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
Etiwanda School District	Dr. Shawn Judson Superintendent	shawn_judson@etiwanda.org (909) 899-2451

2017-20 Plan Summary

The Story

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

Established in the historic Cucamonga Wine Region as a one-room schoolhouse in May of 1883, the Etiwanda School District is a school community rich in heritage and bound together by enduring relationships and a commitment to "Excellence in Education."

Etiwanda currently has over 14000 students attending 13 elementary schools, 4 intermediate schools, a community day school, and a blended on-line school. As part of their ongoing service to the communities of Rancho Cucamonga and Fontana in the west end of San Bernardino County, our Etiwanda schools continue to distinguish themselves and earn various awards, including Gold Ribbon Honors, California Distinguished Schools, and recognition as a 2018 California Exemplary School District.

Intent on building upon its tradition and success, the District is committed to the development of the whole child and providing for a safe, healthy, stimulating school environment. Supportive services, a balanced, challenging curriculum, and engaging, high-quality instruction work to meet the needs of all students and build a strong foundation for college and career. Learning in schools celebrates and draws on the assets that are the background and life experiences of a remarkably diverse student population. Students are primed to realize their enormous potential and become model citizens and contributing members of our nation and global society.

Guided by the leadership of its Board of Trustees, powered by the dedicated efforts of its staff, and supported by its valued partnerships with the community and families, the District is steadfast in its mission to promote the lifelong well-being and success of its students.

ETIWANDA SCHOOL DISTRICT

2017-18 DATA DASHBOARD

19 Schools

- 13 Elementary Schools
- 4 Middle Schools
- 1 Blended Online School
- 1 Community Day School



1,676 Staff Members

- 704 Teachers
- 64 Administrators
- 908 Support Staff

12 Distinguished Schools

5 Gold Ribbon Schools

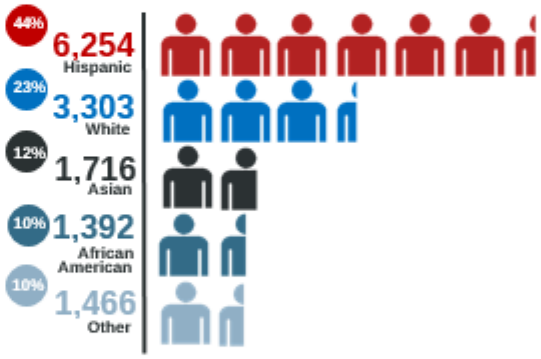
2016 CBEE Honor Roll District

14,131
Student Enrollment
(GR TK- 8)

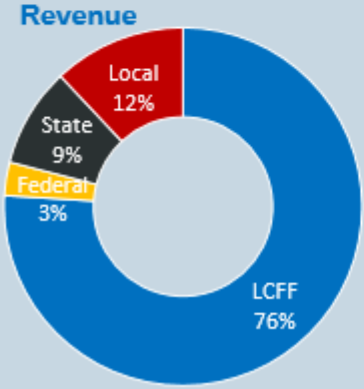
- 38% Low Income
- 8% English Learner
- 15% Special Ed
- <1% Foster Youth



Student Ethnicity



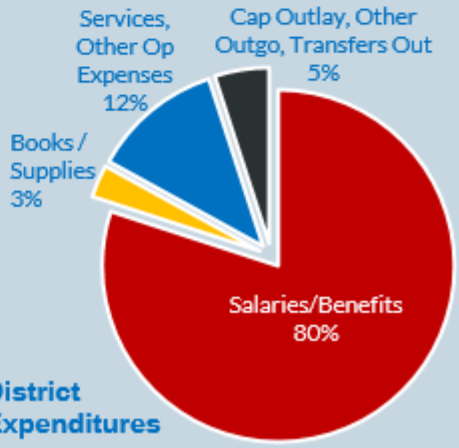
District Revenue





$7,963
Per Student LCFF Funding

District Expenditures



LCAP Highlights

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

The 2018-2019 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities all while maintaining fiscal solvency.

