students-92%).

Expected	Actual
17-18 All students receive instruction in state academic standards via state adopted materials and additional resources **Baseline** 2. Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)	
Metric/Indicator Local Metric: Teacher Survey **17-18** 78% of teachers have sufficient standards aligned instructional materials to support classroom instruction **Baseline** 3.73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)	3. 77.2% of teachers reported that they have sufficient standards aligned instructional materials to support classroom instruction.
Metric/Indicator Local Metric: Parent Survey **17-18** 84% of parents will report that students have access to standards aligned instructional resources **Baseline** 4. 96% of parents reported having access to standards instructional resources	4. 97.5% of parents reported that students have access to standards aligned instructional resources.
Metric/Indicator Local Metric: Parent, Student Survey **17-18** 85% of parents and students report they are satisfied with instruction **Baseline** 5. 81% of parents reported they are satisfied with the instructions students receive citing the need for improved instruction in math in particular 100% administrators 98% teachers 93% students	5. 87.8% of parents reported that they are satisfied with the instruction that his/her student receives and 83% of students reported that they are satisfied with the instruction they receive. Parent Survey: The District should increase academic learning for all students by providing: Enrichment opportunities after school-16% Additional time and support during class-14% On-line learning programs available at home/school-13% Differentiated or leveled support from teacher-10% Increased rigor and challenge in the classroom-9.5%

Expected	Actual
	Summer Learning Enrichment Program-9.% Student Survey: • More opportunities for extra help before, during, and after school, especially for math (overwhelming majority of comments) including more processing time • Increase student collaboration opportunities in the classroom • More hands-on learning • Perception of school is directly related to peer relationships and how students treat each other (60%) • Help us understand what we're learning
Metric/Indicator Local Metric: Teacher and Student Survey **17-18** 75% of teachers and students report adequate access to the internet and devices daily **Baseline** 6.New	6. 70% of teachers and 59% of students report they have access to devices daily.
Metric/Indicator Local Metric: Student Survey, Staff survey **17-18** 72% of students and teachers report use of devices for standards aligned products 2 x week (SAMR) Production software: Nearpod **Baseline** 7.New (1x before)	7. 76% of students and 88% of teachers report use of devices for standards aligned products at least 2 x's a week using District purchased production programs such as Nearpod for district-wide use
Metric/Indicator Local Metric: Student and Parent Survey **17-18** 75% of parents report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Baseline** 8.76% parents/community reported that students used digital tools at school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported that GAFE was most useful tool.	8. 98.5% of students and 91% of parents report that his/her student utilizes digital components to complete assignments, homework, or receive extra support using learning programs at home.

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
1.1 Hire appropriately credentialed teachers with qualified English Learner certifications	1.1 Hired appropriately credentialed teachers with qualified English Learner certifications.	Teacher Salaries Benefits LCFF $23,793,702	Teacher Salaries & Benefits Base $19,211,180
			Teacher Salaries & Benefits State Special Education $2,799,288

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 ICT Induction Services and Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • 10 Support Providers • ICT Contract (RCOE)	1.2 ICT Induction Services and Support Providers were compensated and released from class to mentor beginning teachers in the Induction program • 14 Support Providers for 22 candidates • ICT Contract (RCOE)	Teacher Salaries Benefits Conferences Educator Effectiveness $35,778	Teacher Salaries & Benefits - subs & Stipends Educator Effectiveness $19,999
			ICT Contract (RCOE) 5000-5999: Services And Other Operating Expenditures Educator Effectiveness $77,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Form History/Social Studies Task Force in grades 6-8	1.3 History/Social Studies Task Force in grades 6-8	Teacher Salaries Benefits Unrestricted Lottery: 1100 $14,800	Teacher Salaries & Benefits - Subs Base $6,221

• 25 teachers x 4 days	• 14 teachers x 3 days October 2, 3, 2017 March 14, 2018		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Pilot and purchase History/Social Studies adoption in grades 6-8 for implementation in 2018-2019	1.4 Piloted and purchased History/Social Studies adoption in grades 6-8 for implementation in 2018-2019 Teacher Curriculum Institute (TCI) Grades 6-8 $335,988.50	Textbooks One-Time Funds Restricted Lottery: 6300 $500,000	Textbook adoption Restricted Lottery: 6300 $335,989

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Improve technology infrastructure, purchase additional student devices, and expand use	1.5 Improved technology infrastructure (bond, not reported), purchased additional student devices, and expanded use. Added production software district-wide 796 HP 14 inch Chromebooks 257 Lenovo 11 Inch Nearpod: District license for 18 months $11,520. (3300)	Technology Inventory One-Time Funds $350,000	Technology Inventory - Chromebooks & Carts (one-time funds) Other $340,358
			Nearpod District license 5800: Professional/Consulting Services And Operating Expenditures Unrestricted Lottery: 1100 $11,520

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Purchase NGSS Integrated Bridge Materials (Pearson Interactive)	1.6 Purchased NGSS Integrated Bridge Materials (Pearson Interactive Science) grades 6-8	Restricted Lottery Instructional Materials $22,000	NGSS Integrated Bridge Materials Restricted Lottery: 6300 $35,546

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 completed all actions as reported. Observations regarding actions included an increase in actual expenditures in some areas, and a reduction in others. Increases included the rising costs for Teacher Induction due to an increase in teacher hiring and the cost of science integration bridge materials. Reductions included a lower cost for the Grade 6-8 social studies adoption than originally anticipated.

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

AMO alignment to actions and services was consistent. Actions and services were effective in meeting EAMO's with the exception of staff and student daily access to technology and devices.Teachers are requesting materials for Next Generation Science Standards-NGSS (part of adoption cycle, goal is to pilot in 2019-20), and more one to one devices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted expenditures and actual expenditures had to do with an increase in student Induction candidates and instructional materials. Also, we will continue to "bridge" science integration for NGSS at grades 6-8 until State Board Approved materials are available.

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.

The action to discontinue NGSS "bridge" materials has been revised and will continue. The action will not be completed until 2019-20. At that time, the original plan to adopt NGSS for grades 6-8 will expand to K-8. Due to the onset of NGSS assessment through the CAST, the District decision to integrate science in grades 6-8 has necessitated additional content resources. The District will continue to support integration with "bridge" materials until then. In that CAST scores are not yet available, the District has conducted classroom and other assessment analysis to determine effectiveness of the bridge materials. Collaborative discussions have indicated success in shifting objectives to inquiry based learning and implementation of engineering practices as defined by NGSS.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Implementation of State Standards Local Metric: Teacher, Parents, and Administrator Survey, Walk-through protocol **17-18** 88%% of teachers and 90% of administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **Baseline** 1.92% of teachers and 100% of administrators report that standards-based practices and strategies learned during professional development are being implemented in the classroom.	1. 86% of teachers and 100% of administrators reported that standards-based practices and strategies learned during staff development are being implemented. Parent Survey: 88.5% of parents reported that his/her student is being taught academic state standards. The District should increase academic learning for all students by providing: Enrichment opportunities after school-16% Additional time and support during class-14% On-line learning programs available at home/school-13% Differentiated or leveled support from teacher-10% Increased rigor and challenge in the classroom-9.5% Summer Learning Enrichment Program-9.% The District/school prepares my child for future college and career best by: Writing about what he/she has learned-15.8% Tackling problem-based learning projects-15.7% Asking/Answering question and citing evidence-15.3%

Expected	Actual
	Teaching how to support an argument-8.5% Presenting multi-media projects-8.2% Solving problems in many different ways in mathematics-7.7% Teacher Survey: Teachers work together to provide a high quality, rigorous, and engaging education that is standards-based (98.5%) English language arts strength; provide evidence from reading passages during reading and writing activities (74%) Mathematical practice strength; use tools that can help solve the problem and modeling (manipulatives, number lines, etc.) (26%) Collaboration with peers (50%) Reading informational text (45%) Answering questions and citing evidence (42%) Creating notes/Thinking Maps to help understand reading (39%) Administrators Survey: Answering questions with evidence (83%) Collaborating and communicating with peers (83%) Reading informational text (75%) Close reading (67%) Teaching how to support an argument (67%)
Metric/Indicator State Metric: Implementation of State Standards Local Metrics: Teacher, Parent survey and administrator observation **17-18** 90% of teachers will attend at least 3 professional learning opportunities during the school year.	2. 96% of teachers attended at least 3 focused professional learning opportunities during the school year. 86% of teachers reported that the professional development was specific to the effective implementation of state academic standards and 21st Century Skills. Staff Survey: Professional development in NGSS, STEM, Total Participation Techniques, and Active Visible Learning (QUEST) requested Interactions with Teacher's On Special Assignment made a positive impact on instructional practice: Technology: 69% Math : 91% NGSS: 61% Write from the Beginning and Beyond: 74% ELA Adoption: 62%

Expected	Actual
Baseline 2.92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned. Reported top priorities for teacher professional development continues to be state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues. Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, Text dependent questioning, technology, differentiation, math, NGSS, facilitate 21st century learning	Social studies;DBQ: 61% Intervention Supports (Lexia Core 5, Imagine Learning, Front Row Ed, etc.) 67% Principal/Assistant Principals facilitate professional development and curricular interests, needs, and concerns during staff meetings, teacher release days, or other PLC structures: 94% Administrator Survey: Professional development in active engaged learning and teacher efficacy, new ELA adoption, teacher engagement, math conceptualization, Write from the Beginning and Beyond, social and emotional learning. Parent Survey 76% of parents believe it is important for teachers to receive on-going professional development in academic standards, instructional strategies, engagement, and 21st Century Skills implementation.
Metric/Indicator Local Metric: Teacher survey **17-18** 86% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups **Baseline** 3.89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups	3. 91% of teachers reported that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups.
Metric/Indicator State Metric: Implementation of State Standards Local Metrics: Teacher and administrator survey, walk-through protocol. **17-18** 78% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.	4. 86% of teachers reported that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index). Teachers reported the most effective way to support English learners was through visuals, pictures, manipulatives, explicit vocabulary instruction, models, demonstrations, and lots of opportunities to have conversations with peers.

Expected	Actual
Baseline 4.78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction Improvement in progress toward English proficiency- 67% to 71%, however ELA SBAC scores were maintained at 28% proficiency	20% of parents believe the best learning supports for English language learners included language/literacy software programs that can be used both at home and school, followed by designated time for language instruction during the school day (18%), intervention support before or after school (18%), and integrated language instruction throughout the day in each content area (17%).
Metric/Indicator Local Metric: Teacher, Parent, and Administrator Survey, Walk-through protocol **17-18** 86% of teachers and 90% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Baseline** 5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction • Teachers report greatest challenge is critical thinking through questioning and analysis, and technology application • Administrators report greatest challenge is critical thinking and rigor, and collaborative structures used effectively • Students report they learn collaboratively with partner/groups: More than 1xweek: 36%, Daily-18%, Never 2% • Favorite way for students to learn creatively is: Build models-38%, see how things work-28%, invent things-23% research topics - 19%, STEM Projects-18%, write stories, poems and songs-13% Do simulations-12%, problem based learning-7%	5. 86% of teachers and 100% of administrators reported that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on active visible learning, collaboration, and critical thinking). Teachers report their greatest challenge is teaching critical thinking through questioning and analysis, and technology application. They ask students to collaborate on learning activities daily (46%), more than once a week (37%), and once a week (11%). 56% of teachers report that they provide students opportunities to learn or process concepts creatively (build, model, presentations, problem based learning, etc.) Administrators report the greatest challenge is also critical thinking and rigor. 58% of administrators observe creative project based learning opportunities weekly. Students report that they learn collaboratively daily (20%), more than once a week (31%), once every few weeks (17%), Never (3%) Students learn creatively through project based outcomes daily (9%), more than once a week (14%), once a week (14%), and once every few weeks (27%). Students preferred way to learn creatively is building models (18%), seeing how things work (16%), creating visual art (14%), researching topics (11%), and STEM projects (9%). 60% of parents report that the greatest emphasis on 21st Century Skills should be in critical thinking, followed by oral and written communication (20%)
Metric/Indicator Local Metric: Teacher, Parent, and Administrator Survey, Walk-through protocol	6. 76% of students and 88% of teachers report use of devices for standards aligned products at least 2 x's a week; Front Row Ed purchased district-wide through site and district contributions.

Expected	Actual
17-18 75% of teachers and 65% of administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week. **Baseline** 6. 75% of teachers and 60% of administrators report that technology to produce standards-aligned learning products is implemented at least 2 x week. (Front-Row Ed)	
Metric/Indicator Local Metric: Teacher, Parent, and Administrator Survey, Walk-through protocol **17-18** 75% of students and 69% of administrators in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing **Baseline** 7.78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE 75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents	7. 77% of students, 100% of administrators, and 74.6% of teachers in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing. Student Survey: Grade 3 26% Grade 4 35% Grade 5 56% Grade 6 71% Grade 7 77% Grade 8 85% Teacher Survey: Grade K 74% Grade 1 72% Grade 2 82% Grade 3 73% Grade 4 75% Grade 5 75% Grade 6 77% Grade 7 72% Grade 8 72% Administrator Survey: 100%
Metric/Indicator State Metric: Implementation of State Standards Local Metric: Student Survey, teacher survey and administrator observation	8. 76% of students and 93% of administrators report that students employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language. Student Survey Balance of fiction/non 74%

Expected	Actual
17-18 75% of students will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **Baseline** 8. Students reported the following regarding shifts in English language arts implementation: • 79% Balance of literature and information text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing	Evidence based reading/writing 85% Multi-sourced reading and writing 65% Explicit vocabulary instruction 83% Close Reading 73% Administrator Survey Balance of fiction/non 92% Evidence based reading/writing 100% Multi-sourced reading and writing 91% Explicit vocabulary instruction 92% Close Reading 92%
Metric/Indicator State Metric: Implementation of State Standards Local Metric: Student Survey, teacher survey and administrator observation **17-18** 87% of teachers and will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	9. 77% of teachers report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language. Balance of fiction/non 91% Evidence based reading/writing 73.5% Multi-sourced reading and writing 58% Explicit vocabulary instruction 92% Close Reading 71%

Expected	Actual
Baseline 9. Teachers reported the following regarding shifts in English language arts implementation: • 89% Balance of literature and information text • 93% Evidence based reading writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing Administrators reported: • 70% Balance of literature and information text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development • 100% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing	
Metric/Indicator State metrics: Implementation of State Standards Local Metric: Student Survey, teacher survey and administrator observation **17-18** 75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons	10. 76% of students and 77% of teachers report that they regularly utilize mathematical practices in daily math lessons. Students: Order of most used Use numbers to make sense of the problem Use models Persevere Use mathematical tools Patterns Explain thinking to someone else Use accuracy Teachers: Order of most commonly taught Modeling strategies Number Talks Fluency practice Precision/vocabulary Partners

Expected	Actual
Baseline 10.74% of students reported that they regularly utilize math practices Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up- 82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else 86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as drawing a picture and/or modeling	
Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards Local Metric: Teacher and Administrator Survey, documented release time **17-18** 90% of Grade 6-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS) **Baseline** 11.80% of Grade K-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	11. 95% of Grade 6-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS).
Metric/Indicator State Metric: Student access to standard aligned materials Local Metric: Teacher, Administrator survey; **17-18** 85% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit. **Baseline** 12.68% of social studies teachers in grades 4-8 reported completion of one complete DBQ writing unit.	12. 79% of social studies teachers in grades 4-8 reported that they have completed one complete DBQ writing unit (will be combined with DBQ strategies and materials). 83% of administrators in grades 4-8 report that DBQ is used regularly, at least one complete DBQ writing project a trimester.

Expected	Actual
Metric/Indicator State Metric: Student access to standard aligned materials Local Metric: Teacher, Administrator survey; **17-18** 78% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom **Baseline** 13.76% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies materials in his/her classroom	13. 69% of social studies teachers in grades 4-8 reported that they have successfully integrated DBQ strategies and materials into his/her classroom. 83% of administrators in grades 4-8 report that DBQ strategies and materials are used regularly.

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
2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	2.1 Provided one district-wide staff development day with a focus on implementing state standards, materials, and strategies October 16, 2017	Included in 1.1 LCFF $128,615	Teacher Salaries & Benefits - subs Base $32,290

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide one district-wide staff development day with emphasis on differentiated materials and	2.2 Provided one district-wide staff development day with emphasis	Included in 1.1 LCFF $128,615	Teacher salaries & benefits - subs Supplemental $32,290

strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment January 29, 2018		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 25 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day	2.3 Grade Level Study Group and/or Curriculum Council Steering Committee met to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teacher X 1 day September 12, 20 teachers X 1 days January 23 • Grade Level Study Group: 15 teachers X 1 day April 9 15 teacher X 1 day April 13 14 teachers X 1 day May15 13 teachers X 1 day May 10 8 teachers x 1 day April 24	Teacher Salaries Benefits Title I: 3010 $18,500	Teacher salaries & benefits Title I: 3010 $14,664

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Provide grade level collaborative planning days for instructional planning • 30 teachers 2 days (6-8) • NGSS Development • Cohorts: K-2, 3-5, 6-8 • 3x8 for each cohort (24x3)x$150. ($10,800.) • Registration $19,000	2.4 Provided grade level collaborative planning days NGSS: 6-8 August 22-23 Registration: Coaches (3) 11 Teachers, Maximizing Learning Through NGSS, September 19, 2017 6 Teachers, NGSS, November 28, 2017 11 Teachers, NGSS January 30, 2018 11 Teachers, NGSS March 13, 2018 12 Teachers X $550.00 Registration: Maximizing Learning through NGSS	Teacher's Salaries Benefits Conference Title II: 4035 $38,536	Teacher salaries & benefits - subs Title II: 4035 $5,777
			Teacher Conference Registration - NGSS Title II: 4035 $6,194

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration • UMRA annual fee: Tools 4 Ever	2.5 Google Apps for Education (GAFE) and UMRA account management systems implemented for digital teacher and student collaboration UMRA annual fee: Tools 4 Ever: $3182.72 yearly Better Cloud (to manage G Suite): $12,000. yearly	Technology Services LCFF $3,100	Google Apps for Education & UMRA Base $15,163

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Retain two Instructional Technology Teachers on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies	2.6 Retained two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies	Teacher Salaries Benefits LCFF $235,856	Salaries & Benefits - TOSA's - Instructional Technology Supplemental $245,654

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Under the direction of the IT TOSA's, provide professional development and coaching using technology as a content learning tool: SAMR progress • 125 Substitutes	2.7 Under the direction of the IT TOSA's, provided professional development and coaching using technology as a content learning tool: 14 Teachers Sept. 5, 2017 (2-3 cohort) 14 Teachers October 26, 2017 (2-3 cohort) 12 Teachers January 16, 2018 (K-1 cohort) 12 Teachers May 15, 2018 (K-1 cohort)	Teacher Salaries Benefits Title I: 3010 $18,500	Teacher salaries & benefits - subs Supplemental $12,738

	13 Teachers Sept. 22, 2017 (STL) 12 Teachers Dec. 7, 2017 (STL) 9 Teachers April 23, 2018 (STL)		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Professional Development for coaches, administrators, and teacher leads: Contract services in writing instruction: • Thinking Maps, Write from the Beginning and Beyond- Writing from Text for Admin and Teacher Leads • Contract: $9,000. • 25X4 days teacher release ELA/ELD Adoption Implementation: • $2,500 (New teachers) Special Education: Guided/Shared Reading • Training/Consultant • $5,000. Document Based Questioning: • Training/Consultant • $2,500 (new teachers)	2.8 Professional Development for coaches, administrators, and teachers Contracted services in writing instruction: Thinking Maps, Write from the Beginning and Beyond- Writing from Text for Admin and Teacher Leads Consultant Contract: $9,000. (Thinking Maps/ Response to Text) 26 Teachers: Thinking Maps Training August 24, 2017 26 Teachers Write from the Beginning and Beyond Response to text September 14, 2017 26 Teachers Write from the Beginning and Beyond Response to text September 15, 2017 ELA/ELD Implementation: Special Education (6600) 6 Spec. Ed Teachers Read 180 Refresher; August 22, 2017 18 Spec. Ed Teachers Lexia Core Training; Sept. 6, 2017 16 Spec. Ed Teachers Read Naturally (LIVE); August 15, 2017 Consultant Fees: $2,800.	Teacher Salaries Benefits Contracted Services Title I: 3010 $33,800 Teacher Salaries Benefits Contracted services Title II: 4035	Teacher salaries & benefits - subs Title II: 4035 $17,478 Consultant - Thinking Maps Title II: 4035 $1,800 Teacher salaries & benefits - subs State Special Education $740 Consultant - SDC Reading State Special Education $7,800

	5 Spec. Ed Teachers; Guided/Shared Reading, March 21, 2018 Guided Reading Registration, $1374., March 21, 2018 Primary SDC Coach/Consultant- Not to exceed $5,000. (Ann Ellis hourly)		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	2.9 Retained Math TOSA to provide professional development and collaborative coaching Cost of TOSA	Teacher Salaries Benefits Educator Effectiveness $86,556	Salaries & benefits - TOSA Math Educator Effectiveness $90,291

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Math TOSA professional development and collaborative coaching • Focus on SWD, at-risk student groups • 200 Substitute release days total	2.10 Math TOSA professional development and collaborative coaching was provided Focus on SWD, at-risk student groups 293 General Ed teachers on 39 dates 53 Special Ed Teachers (6600) 47 NO SUBS	Teacher Salaries Benefits Title II: 4035 $29,600	Teacher salaries & benefits - subs Supplemental $51,208

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring was conducted 18 hours	Teacher Salaries Benefits LCFF $500.00	Teacher salaries & benefits - subs Base $853

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Immigrant student devices for Google Translator and educational software (LEP) • 5 Tablets • 10 chrome books	2.12 Due to redundancy in actions (4.6), action became focused on providing standards aligned software, Front Row Ed to all students, especially as math intervention for students with disabilities, unduplicated, and at-risk students. District contribution: Front Row Ed $8,565.(3300) Sites contribution: Included in SAG	Technology Inventory Title III LEP: 4203 $10,000	Technology License - Front Row Supplemental $20,200
			Technology License - Front Row Unrestricted Lottery: 1100 $7,483
			Technology License - Front Row Title I: 3010 $2,320
			Technology License - Front Row State Special Education $4,922

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13	2.13	Included in 2.8 and 4.5	Technology License - DBQ district portion Unrestricted Lottery: 1100 $3,750

Provide Digital DBQ license for Social Studies Multi-Sourced writing • District: $3750. • Sites: $375 each (Included in 4.5) • Consultant: $2,500. (new teachers 4-8-Included in 2.8)	Provided Digital DBQ license for Social Studies Multi-Sourced writing District: $3750:This is District contribution, not included in 2.8 PD. Needs to be budgeted through 3362 Sites: $375 each (Included in 4.5)

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 completed nearly all actions as reported. Observations regarding actions included the loss of Immigrant Funding which will need to be adjusted due to a lack of increase in immigrant population over the past two years. Also, we did not hire a DBQ consultant to provide new teacher due to the implementation of a very heavy ELA adoption. We will include DBQ training next year. We limited the number of cohorts who received multiple days of NGSS training to the 6-8 cohort due to heavy language arts demand on teachers. Increase will continue yearly in GAFE management (Better Cloud, $12,000.)

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

AMO alignment to actions and services was consistent. Actions and services were effective in meeting AMO's with the exception of full implementation of DBQ's for multi-sourced evidence-based reading and writing and indicates the need for more staff development. State Dashboard results indicate continuous improvement in ELA and math. Focused efforts on mathematical conceptual development and mathematical practices in both pull-out and push-in settings should be very beneficial.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted expenditures and actual expenditures had to do with reducing the number of teachers who attended NGSS training, discontinuing DBQ training for a year, and the loss of Immigrant Funds. The increase in budget expenditures in mathematics was as a result of high priority emphasis for best first instruction for all students, and strategies for at-risk and students with disabilities. Better Cloud Management system for Google Suite added ($12,000) which increased actual expenditures .

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

Annual Measurable outcomes for DBQ will be combined into one measure. Social studies teachers in grades 4-8 record completing DBQ writing unit will be combined with DBQ strategies and materials. Also, Annual Measurable Objectives will reflect Implementation of State Academic Standards instead of limited to "Common Core" ELA, and Math. Local metrics will be adjusted with the addition of parent survey results. Most actions and services will fall into current categories with different focuses on training and expenditures. Removal of action 2.12 due to redundancy with action 4.6. Better Cloud Management system for Google Suite added ($12,000) which increased actual expenditures. Site Media Clerks will be added to actions/services for 2018-2019 to assist instruction in standards-based library and media skills.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Provide all students a broad and enriching course of study at each grade level that reaches beyond the core

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Student access and enrollment in all required areas of study Local Metric: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey **17-18** 95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **Baseline** 1.97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	1. 98.5% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science.
Metric/Indicator Local Metric: Pupil rosters, Master Schedule, Student, Administrator survey **17-18** 75% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.	2. 77% of students and 100% administrators reported that students have access to visual and performing arts, digital literacy, and physical education.

Expected	Actual
Baseline 2.73% of students, and 93% administrators report students have access to visual and performing arts, digital literacy, and physical education.	
Metric/Indicator Local Metric: Unduplicated Student Survey, Administrator and Teacher observation **17-18** 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided) **Baseline** 3.100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)	3. 100% of students of LI, FY, and other at-risk groups were provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided).
Metric/Indicator State Metric: Student access and enrollment in all required areas of study Local Metric: Pupil rosters, master schedule, Administrator Survey **17-18** Spanish course offerings at junior high schools will increase to: 6 **Baseline** 5.Current Spanish course offerings at junior high schools: 4	4. Spanish course offerings at junior high schools increase to 7. The number of student and parent requests for Spanish instruction will expand the 7th and 8th grade program.
Metric/Indicator Local Metric: Parent survey **17-18** Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects) **Baseline** 8.96 % Parents reported interest in enrichment program • Launch L.E.A.P Into Summer Learning Program	5. Successfully offered the L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects).LEAP Summer Enrichment was well attended with 189 participants and 29 course offerings. Parent Stakeholder input, top priority-enrichment opportunities
Metric/Indicator Local Metric: Parent, Student Teacher, and Administrator survey;	6. District-wide professional development focused in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative.