As such, this year's LCAP centers on demonstrating growth and student achievement on important metrics, implementing the feedback and input of our stakeholders, refining classroom instruction, improving school climate and safety, and closing the achievement gap. The LCAP goals and actions outline proven and effective actions and services that contribute to demonstrable growth in student achievement and maintain those actions and services that continue to have a positive impact on student achievement and support the District's vision and goals. Additionally, the LCAP reflects efforts to provide more clarity and transparency for stakeholders on District services and expenditures.

Significant actions and services include the following:

- Providing all students with a 1:1 Chromebook device and supporting network and WiFi accessibility.
- Utilizing a robust diagnostic tool to regularly assess and monitor student progress towards standards mastery.
- Sustaining professional development, training and coaching support for all educators.
- Implementing engagement structures in daily instruction for equity and access.
- Implementing Universal Access time at all schools that addresses the needs of all students through designated instruction.
- Staffing intermediate schools with an Academic Advisor or Student Services Assistant to support the academic, social, emotional, and financial barriers to achievement for our lowest performing students.
- Hiring two credentialed school counselors to implement a comprehensive school based counseling pilot program at two intermediate school sites.
- Formalizing the Positive Behavior and Intervention Supports (PBIS) implementation at all school sites through on-going training and school site teams.
- Supporting all school sites in developing and implementing consistent character education and bully prevention programs.
- Providing opportunities for all parents to learn more about their child's education in the district and ways to support learning at home.
- Implementing an African American Parent Educator Advisory Committee to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students.

This LCAP also addresses the indicators established in the newly released California School Dashboard. Throughout the LCAP, the goals, actions, services and expenditures demonstrate how the District works to continuously improve progress on the State and Local Indicators outlined on the Dashboard. The State Indicators -- chronic absenteeism, suspension rate, English Learner progress, and Language Arts and Mathematics academic progress -- are referenced throughout the LCAP through goals and actions for programs, interventions, and services. Likewise, the LCAP will show the District's efforts to meet all standards that apply to the Local Indicators which include basic school services, implementation of academic standards, parent engagement, and school climate.

State and Local Indicators are priorities and areas of focus in our District's efforts. While some of the data (suspension rates, for example) do not reflect the most recent data available, the District is committed to engaging in continuous improvement efforts to address all Indicators. The District remains steadfast in its efforts to increase student achievement and strives to continuously improve progress on each Indicator, over time. Our District makes it a priority to inform all stakeholders about the new California School Dashboard and take steps to ensure that all stakeholders have an opportunity to access the Dashboard and develop an understanding of how to use it effectively to make meaningful contributions to the District's ongoing effort to support students.

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 Etiwanda School District is very proud of the growth it has secured for students over time. The District has seen continuous and significant growth on student achievement in the areas of language arts and mathematics, attendance rates, suspension rates, and parent engagement. Careful planning, research, and strategic decision-making led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including Kagan Cooperative Learning training, i-Ready Diagnostic assessment tools, Academic Advisors/Assistants, Universal Access time, credit recovery, after-school intervention programs, Positive Behavior and Intervention Supports (PBIS), 1:1 Chromebooks, and the development of a African American Parent Educator Advisory Committee contribute to continuous improvement on the metrics outlined in this section.

The percent of students demonstrating "Standards Met or Exceeded" on the Smarter Balanced Assessment - Language Arts test grew ten (3) points from 65% to 68% in 2016-17. The percent of students demonstrating "Standards Met or Exceeded" on the Smarter Balanced Assessment - Mathematics test grew three (3) points from 55% to 58% in 2016-17. As a result, the CA School Dashboard indicates a "high" (Green) performance level in the two academic indicators, Language Arts and Mathematics.