Expected	Actual
17-18 District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: • Top priorities as reported on all surveys **Baseline** 9. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: • Top priorities as reported on all surveys	Parent survey top priorities; Problem-based learning projects, best first instruction, asking/answering evidence based questions, writing about what is learned. Student survey top priorities: More hands-on inquiry based learning, project-based, and collaborative interactions with peers. Staff survey reports that students work collaboratively daily, 46%; students provided opportunities to process/discover concepts through problem-based learning, daily-10%, more than once a week-27%. In regards to professional development, 74% reported receiving instruction in Active/Visible Learning, 69% in project Based Learning, 40% in STEM/STEAM, 95% in Thinking Maps, 43% in Total Participation Techniques, and 73% in Write from the Beginning and Beyond.

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
3.1 Offer a broad course of study to all students	3.1 Offered a broad course of study to all students	Included in 1.1	Included in teacher daily activities - salaries & benefits in 1.1 1000-1999: Certificated Personnel Salaries Base Goal 1.1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers to meet with all	3.2 Provided access to visual and performing arts, digital literacy, and physical education Retained 2 half time physical education teachers to meet with all 4-6 grade students 1 x week	Teacher Salaries Benefits LCFF $281,715	Teacher salaries & benefits - PE, Elementary Band & Choir 1000-1999: Certificated Personnel Salaries Supplemental $304,595
			Classified support salaries & benefits - computer aides 2000-

4-6 grade students 1x week, two full time instrumental music teachers,60% choral music teacher • ½ time sub for Stork 1x week	Two full time instrumental music teachers 60% choral music teacher PE sub/.5 day Stork 1 x week Computer Aides		2999: Classified Personnel Salaries Supplemental $113,647

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period (costs)	3.3 Provided materials and resources to students with needs to fully participate in enriching coursework Basic needs for educational access (Pupil Services) Access to Zero period (2 at each junior high school)	One Time Funds Teacher Salaries Benefits $43,846	Teacher salaries & benefits (one-time funds) 1000-1999: Certificated Personnel Salaries Other $44,530

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide Spanish curriculum and instructional resources • $10,000 • Planning and Implementation collaborative 2x 3 days	3.4 Provided Spanish adoption curriculum- HMH Avancemos Premium Student Resource 8 year: $44,379.60 Additional ordered for class sets: $5,631.98	Teacher Salaries Benefits Instructional Materials Unrestricted Lottery: 1100 $35,000	Textbooks - Spanish adoption 4000-4999: Books And Supplies Restricted Lottery: 6300 $50,012
			Teacher salaries & benefits - subs 1000-1999: Certificated Personnel Salaries Base $592

	Planning and Implementation: 2 teachers x 2 days		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative • 25x3 days • Consultant Fees: $5,000.	3.5 Provided materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative Professional Development: In house, no cost (Associate Superintendent) Book Study: Teaching in the Fast Lane, Total Participation Techniques, DVD $1,074.91 (3300) Occured during Curriculum & Instruction meeting and Curriculum Council- No additional subs	Teacher Salaries Benefits Outside Consultant Title II: 4035 $16,100	In-house training - no cost outside regular salaries & benefits 1000-1999: Certificated Personnel Salaries Base no cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Offer Summer Enrichment Program: L.E.A.P. into Summer	3.6 Offered Summer Enrichment Program: L.E.A.P. into Summer Program materials cost:	Instructional Materials Unrestricted Lottery: 1100 3,000.	Teacher salaries & benefits - L.E.A.P. Summer enrichment 1000-1999: Certificated Personnel Salaries Base $23,416

• Enrichment materials cost: $3,000.	(4350-3500)		Support staff salaries & benefits - L.E.A.P. summer enrichment 2000-2999: Classified Personnel Salaries Base $1,274

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 completed nearly all actions as reported. Increase in Spanish sections exceeded expectations and in-house training for Visible Active Learning, STEM, and other district initiatives reduces over-all costs.

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

AMO alignment to actions and services was consistent. Parent/student interest in Spanish elective will necessitate on-going study and additional sections added. LEAP Summer Enrichment was well attended with 189 participants and 29 course offerings. Students perception regarding access to visual and performing arts is not well communicated or understood thereby lowering the student percentage. Staff input suggests that 74% have received training in Active/Visible learning, 69% in Problem Based Learning, and only 40% in STEM instruction, making STEM professional development a necessity. Also, in regards to Total Participation Techniques, tools presented with Active Visible Learning, only 43% of teachers reported acknowledgement of professional development in this area. On-going initiatives in these areas are warranted.

In regards to students, they are very clear in communicating a desire for more active participation in the classroom, collaboration with their peers, and being engaged in more hands-on learning. Building models, seeing how things work, creating visual art, and researching topics were high on their list of how they like to learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and estimated actual expenditures include an increase in the cost of the Spanish curriculum adoption and supplying classrooms with sets of materials to allow students to take his/her textbook home. We did, however, save expenditure costs by keeping all Active Visible Learning, Total Participation Techniques, and Project Based Learning training in house largely under the direction of Associate Superintendent and Principals. Professional development days were scheduled during Curriculum and Instruction meeting dates as well as Curriculum Council dates.

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.

The District will continue to make visual and performing arts a priority and will fund appropriately. District strategic initiatives involving Active Visible Learning, Total Participation Techniques, Problem based learning, and STEM instruction will continue through focused professional development learning opportunities. We will continue to expand our Spanish program in collaboration with high school district; zero period to provide choice and options especially for our unduplicated students and those who require remediation during the school day. Enrichment opportunities will continue through our LEAP Into Summer Enrichment program.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: CAASPP Proficient or Advanced; ELA, Math, Science **17-18** The percent of proficient students, as measured by the 2016-2017 CAASPP will meet or exceed proficiency in 2015-2016 **Baseline** 1. Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services • ELA- 63% proficient Target: Reading comprehension: multi-sourced evidence based reading and writing, close read strategies • Math-49% proficient Target: Conceptual and Procedural understanding	1. The percent of students who met state expectations in 16-17, as measured by the 2016-2017 CAASPP, exceeded proficiency in 2015-2016. Improved performance in English Language Arts (ELA) 59-63% and mathematics 49-50% overall. ELA Target: Reading comprehension, multi-sourced evidence based reading and writing using close reading strategies Math Target: Conceptual understanding and application of mathematical practices
Metric/Indicator State Metric: State Dashboard: Continuous Improvement-Status/Change	2. Increased ELA from 59-63% (GREEN), status change/+5.1, and math from 49-50% (GREEN), status change/+3.1.

Expected	Actual
17-18 Spring 2017-2018 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN- all students • Math: Green-all students • Suspension Rate: GREEN-all students • English Learner Progress: GREEN-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW: 5 point growth • Math: SWD RED: 5 point growth Two+Race ORANGE: 5 point growth • Suspension Rate: SWD/African American/Pacific Islander YELLOW **Baseline** 2.2016-2017 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN- all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW • Math: SWD RED/Two+Race ORANGE • Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores	Improved ELA performance for EL students (GREEN) status change/+6.8, SED (GREEN) change/+4.4, African Americans (GREEN) change/+12.4. All other groups with the exception of SWD and Homeless students increased change status . Improved math performance for EL students (GREEN) status change/+3.4, African Americans (YELLOW) change/+8.5. All other groups with the exception of SWD, American Indian, and Homeless students increased change status. English Learner Progress Indicator status change from 77% (YELLOW) to 83% (GREEN). Implementation of Standards (met) (Staff; 98%, Students, 98%). Staffing and Williams obligations (Basic-met) Suspension Rate: Serious reflection on school-site suspension practices, on-going monitoring, implementation of PBIS, cultural proficiency, and restorative practices District-wide to target suspension rates for Students with Disabilities (RED) status change/2.5% increase, Foster Youth (RED) status change/8.2% increase, Homeless (RED) status change/2.9%, and students identifying with Two or More Races (RED) status change/3.0%

Expected	Actual
Metric/Indicator Local Metric: Data analysis of Running Records, Diagnostic STAR, District Formative, and SBAC Interim Assessments **17-18** 2017-2018 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring • STAR Early Literacy... • STAR Reading... • STAR Math... • SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes • District Formative assessments created (math) using Illuminate and Key Data item bank • ESGI used for running records data analysis for grades K-2	3. 2017-2018 student reports demonstrated an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring. • SBAC Interim Assessments: IAB, ICA, Performance Tasks are assigned by the District and used for instructional purposes • District Formative assessments in math were created using Illuminate and Key Data item bank. District Formative Assessments were also created for ELA using new adoption materials and Illuminate/Key Data item bank • Educational Software for Guiding Instruction-ESGI used for literacy running records data analysis for grades K-2. Analysis demonstrated continuous growth.

Baseline
3.2016-2017 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring

STAR: Early Literacy:

Trans/Prob Reader

School Aug. Jan. May

ALSD 19.6 56.4 67.3

ALE 15.6 50.5 80.7

BAN 7.1 56.9 48.8

CARN 30.6 16.6 45.8

DC - 59.7 71.7

HERM 33.4 66.7 68.9

JASPER 21.6 56.0 47.3

STORK 35.1 63.1 76.0

VG 14.1 50. 67.8

STAR Reading: PR 50% +

School Aug. Jan. May

ALSD 48.3 50.1 51.8

ALE 40. 41.7 38.5

BAN 58. 59. 59.9

CARN 49.9 57. 53.

DC 50.3 *60.8 55.7

HERM 41.8 *55.1 53.7

STAR: Early Literacy:
Trans/Prob Reader

School	Aug.	Jan.	May
ALSD	23.5	53.8	71.6
ALE	29.3	64.1	72.3
BAN	22.6	57.7	78.
CARN	25.2	30.8	63.5
DC	29.1	56.8	70.7
HERM	18.5	61.3	70.0
JASPER	13.4	24.1	37.3
STORK	27.0	56.2	77.6
VG	27.7	52.6	85.4

STAR Reading: PR 50% +

School	Aug.	Jan.	May
ALSD	47.2	52.9	51.1
ALE	35.7	41.9	42.9
BAN	45.9	59.2	57.8
CARN	50.9	54.9	53.3
DC	48.9	55.9	52.8
HERM	42.7	53.	50.3
JASPER	37.2	46.5	48.3
STORK	59.6	68.3	68.9
VG	51.9	61.2	62.9
ALJH	38.8	39.	35.
VJH	43.5	45.1	39.5

STAR Math: PR 50%+

School	Aug.	Jan.	May
ALSD	58.8	66.8	65.8
ALE	42.1	56.8	53.0
BAN	69.5	75.0	74.6
CARN	55.8	69.5	70.2
DC	59.4	69.9	66.4
HERM	54.2	65.5	64.1
JASPER	52.0	63.9	63.8
STORK	67.7	80.4	81.8
VG	66.3	70.2	70.8
ALJH	50.2	54.8	54.2
VJH	56.3	62.1	61.3

JASPER 44.1 45.6 48.5

STORK 61.1 68.8 69.0

VG 54.1 55.7 59.1

ALJH 44.9 43.5 41.4

VJH 42.8 41.9 39.8

STAR Math: PR 50%+

School Aug. Jan. May

ALSD 56.7 63.4 62.0

ALE 41.5 55.4 55.5

BAN 61.2 74.7 78.1

CARN 60.2 61.0 56.4

DC 58.4 63.7 67.0

HERM 51.1 64.6 59.1

JASPER 46.1 57.3 58.2

STORK 65.5 75.6 71.9

VG 62.4 68.2 65.3

ALJH 58.1 57.0 54.5

VJH 55.0 57.4 55.3

*Missing Scores, MEAN not

accurate

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes

Expected	Actual
• District Formative assessments created (math) using Illuminate and Key Data item bank • ESGI used for running records data analysis for grades K-2	
Metric/Indicator State Metric: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels ELPI Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports **17-18** 79% of EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI) **Baseline** 4.2015-2016: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI) • Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW	4. English Learner Progress Indicator (ELPI) status change from 77% (YELLOW) to 83% (GREEN). 78% of students made one level growth on the CELDT
Metric/Indicator State Metric: English Learner Reclassification Rate Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports **17-18** In 2017-2018 # of EL students will be reclassified from LEP as measured by the CELDT/ELPAC **Baseline** 5.In 2016-2017 42% of EL students were reclassified into RFEP as measured by the CELDT (LTEL study)	5. In the last year of using CELDT as an indicator, 98 out 323 or 30% of LEP students were reclassified from LEP to REP in 2017-2018

Expected	Actual
Metric/Indicator Local Metric: Student, Parent, Teacher, and Administrator survey and observation **17-18** 75% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool	6. According to student survey, 73% (average) of students reported that they have an opportunity to get extra individual help before, during, or after school. Grade levels report: 3rd 45% 4th 62% 5th 72% 6th 75% 7th 93% 8th 91% Clear indication that as students get older, they perceive more opportunities available to them to receive additional help. In asking students their top priority for "what is the most important thing we can do to help you be successful," students responded to providing extra help before,during, or after school. Students desire: More opportunities for extra help before, during, and after school, especially for math (overwhelming majority of comments) including more processing time. Student Survey Increase student collaboration opportunities in the classroom More hands-on learning Perception of school is directly related to peer relationships and how students treat each other (60%) Help us understand what we're learning Teacher Survey Be willing to collaborate with others Extra support and intervention More technology Follow-up with at-risk students Positive recognition Support staff Limited interruptions Administrator Survey Administrators report inclusion of AVID and intervention support as reported in individual Single Plans for Student Achievement (SPSA) Parent Survey According to parent survey input, when asked what the District should offer in regards to academically at-risk student groups, 38% said small group instruction during the day followed by 25% who suggested intervention before

Baseline
6.73 % of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool

What is one thing that would help you better achieve all of your learning goals?

(Students)

- How do study
- Technology
- More help in math
- Reading
- Teachers explain more about certain things-slow down
- Time in class to practice and answer questions
- Interactive learning
- More hands-on activities
- Writing
- Positive Attitudes
- Projects
- After school program- human help

My school works with my parents/guardian to help me do my best by offering

- Parent conferences-55%
- Ability to make corrections to improve grade-52%
- Email/text communication-48%
- Extra support after school-43%
- Updated information on website-37%
- Phone calls- 33%
- Intervention classes 17%

Parent:

Do you receive messages from school if your child is struggling academically? 37% Agree

Admin:

My school works with parents/guardians of students to do best by offering

- Extra support-67%
- Progress Reports-100%
- Parent Portal and/or weekly folder-73%
- Email/Text-100%
- Phone Calls- 100%

and after school. 10% suggested instructional aide support and 8% favored behavioral supports.

Expected	Actual
• Intervention Class-53% • Ability to improve grades 80% • Teachers are provided resources to promote parental involvement and student learning at home-70% Agree Staff: • Teachers actively seek parent input into decisions regarding his/her child-82% Agree • I have the information I need to determine whether a student needs intervention or enrichment- 85% • I regularly participate in identifying students who need intervention or enrichment- 86% Staff: How can ALSD help more students be successful at school? • ELA Adoption • Reduce combo classes • Provide more technology • Increase intervention • Enrichment with the arts • Better textbooks • Limit classroom disruptions • Firmer hand against bullying • Behavioral supports • After school academic support • Updated libraries • Hands on learning and projects • Special Ed support • Foundational reading and math • Lower class size • UDL strategies (Universal Design Learning) • Homework help • Counselors • Afterschool Interventions • Teach self-reliance • Resources for EL's	

Expected	Actual
Metric/Indicator State Metric: Intervention/Remedial Course Enrollment Rate Local Metric: Class rosters, sign in sheets, student survey **17-18** 80% of Junior High students reported that they have access to additional instructional time and support before, during, or after school **Baseline** 7.79% of Junior High students reported that they have access to additional instructional time and support before, during, or after school	7. According to junior high student survey, an average of 92% of students reported that they have access to additional instruction time and support before, during, or after school.
Metric/Indicator Local Metric: Single Plan for Student Achievement **17-18** Individual school sites monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)	8. Individual school sites monitored and reported on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures are individually documented in the Single Plan for Student Achievement or SPSA). In 2018-2019, all schools will be provided funds for the District sponsored STudent Additional Time and Support (STATS) Program to support after school programs. Current programs include: ALE: Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include Lexia Core5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation. Banyan: Students in grades 1-5 are provided pull out intervention using the Lexia Core5 program 4x a week. In addition, Instructional Aides, Parent Volunteers and teachers provide additional intervention during the school day in classrooms through small group and one to one instruction. Students in grade 6 receive before school math tutoring from a certificated teacher. Carnelian

Baseline

8. Individual school sites monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)

2016-2017

- ALE: Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation.
- Banyan: Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction.
- Carnelian: Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach
- Deer Canyon: Learning lab offers reading intervention 3 x week and Math intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in length using LexiaCore, FrontRow Ed and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors.
- Hermosa: Morning Learning Lab is a before school intervention using IXL Math, Imagine Learning and LexiaCore 4x a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1- 2x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the student to additional movement time with a proctor. Afternoon intervention for 2nd grade- 1 x week for 45 minutes. Teacher keeps intervention group and releases the rest of student to additional movement time with a proctor.
- Jasper: Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math intervention led by certificated teachers; teachers use small group instruction and rotations to reteach; at-risk students use Lexia Core5; all students use Front Row Ed math weekly in class and at home. Many students also use Xtra Math at school and at home.

Deer Canyon

Learning Lab offers students in grades K-6 pull out reading intervention, three times per week (M-T-W) and Math intervention twice per week (Th-F). Each intervention block is 45-minutes in length using small group instruction, Lexia Core5 and Front Row Ed.

Students are encouraged to use our computer lab from 8:00-8:30 am for additional practice time with Lexia Core5, Front Row Ed and to take AR quizzes.

Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by the proctors.

Hermosa
Morning Learning Lab is a before school 8:00-8:30 intervention, using IXL Math, Imagine Learning and Lexia Core, AR, 3x a week (Tuesday- Thursday) for all grades (K-6th)

Morning Computer Lab serves as a time for any student to visit and take AR quizzes to enhance their reading.

Afternoon Intervention for 1st grade- 2x a week for 45 minutes in the afternoon. Teacher keeps intervention group and releases the rest of the students to additional movement time with a proctor.

Afternoon Intervention for 2nd grade- 1x a week for 45 minutes in the afternoon. Teacher keeps intervention group and releases the rest of the students to additional movement time with a proctor.

Jasper:

Academy of the Arts provides Enrichment/Intervention time; Daily Intervention block for reteaching; Primary uses 1 hr. Proctor time to free one teacher for intervention in afternoon at least one day a week. Lexia Core is used extensively for intervention. Teachers volunteer to host after school intervention for 1 hour (Primary grades - ELA, Upper grades - Math)

Expected	Actual
proctor time to free one teacher for intervention in afternoon at least one day a week. • Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time. • Victoria Groves: Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach. • ALJHS: Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students. • VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).	Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported Lexia Core time. Victoria Groves: Before school intervention, using Lexia Core and FrontRowEd, Monday-Friday for students in grades 1-6. Weekly small group intervention blocks for K-6 through procter support. teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction. Lexia Core is used extensively for intervention. ALJH: Guided Study, Math Success, Reading Success- elective classes Lunch Intervention, Study Hall both provided additional support for AT- Risk students VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed, Exact Path, Number Talks).
	9. All school sites received the Student Achievement Grant (SAG) to provide on-going supplemental support and to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups. Programs are defined in the schools SPSA. Use of funds include: Instructional Aides Coach Consultants Intervention Materials Blended Learning Software Teacher release days for collaborative data analysis and instructional planning Professional development

Expected	Actual
Baseline 9. All school sites will receive Student Achievement Grant to provide on-going support to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups • Instructional aides • Coach • Consultants • Intervention Materials • Blended Learning	Administrator Survey: "Student achievement Grant dollars are primarily focused on improving student achievement through..." Programs and professional development Intervention Staff development and Front Row Ed licenses Instructional aides Materials Professional Learning Community
Metric/Indicator Local Metric: Sign in sheets, teacher release **17-18** All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes **Baseline** 10. All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes	10. All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes. Elementary teachers grades 3-8 were provided a .5 release day a year for collaborative planning from the District. This will expand to ALL elementary teachers. Junior high content teachers were provided 1 release day a year for collaborative planning from the District Additional days provided at sites per SAG budget
Metric/Indicator Local Metric: Sign in sheets, agenda, Staff and Administrator survey **17-18** All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services **Baseline** 11. All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services	11. Scheduled "Data Chats" with cabinet and site leadership took place, as well as site-based guided teacher analysis of student data Staff survey: "My colleagues and I regularly review data for instructional planning and decision making" K- 90% 1st 87% 2nd 82% 3rd 94% 4th 87% 5th 83% 6th 84% 7th 89% 8th 89% "I regularly participate in identifying my students who need intervention and/or enrichment and develop an action plan to address my student's needs" K- 90% 1st 87%

Expected	Actual
	2nd 87% 3rd 94% 4th 83% 5th 78% 6th 79% 7th 89% 8th 89% Administrator Survey "My staff and I regularly review data for instructional planning and decision making" K- 83% 1st 100% 2nd 100% 3rd 85% 4th 100% 5th 85% 6th 100% 7th 67% 8th 67% "I facilitate on-going progress monitoring and implementation of improvement strategies with my staff" TK-8: 100% "I regularly participate in identifying my students who need intervention and/or enrichment and develop an action plan to address my student's needs." TK-8: 86%

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
4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services: Costs to communicate results • Postage and envelopes: $2,000	4.1 Students in grades 3-8 participated in CAASPP. Results were used to measure progress and revise actions and services: Costs to communicate results: • Postage and envelopes: $1,730.45	Supplies Postage 4000-4999: Books And Supplies LCFF $2,000	Supplies - Postage for CAASPP communication 4000-4999: Books And Supplies Base $1,730

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Students in K-8 will be assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2018 District license (Renaissance Learning) District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math • Additional Licensing: $2,000.	4.2 Students in K-8 were assessed using a District Diagnostic Assessment (STAR-Renaissance Learning) during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2019 District license District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math	Computer License LCFF $2,000	Technology License - Renaissance Learning 5800: Professional/Consulting Services And Operating Expenditures Base $32,172

	• Additional Licensing: Renaissance Learning: $2,000.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records $ 8,109.00 • Illuminate: DNA/Grading: $47,336. (2yrs) • Illuminate: Key Data Item Bank: $17,751. (2yrs)	4.3 Teachers in Grades TK-8 will have access to student information dashboard, data analysis tools, and Item Bank for on-going assessment and progress monitoring of student performance on standards: • ESGI: K-2 to Running Records $ 8,109.00 (expanded to K-2 for 2018-2019) • Illuminate: DNA/Grading: $23,952 • Illuminate: Key Data Item Bank: $8,982 • Illuminate: Student Information System: $17,964 (Add NGSS Assessments for CAST preparation for 2018-2019)	Computer License LCFF $74,000	Technology Service & License - Illuminate Student info & DNA/Grading 5800: Professional/Consulting Services And Operating Expenditures Base $41,916
			Technology Service & License - Illuminate Key Data & ESGI 5800: Professional/Consulting Services And Operating Expenditures Supplemental $17,091

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Teachers released for collaborative analysis and instructional planning	4.4	Teacher Salaries Benefits Title II: 4035 $20,000	Teacher salaries & benefits - subs 1000-1999: Certificated Personnel Salaries Title II: 4035 $32,856

• Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject 1 x year) • Elementary teachers; ½ 1 x year (unless content sharing, full day)	Teachers released for collaborative analysis and instructional planning Jr. High content teachers; Math, ELA, Social Studies, Science-1 day year Elementary teachers grades 3-6; ½ 1 x year (unless content sharing, full day) (Expand to All elementary teachers, TK-6, half-day a year for collaborative analysis and instructional planning

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Site Universal Access and intervention programs before, during, and/or after school: Single Plan for Student Achievement • $80.00 per student	4.5 SAG Universal Access programs, materials, licenses, instructional aides and before, during, and/or after school interventions as reported in the Single Plan for Student Achievement for unduplicated and at-risk students • $80.00 per student (Supplemental)	Teacher Salaries Instructional Aide Salaries Benefits Materials Conferences Contracted Services LCFF $476,800	Certificated salaries & benefits 1000-1999: Certificated Personnel Salaries Supplemental $46,964
			Classified salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $113,963
			Supplemental books & supplies 4000-4999: Books And Supplies Supplemental $150,059
			Supplemental Services & other expenditures 5000-5999: Services And Other Operating

			Expenditures Supplemental $98,956

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students • Devices Purchased: $3,000.(LEP)	4.6 Purchased technology devices to access on-line intervention and language development programs for at-risk and EL students • Included in 2.12 (will be removed from Goal 2)	Technology Inventory Title III LEP: 4203 $3,000	Technology Inventory 4000-4999: Books And Supplies Title III LEP: 4203 $2,480

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 85 Students $12,750. (Immigrant/Title III)	4.7 Provided level I and II English learners with access to online reading and language instruction and literacy development programs • Imagine Learning • 85 Students $12,750. (Title III)	Computer Software Title III LEP: 4203 $12,750	Technology Computer Software 5800: Professional/Consulting Services And Operating Expenditures Title III LEP: 4203 $12,750

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.8 Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Investigate Math Intervention $5,000 • Read Naturally, RSP: $3,000.	4.8 Provided research based, standards aligned Tier 2 and 3 literacy and numeracy programs to Students With Disabilities • Read 180, System 44 $4,592.32 • On-going costs: Hosting $5,050. • Math Intervention: Printing costs only • Read Naturally, LIVE: $3,800. Professional development in preparing Students for State Assessments, accommodations, tools, running records and ESGI 16 Teachers: February 22, 2018	Computer Software State Special Education $13,000	Technology Computer Software 5800: Professional/Consulting Services And Operating Expenditures State Special Education $8,897
			Teacher salaries & benefits - subs 1000-1999: Certificated Personnel Salaries State Special Education $2,370

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.9 English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license • 600 Students	4.9 English learners, identified SWD needing phonemic awareness support, and at-risk and student with disabilities Lexiacore5 intervention home/school license • Lexiacore5 intervention home/school license • 600 Students • $15,000 Supplemental	Computer Software LCFF $18,000	Technology Computer License 5800: Professional/Consulting Services And Operating Expenditures Title III LEP: 4203 $15,000
			Technology Computer License 5800: Professional/Consulting Services And Operating Expenditures State Special Education $3,000