In the area of English Language Arts, the CA Dashboard shows growth for all of the district's at-risk student groups:
English Learners have a green/high indicator and increased +6.6 points
Foster Youth have a yellow indicator and increased significantly +63.8 points
Homeless Youth have a yellow indicator and maintained with +2.8 points
Socioeconomically Disadvantaged Youth have a green/high indicator and increased +6.3 points
African American Student Group has a green/high indicator and increased +7.1 points
Hispanic Student Group has a green/high indicator and increased +6.4 points

In the area of Mathematics, the CA Dashboard shows growth for all of the district's at-risk student groups:
English Learners have a green/high indicator and increased +8.3 points
Foster Youth have a yellow indicator and increased significantly with +50.1 points
Homeless Youth have a yellow indicator and maintained with +1.9 points

Socioeconomically Disadvantaged Youth have a green/high indicator and increased +7.8 points
African American Student Group has a green/high indicator and increased +4.8 points
Hispanic Student Group has a green/high indicator and increased +6.3 points

Additionally, the CA School Dashboard indicates a "high" (Green) performance level in the suspension indicators as a result of the continuous efforts of the Director of Pupil Services, school administrators, and intermediate school Academic Advisors/Student Services Assistants in addressing the needs of students through other means of correction and positive behavior and intervention supports. The suspension rates decline as school staff continues to participate in district-wide professional development and training on Positive Behavior and Intervention Supports (PBIS) system and PBIS team implementation at each school site.

Parent engagement is also demonstrating a significant increase both at the school site and district level. Opportunities to attend parent education events focused on understanding school programs and supporting learning at home increased last year. Schools held a minimum of two annual parent educational events and at least one family engagement event. The number of parent stakeholders participating in the annual Parent Survey exceeded 65% and was representative of the district's demographics. Over 450 stakeholders attended and provided input at our fall and spring LCAP Community Forum events. The 2017 Parent Survey data indicates that 96% of parents agree with "My child's school offers a variety of opportunities for parent involvement", 93% of parents agree with "My child's school provides parent education events during the school year", and 98% of parents agree with "I would recommend this school to others," which is an 8% increase from the 2016 Parent Survey.

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

The California School Dashboard indicates an orange/low performance level for Pacific Islanders in the academic area of English Language Arts. The Pacific Islander student group currently consists of 30 students who declined significantly (-22.1 points) and are overall 14.6 points below the distance from level 3.

The CA School Dashboard indicates an orange/low performance level for Student with Disabilities in the academic area of Mathematics. The Students with Disabilities student group currently consists of 1,566 students who maintained (2.6 points) and are overall 55.7 points below the distance from level 3.

The CA School Dashboard indicates an orange/low performance level for Pacific Islanders in the academic area of Mathematics. The Pacific Islander student group currently consists of 30 students who declined significantly (15.6 points) and are overall 35.4 points below the distance from level 3.

Professional development will continue to be provided in the areas of English Language Arts and Mathematics to support good first instruction. Universal Access time will provide all students with access to ELA and Math instruction and programs that will meet their individual areas of academic need and support their success in core academic classes. School administrators, teachers,

Academic Advisors and Student Services Assistants will identify students who are not meeting Level 3 Standards Met on the Smarter Balanced summative assessment to develop a Plan of Action for Student Success (PASS Plan) and communicate with the students' parents to ensure all academic achievement is communicated on a frequent basis and families are personally invited to attend parent education and family engagement events throughout the school year.

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

The State Indicator for Suspension Rate does not indicate that any student groups are performing two or more performance levels below the "all student" performance.

One student group, Pacific Islander, is performing two performance levels below the "all students" performance in the academic area of English Language Arts. The "All Students" performance indicator is high/green and data shows an increase of 7.4 points. However, the Pacific Islander student group has a low/orange performance indicator and data shows that the overall student groups declined significantly by -22.2 points.

Two student groups, Students with Disabilities and Pacific Islanders, are performing two performance levels below the "all students" performance in the academic area of Mathematics. The "All Students" indicator is high/green and data shows an increase of +7 points. However the Students with Disabilities student group has a low/orange performance indicator and data shows that overall student group maintained +2.6 points. The Pacific Islander student group has a low/orange performance indicator and data shows that the overall student group declined significantly by -15.6 points.

Professional development will continue to be provided in the areas of English Language Arts and Mathematics to support good first instruction. Universal Access time will provide all students with access to ELA and Math instruction and programs that will meet their individual areas of academic need and support their success in core academic classes. School administrators, teachers, Academic Advisors and Student Services Assistants will identify students who are not meeting Level 3 Standards Met on the Smarter Balanced summative assessment to develop a Plan of Action for Student Success (PASS Plan) and communicate with the students' parents to ensure all academic achievement is communicated on a frequent basis and families are personally invited to attend parent education and family engagement events throughout the school year.

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

While the goals in the LCAP have remained relatively the same from previous years, the actions and services have increased or expanded in these critical areas for low income students, English learner, and foster youth:

1. Teacher Training - Additional professional development and training provided by the the District to all teachers in the areas of access and equity. Expanded training includes information on cultural proficiency, strategies for increasing engagement in instruction, language development for English learners, instructional strategies that address the achievement gap, and effective use of Universal Access time and appropriately leveled instruction.

2. Communication - Director of LCAP and Communications effectively develops a Local Control and Accountability Plan with the input from all stakeholders, including gathering input from achievement gap, low income, at-risk, English learner and foster youth student families. Director will increase communication to families regarding the District's goals, actions and services for student groups with an achievement gap, low-income students, English learners, and foster youth. Director will provide new and novice school site administrators coaching in the analysis of data for student groups demonstrating a disparity and development of parent education events that reflect areas of need as identified through data.

3. English Learner Progress - On-going professional development for site administrators effectively utilizes the data and assessment to monitor the progress of all English learner students and provide interventions and supports prior to students becoming a Long Term English Learner (LTEL).

4. At-Risk Student Population - Credentialed school counselors placed at two of the four intermediate schools to implement a comprehensive school based counseling program that includes guidance curriculum, individual student planning, and preventative and responsive direct services to meet the needs of all students including low-income students, English learners and foster youth.

5. At-Risk Student Population - Student Services Assistant hours increased from 5 to 8 hours a day at two intermediate schools to support the academic, social, emotional, and financial barriers to student achievement.

6 Coaching - Kagan Engagement Coach increased from 80% of school year to 100% of school year to provide additional training, coaching and support for all teachers in the effective use of team-building and access and equity structures in the classroom.

7. Stakeholder Input - African American Parent Educator Advisory Committee was implemented to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students.

8. School Climate - Positive Behavior Interventions and Supports (PBIS) on-going training supports school site teams with the continuing implementation process.

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	$146,550,401.00

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$116,544,345.00

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.

The LCAP budget includes only LCFF Base and Supplemental revenue. Included in the budget is general fund resource 0000 and 1400 funding and a portion of the contribution from the unrestricted resources to the restricted resource 3310, 6500, and 8150 to support salaries. The following are expenditures that are NOT included in the LCAP budget but are part of the General Fund expenditures:

Federal Programs: Title I, Title II, and Title III (Resources 3010, 4035, 4201/4203 respectively)
Lottery (Resource 1100)
Restricted Lottery (Resource 6300)
Redevelopment Transfers (Resource 9010)
STRS-on-Behalf (Resource 7690)
Other General Fund Expenses (Resource 0000) - Other Benefits, Retiree Benefits, Other Tuition and Excess Costs, and Indirect Costs