	• $3,000 Students with Disabilities LexiaCore Training: 18 Teachers: September 6, 2017		Teacher salaries & benefits 1000-1999: Certificated Personnel Salaries Supplemental $2,666

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.10 English learners provided access to instructional aides for extra support daily • Increase in aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	4.10 English learners provided access to instructional aides for extra support daily • Increased aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour (3 aides)	Classified Aide Salaries Benefits LCFF $132,578	Classified Aide Salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $135,999

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.11 Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans • Target groups: Suspension:	4.11 Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans • Target groups: Suspension:	Administrator Salaries Benefits LCFF $281,013	Certificated Administrator Salaries & benefits 1000-1999: Certificated Personnel Salaries Supplemental $297,981

SWD/African Americans/ORANGE • Target groups: Math: SWD RED/2+ races/ORANGE	SWD/Homeless/Foster Youth • Target groups: Math and ELA: SWD RED

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.12 District sponsored intervention at the two junior high schools • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) • $6,000. (total)	4.12 District sponsored intervention at the two junior high schools • ALJH: THRIVE (potential 1,000 from 3300) • VJHS: FINO (Failure Is Not an Option) • $6,000. (total) (Supplemental) (All schools will receive $5,000 for Additional Time and Support Intervention Program (STATS) before and/or after school in 2018-2019)	Teacher Salaries Benefits LCFF $6,000	Teacher salaries & benefits 1000-1999: Certificated Personnel Salaries Supplemental $4,917

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom	4.13 G.A.T.E. Coordinators collaborated 2 x year to develop rigorous inquiry, STEM, and Problem	Teacher Salaries Benefits LCFF $7,400	Teacher salaries & benefits 1000-1999: Certificated Personnel Salaries Base $7,406

• UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 Days	Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 Days		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs	4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • No training occurred for this cohort group- next training, 2018-2019 (Training offered every 2 years)	Teacher Salaries Benefits Title II: 4035 $2,220	Teacher salaries & benefits - subs (not done this year) 1000-1999: Certificated Personnel Salaries Title II: 4035 $0

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.15 Class-sizes reduced to accommodate personalized learning and individual student learning needs • TK-3 24:1	4.15 Class-sizes reduced to accommodate personalized learning and individual student learning needs • TK-3 24:1 • 4-6 30:1 • 7-8 27:1	Teacher Salaries Benefits (Included in 1.1) LCFF $1,675,000	Teacher salaries & benefits (not included in 1.1) 1000-1999: Certificated Personnel Salaries Supplemental $1,847,215

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.16 Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA • ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1) • VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE	4.16 Targeted support programs in math, ELA, and content coursework/homework to close learning gaps for targeted students at qualified school sites (VJHS will lose Title I eligibility in 18/19- Loss of FTE)	Certificated Salaries Benefits Title I: 3010 $89,257	Teacher salaries & benefits 1000-1999: Certificated Personnel Salaries Title I: 3010 $165,329
			Classified support salaries & benefits 2000-2999: Classified Personnel Salaries Title I: 3010 $139,640

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.17 School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	4.17 School Site FY & Homeless liaison (TAP) met with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	Classified Office Salaries Benefits LCFF $17,268	Classified support salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $18,187

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 8 TAPS x 36 weeks 1 day a week Stork: 3 days a week	4.18 Retained Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS Implementation • Foster Youth and Homeless Liaison • 7 TAPS x 36 weeks 1 day a week • Stork: 3 days a week Changes for 2018-2019 • 4 TAPS x 36 (1x week) + 20 days • 4 Half-time FTE's	Teacher Salaries Benefits LCFF $53,280	Teacher salaries & benefits- subs (TAP release days) 1000-1999: Certificated Personnel Salaries Supplemental $25,428

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.19 Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee	4.19 Retained Director of HR/Pupil Services who: • Facilitated data collection and analysis of unduplicated students • Monitored student progress, and oversee	Administrator Salaries Benefits LCFF $58,300	Certificated Administrator salaries & benefits 1000-1999: Certificated Personnel Salaries Base $124,621
			Certificated Administrator salaries & benefits 1000-1999: Certificated Personnel Salaries Supplemental $61,381

implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental	implementation of programs and services to under-represented or at-risk student groups • Directed sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitated improvements in attendance • 33% Supplemental/67% Base

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 nearly completed all actions as reported. Outcomes reflected continuous growth in ELA, Math, and ELPI. Systems and assessments were put into place to monitor progress and provide teacher/administrator collaboration. School sites demonstrated growth through response to intervention as indicated. Language and intervention supports were provided through blended learning opportunities and instructional aides. Tiered system of research-based supports is provided to students with disabilities. Further analysis of results for SWD has promoted a greater emphasis on professional development and more rigorously aligned expectations. The District did not offer teacher GATE training during the 2017-2018 school year. The training is offered every two years. Class sizes have been reduced to 24:1 in the primary grades.

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

Overall effectiveness regarding outcomes were reflected in continuous growth in ELA, Math, and ELPI. Systems and assessments were put into place to monitor progress and provide teacher/administrator collaboration. School sites demonstrated growth through response to intervention as indicated. Language and intervention supports were provided through blended learning opportunities and additional support through instructional aides, improvement was indicated in English Language Indicator (Yellow to Green). Tiered system of research-based supports is provided to students with disabilities. Further analysis of results for SWD has promoted much more professional development, and more rigorously aligned expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and estimated actual expenditures include increases in ESGI software costs for progress monitoring for 2018-2019 due to addition of special education and second grade to the system to record running records. Additional costs will also be added in regards to supplying teachers with NGSS assessments to help them prepare for the CAST. Increase in Additional Time and Support Intervention Programs at each site to provide before and/or after school intervention and support will increase for 2018-2019. GATE training for upper grade teachers will resume in 2018-2019. Increases in the amount of time TAPS (Teaching Assistant Principals) will support school functions outside of the classroom will increase costs for action 4.18 in 2018-2019.

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.

The District will continue to focus on supports in monitoring student progress routinely through data analysis and collaboration. CAST like assessments will be added to overall costs to monitor progress in NGSS in action 4.3. GATE training for teachers will take place in 2018-2019. Personnel who directly work with students to provide needed resources will continue. The addition of Student Additional Time and Support (STATS) Programs at each site will result in $50,000 increase in supports in 2018-2019 found in 4.12. Vineyard Junior High will lose Title I eligibility for 2018-2019 and will lose 1 FTE accordingly. The District has increased the amount of time TAPS (Teaching Assistant Principals) will support school functions, especially in regards to PBIS implementation, and facilitating social and emotion supports will increase costs for action 4.18 in 2018-2019. Site and District Leadership "Data Chats" have been added to measure outcomes, as well as survey results regarding teacher data analysis in EAMO 11. A local metric for analysis of effective site programs via disaggregated student performance data on CAASPP and Dashboard will be added to Goal 8 EAMO 8. Local metrics to measure teachers, cabinet, and principals on-going collaborative review of student progress, actions, and services is added to EAMO 9 and 10. Metrics include teacher and administrator surveys, and conference summaries.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 5

Provide opportunities for parent input on educational programs, services, and use of resources

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Percentage of responses, attention to comments regarding timely topics **17-18** Improve parent, student, and staff quality of input by 1% on annually updated survey	1. Improved parent and student input by meeting the "equivalent of a grade level" survey standard. Improved survey correlation through goal organization related to specific stakeholder groups. The Positive Behavior Intervention Support (PBIS) student engagement survey was added to all stakeholder surveys and provided better information on school culture and engagement. Parent input has been distributed throughout the LCAP. Parent Survey: District Commendations: • Parents report that students receive a quality education (92%) and are satisfied with instruction (89%) • Standards based resources are readily available and students are receiving standards-based instruction (97.5%) • Integration of technology and 21st Century learning skills has increased and are prevalent in classrooms (comments) • Home to school communication is solid (email preferred 49%) and Back to School Night most valued connected activity with school (89%) • Students feel safe (84%) and respected at school (83%)

Expected	Actual
Baseline 1. Improved stakeholder response rate on annual survey and attendance to community forums • Direct contact and/or input comprehensive parent survey-48% • 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input Parent survey data identified needs regarding school/home relationship, the instructional program, information flow, and parent learning and connection opportunities: • Offer enrichment opportunities before and after school-18% • Additional time and support during the school day-13% • Student instruction through Problem Based Learning projects-15% • Most important 21st Century Skill for implementation-Critical Thinking-60% • District should increase behavioral supports through PBIS-41%, Counseling-36% Top priority for LCAP goals and spending: • Academic learning support-37% • Access to technology-14% • 21st Century Skills-11% • Facilities safe and in good repair-8% • Behavior supports-7% Other spending suggestions: • Implement more science/STEM programs • More emphasis on performing arts • More technology, classroom tools • Reduce class sizes • Behavioral supports for students, teachers, and parents • Afterschool programs • More intervention opportunities • Use ONE way to communicate to parents • Too many worksheets and not enough problem based learning • Writing instruction Student engaged in learning not just passive	• Schools are supportive and inviting (81%) • Facilities are clean and well maintained (89%) District Recommendations: • Additional help for students academically before, after, and during school (26%, 36%, 50% neutral , 23% agree that schools offer supports, comments) • Additional help for students with behaviors, more counseling (29%) resources (PBIS 36%, comments) • Life skills instruction (Social and Emotional Learning-comments) • Continued emphasis on visual and performing arts (comments) • Professional development focus on math, science, and 21st Century Learning (comments) • Continued and improved English learner support at home (comments) • Start career planning at a younger age (comments) • Review emergency procedures with parents and students (comments) • Common messaging tool (ie. Class Dojo) and more communication when students struggle (42% comments) Comments identified the need for counseling, social and emotional "life skills" instruction, and a continued emphasis on the visual and performing arts.

Expected	Actual
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Sign-in sheets, administration observation, participation response rate on surveys **17-18** Improve attendance from parents of under-represented families to meetings, District advisory groups, and parent information opportunities **Baseline** 2. Improved attendance/ response rate for under-represented families • EL-4% increase • SWD-2% increase • LI-2% increase • Broadened participation of unduplicated groups into district advisory forums, outreach meetings: 13 Priorities included : • Designated time for language instruction during the day- 23% • Language and literacy software support that can be used both at school and at home-26% Instructional aide support-15%	2. Improved unduplicated family attendance to meetings, District advisory groups, and parent information opportunities English learner: From 10.1% to 9.4% Special Education: From 6.9% to 13% Title I: From 4.3% to 7.7% Intervention Classes: From 3.6% to 4.1% AVID: Remained 4.7% Foster Youth: From .4% to 1.1% Free and Reduced Lunch From 19.6% to 25.5% With the exception of a slight decrease in English learner, survey response was increased and greater representation indicated. Priorities for unduplicated groups included: Behavioral supports Language software that can be used at school and at home Intervention before and after school Differentiated instruction and collaborative grouping The ability to make corrections to improve grades Email and text communications Progress reports/contracts One home/school communication system
Metric/Indicator State Metric: Effort to Engage Parents and Use Input. Local Metric: Sign-in sheets, observation, participation rate response on surveys **17-18** Improve school-based parent learning opportunities and attendance and at school functions	3. Improved parent learning opportunities as demonstrated by survey responses: Parent Survey: My school site provides training and/or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth: Agree 45% Preferred opportunities: Back to School 89% School Based Information Nights 39% Open House 82% School Parties 45% Volunteers 45% PTA Activity Nights 42% Choral/Band Performances 33%

Baseline

3. Improved attendance at school functions as reported by survey:
   - 86% attended Back to School (compared to 82%)
   - 76% Open House Participation (compared to 68%)
   - 48% Volunteerism at school (compared to 41%)
   - 41% School-based information nights- (compared to 40%)
   - 30% Choral/band concerts (compared to 32%)
   - 21% Parent University (compared to 21%)

Teachers: How can ALSD help more parents become involved in our schools?

- Easier to navigate website
- Information Evenings
- Parent training days
- Fun Events
- Parent Volunteers
- Newsletters
- On-site support
- After school tutoring

Sites:

- ALE: PTA, Site Council, volunteer opportunities, Back to School Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th Grade parent Science Camp meetings, Library Readers, Monthly Family Fun Nights, JogAThon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1st-6th grade Spring Choral Concerts, 4th Grade Western Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K Grandparent's Day, Kindergarten & Preppy-K Winter Choral concert, Parent Information
- Banyan: PTS, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- Carnelian: PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences
- Deer Canyon: Parents are provided opportunities to serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences.

After School Sports 17%
Parent group meetings (GATE, Title I, AVID, Watch Dogs, Coffee with the principal, etc.) 28%

Learning topics suggested by parents:
21st Century Skills 32%
Math standards 13%
Social and emotional development 11%
Instructional strategies 9.6%
Student engagement 8%
ELA standards 6%
Behavior Supports 3%

School Sites Engagement:

ALE
PTA, Site Council, volunteer opportunities, Back to School Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th Grade parent Science Camp meetings, Library Readers, Monthly Family Fun Nights, JogAThon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1st-6th grade Spring Choral Concerts, 4th Grade Western Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K Grandparent's Day, Kindergarten & Preppy-K Winter Choral concert, Parent Information Nights, and Parent-Teacher Conferences

Banyan
PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA

Carnelian
PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher Conferences

Deer Canyon
Parents are provided opportunities to serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences.

Hermosa
Coffee with the Principal, PTA, SSC, classroom volunteers, family fun nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA

Expected	Actual
• Hermosa: Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Jasper • Stork: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Victoria Groves: Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents • ALJH: PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night • VJHS	Jasper Parents serve on Site Council committee; PTA hosts monthly Family Fun nights as well as monthly Dine Out events; parent volunteers in classroom; STEM night with parent involvement; choral concerts and Grandparents Tea; Dynamic Dads events; Muffins with Moms events; parents attend weekly Champion Assemblies. Stork PFSA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PFSA Victoria Groves PTA, Site Council, Parent Leader meetings, classroom/workroom volunteers, PTA hosted events, Back to School Night, Open House, Talent Show, monthly Dine-Outs, Fun Run, Book Fairs, Choral Concerts, Volunteer Tea, Preppy K performances, Parent-teacher Conferences and parent information nights. ALJH PTSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night, VJHS PTSA, SSC, Parent volunteers, Parent Info Night, Food Fairs, Bubble Run, Band/Choral Concerts, Open House, Meet the Teacher Night, Restaurant Nights, Field Trip chaperones, Camp Parent Info Nights
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Sign-in sheets, observation, participation rate response on surveys	4. Improved home/school communication and provided multiple parent trainings on how to access web-site, parent portal, and parent connect app • Focus on ONE parent/teacher communication system Pre-Service Day Training on how to access parent portal: July 27, 28, 2017 Parent University: October 26, 2017 Parent Portal Training: Enrollment: May 1, 2, 3, 2018

Expected	Actual
17-18 Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff • Focus on ONE parent/teacher communication system **Baseline** 4. Updated communication systems between home/school and training for parents on how to access communication systems. • Instructional Technology TOSA training 3 x year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation) • Most helpful messaging tool- Email-52%, smartphone-11%, Teacher website-5% Suggestions include: • Improve messaging regarding school tardies, absences, and when student is struggling academically • More on-going communication between parents and teachers Use ONE communication system as opposed to teachers using a variety of systems and platforms	Teachers survey on most effective home/school communication (Dojo, Remind, etc.). April 13, 2018 Parent Survey The most helpful communication tool: District Website: 1% Illuminate Parent Portal: 10% Twitter: 0% Facebook: .7% Smartphone App: 21.3% Global messaging: 1.1% Teacher Website: 1.6% Email: 41.9% Phone: 18% Class Dojo/Remind: 38% My school works with parents/guardians to help students do their best by offering: Parent conferences: 59% Parent Portal or weekly folder: 59% Email/text communication: 60% Phone calls home: 19% Progress Reports/contracts: 33% Parent Information Events: 26% Parent Involvement Activities: 26%

Expected	Actual
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Rosters, sign-in sheets **17-18** Inclusion of ELAC and Foster Youth representation on school-site decision making committees **Baseline** 5.Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups	5.Inclusion of ELAC and Foster Youth representatives on school-site decision making committees. Leadership reported conscientious recruiting for school decision making committees by unduplicated parent groups. All site councils invited ELAC representation, foster youth parents, parents of students with disabilities, and parents of homeless youth.
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Rosters, sign-in sheets **17-18** Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit **Baseline** 6.Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017-2018)	6. Expanded opportunities for under-represented parent groups to serve on District-wide Advisory Committees as demonstrated by number and frequency of meetings: Parent Liaison (Leadership) Advisory/Committee: 8/30, 9/27, 10/25, 11/29, 1/24, 2/14, 3/14, 4/11, 5/9 PTA/PTSA District Council (held on the same evenings as the Parent Leadership Advisory) DELAC (District English Learner Advisory Committee): 10/18, 2/7, 4/18 Title I District Engagement (TIDE): 9/13, 9/25, 9/26, 10/22, 5/11 LCAP Advisory Group: 9/6, 1/17, 4/11 Foster Youth Summit: 10/20 Will be combined with prior AMO

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
5.1 Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited	5.1 Revised annual parent survey to reflect needs identified changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited Refined correlation in survey by goal. Added PBIS school culture survey to all stakeholder groups.	Materials and Supplies Unrestricted Lottery: 1100 $300.00	Supplies - non classroom 4000-4999: Books And Supplies Unrestricted Lottery: 1100 $4,630

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute	5.2 Director of HR and Pupil Services promoted outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute	Materials and Supplies LCFF $300.00	Supplies - non classroom 4000-4999: Books And Supplies Supplemental $484

• "Resource of the week" distributed • Liaison meeting 3 x year	• "Resource of the week" distributed • Liaison meeting 3 x year (varied at different school sites) (Supplemental)		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities	5.3 Inclusion of parent representatives for Foster Youth, English learners, at-risk, and students with disabilities on individual School Site Councils. Site council and ELAC committees made decisions regarding student achievement, school climate, parent participation, student engagement, and equity and enrichment opportunities. (Supplemental)	Materials and Supplies LCFF $300.00	No costs in 17-18 4000-4999: Books And Supplies Supplemental $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.4 Translate necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other	5.4 Translated necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other	Contracted Services LCFF $2,000	Technology Computer License 5800: Professional/Consulting Services And Operating Expenditures Base $2,500
			Technology Computer License 5800: Professional/Consulting Services And Operating

			Expenditures Unrestricted Lottery: 1100 $325
			Technology Contracted Service 5800: Professional/Consulting Services And Operating Expenditures State Special Education $3,332

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.5 Update and maintain on-going communication contracts • Blackboard connect: $8,859.00 • Parentlink (app): $6,000. • Blackboard web-hosting: $7,297. • iBoss web-filtering: $41,885. (5 yrs) • SonicWall Firewall: $5,498. • EXPLOR LMS (build into web-site solution)	5.5 Updated and/or maintained on-going communication contracts • Blackboard connect: Connect Service Per User K-12 • Blackboard Parentlink (Social Media Manager, Mobile Communications,app): • Blackboard web-hosting: WCM Essential • Fortinet Firewall	Computer Software Unrestricted Lottery: 1100 $69,539	Technology Computer License 5800: Professional/Consulting Services And Operating Expenditures Base $28,109
			Technology Computer Hardware (bond funds) 6000-6999: Capital Outlay Other $80,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.6 Communication consultant retained	5.6 Communication consultant retained	Consultant Services LCFF $24,000	Consultant Services 5800: Professional/Consulting Services And Operating Expenditures Base $24,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • Investigate SWD Summit • Investigate African American Forum	5.7 Materials and supplies for stakeholder input events Parent Liaison (Leadership) Advisory/Committee: 8/30, 9/27, 10/25, 11/29, 1/24, 2/14, 3/14, 4/11, 5/9 PTA/PTSA District Council (held on the same evenings as the Parent Leadership Advisory) DELAC (District English Learner Advisory Committee): 10/18, 2/7, 4/18 Title I District Engagement (TIDE): 9/13, 9/25, 9/26, 10/22, 5/11 LCAP Advisory Group: 9/6, 1/17, 4/11 Foster Youth Summit: 10/20 Materials and Supplies: Printing costs, communications, hand-outs, Piktochart $69.00 a year license	5.7 Materials and Supplies Unrestricted Lottery: 1100 $1,000.00	Materials & Supplies 4000-4999: Books And Supplies Unrestricted Lottery: 1100 $1,069

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.8 Increase District and site-based Family Engagement Activities • CBET maintained	5.8 Provided District and site-based Family Engagement activities • CBET maintained	LCFF (Included in 4.5) Title I (Parent University) Title III-LEP (CBET) Teacher Salaries	Teacher salaries & benefits - extra duty 1000-1999: Certificated Personnel Salaries Title I: 3010 $1,801

• Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS • Math Discovery Night	• Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night (7 Teachers X 1.5 hours) • GATE: Family Day/Chess Tournament • STEM Showcase , • Festival of the Arts • District Spelling Bee • PBIS • Math Discovery Night (consultant fee)	Classified Aide Salaries Other Classified Salaries Benefits Materials and Supplies Outside Services LCFF $11,820	
			Classified support salaries and benefits - extra duty 2000-2999: Classified Personnel Salaries Title I: 3010 $54
			Services & other expenditures 5800: Professional/Consulting Services And Operating Expenditures Title I: 3010 $3,730
			Teacher salaries & benefits - subs & extra duty 1000-1999: Certificated Personnel Salaries Title III LEP: 4203 $4,035
			Materials & Supplies - non classroom 4000-4999: Books And Supplies Base $377

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 completed all actions as reported. The overall implementation of actions and services needs to be focused more on parent inclusion in the learning and planning development process and not just attendance and participation. School sites are becoming more proactive in providing parent learning forums by offering Family Literacy Days and other opportunities. Also, instead of just inclusion of unduplicated parent participation, our goal is create learning activities for parents to participate as their student would in blended learning for skill and language development, enrichment, and other. Parents communicate that priorities remain academic learning supports, however, social and emotional curriculum, counseling, and "life skills" supports are also heavily indicated. Parents want to know more about PBIS and what that looks like on school campuses. Much more training needs to be done here aswell.

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

The Districts efforts to refine better communication systems between home and school are on-going. Survey results indicate that email is still the best communication tool. New tools have been added to use email securely and ensure that all stakeholders have access to information has greatly improved. An aggressive campaign to ensure all parents logged into his/her student portal to access on-going information from both the classroom and the District has resulted in a better informed community. Parent training opportunities on how to access District communications will continue to be an on-going goal. Parents are moving away from the classroom website and prefer quick access to apps such as DOJO and Remind, however multiple students in one family may use several different system depending on which one the teacher prefers to use. This will take time, but we are working towards a common approach by all teachers. This will require negotiation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted expenditures and actual expenditures were demonstrated in the growing need for secure and accessible public information. We continue to add features such as IBoss and Fortinet to ensure a safe and secure communication environment that can be accessed by all. As we add more and more learning opportunities for parents and families, costs for parent engagement will continue to rise. Action 5.2 will be replaced with the Family Engagement Liaison.

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.

Any changes made to this goal will come through actions and services focused on parent learning and partnerships as opposed to activity attendance. School site offerings will reflect this shift as we progress. The District will encourage a collaborative/partnership approach to school site offerings. Also, more emphasis will be placed on collaboration between site leadership on how they approach the concerns, challenges, and needs of our parent community. This will become a regular feature of management meetings as leaders seek to improve opportunities and outcomes. Curriculum and instruction goals will include parent education, data analysis, and action planning on a regular basis. The 2018-19 LCAP will include additional Expected Annual Measurable Objectives to measure progress on the following: Parents express that they are included when decisions are made related to his/her child's education (Agree: 48.5 %), Parents receive messages from school when his/her child is struggling academically, behaviorally, or emotionally (42.5%); Parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc. (Agree 58.5%). These indicate greatest needs. Inclusion of ELAC and Foster Youth representatives on school-site decision making committees and improved opportunities will be combined. A part-time District Family Engagement Liaison will help bridge communication, educational opportunities, and services to parents for the 2018-2019 school year. . Action 5.2 will be replaced with the Family Engagement Liaison. A local metric to report survey results to Board of Trustees regarding meeting equivalency of one grade level on parents and student survey responses, and the majority of staff on annual stakeholder survey will be added to EAMO 1. The metric and outcome for the goal has been revised in EAMO 2 to include parent survey, contact records, and calendar to improve engagement, communication, resources, and services to all families via the Family engagement Liaison via and Family Resource Center.

Annual Update

LCAP Year Reviewed: 2017-18

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 6

Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Metric: Student Senate/Site Council will put facilities on regular agenda, student survey State Metric: Facilities in good repair **17-18** 79% of students will report that school facilities are clean and in good repair in annual survey **Baseline** 1.78% of students reported that school facilities are clean and in good repair in annual survey	1.88% of students reported that school facilities are clean and in good repair in annual survey

Expected	Actual
Metric/Indicator Local Metric: Annual parent/community survey State Metric: Facilities in good repair **17-18** 92% of parents will report school facilities are clean and in good repair **Baseline** 2.91% of parents reported school facilities are clean and in good repair	2. 89.7% of parents reported school facilities are clean and in good repair
Metric/Indicator Local Metric: Annual staff survey State Metric: Facilities in good repair **17-18** 89% of staff will report that facilities are clean and in good repair **Baseline** 3.88% of staff reported that facilities are clean and in good repair	3. 87% of staff reported that facilities are clean and in good repair
Metric/Indicator Local Metric: Student Senate/Site Council will put facilities on regular agenda, student survey State Metric: Suspension/Expulsion Rate **17-18** 82% of students will report that they feel safe at school **Baseline** 4.81% agree, 14% sometimes of students reported that they feel safe at school	4. 83% of students reported that they feel safe at school Student Survey: I get along well with other students 82% Students treat each other well 60% There is an adult at my school who will help me if I need it 82%
Metric/Indicator Local Metric: Parent survey	5. 95% of parents reported that they feel safe at school Parent Survey: My children like school 82.4%

Expected	Actual
17-18 95% of parents will report that they feel safe at school **Baseline** 5.95% of parents report that they feel safe at school	Students, staff, and parents are safe while at school 83%
Metric/Indicator Local Metric: Staff meeting agenda, survey **17-18** 96% of staff will report that they feel safe at school **Baseline** 6.96% of staff will report that they feel safe at school	6. 96% of staff reported that they feel safe at school Staff Survey: My students like school 91% Students and staff are safe while at school 99% Students treat each other well while at school 89% Students know an adult on campus who will help them if needed 98%
Metric/Indicator State Metric: Attendance Rate, Chronic Absenteeism Local Metric: Attendance rosters, sign-in and out records, truancy records, surveys, school site initiatives **17-18** Increase student attendance rate by .01% from previous year	7. Student attendance rate for 2017-2018 District-wide: 96.23%. This is a.10 decrease from the 2016-2017 school year 96.33% Parents • Do you receive messages from school if your child is late to school or absent? 80.4% agree • Does the District/School effectively address attendance, dropout and absenteeism?-83% agree Administrators: • My school effectively addresses attendance, dropout, and absenteeism- 100% agree • Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism-100% agree • Offer attendance incentives: 100% Staff: How can your school improve attendance rates? Incentives, resources, offer breakfast, transportation, nurse or attendance liaison, make school more inviting, establish consequences School attendance initiatives: ALE Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators

Baseline

7. Increase student attendance rate by .01% from previous year.

Parents

- Do you receive messages from school if your child is late to school or absent? 63% agree
- Does the District/School effectively address attendance, dropout and absenteeism?-83% agree

Administrators:

- My school effectively address attendance, dropout, and absenteeism- 93% agree
- Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism-100% agree
- Offer attendance incentives: 100%

Staff:

How can your school improve attendance rates?