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$116,544,345

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

CONDITIONS OF LEARNING: Provide students with access to rigorous state academic standards, relevant learning tools, research-based instruction, and safe facilities; and engage educators in professional learning and communities of practice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Textbook Sufficiency Rate **17-18** 100% Textbook Sufficiency **Baseline** 100% Textbook Sufficiency	Students have access to standards-aligned textbooks. Etiwanda Board Resolution No. 1671-29 certifies each pupil, including English Language Learners, in the district grades Kindergarten through eight has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas: Mathematics, Reading/Language Arts, History/Social Science, and Science. During the 2017-18 school year, the Etiwanda School District received 0 complaints regarding deficiencies in textbooks and instructional materials, urgent or emergency facility conditions, and teacher vacancy or misassignment.
Metric/Indicator Annual Williams Requirements **17-18** 0 Complaints **Baseline** 0 Complaints	Students have access to facilities in good repair. During the 2017-18 school year, the Etiwanda School District received 0 complaints regarding deficiencies in textbooks and instructional materials, urgent or emergency facility conditions, and teacher vacancy or misassignment.

Expected	Actual
Metric/Indicator Rate of Teacher Misassignment **17-18** 0 Misassignment **Baseline** 0 Misassignment	Students have access to appropriately assigned and certificated teachers. All teachers in the Etiwanda School District are fully credentialed and appropriately assigned. During the 2017-18 school year, the Etiwanda School District received 0 complaints regarding deficiencies in textbooks and instructional materials, urgent or emergency facility conditions, and teacher vacancy or misassignment.
Metric/Indicator Professional Development Plan **17-18** Professional Development Plan supporting the effective implementation of the state standards fully implemented. **Baseline** Professional Development Plan supporting the effective implementation of the state standards fully implemented.	All elementary school teachers received two days of professional development training; planning for the range of learner in both English Language Arts and Mathematics. All intermediate school teachers received two days of professional development training in universal access and either English Language Arts or Mathematics textbook implementation.
Metric/Indicator Implementation of State Standards Local Indicator **17-18** Implementation of State Standards Local Indicator and an improvement in the level of positive responses from baseline year (2017-18). **Baseline** A local indicator for the Implementation of State Standards for the new California School Dashboard will be developed by the District and approved by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	A four question survey regarding the Implementation of State Standards was administered to all certificated employees during the 2017-18 school year. Most (87%) respondents indicated that they demonstrate knowledge of subject matter and academic content standards (CSTP 3.1) at the applying, integrating or innovating level. Most (88%) respondents indicated that they understand and organize subject matter for student learning (CSTP 3.3) at the applying, integrating or innovating level. Most (85%) respondents indicated that they plan instruction that incorporates appropriate strategies to meet the learning needs of all students (CSTP 4.44) at the applying, integrating or innovating level. Most (85%) respondents indicated that they collect and analyze assessment data from a variety of sources to inform instruction (CSTP 5.2) the applying, integrating or innovating level.
Metric/Indicator Course Access at Elementary School Level Master Schedules at Intermediate School Level	All elementary schools in the Etiwanda School District provide students with keyboarding and technology curriculum through Learning.com. Physical Education teachers provide two 50-minute sessions of PE weekly. Every elementary school hosts at least one student-centered performing arts production annually. Health and nutrition studies are included in both the language arts curriculum and the science curriculum.

Expected	Actual
17-18 Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have access to broad course of study, including exploratory classes in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes. **Baseline** Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.	Every intermediate school provides all students health classes and offers at least one student centered performing arts production. All students at the intermediate level are provided with exploratory classes that include visual arts, foreign language and college/career studies.

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 Schools provide access to 21st Century technology skills and competencies through: One-to-one Chromebook to student access in grades K-8. Instructional Technology Support Clerk (ITSC) assist with the	1.1 Students in grades Kindergarten through eight were provided with access to a Chromebook in the classroom. Each of the 13 Elementary and 4 Intermediate schools had an Instructional Technology Support Clerk (ITSC) employed for 4-5 hours a day. The ITSC provided	2200-2299 – Classified Support Salaries Base $318,642 2300-2399 – Classified Admin Salaries Base $110,110 2400-2499 Classified Clerical Salaries Base $547,427	2200-2299 – Classified Support Salaries Base $329,716 2300-2399 – Classified Admin Salaries Base $114,013 2400-2499 Classified Clerical Salaries Base $569,837