Incentives, resources, nurse or attendance liaison, make school more inviting, establish consequences

Site Report:

- ALE Principal writes acknowledgements, on report cards, for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance.
- Banyan: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance.
- Carnelian: Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year.

hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance.

Banyan

Parents are notified of excessive absences through letter notifications. The Principal meets with families after two letters are sent to discuss the problem, come up with solutions, and provide incentives for improvement. Students with good attendance receive acknowledgement during trimester assemblies. Incentive programs are individually developed for students working on improving attendance.

Carnelian

Attendance is monitored by clerk and principal;

Students with chronic absenteeism and/or tardies receive standard letter notifications; school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-18 school year.

Deer Canyon

Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year, at trimester and yearly recognition assemblies.

Hermosa

Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC tracks attendance data and we have monthly attendance dog tags to promote monthly perfect attendance.

Jasper

Student letter notifications and SART meetings held as needed; incentive awards such as HERO highlight attendance; incentives in classroom for punctuality and attendance; perfect attendance awards per trimester.

Expected	Actual
	Stork Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. School wide acknowledgment system in place. Victoria Groves Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings.TAP and Principal track attendance data, and incentives are used to help promote monthly perfect attendance. ALJH 6 week drawing for perfect attendance, trimester Basket drawings for perfect attendance, Attendance awards at the end of each year, SST, SART, SARB, Dean meets with students VJHS We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students, Homeroom competition for perfect attendance (Students earn donuts when they fill in the letters on a poster). Attendance Rate: 2017-2018: 96.23% 2016-2017 96.33%
	8. Chronic Absenteeism was decreased to 5.7% for the 2017-2018 school year from 5.9 in the 16/17 school year. Transportation will be added in 2018-2019 to goals and actions as a means to improve attendance.

Expected	Actual
Baseline 8. Chronic Absenteeism rate was reduced by .2 % from previous year: 2012016: 5.2% 2017-2018: 5.0% SARTS/SARBS District-wide: ALE: 11 SARTS, 1 SARBS Banyan: 29 SARTS Carnelian: 24 SARTS, 5 SARBS Deer Canyon: 0 SARTS, 0 SARBS Hermosa: 5 SARTS Jasper: 3 SARTS, 1 SARB Stork: 0 SARTS, 0 SARBS Victoria Groves: 5 SARTS ALJH: 4 New SARTS, 2 continuing, 4 SARBS VJH: 2 SARTS, 3 SARBS	
Metric/Indicator State Metric: Middle School Dropout Rate Local Metric: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance **17-18** Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement • Number of student conferences • Number of non-promotes **Baseline** 9. Identified students at risk of not promoting or dropping out of middle school early in the school year and developed intervention plan and implement ALJH: 19 At-Risk: 2 Non-promotes VJHS: 34 At-Risk: 6 Non-promotes	9. Identified and supported students who were risk of not promoting, socially promoting, or dropping out of middle school Middle School Drop-out: 0% ALJH: 11 At-Risk: 3 Social promotes VJHS: 29 At-Risk: 11 Social promotes

Expected	Actual
Metric/Indicator Local Metric: Participation rates at school events, stakeholder surveys, fewer discipline referrals **17-18** Students will report that they have a variety of activities to participate in to improve connectedness to school	10. Students reported that they have a variety of activities to participate into improve connection to school 90% of students reported that their school offered engagement activities • Sports • Enrichment (afterschool) • District Nutrition Advisory Committee • Clubs • Dances • Food Fairs Our school is supportive and inviting • Parents: 81.3% Agree • Admin: 100% Agree • Staff: 99% Agree • Students 93% Agree School-site student connection activities: ALE ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly throughout each trimester. All 1st- 6th grade students participate in the fall "Meet the Masters" Art program, spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for Preppy-K & Kinder, one for for primary & one for upper classes), and monthly "individual" Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for Patients drive, monthly Family Fun NIghts, Book Fairs, and school wide annual JogAThon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities are open to all students and include after school Chess Masters class and a teacher sponsored "Hair/Bow" craft club. Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April. All 5th Graders participate in band appreciation classes and 6th graders may choose to participate in the year long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school. Banyan

Baseline

10. Students will report that they have a variety of activities to participate in to improve connectedness to school

78% of students reported that their school offered connectedness activities

- Sports
- Enrichment (afterschool)
- District Nutrition Advisory Committee
- Clubs

Our school is supportive and inviting

- Parents: 92% Agree
- Admin-100% Agree
- Staff- 99% Agree
- Students- 75% Agree, 17% "Don't know"

Site Connectedness Activities:

- ALE: ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly throughout each trimester. All 1st- 6th grade students participate in the fall "Meet the Masters" Art program, the opportunity to participate in spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly "individual" Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for Patients drive, monthly Family Fun NIghts, Book Fairs, and school wide annual JogAThon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities are open to all students and include afterschool Chess Masters class and a teacher sponsored "Hair/Bow" craft club. Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April. All 5th Graders participate in band appreciation classes and 6th graders may choose to participate in the year-long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school.
- Banyan: Provide a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel
- Carnelian: Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily

Banyan provides a variety of extracurricular activities including, Student Senate, Track, Meet the Masters, Chess Masters,chorus, and Friends of Rachel. Students participate in anti-bully campaigns, and lead us in the school song at assemblies. Banyan has weekly spirit days and monthly activities such as twin day, 100 day, and pajama day.

Carnelian

Students have opportunities to join Student Senate, Friends of Rachel Club, and Track Team. Students also make daily announcements, lead the monthly Flag Assembly; students are also recognized for social/emotional progress at monthly Flag Assemblies

Deer Canyon

The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters and receive trimester and yearly recognition.

Hermosa

Students have opportunities to join Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students also make daily announcements, lead the monthly Flag Assembly; students are also recognized for social/emotional progress at monthly Flag Assemblies

Jasper

Student Council hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive); weekly Champion assembly; monthly writing award assembly and HERO assembly (Helping Everyone Respect Others); Academic Bee; Student honorees in Newsletter; Track Meet, School Academic Bee, students on intercom for morning announcements.

Stork

Student Senate hosted activities and spirit days. After school activities. Assemblies. Monthly recognition, trimester and year long recognition. Superstar slips, positive passes to the principal, Monthly newsletter, Gate activities, Track, STEM projects, Talent show.

Victoria Groves

announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly

- Deer Canyon: The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive trimester and yearly recognition.
- Hermosa: Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly
- Jasper: Student Senate hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter
- Stork: Student Senate hosted activities and spirit days. After school activities, Assemblies, Monthly recognition, trimester and year-long recognition, Superstar slips, positive passes to the principal, Monthly newsletter, GATE activities, Track, STEM projects. Talent Show.
- Victoria Groves: Student Senate members plan and coordinate Community activities (Tot Drive, shoe collection, Pennies for Patients. Members greet families at site events, and plan "Wacky Wednesdays", Scripp's Spelling Bee; STEM demonstrations, and VG Talent Show allow students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment.
- Alta Loma Junior High: ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties
- Vineyard Junior High: Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community

Student Senate members plan and coordinate Pennies for Patients, Jump Rope for Heart, plan Wacky Wednesdays, help with morning announcements and greet VGS students. Gate activities, Spelling Bee, STEM Showcase, Talent show, and Track Meet, Fun Run, After school activities, Writer's Tea, Trimester awards, and Family Dine Out nights. School Newsletters, Website, Twitter, and Facebook frequently highlight student enrichment.

ALJH

ASB, AVID , After School Sports, Monthly Assemblies, 20 clubs on campus, Pennies for Patients, Friends Of Rachel, Project Basket, ALJH Spelling Bee, Lunch Activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video, Dances, Field Trips, Band, Artist of the Month, Writer of the Month, Warrior of the Trimester, Positive conferences, Daily Video Broadcast, Friday Welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties

VJHS

Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Art Club, Hour of Code, YESS Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards,

Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards

Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD-

- 100% of administrators reported student groups represented in student senate and other decision making groups

Sites Outreach:

100% of administrators reported unduplicated student groups represented in student senate and other decision making committees

- ALE: TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities.
- Banyan: TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate in Student Senate and all school activities.
- Carnelian: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club.
- Deer Canyon: TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from all demographics participate in the Deer Canyon Community Council and all school activities
- Hermosa: TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate
- Jasper: TAP touched base with each FY student making a rapport and checking on them; jog-a-thon incudes all students; student council officers are from all demographics
- Stork: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate

Expected	Actual
• Victoria Groves: Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • ALJH: Dean meet with students, all activities listed above are offered to EL • VJHS: Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc… as listed in the Action/Services 6.5 above)	
Metric/Indicator State Metric: Suspension Rate Local Metric: Discipline referrals, conference records on alternate means of correction, student information system **17-18** Student suspension rate will be reduced by .3% through the use of other means of correction **Baseline** 11. Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1% Use of other means of correction and student involvement in youth decision making and empowerment strategies, and PBIS being implemented to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors • I am participating in Positive Intervention Supports and strategies- • Students 48%. • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% Suspension Rate: 017%	11. Student suspension rate was reduced through Positive Behavior Intervention Supports: 2016/17: 84 Out of School Suspension, 161 In school Suspension Total 245 Suspensions. 2017-2018: 44 Out of School Suspensions, 32 In School Suspensions Total: 76 Suspensions: 69% Improvement Suspension Rate: 1.27% in 2017-2018 Suspension Rate: 4.2% in 2016-2017 Serious reflection on school-site suspension practices, on-going monitoring, implementation of PBIS, cultural proficiency, and restorative practices as part of articulated MTSS. District to target suspension rates for Students with Disabilities (RED) status change/2.5% increase, Foster Youth (RED) status change/8.2% increase, Homeless (RED) status change/2.9%, and students identifying with Two or More Races (RED) status change/3.0%. Monthly accounting of in-school and out of school disagregated suspension data to ensure proper documentation and collaborative problem solving. The District will employ strategies through collaborative leadership and parent partnerships to improve both out of school, and in-school suspension rates and build safer, stronger school cultures using PBIS accompanied social and emotional curriculum District-wide. Groups to watch; Hispanic (Orange), and SED (Orange) students. Participation in Positive Intervention Supports and strategies- • Administrator-92%, Student Survey: I like school 56%, Sometimes 31%

Expected	Actual
	I feel like I do well in school 67%, Sometimes 20% My school wants me to do well 94% My school has clear rules for behavior 87% Teachers treat me with respect 87% Good behavior is noticed at my school 72% Sometimes 23% Students in school behave so that teachers can teach 56% Sometimes 36% Parent Survey: My child(ren) like school 82.4% My school has clear rules for behavior 83.6% Teachers treat students with respect 83.6% Good behavior is noticed at my school 77.7% Students behave in class so that teachers can teach 70.6% Teacher Survey: My student likes school 88% My school regularly communicates that they want student to do well 98.5% My school has clear rules for behavior 92% Teachers treat students with respect 99.3% Good behavior is noticed at my school 95% Students behave in class so that teachers can teach 83%

Expected	Actual
Metric/Indicator State Metric: Expulsion Rate, Suspension Rate, Stakeholder Surveys Local Metric: Discipline referrals, conference records on alternate means of correction, student information system **17-18** Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion • Cultural Proficiency Training **Baseline** 12. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (1 student) Involve students in youth decision making and empowerment strategies to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors: ALJH-35, JVJHS-89 • Rachel's Club: ALJH-75, VJHS-50 • Elementary Schools: Rachel's Club, Student Senate Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Social and emotional instruction on campus: Admin 73% • Cultural Proficiency Training for Admin: 100% # of expulsions: 1	12. Implemented proactive means to reduce behaviors which result in suspensions and/or expulsions • PBIS Implementation District-wide • Students participate in positive decision making strategies • Piloted and purchased social-emotional curriculum for District-wide implementation Involve students in youth decision making and empowerment strategies to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors, Rachel's Club, Kindness Week • Elementary Schools: Rachel's Club, Student Senate, Kindness week • Social/emotional curriculum implementation; 2018-2019 Suspension Rate: 1.27% # of expulsions: 2 Stipulated Expulsions or .033% Student suspension rate was reduced through Positive Behavior Intervention Supports: 2016/17: 84 Out of School Suspension, 161 In school Suspension Total 245 Suspensions. 2017-2018: 44 Out of School Suspensions, 32 In School Suspensions Total: 76 Suspensions: 69% Improvement Rate
Metric/Indicator Local Metric: Team rosters, sign-in sheets, agenda, registration, surveys	13.Staff trained to implement Positive Behavior Intervention actions on school campuses Cohort 1: Completed Tier 3 25 Teachers: February 7, 2018 25 Teachers: April 18, 2018 25 Teachers: May 16, 2018

Expected	Actual
17-18 Teachers will be trained to implement Positive Behavior Intervention actions on school campuses • Facilitate Team Meetings **Baseline** 13. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier 3 training.) Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher 76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Facilitate Team Meetings	Cohort 2: Completed Tier 1 25 Teachers: October 24, 2017 25 Teachers: December 5, 2017 25 Teachers: March 19, 2018 Teacher Survey: I have been informed of PBIS K 80% 1 50% 2 76% 3 81% 4 80% 5 80% 6 75% 7 89% 8 91% I am implementing PBIS in and out of the classroom K 71% 1 52% 2 68% 3 81% 4 80% 5 78% 6 75% 7 86% 8 87%
Metric/Indicator State Metric: Suspension Rate Local Metric: Discipline referrals, conference records on alternate means of correction, student information system **17-18** Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • Restorative Practices	14. Provided professional development in social and emotional learning and curriculum • In House training on Second Step and PATHS programs. Piloted Second Step • SEL Committee recommended adoption of Second Step for 2018-2019 school year District-wide

Expected	Actual
Baseline 14. Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • February 2, 2017 • March 2, 2017	
Metric/Indicator Local Metric: Referrals, schedules **17-18** Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools **Baseline** 15. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools Referrals: • Tier 2: 51 Agency, 11 ALSD • Tier 3: 58 ALSD	15. Students had access to Tier 2 and Tier 3 counseling via a referral process or IEP. Full time Tier 3 counselor: Therapeutic Services; 7 Crisis Intervention: 21; Educationally Related Mental Health Services 27 Half time Tier 2 counselor: Therapeutic Services; 61
Metric/Indicator Local Metric: Parent, Student and Staff survey **17-18** Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. **Baseline** 16. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning.	16. Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning- Repeated and will be removed.
Metric/Indicator Local Metric: Schedules, agenda, notes, observation	17. Met with students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: • Staff Wellness Committee: 9/13/17, 2/22/18, 4/25/18

Expected	Actual
17-18 Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: • Staff Wellness Committee • Student Nutrition Advisory Council (NAC) Met 3 x year **Baseline** 17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: • Staff Wellness Committee • Student Nutrition Advisory Council (NAC) • Met 3 x year	• Student Nutrition Advisory Council (NAC): 9/19/17, 10/24/17, 11/28/17, 1/30/18, 2/27/18, 3/13/18, 4/24/18

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
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	Costs included in contractual duties	Director of Maintenance, Operations, Transportation & Safety - Part of the regular job duty 2000-2999: Classified Personnel Salaries Routine Restrict Maintenance $53,471

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.2 Work orders and deferred maintenance projects will be completed according to schedule	6.2 Work orders and deferred maintenance projects completed according to schedule	Classified Support Salaries $356,677 Classified Admin Support Salaries:	Classified support & clerical salaries & benefits 2000-2999: Classified Personnel Salaries

		$41,852 Classified Clerical Support $40,257 Benefits: $228,580 Materials and Supplies $321,500 Non Capitalized Equip $3,000 Travel and Conferences $3,000 Operations Services $5,000 Rents, Leases, Repairs $450,000 Contracted Services $95,900 Equipment Replacement $10,000 Indirect Costs $94,000 Routine Restrict Maintenance $1,649,766	Routine Restrict Maintenance $497,469
			Materials & supplies 4000-4999: Books And Supplies Routine Restrict Maintenance $192,470
			Services & other expenditures 5000-5999: Services And Other Operating Expenditures Routine Restrict Maintenance $215,226
			Capital outlay 6000-6999: Capital Outlay Routine Restrict Maintenance $59,144
			Indirect costs 7000-7439: Other Outgo Routine Restrict Maintenance $94,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3	6.3 Reviewed attendance records at sites and design a plan for student success • Monitored incidents of chronic absenteeism • Held SART and SARB meetings accordingly • Teacher Release: 10 x 3 • Provided home to school district transportation (non-SDC)	Teacher Salaries Benefits Unrestricted Lottery: 1100 $4,400	Teacher salaries & benefits - subs 1000-1999: Certificated Personnel Salaries Supplemental $4,444
			Classified salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $204,980
			Materials & supplies 4000-4999: Books And Supplies Supplemental $22,257

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.4 School sites develop a plan of incentives and activities to encourage outstanding attendance • $500.00 per site	6.4 School sites developed a plan of incentives and activities to encourage outstanding attendance • $500.00 per site	Included in 4.5	Services & Other expenditures 5000-5999: Services And Other Operating Expenditures Base $5,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.5 Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester)	6.5 Schools provided multiple opportunities for students to make a positive connection at school (at least one activity a trimester)	No Cost	costs included in 4.5 Supplemental $0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.6 Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. Sub-costs: 25X3 Teachers	6.6 Provided training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. Cohort 1 Dates: 25 Teachers: February 7, 2018 25 Teachers: April 18, 2018 25 Teachers: May 16, 2018 Teachers: Cohort 2 Dates: 25 Teachers: October 24, 2017 25 Teachers: December 5, 2017 25 Teachers: March 19, 2018 Student suspension rate was reduced through Positive Behavior Intervention Supports: 2016/17: 84 Out of School Suspension, 161 In school Suspension Total 245 Suspensions. 2017-2018: 44 Out of School Suspensions, 32 In School Suspensions Total: 76 Suspensions: 69% Improvement Rate Suspension Rate: 1.27%	Teacher Salaries Benefits Title II: 4035 $11,100	Teacher salaries & benefits - subs 1000-1999: Certificated Personnel Salaries Title II: 4035 $22,218

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.7 Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD) Provide Behavioral Specialist for Tier 3 support to SWD	6.7 Provided Clinical Counselor for Tier 3 counseling to students with disabilities (SWD) Provided Behavioral Specialist for Tier 3 support to SWD (Increase to 2 Clinical Counselors for Tier 3 counseling to SWD in 2018-2019)	Certificated Pupil Support Benefits Mental Health $117,641	Certificated Pupil Support salaries & benefits 1000-1999: Certificated Personnel Salaries EHRMS: 6512 $239,772

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.8 Provided Tier 2 counseling services for all students through a referral process	6.8 Provided Tier 2 counseling services for all students through a referral process.(Increase to 2 part-time counselors in 2018-2019) 20 hour wk	MBO Classified Pupil support Benefits LCFF $56,865	Classified pupil support salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $38,912
			Classified pupil support salaries & benefits 2000-2999: Classified Personnel Salaries MBO: 5640 $19,658

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	6.9 School sites (through site liaison and in collaboration with district liaison) provided outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	Materials and Supplies 4000-4999: Books And Supplies Unrestricted Lottery: 1100 $1,000	Classified support salaries & benefits 2000-2999: Classified Personnel Salaries Supplemental $55,061

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.10 Improve school "connectedness" for students and community through Junior High after-school sports program	6.10 Improved school "connections" for students and community through Junior High after-school sports program	Teacher Salaries Other Classified Salaries Benefits LCFF $60,000	Teacher salaries & benefits - extra duty 1000-1999: Certificated Personnel Salaries Supplemental $31,163
			Classified support salaries & benefits - extra duty 2000-2999: Classified Personnel Salaries Supplemental $5,117
			Materials & supplies - non classroom 4000-4999: Books And Supplies Supplemental $1,814
			Services & other operating expenditures - transportation 5000-5999: Services And Other Operating Expenditures Supplemental $1,181

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.11 Improved school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	6.11 Improved school connectedness, safety, and student empowerment via participation in Safe School Ambassador Program at both junior high schools	Teacher Salaries Benefits LCFF $5,000	Teacher salaries & benefits - extra duty & subs 1000-1999: Certificated Personnel Salaries Supplemental $3,829
			Services & other expenditures - transportation 5000-5999: Services And Other Operating Expenditures Supplemental $106

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.12 • Health Clerk at each school • West-side and East-side LVN for chronic illnesses management. • District-Wide Wellness and student Nutrition and Advisory meets 3 x's year	6.12 • Health Clerk at each school • West-side and East-side LVN for chronic illness management. • District-Wide Wellness and student Nutrition and Advisory meets 3 x's year	6.12 Classified Pupil Support Salaries Benefits LCFF $280,090	Classified pupil support salaries & benefits 2000-2999: Classified Personnel Salaries Base $276,735

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Consultants	6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Second Step Curriculum: 1 at each grade level District-wide	Materials and Supplies Consultants Unrestricted Lottery: 1100 $10,000	Books & supplies 4000-4999: Books And Supplies Unrestricted Lottery: 1100 $36,000

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 completed actions as reported. The overall implementation of actions and services was focused on support services to students through staff professional development, curriculum, engagement opportunities, direct services and personnel. Staff continues to focus on PBIS, Multi-tiered System of Supports, and positive, proactive strategies and engagement opportunities to build a connected school environment where students are and feel successful.

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

Actions were largely successful as indicated by student survey regarding student/school connections and student centered, proactive approaches. Serious reflection, dialogue, problem solving, and solutions are needed regarding behavioral supports for our most at-risk populations; Students with Disabilities, Foster Youth, and Homeless students. Student suspension rate was reduced through Positive Behavior Intervention Supports: 2016/17: 84 Out of School Suspension, 161 In school Suspension Total 245 Suspensions. 2017-2018: 44 Out of School Suspensions, 32 In School Suspensions Total: 76 Suspensions: 69% Improvement Rate A multi-tiered approach in academic and behavioral supports will be articulated for 2018-2019 in the form of additional counselors, additional time and support for after-school intervention programs, and professional development to aide implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and estimated actual expenditures includes increased costs in personnel, curriculum and engagement offerings.

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 include combining data from parents, students and staff objectives on clean facilities that are in good repair. Also,combine parents, students and staff reporting that they feel safe at school. Remove EAMO "Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning" which is repeated. Transportation, Clinical Tier 3 counselor and an additional Tier 2 half-time counselor will be added to new actions/services in 2018-2019. The goal is to provide more social and emotional supports to our students, as well as to improve chronic absenteeism. Our proposed 2018-2019 Family Engagement Liaison will be instrumental in building school/home connections, assisting with family resources, and attendance remediation. A change in the outcomes for EAMO 15 will indicate the percentage of chronically absent student who will be provided home to school transportation in an effort to improve attendance..

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Alta Loma School District's goal is to involve parents, community members, students, and school staffs in the development, review, progress monitoring, and implementation of the LCAP goals, especially in relation to the alignment of State Dashboard data and outcomes. The Dashboard has and will continue to provide a point of reference, discussion, and emphasis for action planning regarding greatest successes, and more importantly, greatest needs for continuous student and LEA improvement. Stakeholder engagement protocols ensure both informational and input outcomes regarding the eight state priorities.

LCAP Advisory Committee:
The Alta Loma School District LCAP Advisory Committee includes administrators, teachers, ALEA (Alta Loma Educators Association) bargaining unit members, classified staff, community members, and parents from all required student groups. The Advisory Committee has made a two year commitment to support and serve the priorities of the LCAP to aid continuity. The committee meets four times a year during different “seasons” of the LCAP cycle. The first season is largely informational, moving into preparation for input gathering, all while continually reviewing the District’s objectives and progress along the way.

Site and District Organizations:
Stakeholder input is received from site based and District organizations. Groups included PTA, PTSA, Site Council representatives, DELAC (parents of English language learners), Site-based English Language Acquisition Committees-ELAC, G.A.T.E. (Gifted and Talented) Advisory group, Foster Youth and Homeless forum, District Parent Advisory Group, and our Curriculum Council (District teacher steering committee). In particular, a much broader outreach to unduplicated parents and students at each school site is a priority. School sites recruited and engaged unduplicated parent groups on all decision making committees.

Community Outreach:
Do to the cyclical nature of the LCAP and the release of the State Dashboard, Alta Loma School District held community forums to both inform stakeholders and seek input regarding priorities, goals and actions. Meetings included open forums during District Parent Advisory and District PTA meetings, School Site Council leadership meetings, as well as open forums for discussion. Parents who participated at the Parent University event on October 27, 2017 were provided data, information, and were encouraged to provide input on LCAP actions and services. They shared and documented collaborative conversations regarding open ended, priority-based questions. The District also held open forum meetings at each school site during regularly scheduled PTA, PTSA, or Site Council meetings. As part of our LCAP outreach plan, each school included representatives from their student Foster Youth, English Learner,

and Special Education populations. The outreach encouraged attendance at all meetings and regularly scheduled agenda action items provided an on-going opportunity to voice concerns, questions, or make suggestions. (Please note the calendar below.)

Broad-based Survey Outreach:
Parent, staff, and community groups were emailed direct links to on-line surveys written to elicit input specific to each survey group. Paper and pencil copies of the surveys were made available for those who could not access on-line surveys. Direct email to parents has greatly improved the number of responses from all stakeholder groups. We enjoyed greater participation utilizing surveys and holding community forums at each school site throughout the year. Our Parent University event included 371 participants. Although not yet reaching our goal of receiving comprehensive survey input from 50% of our parent population, we were able to communicate and receive input from the required one grade level equivalency range. . We encouraged student input from grades three-eight. We received input from 52% of our students in that grade range. The information provided was invaluable in developing actions and services to best meet our community. The input surveys were written to gather information regarding each of the eight priority areas, especially in regards to basic needs (standards-based materials, qualified teachers, and safe facilities), school climate, implementation of standards, and parent involvement. Results from stakeholder surveys were shared with the Board of Trustees, LCAP Advisory, and District parent groups in January and February, 2018.

Communication Outreach:
The District is continually improving information systems between home/school. We have added all aspects of social media, a parent app with access to all relative information for sites, and a communication consultant who keeps newsfeeds active with District and student happenings. Blackboard Global Connect emails and school-based flyers are regularly sent to parents to provide relative live-links and timely information. All communications are also placed on the website to facilitate outreach and encourage input. The District also prepared a “pictograph” highlighting key features of the LCAP including definitions of purpose, a District overview, Student Overview, Budget Overview, highlights regarding Goals, Actions/Services, Student Engagement, and Student Outcomes. The pictograph was emailed to each household and paper copies were available at school sites. As always, the draft LCAP will be made available on the district web-site. Comments and input will be encouraged through mass email communications to encourage attendance on LCAP review and public hearings.

Public Hearing:
A public hearing on the goals and related actions of the 2018-2019 LCAP will be held during the Board Meeting for public comment, feedback and suggestions on June 6, 2018 at 6:00 p.m. at the District Support Center.
The Board of Trustees will approve the LCAP at the regularly scheduled Board Meeting on Wednesday, June 13, 2018 at the District Support Center.

Alta Loma School District
LCAP Stakeholder Input and Meeting Timeline
2017-2018

Meeting Dates:

July, 2017:
20 Department Meeting
26 Board Meeting
28 Management Meeting

August, 2017:
1 New Teacher Orientation
2 Convocation
16 Media Clerks Meeting
24 Curriculum and Instruction Meeting
31 GATE Coordinator and District Parent Advisory Meeting

September, 2017:
6 LCAP Advisory Group, Board Meeting
7 Management Meeting, Title I Meeting
12 Curriculum Council
18 Extended Professional Development-teachers
20, 22 Data Chats/Principals, Board Meeting
27 District Parent Advisory

October, 2017:
4 Board Meeting,
5 Management Meeting
10 Jasper, Carnelian-PTA
12 Curriculum and Instruction Meeting
13 Banyan PTA
17 Hermosa, VG PTA
18 District English Language Advisory Committee (DELAC),Board Meeting, ELD Aide Meeting
19 Deer Canyon PTA, Title I Coordinators
25 District Parent Advisory
26 District-wide Parent University

November, 2017:
1 Board Meeting, ALE PTA
2 Management Meeting
3 VJHS- PTA

9 Principals Meeting
8-17 Survey at Parent Conferences: Paper/ on-line available
14 Stork PFSA
29 District Parent Advisory

December, 2017
7 Management Meeting
13 Board Meeting

January, 2018:
11 Management Meeting
17 LCAP Advisory Meeting, Board Meeting
18 Curriculum and Instruction Meeting, Sent surveys to stakeholders
23 Curriculum Council Meeting
24 District Parent Advisory
30 GATE Coordinator/Parent Advisor Mtg.

February, 2018:
1 Management Meeting
7 Board Meeting, ELD Aides, DELAC
8 District English Language Advisory Committee (DELAC)
14 Principal Meeting
20 District Parent Advisory
21 Social Study Task Force

March, 2018:
1 Management Meeting
7 Board Meeting, ELD Aides
13 Curriculum Council
14 Classified Council, District Parent Advisory
15 Curriculum and Instruction Meeting

April, 2018:
4 Board Meeting, LCAP Advisory
5 Management Meeting
18 DELAC Meeting
19 Curriculum and Instruction Meeting
26 GATE Coordinator and Parent Advisory

May, 2018
2 Board Meeting, Public Forum
3 Management Meeting, LCAP Advisory
4 Submit LCAP to County
9 District Parent Advisory

June, 2018
6 Board Meeting: LCAP presentation
13 Board Meeting: Board approves LCAP

Impact on LCAP and Annual Update

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

Parent/Community Input: Parents and community members were provided opportunities to give input regarding the eight state priorities through paper and digital surveys, as well as multiple District and school-site meetings and advisory councils. Several different stakeholder groups including the LCAP Advisory Committee, staff-based Curriculum Council, and Parent Advisory Council analyzed the data and made the following commendations and recommendations.

District Commendations:

- Parents report that students receive a quality education (92%) and are satisfied with instruction (89%)
- Standards based resources are readily available and students are receiving standards-based instruction (97.5%)
- Integration of technology and 21st Century learning skills has increased and are prevalent in classrooms (comments)
- Home to school communication is solid (email preferred 49%) and Back to School Night most valued connected activity with school (89%)
- Students feel safe (84%) and respected at school (83%)
- Schools are supportive and inviting (81%)
- Facilities are clean and well maintained (89%)

District Recommendations:

- Additional help for students academically before, after, and during school (26%, 36%, 50% neutral , 23% agree that schools offer supports, comments)
- Additional help for students with behaviors, more counseling (29%) resources (PBIS 36%, comments)
- Life skills instruction (Social and Emotional Learning-comments)

- Continued emphasis on visual and performing arts (comments)
- Professional development focus on math, science, and 21st Century Learning (comments)
- Continued and improved English learner support at home (comments)
- Start career planning at a younger age (comments)
- Review emergency procedures with parents and students (comments)
- Common messaging tool (ie. Class Dojo) and more communication when students struggle (42% comments)

Staff Input: All ALSD teachers and administrators were encouraged to take the digital survey aligned to eight state priorities. Input and analysis occurred during the District's Curriculum Council and LCAP Advisory Committee. The LCAP Advisory Committee consists of classified and certificated staff, representation from the Alta Loma Educator's Association (ALEA), and parent representatives.

District Commendations: Teachers

- Teachers work together to provide a high quality, rigorous, and engaging education that is standards-based (98.5%)
- English language arts strength; provide evidence from reading passages during reading and writing activities (74%)
- Mathematical practice strength; use tools that can help solve the problem and modeling (manipulatives, number lines, etc.) (26%)
- English learners are supported (86%)
- Parent engagement remains high (91%)
- Schools offer school connectedness activities (90%)
- Students like school and feel safe (91%)
- Schools are supportive and inviting (99%)
- My school is clean and well maintained (87%)
- Positive Behavior Intervention Supports (PBIS) has made a positive impact (comments)
- Teachers on Special Assignment (TOSA) have made a positive impact in the classroom in math (92%) and technology (69%)
- Teachers help plan, implement, and evaluate instructional materials, strategies, and programs (91%)
- Professional development received is specific to the effective implementation of state academic standards and 21st Century Skills (86%)

District Recommendations:

- Increase device availability (comments)
- Increase use of data to drive instruction (comments)
- Professional development in NGSS, STEM, Total Participation Techniques, and Active Visible Learning (QUEST)
- TOSA needed in language arts (comments)
- Continue District-wide PBIS implementation (comments)

Administrator Input: ALSD Administrators participate in Curriculum Council, LCAP Advisory Committee, and provide monthly input during Curriculum and Instruction Meetings. Administrators were encouraged to take an administrator digital survey aligned to the eight state priorities

Commendations:

- Technology is integrated into classroom instruction (82%)
- TOSAs have had a positive impact in the classroom in technology (100%), math (91%), and other supports
- Teachers have access to standards-based materials and are teaching standards in the classroom (100%)
- Students receive education in all subjects; English language arts, math, science, social studies, P.E., technology, and visual and performing arts. (100%)
- My students like school (100%) and are safe (100%)

Recommendations:

- School and classrooms are not always in good condition (67%)
- More tools needed for chronic absenteeism (comments)
- Need greater emphasis on respect and clear rules and objectives in the classroom (comments)

Student Input: All students in grades 3-8 were encouraged to take an anonymous on-line survey. The survey did reflect the eight state priorities with a special emphasis on student engagement. The Positive Behavior Intervention Support survey was incorporated into the District survey.

Commendations:

- Students report that they receive a quality education (93%) with quality instruction (83%).
- State standards are regularly taught (92%)
- During balanced (73%) reading and writing activities, evidence for answers is provided (85%)
- Strategies taught to better understand how to solve word problems in math (77%)
- Technology proficiency skills increase with the grade level- higher the grade level, higher the proficiency
- Parent engagement and home/school partnerships are strong
- Students feel like they do well in school (76%), feel safe (83%), have clear rules for behavior (91%), are respected by teachers (87%), schools and classrooms are clean and in good condition (86%), and school is supportive and inviting (93%)

Recommendations:

- More opportunities for extra help before, during, and after school, especially for math (overwhelming majority of comments) including more processing time
- Increase student collaboration opportunities in the classroom
- More hands-on learning
- Perception of school is directly related to peer relationships and how students treat each other (60%)

- Help us understand what we're learning

Parent survey results and input opportunities indicated an increase in responses from several subgroups including Asians, Filipino, African American's and Hispanics. Survey results indicated that parents are highly satisfied with school facilities, services and programs for students in the Alta Loma School District. Priority areas included academic learning supports on school campuses by offering enrichment opportunities before or after school, additional time and support for those students who need it during the school day, and on-line learning supports for home use (new). Other priorities include access to behavioral supports (29%), counseling, and continued resources such as PBIS (38%), as well as offering "life skills" instruction. Parents want to continue an emphasis on world languages, the arts, and career planning. Parents feel very strongly about the importance of 21st Century Skills to include collaboration, digital literacy, creativity and innovation, with special emphasis on critical thinking and communication, both written and oral. 15% of parents encouraged the use of Problem Based Learning strategies for college and career preparedness, and encouraged more time and attention to multi-sourced evidence based writing. It was very clear in survey results that on-going training for educators was highly valued (93%) with top training priorities in math standards, 21st Century Learning Skills technology, and student engagement. Parents reported that they want to be actively involved in their child's education (96%), as well as to make sure their children are involved in enrichment activities and opportunities both in and outside of the classroom (96%). Both require good home/school communication (97%). Parents believe the greatest factors to support student achievement involves students feeling safe and enjoy coming to school. They believe that a student's connection to his/her teachers and their school are critical to student success (98%). Another priority included ensuring facilities are safe and in good repair. Top priorities for LCAP goals and spending including academic learning supports (36%), access to technology and training (14%), 21st Century Skills (11%), to offer a broad course of study (10%), and Behavioral Supports (7%)

Areas of improvement indicated by the Parent survey included home/school communication regarding timely notification of students struggling academically (42.8%), as well as understanding academic standards and what behavioral services are available to support students. Parents also stressed wanting to be actively engaged when school decisions related to his/her child's education (48.5) are made, be made aware of all of the digital supports available for use at home(50%), small group intervention services offered during the school day (40%,) and intervention before and after school (23%). Importantly, 81% of parents reported being satisfied with the instruction that his/her child received.

Additional comments in regards to improving student success in the Alta Loma School district included parent communication using one reliable source instead of several, transportation, foreign language offering, smaller class size, counselors in the school setting, reduction in combo classes, and more challenge and rigor in the classroom. Parents also suggested improved GATE opportunities, differentiated instruction, and consistency among schools regarding expectations. Other repeated suggestions include active shooter training and security, bullying and character education, and focuses on problem based and STEM learning.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

1. Provide high quality standards-based instruction that is rigorous and engaging.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

1. Hire appropriately credentialed teachers and support credential completion through the Induction process
    - Teacher Assignment: 8% of teachers are in the process of clearing their credential, 2 teachers misassigned
2. Provide adequate instructional materials to support learning for all students
    - 77% of teachers reported that they have sufficient common core aligned materials
3. Provide a high quality engaged, rigorous, and interactive education for all students
    - Parents/community: 89%, Administration-100%, Staff-98%, Students-92%
4. Ensure access to technology
    - Parent/Community: Access to digital tools at home/school more than once a week 97%, students use technology for standards-aligned products more than once a week 76%- chrome book to student ratio: 1:2 All computers ratio: 1:1.5

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Teacher Misassignment Rate, Highly Qualified Teacher Rate Local Metric: Number of new teachers enrolled in an Induction Program	1.Hired Teachers with appropriate credentials, 7% used Induction to Clear Credential	1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction to obtain a clear credential	1.100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential Misassignment Rate: % of Induction Candidates	1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential Misassignment Rate: % of Induction Candidates
State Metric: Students access to standards materials, Williams Report Local Metric: Stakeholder surveys	2. Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)	2. All students receive instruction in state academic standards via state adopted materials and additional resources	2. All students receive instruction in state academic standards via state adopted materials and additional resources	2. All students receive instruction in state academic standards via state adopted materials and additional resources
Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards Local Metric: Teacher Survey	3.73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)	3. 78% of teachers have sufficient standards aligned instructional materials to support classroom instruction	3. 80% of teachers have sufficient standards aligned instructional materials to support classroom instruction	3. 82% of teachers have sufficient standards aligned instructional materials to support classroom instruction
Metric/Indicator State Metric: Student access to standard aligned	4. 96% of parents reported having access	4. 84% of parents will report that students have access to	4. 85% of parents will report that students have access to	4. 88% of parents will report that students have access to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
materials, Implementation of State Standards Local Metric: Parent Survey	to standards instructional resources	standards aligned instructional resources	standards aligned instructional resources	standards aligned instructional resources
Local Metric: Parent, Student Survey	5. 81% of parents reported they are satisfied with the instructions students receive citing the need for improved instruction in math in particular 100% administrators 98% teachers 93% students	5. 85% of parents and students report they are satisfied with instruction	5. 86% of parents and students report they are satisfied with instruction	5. 86% of parents and students report they are satisfied with instruction
Local Metric: Teacher and Student Survey	6.New	6. 75% of teachers and students report adequate access to the internet and devices daily	6. 72% of teachers and students report adequate access to the internet and devices daily	6. 78% of teachers and students report adequate access to the internet and devices daily
Local Metric:Teacher and Student Survey	7.New	7. 72% of students and teachers report use of devices for standards aligned products 2 x week (SAMR)	7. 76% of students and teachers report use of devices for standards aligned products 3 x week (SAMR) using production programs such as Nearpod	7. 80% of students and teachers report use of devices for standards aligned products 4 x week (SAMR) using production programs such as Nearpod
Local Metric: Student and Parent Survey	8.76% parents/community reported that students used digital tools at	8. 75% of parents report that his/her student utilizes digital components to complete	8. 90% of parents and students report that his/her student utilizes digital components to	8. 92% of parents and students report that his/her student utilizes digital components to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported that GAFE was most useful tool.	assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)	complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)	complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.1 Hire appropriately credentialed teachers with qualified English Learner certifications	1.1 Hire appropriately credentialed teachers with qualified English Learner certifications	1.1 Hire appropriately credentialed teachers with qualified English Learner certifications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,793,702	$24,190,364	$25,163,017
Source	LCFF	LCFF	LCFF
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 ICT Induction Services and Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • 10 Support Providers • ICT Contract (RCOE)	1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • 14 Support Providers • 20 Candidates • ICT Contract (RCOE)	1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • 14 Support Providers • 20 Candidates • ICT Contract (RCOE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,778	$37,500	$37,500
Source	Educator Effectiveness	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits Conferences	Certificated Salaries Benefits Conferences	Certificated Salaries Benefits Conferences

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.3 Form History/Social Studies Task Force in grades 6-8 • 25 teachers x 4 days	1.3 Form NGSS Task Force delayed until 2019-2020 • 25 teachers x 4 days	1.3 Form NGSS Task Force in grades K-8 • 30 teachers x 4 days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,800	$15,000	$15,215
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Pilot and purchase History/Social Studies adoption in grades 6-8 for implementation in 2018-2019	1.4 Pilot and purchase NGSS adoption delayed until 2019-2020	1.4 Pilot and purchase NGSS adoption in grades K-8 for implementation in 2020-2021

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500,000	$351,028	$1,200,000.
Source	Restricted Lottery: 6300	Restricted Lottery: 6300	Restricted Lottery: 6300
Budget Reference	Textbooks	Textbooks Online learning materials	Textbooks Online learning materials

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Improve technology infrastructure, purchase additional student devices, and expand use	1.5 Improve technology infrastructure, purchase additional student devices, and expand use	1.5 Improve technology infrastructure, purchase additional student devices, and expand use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$350,000	$437,770	$150,000
Source	One-Time Funds	One-Time Funds	One-Time Funds
Budget Reference	Technology Inventory	Technology Inventory	Technology Inventory

Action 6

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Purchase NGSS Integrated Bridge Materials (Pearson Interactive)	1.6 Purchase NGSS Integrated Bridge Materials (Pearson Interactive) Grades 6-8	1.6 Potential Purchase NGSS Integrated Bridge Materials (Pearson Interactive) Grades 6-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,000	$65,000	$35,000.
Source	Restricted Lottery: 6300	Restricted Lottery: 6300	Restricted Lottery: 6300
Budget Reference	Textbooks	Online learning materials	Online learning materials

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

1. Ongoing professional development regarding state standards, frameworks, and college and career instructional supports focused on continuous improvement

- Teacher and administrator survey, 97% ranked a high priority- 95% of teachers reported that they attended three or more professional learning events- Continue Math, ELA, and NGSS/STEM)

2. Collaborative structures to make informed decisions regarding curriculum, instructional and professional needs based on data

- School staffs are invited to help plan, implement, and evaluate instructional materials, strategies and programs-91% agree

3. Increase teacher effectiveness with English learners through professional development, knowledge of ELD standards, specific instructional strategies, and integrated and designated delivery models

- District EL progress: ELPI 83% Green

4. Embed 21st Century Learning Skills into instructional pedagogy to increase engagement, personal learning, and achievement

- Student. Staff, and parents ranked 21st Century Learning Skills as high priority- 89% on surveys. Highest priority; Critical Thinking through questioning and analysis and Digital Literacy

5. Increase student engagement and standard-based learning through the effective use of technology in daily instruction.

- 85%% of students in grades 6-8 indicate that they are proficient on the basic functions of the chrome book and are proficient in collaborating digitally using Google shared documents-67% , while 78% of teachers indicate they are proficient in shared documents

6..Provide instructional coaching at the point of first instruction

- 100% Administration, 89% Teachers Agree beneficial

7. Focus on literacy anchor standards and instructional strategies in Social Studies and Science (NGSS) in grades K-8
- 4-8 Implementation of state literacy standards in Science and Social Studies
- 6-8 NGSS Bridge Material-Writing integration using Interactive Science (NGSS Integration)
- 4-8 Document Based Questioning (DBQ Project) Social Studies writing integration
- K-5: Integrated standards-based non-fiction into ELA
- K-8: Provide collaborative release time for curricular planning and implementation

8. Provide college and career preparedness through shifts in ELA, math, NGSS/STEM, inquiry, research and writing (evidence based analysis, close reading, non-fiction reading comprehension, writing)
- Teachers: Challenges in ELA- Analysis and writing from multiple sources-38%, Reading and writing in textual evidence-12%, Close Reading-9% Range of Reading of Text Complexity-23%, Math Challenges Math include translations into lists, graphs, and tables
- Admin: Challenges in ELA- Analysis and writing from multiple sources-50%, Text complexity-27%, Math-Explain thinking to someone else- 21%
- Students: Challenges in ELA- Multi-sourced evidence based reading/writing-65%, Non-fiction comprehension
- District CAASPP: ELA: Reading Comprehension, Math: Concepts and Procedures

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Implementation of	1.92% of teachers and 100% of administrators report that standards-	1. 88%% of teachers and 90% of administrators will report	1. 90% of teachers and 92% of administrators will report that	1. 92% of teachers and 94% of administrators will report that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core ELA and Mathematics Local Metric: Teacher and Administrator Survey	based practices and strategies learned during professional development are being implemented in the classroom.	that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented.	standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented.	standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented.
State Metric: Implementation of Common Core ELA Local Metrics: Teacher Survey	2.92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned. Reported top priorities for teacher professional development continues to be state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues. Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, Text dependent questioning,	2. 90% of teachers will attend at least 3 professional learning opportunities during the school year.	2. 92% of teachers will attend at least 3 professional learning opportunities during the school year.	2. 94% of teachers will attend at least 3 professional learning opportunities during the school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	technology, differentiation, math, NGSS, facilitate 21st century learning			
Local Metric: Teacher Survey	3.89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups	3. 86% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups	3. 88% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups	3. 90% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups
State Metric: Implementation of Common Core ELA Local Metrics: Teacher Survey	4.78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction Improvement in progress toward English proficiency- 67% to 71%, however ELA SBAC scores were maintained at 28% proficiency	4. 78% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.	4. 85% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index).	4. 87% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Teacher, Student, and Administrator Survey	5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction • Teachers report greatest challenge is critical thinking through questioning and analysis, and technology application • Administrators report greatest challenge is critical thinking and rigor, and collaborative structures used effectively • Students report they learn collaboratively with partner/groups: More than 1xweek: 36%, Daily-18%, Never 2% • Favorite way for students to learn creatively is: Build models-38%, see how things	5. 86% of teachers and 90% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)	5. 88% of teachers, students, and 92% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)	5. 90% of teachers, students, and 94% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	work-28%, invent things-23% research topics -19%, STEM Projects-18%, write stories, poems and songs-13% Do simulations-12%, problem based learning-7%			
Local Metric: Teacher, Student, and Administrator Survey	6. 75% of teachers and 60% of administrators report that technology to produce standards-aligned learning products is implemented at least 2 x year.	6. 75% of teachers and 65% of administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week.	6. 80% of teachers, students, and 90% of administrators will report that technology to produce standards-aligned learning products is implemented more than two times per week.	6. 85% of teachers and 95% of administrators will report that technology to produce standards-aligned learning products is implemented more than two times per week.
Local Metric: Teacher, Student, and Administrator Survey	7.78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE 75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents	7. 75% of students and 69% of administrators in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing	7. 80% of students, teachers, and 100% of administrators in grades 3-8 are proficient in the use of GAFE applications as well as Google collaborative writing	7. 85% of students and 100% of administrators in grades 3-8 are proficient in the use of GAFE applications as well as Google collaborative writing

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Implementation of Common Core ELA Local Metric: Student Survey	8. Students reported the following regarding shifts in English language arts implementation: • 79% Balance of literature and information text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing	8. 75% of students will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	8. 80% of students will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	8. 82% of students will report that they employ the shifts in English language arts: build knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language
State Metric: Implementation of Common Core ELA Local Metric: Teacher Survey	9. Teachers reported the following regarding shifts in English language arts implementation: • 89% Balance of literature and information text	9. 87% of teachers report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing	9. 85% of teachers will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing	9. 87% of teachers will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• 93% Evidence based reading writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing Administrators reported: • 70% Balance of literature and information text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development	grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• 100% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing			
State metrics: Implementation of Common Core Math Local Metric: Student and Teacher Survey	10.74% of students reported that they regularly utilize math practices Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up- 82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else 86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as	10. 75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons	10. 77% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons	10. 79% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	drawing a picture and/or modeling			
State Metric: Student access to standard aligned materials, Implementation of Standards Local Metric: Teacher Survey	11.80% of Grade K-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	11. 90% of Grade 6-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	11. 95% of Grade 5 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	11. 90% of Grade K-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)
State Metric: Student access to standard aligned materials Local Metric: Teacher Survey	12.68% of social studies teachers in grades 4-8 reported completion of one complete DBQ writing unit.	12. 85% of Social Studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit.	12. 87% of Social Studies teachers in grades 4-8 will report that they have completed one DBQ unit and use Document Based Questioning (DBQ) strategies and materials in his/her classroom.	12. 89% of Social Studies teachers in grades 4-8 will report that they have completed one DBQ writing unit and use Document Based Questioning (DBQ) strategies and materials in his/her classroom.
State Metric: Student access to standard aligned materials Local Metric: Teacher, survey;			13. 75% of 6-8 Social Studies teachers will report that they have successfully implemented new social studies adoption, TCI, in his/her classroom.	13. 80% of 6-8 Social Studies teachers will report that they have successfully implemented new social studies adoption, TCI, in his/her classroom.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$128,615	Included in 1.1	Included in 1.1
Source	LCFF	LCFF	LCFF
Budget Reference	Included in 1.1		

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$128,615	Included in 1.1	Included in 1.1
Source	LCFF	LCFF	LCFF
Budget Reference	Included in 1.1		

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 25 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day	2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day	2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,500	$15,000	$15,000
Source	Title I: 3010	LCFF	LCFF
Budget Reference	Certificated salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Provide grade level collaborative planning days for instructional planning • 30 teachers 2 days (6-8) • NGSS Development • Cohorts: K-2, 3-5, 6-8	2.4 Provide grade level training and instructional planning grade 5 • 20 teachers 5 days • NGSS Development	2.4 Provide grade level training and instructional planning grade 3 and 4 • 50 teachers 3 days • NGSS Development

• 3x8 for each cohort (24x3)x$150. ($10,800.) • Registration $19,000	Provide follow-up NGSS assessment and instructional planning 6-8 • 11 teachers 1 day 6th grade • 9 teachers 2 day 7th & 8th grade	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,536	$6,350	$6,350
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher's Salaries Benefits Conference	Certificated salaries Benefits conference	Certificated salaries Benefits conference

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration • UMRA annual fee: Tools 4 Ever	2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for standards and digital collaboration • UMRA annual fee-:Tools 4 Ever • Better Cloud	2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for standards and digital collaboration • UMRA annual fee- Tools 4 Ever • Better Cloud

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,100	$20,000	$20,000
Source	LCFF	Base	Base
Budget Reference	Technology Services	Technology Services	Technology Services

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies	2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies Adoption 6-8	2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM adoption 6-8, Social Studies 6-82.6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$235,856	$239,650	$239,650
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 7