maintenance and support of site instructional technology. Professional development and training for all staff in the use of instructional technology to support teaching and learning. Beyond the school day technology access – access to computers and district wireless network after-school, access to information on weekend wireless access points within the community, and exploration of assignment of Chromebooks to students for home use.	maintenance, updates, and support of instructional technology utilized at the site. Students had access to computers and the district wireless network after school hours while on campus. Students utilized Chromebooks in the classrooms during school hours, in after school programs and before/after school in the library. Stakeholder input determined that parents did not want to assume the liability of having a Chromebook issued for home use.	3000-3999: Employee Benefits Base $341,656 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $510,020 5100-5899 - Services Base $424,006	3000-3999: Employee Benefits Base $355,105 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $225,187 5100-5899 - Services Base $467,515

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. 2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.	1.2 The District provided all teachers in grades Kindergarten through eight with the iReady adaptive diagnostic assessments to identify learning needs in the areas of English Language Arts (ELA) and Mathematics. Teachers in grades Kindergarten through eight administered the iReady assessment in ELA and Mathematics three times throughout the school year.	5100-5899 - Services Base $56,000	5100-5899 - Services Base $72,832

Action 3

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

1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.	1.3 The district developed Professional Development Plan was implemented to all educators. Professional learning for educators included administrator training and coaching in equity and engagement facilitated by a contracted provider. All teacher training on implementation of state academic standards aligned to effective use of the district-adopted math and ELA textbooks. All induction teachers received training on diversity and cultural understanding and effective instructional practices.	1100-1199 – Certificated Teaching Salaries Base $627,005 1300-1399 – Certificated Admin Salaries Base $192,793 3000-3999: Employee Benefits Base $219,369 5100-5899 - Services Base $10,059	1100-1199 – Certificated Teaching Salaries Base $637,248 1300-1399 – Certificated Admin Salaries Base $197,982 3000-3999: Employee Benefits Base $227,344 5100-5899 - Services Base $9,988

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.	1.4 The District hired 55 credentialed teachers and retained 51 during the 2017-18 school year. 77 new and second year teachers participated in the two-year new teacher induction program. New teacher induction program participants collaborated monthly with a district-assigned support mentor; engaged in lesson coaching, lesson modeling, and observations of master teachers; and attended regular triad meetings with their school administrator and district support mentor to develop goals and monitor progress.	1300-1399 – Certificated Admin Salaries Base $178,828 2300-2399 – Classified Admin Salaries Base $126,437 2400-2499 Classified Clerical Salaries Base $390,178 3000-3999: Employee Benefits Base $264,777 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $5,500 5100-5899 - Services Base $32,523	1300-1399 – Certificated Admin Salaries Base $183,641 2300-2399 – Classified Admin Salaries Base $130,919 2400-2499 Classified Clerical Salaries Base $405,788 3000-3999: Employee Benefits Base $275,789 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $3,319 5100-5899 - Services Base $29,643

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in all English-Language Arts, Mathematics, Science, and History/Social Science. District instructional leaders and site representatives collaborate on securing supplemental academic resources needed to implement state academic content and performance standards, including Science, Technology, Engineering, Art and Math (STEAM) resources. Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math "STEAM" lessons or activities each year.	1.5 District provided students with state-approved textbooks in Mathematics, Reading/Language Arts, History/Social Science, and Science. The Instruction Department provided all teachers a standards-aligned scope and sequence for instruction in Math and English-Language Arts. The Instruction Department, school administrators and school site representatives collaborated with the District's Instructional Media Center to secure resources needed to implement STEAM lessons and activities. Each school site provided students with at least two opportunities to engage in STEAM activities throughout the 2017-18 school year.	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $130,150	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $94,382