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7 Under the direction of the IT TOSA's, provide professional development and coaching using technology as a content learning tool: SAMR progress • 125 Substitutes	2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool: • 44 days in conjunction with math training: 0 additional subs • STL's 20 days Write from Beginning/Thinking Maps New Teacher Cohort: 32 Days ELA Cohort: 3rd Grade: 24 Days	2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool: • 125 Substitutes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,500	$10,750	$10,750
Source	Title I: 3010	Supplemental	Supplemental
Budget Reference	Teacher Salaries	Certificated salaries	Certificated salaries

Benefits	Benefits	Benefits

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.8 Professional Development for coaches, administrators, and teacher leads: Contract services in writing instruction: • Thinking Maps, Write from the Beginning and Beyond- Writing from Text for Admin and Teacher Leads • Contract: $9,000. • 25X4 days teacher release ELA/ELD Adoption Implementation:	2.8 Professional Development for coaches, administrators, and teacher leads Social Studies Adoption Implementation 6-8 • Training/Consultant • $2,500. • Pre-service • 20 x 1 day Professional Development Budget Document Based Questioning:	2.8 Professional Development for coaches, administrators, and teacher leads

• $2,500 (New teachers) Special Education: Guided/Shared Reading • Training/Consultant • $5,000. Document Based Questioning: • Training/Consultant • $2,500 (new teachers)	• Training/Consultant • $2,500 • Grades 4-5, new teachers • 22 x 1 day ELA/ELD Adoption Implementation: • $2,500 Consultant: Pre-service Day- new teachers • Additional: Consultant • Not to exceed $5,000. Special Education: Guided/Shared Reading • Training/Consultant • Not to exceed $5,000. (hourly) • Read 180 refresher (2,500) • Freckle Ed (Gwen) GATE • Training/Consultant • Not to exceed $5,000. • 25 X 2 Teachers	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,800	$22,947	$36,300
Source	Title I: 3010	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits Contracted Services	Certificated salaries Benefits Contracted Services	Certificated salaries Benefits Contracted Services

Action 9

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.9 Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	2.9 Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	2.9 Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$86,556	$88,988	$88,988
Source	Educator Effectiveness	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 10

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.10 Math TOSA professional development and collaborative coaching • Focus on SWD, at-risk student groups • 200 Substitute release days total	2.10 Math TOSA professional development and collaborative coaching • Focus on 4th Grade Teacher Cohorts: 150 Days • Focus on SWD/Gen Ed Cohort: 3-8 RSP: 17 days, RSP K-6: County Training: 24 days, $2800 Registration fee	2.10 Math TOSA professional development and collaborative coaching • 150 Substitute release days

	SDC- Kim Sutton: 9 days, $2700. Registration fee Math Resources Support Training: 10 days	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,600	$43,250	$43,250
Source	Title II: 4035	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$500	$500
Source	LCFF	Base	Base
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.12 Immigrant student devices for Google Translator and educational software (LEP) • 5 Tablets • 10 chrome books	2.12 Provide standards aligned software to 1-8 grade students in English language arts and math (Freckle Ed). District contribution: Freckle Ed: Sites contribution: (Costs Included in 4.5)	2.12 Provided standards aligned software, Front Row Ed (Freckle) to 1-8 grade students in English language arts and math. District contribution: Freckle Ed: Sites contribution: (Costs Included in 4.5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$25,200	$25,200
Source	Title III LEP: 4203	LCFF	LCFF
Budget Reference	Technology Inventory	Technology Inventory	5000-5999: Services And Other Operating Expenditures Technology Inventory

Action 13

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.13 Provide Digital DBQ license for Social Studies Multi-Sourced writing • District: $3750. • Sites: $375 each (Included in 4.5) • Consultant: $2,500. (new teachers 4-8-Included in 2.8)	2.13 Provide multi-sourced evidence-based writing resources Digital DBQ license for social studies multi-sourced writing • District: • Sites: (Included in 4.5) • Consider grades 4-5	2.13 Provide multi-sourced evidence-based writing resources Digital DBQ license for social studies multi-sourced writing • District: • Sites: (Included in 4.5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 4.5	Included in 4.5
Source		LCFF	LCFF
Budget Reference	Included in 2.8 and 4.5		

Action 14

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	2.14 Retain Site Media Clerks to assist teachers and students in standards-based library and media skills. Consider updated library management system: Alexandria $16,990. yearly, Set-up $5,990.	2.14 Retain Site Media Clerks to assist teachers and students in standards-based library and media skills. Consider updated library management system: Alexandria $16,990. yearly

Budgeted Expenditures

Amount		$150,293	$150,293
Source		LCFF	LCFF
Budget Reference		Classified salaries Benefits	Classified salaries Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

Provide all students a broad and enriching course of study at each grade level that reaches beyond the core

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

1. All students need access to a broad course of study that includes ELA, Math, Social Studies, and Science

- CTE Enrollment, pupil rosters, master schedule, student (98.5%), administrator and teacher survey (98%)

2. All students need access to visual and performing arts, digital literacy, and physical education (vocal music, instrumental music, art, digital literacy, PE teachers)

- CTE Enrollment, pupil rosters, master schedule, student survey 67%

3. Students will not be denied participation due to inability to buy necessary clothing, instruments, or other resources

- Homeless assistance fund, receipts, administrative reports- District FY/Homeless liaison reports

4. Site leadership supervises the number of instructional minutes students participate in physical education

- Instructional minutes monitoring 200 minutes/10 days, administrative walk-thru, weekly schedules

5. Offer Spanish at both junior high schools beginning in the 7th grade

- Parent Survey, high interest- college and career preparedness

6. Continue Project Based Learning, STEM, and Visible/Active Learning practices District-wide under QUEST initiative and LEAP into Summer Enrichment Program
- Parent survey, high priority-engaged PBL, STEM learning, enrichment
- Student survey, preferred learning strategies, project-based

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Student access and enrollment in all required areas of study Local Metric: Student Survey	1.97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	1. 95% of students will report that they participate in a broad course of study including ELA, Math, Social Studies and Science	1. 95% of students will report that they participate in a broad course of study including ELA, Math, Social Studies and Science	1. 95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science
Local Metric: Student and Administrator Survey Other Pupil Outcomes: Number of students performing and displaying art during District Art Festival	2.73% of students, and 93% administrators report students have access to visual and performing arts, digital literacy, and physical education.	2. 75% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.	2. 77% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education. Art Display: Performances:	2. 79% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education. Art Display: Performances:
Local Metric: Annual report from Family Engagement Liaison Other Pupil Outcomes: Number of students who	3.100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work	3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work	3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work	3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
did not participate in enrichment or extra curricular activities due to financial need.	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)
State Metric: Student access and enrollment in all required areas of study Other Pupil Outcomes: Number of Spanish sections offered at each junior high school as prescribed by the Board. Local Metric: Pupil rosters, master schedule	4.Current Spanish course offerings at junior high schools: 4	4. Spanish course offerings at junior high schools will increase to: 6	4. Spanish course offerings at junior high schools will increase to 8	4. Spanish course offerings at junior high schools will be maintained at 8
Local Metric: Parent Teacher, and Student Survey; Other Pupil Outcomes: Number of students who participated in summer enrichment program.	5. 96% Parents reported interest in enrichment program • Launch L.E.A.P Into Summer Learning Program	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)
Local Metric: Parent, Student Teacher, and Administrator survey; Other Pupil Outcomes: Number of students actively participating in STEM Showcase	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Top priorities as reported on all surveys	• Top priorities reported on all surveys	STEM Showcase Participation:	STEM Showcase Participation:
State Metric: Results on Presidential Fitness Test Other Pupil Outcomes: Students will demonstrate an improvement in Physical Fitness Assessment results			7. Student results on Physical Fitness Test will determine baseline data	7. Student results on Physical Fitness Test will demonstrate a 2% improvement over baseline data

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Offer a broad course of study to all students	3.1 Offer a broad course of study to all students	3.1 Offer a broad course of study to all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in 1.1	Included in 1.1	Included in 1.1

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers to meet with all 4-6 grade students 1x week, two full time instrumental music teachers,60% choral music teacher • ½ time sub for Stork 1x week	3.2 Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1x week- 1/2 day sub at Stork 1 x week (added instructional aides) Two full time instrumental music teachers 60% choral music teacher Computer Aides (8)	3.2 Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1x week- 1/2 day sub at Stork 1 x week (added instructional aides) Two full time instrumental music teachers 60% choral music teacher Computer Aides (8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$281,715	$398,514	$398,514
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits Supplies Services	Certificated Salaries Benefits Supplies Services

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Schools: Zero Period: ALJH, VJHS Specific Grade Spans: ZERO Period 7/8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.3 Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period (costs)	3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework • Basic needs for educational access (foster youth, low income) • Access to Zero period (priority to at-risk and second language learners)	3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework • Basic needs for educational access • Access to Zero period

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,846	$44,528	$44,258
Source	One-Time Funds	Supplemental	Supplemental

Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Provide Spanish curriculum and instructional resources • $10,000 • Planning and Implementation collaborative 2x 3 days	3.4 Provide Spanish curriculum and instructional resources. Increase number of courses (3 at ALJH, 5 at VJHS) • $2,000 materials • Planning and Implementation collaborative 2x2 days • Additional course at ALJH	3.4 Provide Spanish curriculum and instructional resources and potentially increase number of courses at ALJH • $2,000 materials • Planning and Implementation collaborative 2 x 2 days • Potential additional course at ALJH

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$2,400	$2,400
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Teacher Salaries Benefits Instructional Materials	Certificated Salaries Benefits Instructional Materials	Certificated Salaries Benefits Instructional Materials

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative	3.5 Provide materials, training and time for teacher collaboration for District-wide instructional focus on best first instruction: Visible-Active Learning/Project/Problem	3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative

• 25x3 days • Consultant Fees: $5,000.	Based Learning, STEM, and QUEST initiative • 25x3 days • Consultant Fees: $5,000. • Potential Associate Superintendent fees for training	• 25x3 days • Consultant Fees: $5,000. • Potential Associate Superintendent fees for training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$16,100	$16,250	$16,250
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits Outside Consultant	Certificated Salaries Benefits Outside Consultant	1000-1999: Certificated Personnel Salaries Certificated Salaries Benefits Outside Consultant

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]		All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Offer Summer Enrichment Program: L.E.A.P. into Summer • Enrichment materials cost: $3,000.	3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer • Materials and personnel Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY • 80 hours teacher x 1 • 80 hours instructional aide x 1	3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer • Materials and personnel Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY • 80 hours teacher x 1 • 80 hours instructional aide x 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000.	$58,692	$50,193
Source	Unrestricted Lottery: 1100	LCFF	LCFF
Budget Reference	Instructional Materials	Certificated Salaries Classified Support Salaries Benefits Instructional Materials	Certificated Salaries Classified Support Salaries Benefits Instructional Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

1. Increase achievement through the regular collection and collaborative analysis of common formative, interim, and summative assessments.

- Results from CAASPP, District Formative Assessments Illuminate, District Diagnostic Assessments (STAR):

- 2015-2016: SBAC: ELA-59% Math: 49% proficient 2016-2017: SBAC: ELA- 63% (GREEN), status change/ 5.1+, MATH 50% (GREEN) status change/3.1+

2. CAASPP and State Dashboard results will reflect progress in status and change for all students and reported subgroups:
   - ELA: GREEN- all students status change +6.8; SED +4.4, African Americans +12.4. All other groups except homeless and students with disabilities increased
   - Math: GREEN-all students status change +3.4, African Americans (Yellow) +8.5, all other groups with exception of SWD, homeless increased
   - Suspension Rate: (ORANGE)-all students +2.5 increase, RED SWD +2.5%, Homeless, Foster Youth
   - English Learner Progress: GREEN-all students from 77% to 83%

Sub-group targets:

- ELA: RED Students with Disabilities
- Math: RED SWD, Homeless
- Suspension Rate: RED SWD, Homeless

3. English Learner Progress Indicator: 77-83% GREEN

4. Systems to monitor on-going student progress using District-Wide Diagnostic assessment: STAR Early Literacy, STAR Reading, and STAR Math analysis, SBAC correlation to standards, Freckle Ed analysis, collaborative planning and instructional outcomes- on-going progress monitoring
    - SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes as defined by District pace and scope and sequence
    - District Formative assessments- Illuminate and Key Data item bank
    - ESGI used for running records data analysis for grades K-2

5. Close the achievement gap for at-risk student populations through supports and services

Sub-group targets:
- ELA: Students with Disabilities (SWD)/Homeless
- Math: SWD/Homeless
- Suspension Rate: SWD/Foster Youth/Homeless

6. Classrooms engage in regularly scheduled Universal Access Choice and Challenge (UACC) to differentiate student learner needs and supports during, before, and after school
    - Top academic support priority for students and parents
    - Student survey: 76% report that teacher/school provides opportunities to get extra help before, during, or afterschool
    - Admin survey: 77% reported that school offered extra support

7. Support research-based effective practices and strategies to encourage college and career preparedness
    - AVID: 2 sections at ALJH, UACC structure at elementary schools
    - Close Reading Strategies: Students: 64% Almost always, 18% Sometimes/ Teachers: Almost always, 81%
    - Students use notes/Thinking Maps: 91%
    - Evidence-based reading and writing using multiple sources-65%

8. Increase percentage of students making progress towards learning English and provide system for monitoring Long Term EL's
    - English Learner Progress: GREEN-all students
    - EL Reclassification Rate: 98/323 LEP students reclassified (30%)

9.Provide ELD, content teachers and paraprofessionals opportunities to access effective research-based instructional strategies and resources

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: CAASPP Meet or Exceed; ELA, Math, Science	1.Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services • ELA- 63% proficient Target: Reading comprehension : multi-sourced evidence based reading and writing, close read strategies • Math-49% proficient Target: Conceptual and Procedural understanding	1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math and ELA by1%	1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math, ELA and science by1%	1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math, ELA and science by1%
State Metric: State Dashboard: Continuous Improvement-Status/Change	2.2016-2017 State Dashboard results will reflect progress in status and change for all students and reported subgroups:	2. Spring 2017-2018 State Dashboard results will reflect progress in status and change for all students and reported subgroups:	2. 2018-2019 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN	2. 2019-2020 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• ELA: GREEN-all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW • Math: SWD RED/Two+Race ORANGE • Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores	• ELA: GREEN-all students • Math: Green-all students • Suspension Rate: GREEN-all students • English Learner Progress: GREEN-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW: 5 point growth • Math: SWD RED: 5 point growth Two+Race ORANGE: 5 point growth • Suspension Rate: SWD/African American/Pacific Islander YELLOW	• Math: GREEN • English Learner Progress: GREEN- Sub-group targets: • ELA & Math: Students with Disabilities, growth by 2% African Americans: growth by 2% Homeless and Foster Youth, growth by 2%	• Math: GREEN • English Learner Progress: GREEN- Sub-group targets: • ELA & Math: Students with Disabilities, growth by 2% African Americans: growth by 2% Homeless and Foster Youth, growth by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Data Analysis of STAR District Diagnostic Assessments	3.2016-2017 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring STAR: Early Literacy: Trans/Prob Reader School Aug. Jan. May ALSD 19.6 56.4 67.3 ALE 15.6 50.5 80.7 BAN 7.1 56.9 48.8 CARN 30.6 16.6 45.8 DC - 59.7 71.7 HERM 33.4 66.7 68.9 JASPER 21.6 56.0 47.3 STORK 35.1 63.1 76.0 VG 14.1 50. 67.8	3. 2017-2018 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2	3. 2018-2019 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2	3. 2019-2020 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	STAR Reading: PR 50% + School Aug. Jan. May ALSD 48.3 50.1 51.8 ALE 40. 41.7 38.5 BAN 58. 59. 59.9 CARN 49.9 57. 53. DC 50.3 *60.8 55.7 HERM 41.8 *55.1 53.7 JASPER 44.1 45.6 48.5 STORK 61.1 68.8 69.0 VG 54.1 55.7 59.1 ALJH 44.9 43.5 41.4 VJH 42.8 41.9 39.8 STAR Math: PR 50%+ School Aug. Jan. May ALSD 56.7 63.4 62.0 ALE 41.5 55.4 55.5 BAN 61.2 74.7 78.1			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	CARN 60.2 61.0 56.4 DC 58.4 63.7 67.0 HERM 51.1 64.6 59.1 JASPER 46.1 57.3 58.2 STORK 65.5 75.6 71.9 VG 62.4 68.2 65.3 ALJH 58.1 57.0 54.5 VJH 55.0 57.4 55.3 *Missing Scores, MEAN not accurate • SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes • District Formative assessments created (math) using Illuminate			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and Key Data item bank • ESGI used for running records data analysis for grades K-2			
State Metric: English Learner ELPI Local Metric: Preliminary scoring of ELPAC	4.2015-2016: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI) • Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW	4. 79% of EL students assessed in annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)	4. 80% of EL students assessed in annual ELPAC will make one level growth as indicated by the English Language Progress Indicator (ELPI)	4. 81% of EL students assessed in annual ELPAC assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)
State Metric: English Learner Reclassification Rate Local Metric: District ELPAC score	5.In 2016-2017 42% of EL students will be reclassified into RFEP as measured by the CELDT (LTEL study)	5. In 2017-2018 98/323 or 30% of EL students were reclassified as measured by the CELDT/ELPAC	5. In 2018-2019 30% of LEP students will be reclassified RFEP as measured by the ELPAC	5. In 2018-2019 32% of LEP students will be reclassified RFEP as measured by the ELPAC

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Student Survey	6.73% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool What is one thing that would help you better achieve all of your learning goals? (Students) • How do study • Technology • More help in math • Reading • Teachers explain more about certain things-slow down • Time in class to practice and answer questions • Interactive learning • More hands-on activities • Writing • Positive Attitudes • Projects	6. 75% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool	6. 80% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school	6. 85% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• After school program- human help My school works with my parents/guardian to help me do my best by offering • Parent conferences- 55% • Ability to make corrections to improve grade- 52% • Email/text communication -48% • Extra support after school- 43% • Updated information on website-37% • Phone calls- 33% • Intervention classes 17% Parent: Do you receive messages from school if your child is struggling academically? 37% Agree			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Admin: My school works with parents/guardians of students to do best by offering • Extra support-67% • Progress Reports-100% • Parent Portal and/or weekly folder-73% • Email/Text-100% • Phone Calls-100% • Intervention Class-53% • Ability to improve grades 80% • Teachers are provided resources to promote parental involvement and student learning at home-70% Agree Staff: • Teachers actively seek parent input			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	into decisions regarding his/her child- 82% Agree • I have the information I need to determine whether a student needs intervention or enrichment- 85% • I regularly participate in identifying students who need intervention or enrichment- 86% Staff: How can ALSD help more students be successful at school? • ELA Adoption • Reduce combo classes • Provide more technology • Increase intervention • Enrichment with the arts • Better textbooks			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Limit classroom disruptions • Firmer hand against bullying • Behavioral supports • After school academic support • Updated libraries • Hands on learning and projects • Special Ed support • Foundational reading and math • Lower class size • UDL strategies (Universal Design Learning) • Homework help • Counselors • Afterschool Interventions • Teach self-reliance • Resources for EL's			
Local Metric:. Student Survey	7.79% of Junior High students reported that	7. 80% of Junior High students reported that	7. 84% of Junior High students will report that	7. 86% of Junior High students will report that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school
Local Metric: Analysis of effective site programs via disaggregated student performance data on CAASPP and Dashboard	8. Individual school sites monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA) 2016-2017 • ALE: Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based	8.Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets	8.Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets	8.Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation. • Banyan: Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	intervention throughout the school day in classrooms through small group and one to one instruction. • Carnelian: Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach • Deer Canyon: Learning lab offers reading intervention 3 x week and Math intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	length using LexiaCore, FrontRow Ed and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors. • Hermosa: Morning Learning Lab is a before school intervention			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	using IXL Math, Imagine Learning and LexiaCore 4x a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1- 2x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the student to additional movement time with a proctor. Afternoon intervention for 2nd grade- 1 x week for 45 minutes. Teacher keeps intervention group and			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	releases the rest of student to additional movement time with a proctor. • Jasper: Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week. • Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	support. Aide supported LexiaCore time. • Victoria Groves: Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach. • ALJHS: Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	support for at-risk students. • VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).			
Local Metric:Teacher Survey.	9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.80% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.83% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes
Local Metric: Conference Summary, Administrator Survey	10..All site leaders and District designated staff will participate in on-going regular review of	10. All site leaders and District designated staff will participate in on-going review of student	10. 95% of cabinet and principals will report on-going collaborative review of student	10. 95% of cabinet and principals will report on-going collaborative review of student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	student data for decision making on needed actions and services	data to monitor progress and make decisions on actions and services	progress, actions, and services	progress, actions, and services
State Metric: State Dashboard: Continuous Improvement-Status/Change		12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; . ELA: RED; -66.5 MATH: RED; -98.7 Suspension: RED 4.3%	12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; . ELA: -63 MATH: -95 Suspension: 2.5%	12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; . • ELA: • MATH: • Suspension:

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services: Costs to communicate results • Postage and envelopes	4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services Costs to communicate results • Postage and envelopes	4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services Costs to communicate results • Postage and envelopes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Supplies Postage	Supplies Postage	Supplies Postage

Action 2

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Students in K-8 will be assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2018 District license District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math • Additional Licensing: $2,000.	4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement • 2016-2019 license District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math • Additional Licensing: $2,000. Accelerated Reader at all sites	4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement License ends 18-19 Consider renewal Accelerated Reader at all sites

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$30,000	N/A
Source	LCFF	LCFF	
Budget Reference	Computer License	Software license	

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records $ 8,109.00 • Illuminate: DNA/Grading: $47,336. (2yrs) • Illuminate: Key Data Item Bank: $17,751. (2yrs)	4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records: • Illuminate: DNA/Grading: • Illuminate: Key Data Item Bank: Math, ELA, Writing • Illuminate: Key Data Item Bank-Fluency: NGSS (NEW) • Illuminate: Student Information System • Illuminate: Key Data Item Bank:	4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records: • Illuminate: DNA/Grading: • Illuminate: Key Data Item Bank: Math, ELA, Writing • Illuminate: Key Data Item Bank: NGSS • Illuminate: Student Information System • Illuminate: Key Data Item Bank:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$74,000	$84,865	$85,000
Source	LCFF	LCFF	LCFF
Budget Reference	Computer License	Software license	Software license

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.4 Teachers released for collaborative analysis and instructional planning • Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject 1 x year) • Elementary teachers; ½ 1 x year (unless content sharing, full day)	4.4 Teachers released for collaborative data analysis and instructional planning • Elementary Teachers and Core Junior High Teachers: 1 full day	4.4 Teachers released for collaborative data analysis and instructional planning • Elementary Teachers and Core Junior High Teachers: 1 full day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$32,856	$34,000
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated salaries Benefits

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.5 Site Universal Access and intervention programs before, during, and/or after	4.5 Site Universal Access and intervention programs to close achievement gap:	4.5 Site Universal Access and intervention programs to close achievement gap:

school: Single Plan for Student Achievement • $80.00 per student	Student Achievement Grant as reported in Single Plan for Student Achievement • $80.00 per student	Student Achievement Grant as reported in Single Plan for Student Achievement • $80.00 per student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$476,800	$477,243	$477,243
Source	LCFF	Supplemental	LCFF
Budget Reference	Teacher Salaries Instructional Aide Salaries Benefits Materials Conferences Contracted Services	Certificated Salaries Classified Salaries Benefits Materials Conferences Contracted Services	Certificated Salaries Classified Salaries Benefits Materials Conferences Contracted Services

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	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 Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.6 Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students • Devices Purchased: $3,000.(LEP)	4.6 Purchase technology devices to access on-line intervention and language development programs for EL students • Devices Purchased:	4.6 Purchase technology devices to access on-line intervention and language development programs for EL students • Devices Purchased:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$5,000	$5,000
Source	Title III LEP: 4203	Title III LEP: 4203	Title III LEP: 4203
Budget Reference	Technology Inventory	Technology Inventory	Technology Inventory

Action 7

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.7 Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 85 Students $12,750. (Immigrant/Title III)	4.7 Provide level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 85 Students • $12,750.	4.7 Provide level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 85 Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,750	$12,750	$14,250
Source	Title III LEP: 4203	Title III LEP: 4203	Title III LEP: 4203
Budget Reference	Computer Software	Software License	Software license

Action 8

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.8 Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Investigate Math Intervention $5,000 • Read Naturally, RSP: $3,000.	4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Math Intervention: $5,000. • Read Naturally, RSP $3,000 • Gr. 1-5: Write in Readers: HMH $5,000	4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Math Intervention: $5,000. • Read Naturally, RSP $3,000 • Gr. 1-5: Write in Readers: HMH, $5,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,000	$21,000	$21,000
Source	State Special Education	State Special Education	State Special Education
Budget Reference	Computer Software	Certificated salaries benefits Computer Software	Certificated salaries benefits Computer Software

Action 9

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.9 English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license • 600 Students	4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore5 intervention home/school license • 600 Students (500 at-risk, 100 SWD)	4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore5 intervention home/school license • 600 Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,000	$22,500	$22,500
Source	LCFF	Title III LEP: 4203	Title III LEP: 4203

Budget Reference	Computer Software	Software License	Software License

Action 10

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.10 English learners provided access to instructional aides for extra support daily • Increase in aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	4.10 English learners provided support via instructional aides daily • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	4.10 English learners provided support via instructional aides daily • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$132,578	$140,129	$140,129
Source	LCFF	Supplemental	Supplemental
Budget Reference	Classified Aide Salaries Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.11 Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and	4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being	4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being

social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans • Target groups: Suspension: SWD/African Americans/ORANGE • Target groups: Math: SWD RED/2+ races/ORANGE	to ensure promotion at the end of 8th grade • Cost of 2 Deans	to ensure promotion at the end of 8th grade • Cost of 2 Deans

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$281,013	$298,609	$298,609
Source	LCFF	Supplemental	Supplemental
Budget Reference	Administrator Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.12 District sponsored intervention at the two junior high schools • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) • $6,000. (total)	4.12 District sponsored STudent Additional Time and Support (STATS) at all school sites • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) Elementary: $40,000 Junior High: $10,000	4.12 District sponsored STudent Additional Time and Support (STATS) at all school sites • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) Elementary: $40,000 Junior High: $10,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	$6,000
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Gifted and Talented

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 Days	4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 sub G.A.T.E. Stipend G.A.T.E. Site budget	4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 sub G.A.T.E. Stipend G.A.T.E. Site budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,400	$17,407	$27,400
Source	LCFF	Base	Base
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 14

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Student Groups: Gifted and Talented Students	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs	4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs	4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,220	$2,250	$2,250
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 15

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.15 Class-sizes reduced to accommodate personalized learning and individual student learning needs	4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs	4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs

• TK-3 24:1	• TK-3 24:1 • 4-6 30:1 • 7-8 30:1	• TK-3 24:1 • 4-6 30:1 • 7-8 30:1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,675,000	$1,942,827	$1,942,827
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 16

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Alta Loma Elementary, Carnelian, Deer Canyon

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.16 Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA • ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1) • VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE	4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I) • Alta Loma Elementary • Carnelian Elementary • Deer Canyon Elementary	4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I) • Alta Loma Elementary • Carnelian Elementary • Deer Canyon Elementary

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,257	$302,766	$302,766
Source	Title I: 3010	Title I: 3010	Title I: 3010
Budget Reference	Certificated Salaries Benefits	Certificated Salaries Classified salaries Benefits	Certificated Salaries Classified salaries Benefits

Action 17

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.17 School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	4.17 School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison will monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	4.17 School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison will monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,268	$38,817	$38,817
Source	LCFF	Supplemental	Supplemental
Budget Reference	Classified Office Salaries Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 18

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 8 TAPS x 36 weeks 1 day a week Stork: 3 days a week	4.18 Retain and provide additional time for Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 4 TAPS x 36 weeks x 1 day +20 days	4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 4 TAPS x 36 weeks x 1 day +20 days • 4 1/2 day FTE

	• 4 1/2 day FTE	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,280	$90,962	$90,962
Source	LCFF	LCFF	LCFF
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 19

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18	2018-19	2019-20
4.19 Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental	4.19 Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis for unduplicated students • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental	4.19 Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$58,300	$60,145	$60,145
Source	LCFF	Supplemental	Supplemental
Budget Reference	Administrator Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

Provide opportunities for parent input on educational programs, services, and use of resources

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

1. Seek input from parents/guardians through surveys, district Advisory groups, school visits, scheduled meetings, and community forums

- State metric: Effort to Engage Parents, fluid adjustment of stakeholder surveys to identify need

2. Use data to identify needs regarding school/home relationships, the instructional program, and information flow regarding parent learning and connection opportunities

- State metric, stakeholder input

3. Continually improve home/school communication system and provide parents on-going training on system use
   - Parent survey results: Unduplicated priority-parent communication and participation. General survey: 37% reported that they were notified by the school when students began to struggle academically.
   - Parents preferred the following messaging tools: email-52%, phone-11%, and website-5%.
   - State Metric: Effort to Engage Parents and Use Input

4. Provide outreach to encourage volunteerism, school connectedness, and learning opportunities

- Parent survey results: Unduplicated priority, parent communication and participation; Parent general survey, parent Involvement in child's education ranked as extremely important-98%
- Family Engagement Liaison
- State Metric: Effort to Engage Parents and Use Input

5. Include English learners, foster youth guardians, student with disabilities, and socio-economically challenged parents in school and District advisory and decision making committees

- Unduplicated parent priority- Be engaged in decision making processes, 94%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Effort to Engage Parents and Use Input Local Metric: Report of survey results to Board of Trustees	1. Improved stakeholder response rate on annual survey and attendance to community forums • Direct contact and/or input comprehensive parent survey- 48% • 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input Parent survey data identified needs regarding school/home relationship, the	1.Improve student, staff, and parent quality of input by 1% on annually updated surveys	1.Meet equivalency of one grade level on parents and student survey responses, and majority of staff on annually on stakeholder survey 600 Responses Date of Board Report:	1.Meet equivalency of one grade level on parents and student survey responses, and majority of staff on annually on stakeholder survey 600 Responses Date of Board Report:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	instructional program, information flow, and parent learning and connection opportunities: • Offer enrichment opportunities before and after school-18% • Additional time and support during the school day-13% • Student instruction through Problem Based Learning projects-15% • Most important 21st Century Skill for implementation -Critical Thinking-60% • District should increase behavioral supports through PBIS-41%, Counseling-36%			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Top priority for LCAP goals and spending: • Academic learning support-37% • Access to technology-14% • 21st Century Skills-11% • Facilities safe and in good repair-8% • Behavior supports-7% Other spending suggestions: • Implement more science/STEM programs • More emphasis on performing arts • More technology, classroom tools • Reduce class sizes • Behavioral supports for students, teachers, and parents • Afterschool programs			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• More intervention opportunities • Use ONE way to communicate to parents • Too many worksheets and not enough problem based learning • Writing instruction Student engaged in learning not just passive			
State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Survey, contact records, calendar	2. Improved attendance/ response rate for under-represented families • EL-4% increase • SWD-2% increase • LI-2% increase • Broadened participation of unduplicated groups into district advisory forums, outreach meetings: 13 Priorities included : • Designated time for	2. Improve attendance from parents of under-represented parent groups to meetings, district Advisory groups, and parent information opportunities.	2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center	2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	language instruction during the day-23% • Language and literacy software support that can be used both at school and at home-26% Instructional aide support-15%			
State Metric: Effort to Engage Parents and Use Input. Local Metric: Parent Surveys, calendar	3. Improved attendance at school functions as reported by survey: • 86% attended Back to School (compared to 82%) • 76% Open House Participation (compared to 68%) • 48% Volunteerism at school (compared to 41%) • 41% School-based information nights-	3. Improve school-based parent learning opportunities and attendance and at school functions	3. Improve District and school-based parent resources and learning opportunities	3. Improve District and school-based parent resources and learning opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	(compared to 40%) • 30% Choral/band concerts (compared to 32%) • 21% Parent University (compared to 21%) Teachers: How can ALSD help more parents become involved in our schools? • Easier to navigate website • Information Evenings • Parent training days • Fun Events • Parent Volunteers • Newsletters • On-site support • After school tutoring Sites: • ALE: PTA, Site Council, volunteer opportunities, Back to School			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th Grade parent Science Camp meetings, Library Readers, Monthly Family Fun Nights, JogAThon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1st-6th grade Spring Choral Concerts, 4th Grade Western Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K Grandparent's Day,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Kindergarten & Preppy-K Winter Choral concert, Parent Information • Banyan: PTS, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Carnelian: PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences • Deer Canyon: Parents are provided opportunities to			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences. • Hermosa: Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Jasper			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Stork: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Victoria Groves: Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents • ALJH: PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Warrior Pride Night, Back to School Night • VJHS			
State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Surveys, calendar	4. Updated communication systems between home/school and training for parents on how to access communication systems. • Instructional Technology TOSA training 3 x year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation) • Most helpful messaging tool- Email-52%, smartphone-11%, Teacher website-5% Suggestions include: • Improve messaging regarding school tardies, absences, and when student is	4. Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff • Focus on ONE parent/teacher communication system	4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools Training Dates:	4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools Training Dates:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	struggling academically • More on-going communication between parents and teachers Use ONE communication system as opposed to teachers using a variety of systems and platforms			
State Metric: Effort to Engage Parents and Use Input Local Metric:Administrator Survey	5.Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups	5. All sites will report Inclusion of ELAC and Foster Youth representation on school-site decision making committees	5. All sites will report Inclusion of ELAC and Foster Youth representation on school-site decision making committees	5. Inclusion of ELAC and Foster Youth representation on District and school-site decision making committees
State Metric: Effort to Engage Parents and Use Input Local Metric:Calendar, Parent Survey, contact records	6.Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017-2018)	6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)	6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)	6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit Meeting Dates: Contact Data:	Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit Meeting Dates: Contact Data:	Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit Meeting Dates: Contact Data:
State Metric: Effort to Engage Parents and Use Input. Local Metric: Parent Survey			7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education	7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education
State Metric: Effort to Engage Parents and Use Input. Local Metric: Parent Survey			8. 50% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally	8. 55% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally
State Metric: Effort to Engage Parents and Use Input. Local Metric: Parent Survey			9. 65% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)	9. 70% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited	5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited	5.1.Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300	$300	$300
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with	5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families	5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families

school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute • "Resource of the week" distributed • Liaison meeting 3 x year	Parent liaison for Title I Engagement mandates CBET- Community Based English Tutoring Foster Youth Summit leader/organizer DELAC- District English Language Advisory Council Work with school sites on attendance/tardies and make parent contact Become a member of the Parent Engagement County Network Outreach regarding programs, supports, and needs Open Family Resource Center Assist with Stakeholder Input surveys Assist with updating Parent Engagement Policies 25 hours week	Parent liaison for Title I Engagement mandates CBET- Community Based English Tutoring Foster Youth Summit leader/organizer DELAC- District English Language Advisory Council Work with school sites on attendance/tardies and make parent contact Become a member of the Parent Engagement County Network Outreach regarding programs, supports, and needs Family Resource Center Assist with Stakeholder Input surveys Assist with updating Parent Engagement Policies 25 hours week

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300.00	$25,570	$25,570
Source	LCFF	Title I: 3010	Title I: 3010
Budget Reference	Materials and Supplies	Classified salaries Benefits	Classified salaries benefits

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities	5.3 Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities	5.3 Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$300.00	$300	$300
Source	LCFF	Supplemental	Supplemental
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.4 Translate necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other	5.4 Translate necessary District documents (Doc-Tracking/other) • Report Cards • LCAP • I.E.P. • Other	5.4 Translate necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	LCFF	Base	Base
Budget Reference	Contracted Services	Contracted Services	Contracted Services

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.5 Update and maintain on-going communication contracts • Blackboard connect: $8,859.00 • Parentlink (app): $6,000. • Blackboard web-hosting: $7,297. • iBoss web-filtering: $41,885. (5 yrs) • SonicWall Firewall: $5,498.	5.5 Update and maintain on-going communication contracts • Blackboard connect: $8,859.00 • Parentlink (Social Media Manager, Mobile Communications app): $6,000. • Blackboard web-hosting: $9.990.	5.5 Update and maintain on-going communication contracts • Blackboard connect: $8,859.00 • Parentlink (Social Media Manager, Mobile Communications app): $6,000. • Blackboard web-hosting: $9.990.

• EXPLOR LMS (build into web-site solution)	• iBoss web-filtering: $41,885. (5 yrs) • ADA Compliance: Ally for Web Community Manager: $6,700.	• iBoss web-filtering: $41,885. (5 yrs) • ADA Compliance: Ally for Web Community Manager: $6,700.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$69,539	$73,000	$73,000
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Computer Software	Software License	Software License

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.6 Communication consultant retained	5.6 Communication consultant retained	5.6 Communication consultant retained

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$24,000	$24,000
Source	LCFF	Base	Base
Budget Reference	Consultant Services	Consultant Services	Consultant Services

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,	5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,	5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,

committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • Investigate SWD Summit	committees, informational meetings, and open discussion formats • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • SWD Summit	committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • SWD Summit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	5.7 Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.8 Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS • Math Discovery Night	5.8 Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS • Math Discovery Night	5.8 Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • Math Discovery Night

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,820	$39,124	$39,124
Source	Title I: 3010	Title I: 3010	Title I: 3010
Budget Reference	Teacher Salaries Classified Aide Salaries Other Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits Materials and Supplies	Certificated Salaries Classified Salaries Benefits Materials and Supplies

Materials and Supplies Outside Services	Outside Services	Outside Services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 6

Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

1. Maintain facilities to provide a safe and productive learning environment through systematic procedures
   - Parent Survey: Facilities are safe and in good repair-89%; Teacher Survey: 87%
   - State Metric: Facilities in good repair

2. Conduct an annual school climate and safety assessment among parents, students, and staff to be shared with all stakeholders

   - State Metric: Effort to Engage and Use Input

3. Utilize multi-tiered system of supports to improve school climate, safety, and overall student wellness
   - Behavioral Support Team
   - Positive Behavior Intervention Supports (PBIS)
   - Social/emotional instruction District-wide
   - Youth decision making and empowerment strategies
   - State Metric: Effort to Engage and Use Input

- Survey results: 84% of parents, 91% staff, and 83% students report feeling safe at school

4. Provide Clinical Counselors- Tier 3 services for SWD

   - State Metric: Middle School Dropout, Suspension, Expulsion

5. Provide access to Tier 2 counseling for all students

   - Parent and staff priority-Additional comments

6. Embed Positive Behavior Intervention Supports to reduce incidents of bullying, build student resourcefulness, and problem solving
   - State Metric: Middle School Dropout, Suspension, Expulsion
   - Parent, student and staff priority: Additional comments

7. Continue high attendance rate for all students through attendance review procedures and routines

   - Illuminate student information system: district-wide 2014-2015-96.5%, 2015-2016-96.17%, 2016-2017-96.33%, 2017-2018-96.23 %

8. Maintain low incidents of chronic absenteeism through systematic attendance monitoring and supports

   - Illuminate student information system: 2014-2015-2.2%, significant rise in 2015-2016-5.2%, 2016-2017- 5.9%, 2017-2018 5.7 %

9. Offer incentives and a variety of student activities to encourage attendance and a sense of connectedness to school
   - Illuminate student information: attendance rosters, activity sign-in : to encourage and celebrate excellent attendance
   - State Metric: Attendance

10. Provide opportunities for under-represented student groups, LI, FY, EL, students with disabilities to participate in decision making and empowerment strategies
   - Ensure representation in Student Senate, Safe School Ambassador and other student leadership groups, sign-in sheets, rosters, administrator survey, reporting of opportunities and participation- 100% of schools reported that unduplicated students participated in groups
   - State Metric: Middle School Dropout, Suspension Rate, Expulsion Rate

11. Reduce the rate of suspensions and continue the low incidences of expulsions through other means of correction, academic interventions, behavior supports, and PBIS

- State Metric: Suspense Rate/Middle School Dropout

12. Involve students in maintaining a healthy lifestyle through student wellness and nutrition programs

- Parent and staff priority- additional comments

13. Provide on-going professional development and curriculum in cultural proficiency, social and emotional learning.

- Parent and staff priority- additional comments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Student Survey State Metric: Facilities in good repair	1.78% of students reported that school facilities are clean and in good repair in annual survey	1. 79% of students will report that school facilities are clean and in good repair in annual survey	1. 84% of students will report that school facilities are clean and in good repair in annual survey	1. 85% of students will report that school facilities are clean and in good repair in annual survey
Local Metric: Parent/community survey State Metric: Facilities in good repair	2.91% of parents reported school facilities are clean and in good repair	2. 92% of parents will report school facilities are clean and in good repair	2. 93% of parents will report that school facilities are clean and in good repair in annual survey.	2. 94% of parents will report school facilities are clean and in good repair
Local Metric: Staff Survey State Metric: Facilities in good repair	3.88% of staff reported that facilities are clean and in good repair	3. 89% of staff will report that facilities are clean and in good repair	3. 92% of staff will report that facilities are clean and in good repair	3. 93% of staff will report that facilities are clean and in good repair
Local Metric: Student Survey	4. 81% agree, 14% sometimes students	4. 82% of students will report that they feel safe at school	4. 84% of students will report that they feel safe at school	4. 85% of students will report that they feel safe at school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	reported that they feel safe at school			
Local Metric: Parent Survey	5. 95% of parents report that they feel safe at school	5. 95% of parents will report that they feel safe at school	5. 90% of parents will report that they feel safe at school	5. 92% of parents will report that they feel safe at school
Local Metric: Staff Survey	6. 96% of staff will report that they feel safe at school	6. 96% of staff will report that they feel safe at school	6. 97% of staff will report that they feel safe at school	6. 98% of staff will report that they feel safe at school
State Metric: Dashboard Attendance Rate, Chronic Absenteeism Local Metric: Illuminate Attendance Data	7. Increase student attendance rate by .01% from previous year. Parents • Do you receive messages from school if your child is late to school or absent? 63% agree • Does the District/School effectively address attendance, dropout and absenteeism?- 83% agree Administrators: • My school effectively address attendance, dropout, and	7. Increase student attendance rate by .01% from previous year 2016-17: 96.33% 2017-18: 96.23%	7. Increase student attendance rate by .01% from previous year	7. Increase student attendance rate by .01% from previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	absenteeism- 93% agree • Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism- 100% agree • Offer attendance incentives: 100% Staff: How can your school improve attendance rates? Incentives, resources, nurse or attendance liaison, make school more inviting, establish consequences Site Report: • ALE Principal writes acknowledgements, on report cards, for attendance goals. Awards			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance. • Banyan: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact.			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance. • Carnelian: Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year. • Deer Canyon: Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	recognition assemblies. • Hermosa: Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance. • Jasper • Stork: Standard letter notifications. Principal meets			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year. • Victoria Groves: Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. • ALJHS: 6 week drawing for perfect attendance,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students • VJHS: We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students Attendance Rate: 96.28%			
State Metric: Attendance Rate, Chronic Absenteeism	8. Chronic Absenteeism was reduced by .2 % from previous year: 2015-2016: 5.2%	8. Chronic Absenteeism rate will be reduced by .5% from previous year	8. Chronic Absenteeism rate will be reduced by .1% from previous year	8. Chronic Absenteeism rate will be reduced by .1% from previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Attendance Data		2016-17: 5.9% 2017-18: 5.7%		
State Metric: Middle School Dropout Rate Local Metric: Number of Intervention conferences-, Social Promotions	9. Identified students at risk of not promoting or dropping out of middle school early in the school year and developed intervention plan and implement ALJH: 19 At-Risk: 2 Non-promotes VJHS: 34 At-Risk: 6 Non-promotes	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement ALJH: 11 At-Risk: 3 Non-promotes VJHS: 29 At-Risk: 11 Social Promotes Middle School Dropout Rate: 0	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement Number of student conferences Number of social promotes Middle School Dropout Rate:	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement Number of student conferences Number of social promotes Middle School Dropout Rate:
Local Metric: Student Survey	10. Students will report that they have a variety of activities to participate in to improve connectedness to school 78% of students reported that their school offered connectedness activities • Sports • Enrichment (afterschool)	10. 80% of students will report that they have a variety of activities to participate in to improve connectedness to school	10. 83% of students will report that they have a variety of activities to participate in to improve connectedness to school	10. 85% of students will report that they have a variety of activities to participate in to improve connectedness to school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• District Nutrition Advisory Committee • Clubs Our school is supportive and inviting • Parents: 92% Agree • Admin-100% Agree • Staff- 99% Agree • Students- 75% Agree, 17% "Don't know" Site Connectedness Activities: • ALE: ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	throughout each trimester. All 1st- 6th grade students participate in the fall “Meet the Masters” Art program, the opportunity to participate in spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly “individual” Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for Patients drive, monthly Family Fun NIghts, Book Fairs, and school			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	wide annual JogAThon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities are open to all students and include afterschool Chess Masters class and a teacher sponsored "Hair/Bow" craft club. Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April. All 5th Graders participate in band appreciation classes and 6th graders may			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	choose to participate in the year-long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school. • Banyan: Provide a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel • Carnelian: Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly • Deer Canyon: The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	trimester and yearly recognition. • Hermosa: Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly • Jasper: Student Senate hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter • Stork: Student Senate hosted activities and spirit days. After school activities, Assemblies, Monthly recognition, trimester and year-long recognition, Superstar slips, positive passes to the principal, Monthly newsletter, GATE activities, Track, STEM projects. Talent Show. • Victoria Groves: Student Senate			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	members plan and coordinate Community activities (Tot Drive, shoe collection, Pennies for Patients. Members greet families at site events, and plan "Wacky Wednesdays", Scripp's Spelling Bee; STEM demonstrations, and VG Talent Show allow students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment. • Alta Loma Junior High: ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties • Vineyard Junior High: Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..),			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Renaissance Rewards Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD- • 100% of administrators reported student groups represented in student senate and other decision making groups Sites Outreach: 100% of administrators reported unduplicated student groups represented in student senate and other decision making committees • ALE: TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL &			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities. • Banyan: TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	participate in Student Senate and all school activities. • Carnelian: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club. • Deer Canyon: TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	all demographics participate in the Deer Canyon Community Council and all school activities • Hermosa: TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate • Jasper: TAP touched base with each FY student making a rapport and checking on them; jog-a-thon incudes all students; student council officers are from all demographics			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Stork: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate • Victoria Groves: Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • ALJH: Dean meet with students, all activities listed above are offered to EL			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• VJHS: Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc… as listed in the Action/Services 6.5 above)			
State Metric: Suspension Rate Local Metric: Suspension data and student participation records in youth decision making groups	11.Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1% Use of other means of correction and student involvement in youth decision making and empowerment strategies, and PBIS	11. Student suspension rate will be reduced by .3% through PBIS, other means of correction, and student informed decision making opportunities Rachel's Club Safe School Ambassador's	11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities Rachel's Club Safe School Ambassador's	11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities Rachel's Club Safe School Ambassador's

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	being implemented to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors • I am participating in Positive Intervention Supports and strategies- • Students 48%. • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% Suspension Rate: 017%	2016-2017: Suspension Rate: 4.2% 2017-2018: Suspension Rate: 1.27%	2017-2018: Suspension Rate: 1.27% 2018-2019: Suspension Rate: %	
Local Metric:Staff Survey	12. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue	12. 70% of teachers have been trained to implement Positive Behavior Intervention Supports	12. 75% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum Cohort II fully implement Tier 1	12. 80% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum Cohort II fully implement Tier 1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	implementation of Tier 3 training.) Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Facilitate Team Meetings		Cohort 1 fully implement Tier 2 and 3	Cohort 1 fully implement Tier 2 and 3
Local Metric: Number of students served	14. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools Referrals: • Tier 2: 51 Agency, 11 ALSD • Tier 3: 58 ALSD	14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools	14. Students will have access to counseling services via referral at elementary and junior high schools	14. Students will have access to counseling services via referral at elementary and junior high schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Number of chronically absent students who are provided District transportation	15. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning.	15. Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. (Remove Repeat)	15.10% of chronically absent students will be provided home to school transportation	15.12% of chronically absent students will be provided home to school transportation
Local Metric:Calendar, sign in sheet	17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: • Staff Wellness Committee • Student Nutrition Advisory Council (NAC) • Met 3 x year	17. 25 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year	17. 30 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year	17. 35 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Regular implementation of Facility Inspection Tool (FIT) for every school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source		Routine Restrict Maintenance	Routine Restrict Maintenance
Budget Reference	Costs included in contractual duties	Costs included in 6.2	Costs included in 6.2

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.2 Work orders and deferred maintenance projects will be completed according to schedule	6.2 Work orders and deferred maintenance projects will be completed according to schedule	6.2 Work orders and deferred maintenance projects will be completed according to schedule

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,649,766	$1,792,748	$1,792,748
Source	Routine Restrict Maintenance	Routine Restrict Maintenance	Routine Restrict Maintenance
Budget Reference	Classified Support Salaries $356,677 Classified Admin Support Salaries: $41,852 Classified Clerical Support $40,257 Benefits: $228,580 Materials and Supplies $321,500 Non Capitalized Equip $3,000 Travel and Conferences $3,000 Operations Services $5,000 Rents, Leases, Repairs $450,000 Contracted Services $95,900 Equipment Replacement $10,000 Indirect Costs $94,000	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences Operations Services Contracted Services Equipment Replacement Indirect Costs	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences Operations Services Contracted Services Equipment Replacement Indirect Costs

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3	6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3 Offer District home/school transportation, non-special ed, for chronically absent students	6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3 Offer District home/school transportation, non-special ed, for chronically absent students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,400	$4,500	$4,500
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.4 School sites develop a plan of incentives and activities to encourage outstanding attendance	6.4 School sites develop incentives and activities to encourage outstanding attendance	6.4 School sites develop incentives and activities to encourage outstanding attendance

• $500.00 per site	• $500.00 per site	• $500.00 per site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source		Supplemental	Supplemental
Budget Reference	Included in 4.5	Included in 4.5	Included in 4.5

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.5 Schools will provide multiple opportunities for students to make a	6.5 Schools will provide multiple opportunities for students to make a	6.5 Schools will provide multiple opportunities for students to make a

positive connection at school (at least one activity a trimester)	positive connection to school (at least one activity a trimester)	positive connection to school (at least one activity a trimester)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source		Supplemental	Supplemental
Budget Reference	No cost	Included in 4.5	Included in 4.5

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.6 Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days	6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days	6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,100	$11,250	$11,250
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.7 Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD)	6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)	6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)

Provide Behavioral Specialist for Tier 3 support to SWD		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$117,641	$407,630	$407,630
Source	Mental Health	Mental Health	Mental Health
Budget Reference	Certificated Pupil Support Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.8 Provide Tier 2 counseling services for all students through a referral process	6.8 Provide Tier 2 counseling for all students through a referral process • TWO 1/2 time Tier 2 Behavioral Therapists	6.8 Provide Tier 2 counseling for all students through a referral process • TWO 1/2 time Tier 2 Behavioral Therapists

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$56,865	$120,259	$120,259
Source	LCFF	Supplemental	Supplemental
Budget Reference	MBO Classified Pupil support Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to unduplicated students to assist in Leadership and extra-curricular participation	6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to unduplicated students to assist in Leadership and extra-curricular participation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$30,708	$30,708
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Classified salaries Benefits Materials and Supplies	Classified salaries Benefits Materials and Supplies

Action 10

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	Specific Schools: [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Alta Loma Junior High, Vineyard Junior High Specific Grade Spans: Grade 7, 8 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.10 Improve school connectedness for students and community through Junior High after-school sports program	6.10 Improve school connectedness through Junior High after-school sports program	6.10 Improved school connectedness through Junior High after-school sports program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$60,000	$60,000
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Other Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits

Action 11

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Alta Loma Junior High, Vineyard Junior HIgh Specific Grade Spans: Grade 7, 8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,332	$5,332
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 12

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 6.12 Health Clerk at each school • West-side and East-side LVN for chronic illnesses management. • District-Wide Wellness and student Nutrition and Advisory meets 3 x's year	6.12 • Health Clerk at each school • West-side and East-side LVN for chronic illnesses management.	6.12 • Health Clerk at each school • West-side and East-side LVN for chronic illnesses management.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$280,090	$474,070	$474,070
Source	LCFF	Supplemental	Supplemental

Budget Reference	6.12 Classified Pupil Support Salaries Benefits	Certificated salaries Classified Salaries Benefits	Certificated salaries Classified Salaries Benefits

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Consultants	6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum • Materials/resources • Consultants: Generation Ready-Equity Walks: 3 Days: $7500.	6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum • Materials/resources • Consultants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Materials and Supplies Consultants	Materials and Supplies Consultants	Materials and Supplies Consultants

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,607,854	7.92%

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).