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in foreign	1.6 Schools provided students with a broad course of study that included art, music, and drama. Health and Nutrition programs were provided to all students in grades Kindergarten through eight. Learning.com was used at all schools to teach students	1100-1199 – Certificated Teaching Salaries Base $6,472,515 3000-3999: Employee Benefits Base $512,561 5100-5899 - Services Base $1,500,000	1100-1199 – Certificated Teaching Salaries Base $6,601,467 3000-3999: Employee Benefits Base $527,338 5100-5899 - Services Base $1,152,411

language, financial literacy and college/career exploration.	keyboarding and technology skills, including cyber safety. Elementary students in first grade through fifth grade received two PE classes per week. Intermediate students in grades six through eight attended PE class daily. All Intermediate schools offered exploratory elective courses that included District developed curriculum in the areas of financial literacy and college/career exploration. A foreign language elective was offered in at least one grade level.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hour instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hour instructional aide time per week is provided to support instruction.	1.7 District met state-mandated class size reduction requirements of 24:1 in grade span Transitional Kindergarten (TK) – Grade 3. If a Grade 1-3 classroom exceeded 26 students, three hours of instructional aide time per week was approved by the Personnel Department to support instruction in the classroom. If a Grade 4-5 classroom exceeded 32 students, three hours of instructional aide time per week was approved by the Personnel	1100-1199 – Certificated Teaching Salaries Base $1,467,985 2300-2399 – Classified Admin Salaries Base $387,000 3000-3999: Employee Benefits Base $656,281 5100-5899 - Services Base $50,000	1100-1199 – Certificated Teaching Salaries Base $1,494,419 2300-2399 – Classified Admin Salaries Base $400,719 3000-3999: Employee Benefits Base $675,202 5100-5899 - Services Base $38,414

	Department to support instruction in the classroom.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 District manages facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	1.8 The District managed facilities and improvements as determined by the District Facility Plan. Improvements included new HVAC systems, new gym lighting, security camera installations, key-less security doors, and new playground structures at various school sites, in addition to the regularly scheduled building and facility maintenance. Each school site presented updates and received approval from the School Site Council for their School Safety Plan.	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $115,138 5100-5899 - Services Base $50,000	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $69,944 5100-5899 - Services Base $38,414

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.	1.9 New Teacher Induction program provided professional development and classroom support in early intervention, literacy, and English language development for 77 new and second year teachers. The five-day New Teacher Academy held in August 2017 prior	1100-1199 – Certificated Teaching Salaries Base $935,970 3000-3999: Employee Benefits Base $384,421 5100-5899 - Services Base $50,000	1100-1199 – Certificated Teaching Salaries Base $955,847 3000-3999: Employee Benefits Base $395,504 5100-5899 - Services Base $38,414

	to the start of the school year included one day of training on effective Language Arts program implementation and strategies to support the needs of students performing below grade level and the literacy and language needs of English learner students.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development during core instruction and designated English language development during weekly Universal Access time.	1.10 District professional learning and communities of practice for educators included training and coaching on meeting the needs of all at-risk students through the analysis of iReady data, Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development during core instruction and designated English language development during weekly Universal Access time.	1100-1199 – Certificated Teaching Salaries Supplemental $255,855 3000-3999: Employee Benefits Supplemental $80,926 5100-5899 - Services Supplemental $50,000	1100-1199 – Certificated Teaching Salaries Supplemental $261,576 3000-3999: Employee Benefits Supplemental $83,259 5100-5899 - Services Supplemental $38,414

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction	1.11 At-risk students were provided with the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction was	1100-1199 – Certificated Teaching Salaries Supplemental $255,855 3000-3999: Employee Benefits Supplemental $80,926	1100-1199 – Certificated Teaching Salaries Supplemental $261,576 3000-3999: Employee Benefits Supplemental $83,259

provided during school-wide or grade-level Universal Access time.	provided for at-risk students during a designated school-wide or grade-level Universal Access time.	5100-5899 - Services Supplemental $50,000 2300-2399 – Classified Admin Salaries Supplemental $45,777	5100-5899 - Services Supplemental $38,414 2300-2399 – Classified Admin Salaries Supplemental $47,400

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.