1.2 Offer Induction to clear teacher credentials

2.2 Provide one District-wide staff development day on differentiated materials and strategies to support English learners, students who are at risk, students with disabilities.

2.6 Retained two TOSA's: Instructional technology to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis

2.7 Provide professional development and coaching using technology as a content learning tool

2.9 Retain math TOSA to provide professional development and collaborative coaching

2.10 Math TOSA professional development and collaborative coaching

2.12 Provide standards aligned software in English language arts and mathematics

2.13 Provide multi-sourced evidence based reading and writing resources

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).

3.2 Provide access to visual and performing arts, and digital literacy

3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework

3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer

4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan

4.5 Site Universal Access and intervention programs to close the achievement gap.

4.6 Purchase technology devices to access on-line intervention and language development programs for EL students: Title III

4.7 Provide level 1 and 11 English learners access to online reading and language development intervention programs: Title III

4.9 Unduplicated students and those needing phonemic awareness support are provided LexiaCore5 Intervention home/school license: Title III

4.10 English learners provided support via instructional aides

411 Dean of Students monitors academics and social/emotional well-being to ensure promotion at the junior high schools

4.12 District sponsored STudent Additional Time and Support (STATS) program at each site

4.15 Class size reduction to accommodate personalized learning and individual student needs

4.16 Targeted support in math and English language arts- Title I at qualified schools

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).

4.17 Foster Youth and Homeless liaison (TAP) in conjunction with District Foster Youth and Homeless liaison monitor student academic and social/emotional progress

4.19 Maintain Director of Pupil Services as Foster Youth and Homeless liaison (portion)

5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families: Title I

5.3 Inclusion of Foster Youth, English Learners, Homeless, and Students with Disabilities on School Site Councils

5.7 District Stakeholder events, committees, informational meetings

5.8 Increase District and site-based Family Engagement Activities:

6.3 Review attendance records, hold SART and SARB meetings, offer home/school transportation to chronically absent students

6.4 Attendance activities and incentives

6.5 School site opportunities for students to make positive connections to school

6.8 Provide Tier 2 counseling for all students through a referral process

6.9 Site liaisons outreach to unduplicated students for leadership opportunities

6.10 Offer after school sports at junior high schools to improve school connectedness

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).

6.11 Offer Safe School Ambassador Program at both junior high school to improve safety and student empowerment

6.12 Improve health services with health clerks at each site, 2 District nurses, and LVN's to manage chronic illnesses

All actions listed above are meant to supplement core academic, social and emotional actions and services principally directed towards unduplicated students. These include supplemental curriculum, professional development, intervention, counseling, student empowerment and enrichment opportunities for unduplicated student groups with the greatest needs. Alta Loma School District's approach is an integrated system of learning supports focused on closing the achievement gap and ensuring continuous growth and improvement for students academically, socially, and emotionally, largely through continuous professional learning, classroom coaching. intervention, and opportunities that encourage a connection with school. Professional development planning begins with the formal analysis of data surrounding the performance and needs of students and educators. Established decision making groups that encompass administrators, teachers, support staff, parents, and students, collaborate to determine District initiatives and directions based on data outcomes. Using multiple measures such as State Dashboard data, District Formative Assessments, District Diagnostic Assessments, Teacher Evaluations, and Stakeholder input surveys, analysis of the effectiveness of school and District initiatives and the accompanying needed professional development is considered. Simply stated, collaborative groups analyze multiple measures of data to determine the academic and social needs of students. Decisions regarding initiatives to fill the gaps in learning or build proficiency are determined and professional learning opportunities are established. Once initiatives are put into place and professional learning takes place, the effectiveness of the professional learning is established via a new review of data. This data-informed cycle ensures that students and educators continue to grow and improve. .

Funds are used that are principally directed toward unduplicated students to ensure individual learning through reduced class-sizes and highly prepared teachers. Our goal is to ensure students have an excellent teacher, not by choice, but by design. In order to support effective instruction required for at-risk unduplicated students, teachers who enter the District without a clear credential are offered a two-year Induction program through Riverside County of Education. New teachers are assigned an Induction coach, preferably a qualified teacher on his/her school site, who will mentor them through the two year program. Induction candidates and coaches attend professional learning together and use digital supports for personal learning. Candidates and coaches train and implement the California Standards for the Teaching Profession and focus on strategies to successfully meet individual student needs. New teachers are provided coaches/mentors through both the formal Induction process and also through a less formal school buddy system. All new teachers are assigned to the District New Teacher Cohort for two years. Teachers participate in professional development and Professional Learning Communities facilitated by instructional coaches and administrators. Teachers also participate

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 school-based PLC's on early release Wednesdays. Administrators are careful during the student placement process to ensure equity in student distribution in regards to ineffective or inexperienced teachers.

The Districts most powerful professional learning develops through the relationship between TOSAs, administrators, teacher leads, teachers and students. Using data to drive decisions, TOSA support is principally directed and prioritized towards unduplicated students. All TOSA's utilize technology as an instructional tool while demonstrating standards based strategies in English language arts, mathematics, Next Generation Science Standards, and social studies. Using production tools such as Google Apps for Education and Nearpod, TOSA's demonstrate 21st Century Skills during the process. The Language Arts TOSA specializes in literacy and writing instruction utilizing English Language Development Standards. She is the expert in language arts curriculum and facilitates the New Teacher Cohort's mastery of Thinking Maps and Write from the Beginning and Beyond writing structures. The Math TOSA develops collaborative grade level teams who meet to identify primary and secondary focus standards using hand-on conceptual means, and how to implement mathematical practices. Collaborative groups observe TOSA demonstrated lessons followed by professional discourse on what was observed and how to implement strategies in the classroom. The third TOSA is an expert in inquiry, Document Based Instruction, and Next Generation Standards. The TOSA has systematically facilitated grade level groups through standards, instructional planning, and standard implementation. She has also facilitated cohort groups through intensive training, especially in NGSS, starting with grades 6-8, then moving to 5th grade, etc. All TOSA's coordinate technology use through the SAMR process and use consistent software and application tools.

The Alta Loma School District has roughly 360 English learners which is a little more than 6% of the student population. Of the 6% of students identified as EL, 44% are Spanish speakers, 21% Mandarin, 11% Arabic, 5% Farsi, 3% Korean, 4% Urdu, and 2% Thai. Professional development for language acquisition and academic proficiency in the Alta Loma School District is on-going and designed to improve instruction and assessment results. English learners are students who are still developing reading, writing, listening, and speaking skills. All domains need to be addressed in a comprehensive professional development program. The EL population is made up of students with varying degrees of exposure to English and levels of competence in their first language. Regardless of the language literacy background, ELs must acquire foundational reading, academic language, and conversation skills in English in order to be successful in school. PD enhances the ability of teachers, principals, instructional aides, and other school leaders to understand the research behind language acquisition and how to utilize research-based practices and strategies for student success. Along with understanding the core elements of an effective ELD program, educators need to understand the roll assessment plays in the continuous progress process and how to successfully assess students using multiple tools and state assessments.

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).

Professional development is effective in increasing English language proficiency for students and pedagogy knowledge for teachers in all four of the language domains. Focuses on foundational reading skills, academic language/vocabulary, and conversation skills, are the filters from which professional development is determined. One of the two all day District-wide professional development days is reserved for PD on differentiating needs of at-risk student groups. District initiatives surrounding English learner language acquisition and proficiency are regular features of the training for that day, however to ensure the intensity and duration necessary to have a positive impact on teachers' performance in the classroom, the professional learning is revisited consistently during staff meetings, Extended Professional Development (EPD), as part of classroom modeling and coaching by District TOSA's, and as a regular feature of principal and assistant principal Curriculum and Instruction meetings.

Professional development surrounding integrated ELD services is emphasized and supported via curriculum that includes foundational skills and academic language. The new state approved curriculum for English language arts includes ELD components integrated with core subject knowledge. Teachers receive training on how to access the ELD supports and utilize them consistently. Training in collaborative strategies such as Kagan ensures that EL students take part in collaborative discussions and thinking during the learning process, regardless of their language proficiency.

Teachers and ELD aides work together to ensure students receive prioritized support during designated language acquisition time. ELD aides and the classroom teacher work together to provide specific foundational skills, academic language, and conversational practice through either a push-in, or in some cases, a push-out model. ELD aides receive professional development in the same strategies, programs, and practices as classroom teachers. In several instances, ELD aides are the expert in an area and are tasked with training the classroom teachers they support. Because aides generally facilitate state assessments such as the ELPAC, aides are heavily trained each year in the nuances of the assessment. Blended learning also plays a role in designated instruction. Depending on the language proficiency level, students access language programs; Imagine Learning and LexiaCore5 at both home and school.

Embedded professional development that addresses foundational skills, academic langaguage/vocabulary, and conversational skills are research based and documented to support language and academic proficiency. They include:

GLAD: Guided Language Acquisition Design is used for academic and vocabulary acquisition

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).

SIOP: Sheltered Instruction Observation Protocol is an instructional model used to address academic needs of English learners. The SIOP Model demonstrates 8 components: Lesson preparation; interaction, building background, practice and application, comprehensible input, lesson delivery, strategies, and review and assessment. The SIOP components are represented in the District-wide QUEST lesson planning initiative (Question and Support; Unlock prior knowledge and Chunk Direct Instruction; Engage in Visible Active Learning; Student Voice, Choice and Reflection; Transfer and Apply)

Thinking Maps: District-wide initiative used for myriad of thinking and language constructs; academic and vocabulary acquisition, foundational skills, and academic learning. Thinking Maps are at the cornerstone of our critical thinking, writing, and active visible learning initiative.

Write from the Beginning and Beyond: District writing initiative utilizing Thinking Maps (graphic organizers) and peer oral story telling before learning to write in a framework that supports events and details.

Visible Active Learning: District initiative that encourages collaborative conversations, allows opportunities for real-time teacher feedback and formative assessment during student processing

Kagan Strategies: Instructional strategies designed to promote cooperation and communication in the classroom, boost students'confidences and engage students in the learning.

ELA and Math: Explicit Vocabulary Instruction as part of the integrated ELA/ELD and math curriculum. Focus on mathematical discourse and application of mathematical practices

Release time for teachers and instructional aides for training, collaboration, and data analysis is provided.

School site principals participate in teacher professional development and ensure staff participation and implementation of learned strategies and programs. Principals utilize collected data through an established walk-thru protocol and record practices and strategies observed. These observations become collaborative conferences as part of the continuous improvement cycle.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Alta Loma School District recognizes that our foster/homeless youth may face significant barriers in achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social and other health needs. To support these students the Director of Pupil Services and a school site designee (usually the Teacher Assistant Principal and or Dean of Students) provide foster/homeless youth with full access to the District's educational program and will implement strategies identified as necessary for student success. Assistant principals/Deans of Students (designee) ensure that placement decisions for foster/homeless youth are based on the students' best interests as defined in law and administrative regulation. The Alta Loma School District provides our foster/homeless youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The designee at each school site develops strategies to build these student's feelings of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or caretakers in school programs and activities. The Site Liaison monitors academic achievement of students and connects them to available supports during and beyond the school day. The addition of a "zero period" is principally directed toward unduplicated students to allow them to access an elective of choice and still attend intervention support. Participation in decision making and empowerment committees and advisory groups are prioritized to fully include unduplicated students. School connection activities such as clubs, electives, and after school sports are also principally directed to unduplicated student group participation.

The administrative school site liaison for foster/homeless youth ensure the following actions:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school for foster/homeless youth. Schools seek strategies to ensure attendance by offering District transportation, institute check in and check out practices, and recognition for improvement.

2. Meet with the foster/homeless youth at least once a trimester to discuss attendance and academic, social and emotional needs.

3. Monitor the educational progress of foster/homeless youth and provide reports to the District office on Illuminate.

4. Make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

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).

5. Ensure that foster/homeless youth receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

6. Facilitate access to programs such as after school sports and after/in school enrichment opportunities and ensure that financial constraints do not limit a foster/homeless youths opportunity to participate.

7. Develop protocols and procedures for creating awareness for attendance clerks of the requirements for the proper enrollment, placement, and transfer of foster/homeless youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the District's foster/homeless youth.

9. Ensure proper transfer of credits, records, and grades when foster/homeless youth transfer from one school to another or from one district to another.

10. Notify the foster youth's attorney and the representative of the appropriate county child welfare agency when required by law when the foster youth is undergoing any expulsion or other disciplinary proceedings, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability.

Foster and homeless student rights are reviewed with parents/guardians, office employees, teachers, and administrators. Title I and LCFF supplemental funds are used to ensure that the established rights of students are implemented.

Foster Youth Educational Rights

- School stability: remain in their original school and school feeder pattern as long as they are in foster care (if in their best interests).
- Immediate enrollment: be immediately enrolled in a new school (even without uniforms or health/education records)

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).

- Partial Credit: receive partial or full credit for work completed at other schools (all students have this right)
- Fairness: not be punished or have grades lowered for court-related absences.
- Modified graduation requirements: be exempt from school district graduation requirements that exceed state graduation requirements IF:

Foster youth transfers to the District, or transfers from one high school to another within a district, after their 2nd year of high school; Is unable to complete the additional district requirements while eligible for foster care.

- Equal access to activities and resources: access educational services and participate in extracurricular and enrichment activities available to all students.
- Least restrictive placement: remain in their local public school or school of origin, unless they have an IEP requiring a different placement or the education rights holder determines a different program is in the child's best interest.
- Speedy transfer of records: have their records transfer to their new school within 2 business days
- Allow county placing agencies to access students' records.
- Designate an AB 490 educational liaison for every district and county office of education to help foster youth directly.

Homeless Students' Rights

- Right to be immediately enrolled in school without a permanent address.
- Right to remain in his or her school of origin that the student attended before becoming homeless, if it is in the student's best interest.
- Right to go to school, no matter where the student lives or how long he or she has lived there.
- Right to enroll and attend classes while the school arranges for the transfer of required school records or documents, i.e., shot records, birth certificates, or an address.
- Right to enroll and attend classes even while the school and parent seek to resolve a dispute over enrollment.
- Right to receive transportation to his or her school of origin as long as he or she is homeless, or if the student becomes permanently housed, receive transportation until the end of the academic year.
- Right to participate in tutoring, school-related activities, and/or receive other support services.

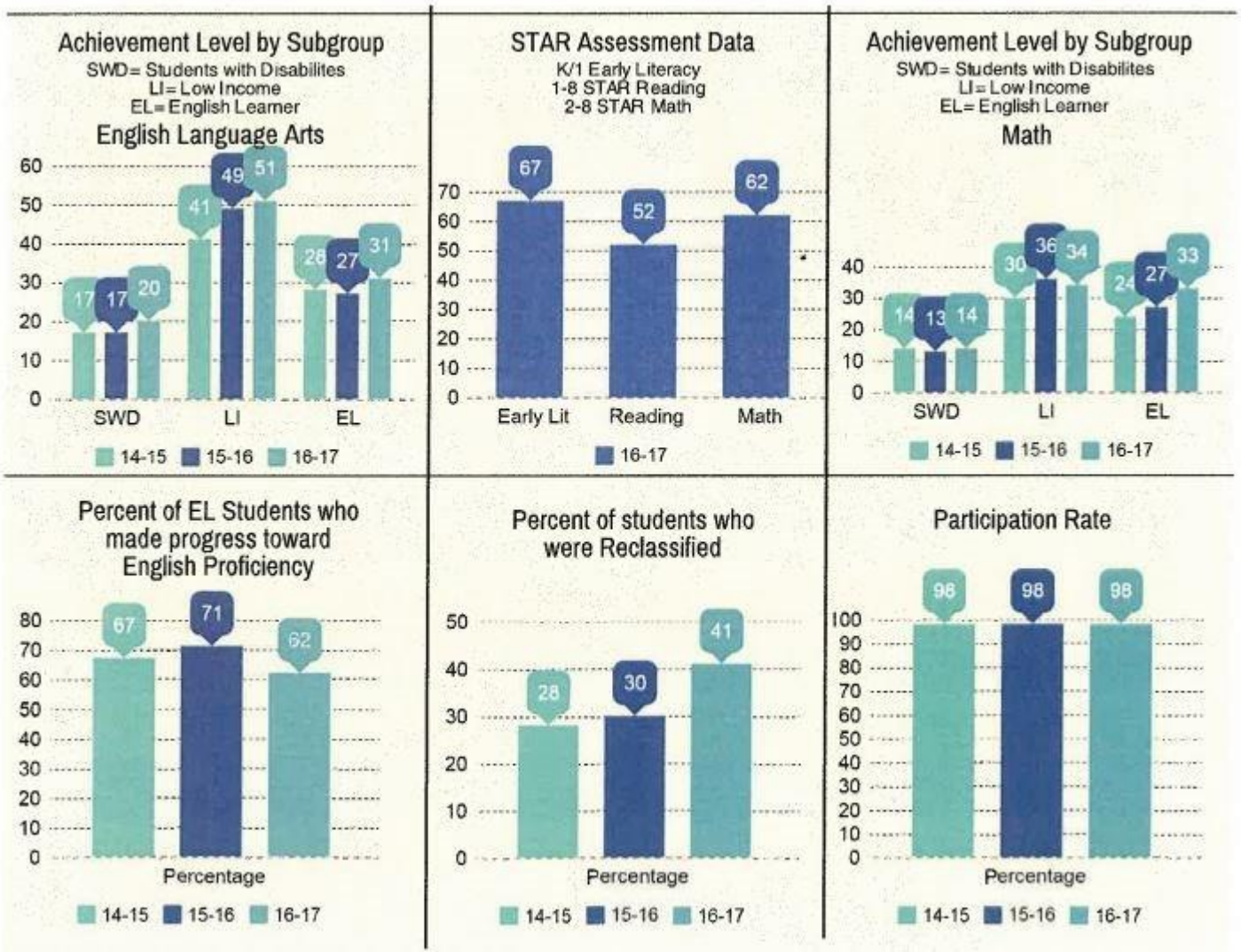
Our unduplicated student groups have demonstrated continuous growth according to CAASPP and CELDT scores.

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).

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).



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
$3,387,006	7.92%

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).

2.2 Provide one District-wide staff development day on differentiated materials and strategies to support English learners, students who are at risk, students with disabilities.

2.6 Retained two TOSA's: Instructional technology to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis

2.7 Provide professional development and coaching using technology as a content learning tool

2.10 Math TOSA professional development and collaborative coaching

3.2 Provide access to visual and performing arts, and digital literacy

4.5 Site Universal Access and intervention programs to close the achievement gap.

4.6 Purchase technology devices to access on-line intervention and language development programs for EL students

4.7 Provide level 1 and 11 English learners access to online reading and language development intervention programs

4.9 Unduplicated students and those needing phonemic awareness support are provided LexiaCore5 Intervention home/school license

4.10 English learners provided support via instructional aides

4.11 Dean of Students monitors academics and social/emotional well-being to ensure promotion at the junior high schools

4.12 District sponsored STudent Additional Time and Support (STATS) program at each site

4.15 Class size reduction to accommodate personalized learning and individual student needs

4.16 Targeted support in math and English language arts- Title I at qualified schools

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).

4.17 Foster Youth and Homeless liaison (TAP) in conjunction with District Foster Youth and Homeless liaison monitor student academic and social/emotional progress

4.18 Retain Teaching Assistant Principals at each elementary to maintain support services

4.19 Maintain Director of Pupil Services as Foster Youth and Homeless liaison (portion)

5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families

5.3 Inclusion of FY, EL, Homeless, and SWD on School Site Councils

5.8 Increase District and site-based Family Engagement Activities

6.3 Review attendance records, hold SART and SARB meetings, off home/school transportation to chronically absent students

6.5 School site opportunities for students to make positive connections to school

6.8 Provide Tier 2 counseling for all students through a referral process

6.9 Site and District liaison assist students in leadership and extra-curricular programs

6.10 Offer after school sports at junior high schools to improve school connectedness

6.11 Offer Safe School Ambassador Program at both junior high school to improve safety and student empowerment

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	31,077,106.00	29,594,229.00	31,077,106.00	33,829,593.00	34,686,059.00	99,592,758.00
Base	415,846.00	19,835,555.00	0.00	149,607.00	159,600.00	309,207.00
Educator Effectiveness	0.00	187,290.00	122,334.00	0.00	0.00	122,334.00
EHRMS: 6512	122,334.00	239,772.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	27,804,297.00	25,567,078.00	26,343,650.00	79,715,025.00
MBO: 5640	27,816,117.00	19,658.00	0.00	0.00	0.00	0.00
Mental Health	0.00	0.00	117,641.00	407,630.00	407,630.00	932,901.00
One-Time Funds	117,641.00	0.00	393,846.00	437,770.00	150,000.00	981,616.00
Other	0.00	464,888.00	0.00	0.00	0.00	0.00
Restricted Lottery: 6300	0.00	421,547.00	522,000.00	416,028.00	1,235,000.00	2,173,028.00
Routine Restrict Maintenance	500,000.00	1,111,780.00	1,649,766.00	1,792,748.00	1,792,748.00	5,235,262.00
State Special Education	1,649,766.00	2,830,349.00	13,000.00	21,000.00	21,000.00	55,000.00
Supplemental	13,000.00	3,970,487.00	0.00	4,538,119.00	4,060,821.00	8,598,940.00
Title I: 3010	0.00	327,538.00	171,877.00	367,460.00	367,460.00	906,797.00
Title II: 4035	160,057.00	86,323.00	117,556.00	91,903.00	106,400.00	315,859.00
Title III LEP: 4203	117,556.00	34,265.00	25,750.00	40,250.00	41,750.00	107,750.00
Unrestricted Lottery: 1100	25,750.00	64,777.00	139,039.00	0.00	0.00	139,039.00
	139,039.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	31,077,106.00	29,594,229.00	31,077,106.00	33,829,593.00	34,686,059.00	99,592,758.00
	31,074,106.00	23,322,196.00	31,061,306.00	33,829,593.00	34,644,609.00	99,535,508.00
1000-1999: Certificated Personnel Salaries	0.00	3,299,529.00	14,800.00	0.00	16,250.00	31,050.00
2000-2999: Classified Personnel Salaries	0.00	1,674,167.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	3,000.00	463,382.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	0.00	397,469.00	0.00	0.00	25,200.00	25,200.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	204,342.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	139,144.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	94,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	31,077,106.00	29,594,229.00	31,077,106.00	33,829,593.00	34,686,059.00	99,592,758.00
	Base	415,846.00	19,265,707.00	0.00	149,607.00	159,600.00	309,207.00
	Educator Effectiveness	0.00	110,290.00	122,334.00	0.00	0.00	122,334.00
	LCFF	122,334.00	0.00	27,804,297.00	25,567,078.00	26,318,450.00	79,689,825.00
	Mental Health	27,814,117.00	0.00	117,641.00	407,630.00	407,630.00	932,901.00
	One-Time Funds	117,641.00	0.00	393,846.00	437,770.00	150,000.00	981,616.00
	Other	0.00	340,358.00	0.00	0.00	0.00	0.00
	Restricted Lottery: 6300	0.00	371,535.00	522,000.00	416,028.00	1,235,000.00	2,173,028.00
	Routine Restrict Maintenance	500,000.00	0.00	1,649,766.00	1,792,748.00	1,792,748.00	5,235,262.00
	State Special Education	1,649,766.00	2,812,750.00	13,000.00	21,000.00	21,000.00	55,000.00
	Supplemental	13,000.00	362,090.00	0.00	4,538,119.00	4,060,821.00	8,598,940.00
	Title I: 3010	0.00	16,984.00	171,877.00	367,460.00	367,460.00	906,797.00
	Title II: 4035	160,057.00	31,249.00	117,556.00	91,903.00	90,150.00	299,609.00
	Title III LEP: 4203	117,556.00	0.00	25,750.00	40,250.00	41,750.00	107,750.00
	Unrestricted Lottery: 1100	25,750.00	11,233.00	123,239.00	0.00	0.00	123,239.00
1000-1999: Certificated Personnel Salaries	Base	138,039.00	156,035.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	EHRMS: 6512	0.00	239,772.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	44,530.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	State Special Education	0.00	2,370.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	2,630,583.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I: 3010	0.00	167,130.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II: 4035	0.00	55,074.00	0.00	0.00	16,250.00	16,250.00
1000-1999: Certificated Personnel Salaries	Title III LEP: 4203	0.00	4,035.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery: 1100	0.00	0.00	14,800.00	0.00	0.00	14,800.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
2000-2999: Classified Personnel Salaries	Base	0.00	278,009.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	MBO: 5640	0.00	19,658.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Routine Restrict Maintenance	0.00	550,940.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	685,866.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I: 3010	0.00	139,694.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	2,107.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Restricted Lottery: 6300	0.00	50,012.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Routine Restrict Maintenance	2,000.00	192,470.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	174,614.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title III LEP: 4203	0.00	2,480.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Unrestricted Lottery: 1100	0.00	41,699.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	5,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	1,000.00	77,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	25,200.00	25,200.00
5000-5999: Services And Other Operating Expenditures	Routine Restrict Maintenance	0.00	215,226.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	100,243.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	128,697.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	State Special Education	0.00	15,229.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	17,091.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I: 3010	0.00	3,730.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP: 4203	0.00	27,750.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery: 1100	0.00	11,845.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	80,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Routine Restrict Maintenance	0.00	59,144.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Routine Restrict Maintenance	0.00	94,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	24,716,280.00	22,837,101.00	24,716,280.00	25,731,622.00	26,600,732.00	77,048,634.00
Goal 2	732,178.00	573,615.00	732,178.00	907,670.00	921,023.00	2,560,871.00
Goal 3	379,661.00	538,066.00	379,661.00	520,384.00	511,615.00	1,411,660.00
Goal 4	2,943,866.00	3,410,974.00	2,943,866.00	3,588,126.00	3,570,898.00	10,102,890.00
Goal 5	109,259.00	154,446.00	109,259.00	165,294.00	165,294.00	439,847.00
Goal 6	2,195,862.00	2,080,027.00	2,195,862.00	2,916,497.00	2,916,497.00	8,028,856.00
Goal 7			0.00	0.00		
Goal 8			0.00	0.00		

* Totals based on expenditure amounts in goal and annual update sections.