Actions and services for this goal were fully implemented as planned. The actions for this goal supported schools by ensuring that facilities were maintained and received improvements and that class sizes were manageable with appropriate support. Schools also received standards-aligned curriculum with support resources to include technology resources and access to a wireless network and an Instructional Technology Support Clerk to maintain and update equipment. Actions and goals supported teachers in providing rigorous implementation of the state standards, collecting and analyzing student assessment data to drive instruction and identify student needs and by allowing for collaboration with other professionals. Students were supported by the actions and goals as they were provided with a broad course of study and resources such as technology equipment, standards aligned curriculum and a support infrastructure that allows for success.

Teachers were provided with a minimum of two professional development/training days on effective ELA or Math program implementation and many received coaching and lesson modeling. PE time each week allowed for collaborative planning time among elementary teachers. Intermediate school teachers received a daily preparation period of 50 minutes for collaborative planning and preparation.

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

The California School Dashboard indicates an overall gain of 7.4 points and a high/green status in the academic area of English Language Arts and an increase of 7 points and a high/green status in the academic area of Mathematics. Feedback obtained from an employee survey administered in April 2018 indicate that 94% of those who participated feel that the facilities and grounds at their school are kept in good condition and that they have the materials and supplies needed to perform their work well. Most (98%) who took the survey are satisfied with the current level of student access to computer technology and 97% are satisfied with the current level of access to computer technology for instructional purposes. Additionally, 88% of respondents are satisfied with the support they receive from the Professional Development Department while 89% feel they are given an opportunity to improve their skills in the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to the goal or expected outcomes. Clarification was made regarding the Annual Williams Report as an indicated metric for reporting facilities in good repair. Through the annual update process actions were updated and revised to provide clarity and transparency and to reflect stakeholder input. Revisions were made to actions 1.1 and 1.5 based upon stakeholder input. Updates were made to actions 1.6 and 1.7 to provide clarity and transparency.

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

PUPIL OUTCOMES: Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively; and reduce the disparity in academic performance between state-identified groups of students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Summative Assessments (ELA) **17-18** Status: High Change: Increase CAASPP ELA Percent of students meet/exceed standards increases from prior year. **Baseline** 2015-16 Status: High / +29 Distance from Level 3 Change: Increase / +14.4 points CAASPP ELA Standard Met or Exceeded: 65%	2016-17 All Students - Green Status: High / +36.4 pts. Distance from Level 3 Change: Increased / +7.4 pts. CAASPP ELA - 68% Standards Met or Exceeded (increase) The number and percent of students scoring "Standards Met or Exceeded" in English/Language Arts on the California Assessment of Student Performance and Progress (CAASPP) increased. 2015-16 Status: High / +29 Distance from Level 3 Change: Increase / +14.4 points Standard Met or Exceeded: 65% CAASPP ELA - 65% Standards Met or Exceeded
Metric/Indicator CA Dashboard Achievement Gap Student Groups (ELA)	2016-17 Low Income Students - Green Status: Medium / +7.1 pts. Distance from Level 3

Expected	Actual
17-18 Low Income Students - Green Status: Medium Change: Increase CAASPP ELA Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase CAASPP ELA Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low Change: Increase Significantly CAASPP ELA Percent of students meet/exceed standards increases from prior year. **Baseline** 2015-16 Low Income Students - Green Status: Medium / +1 Distance from Level 3 Change: Increase / +13.1 points CAASPP ELA Standard Met or Exceeded: 52% African American Students - Green Status: Medium / -1 Distance from Level 3 Change: Increase / +11.7 points CAASPP ELA Standard Met or Exceeded: 57% Students w/ Disabilities - Yellow Status: Low / -42 Distance from Level 3 Change: Increase / +14.4 points CAASPP ELA Standard Met or Exceeded: 27%	Change: Increased / +6.3 pts. 2016-17 CAASPP ELA - 55% Standards Met or Exceeded (increase) 2015-16 CAASPP ELA - 52% Standards Met or Exceeded 2016-17 African American Students - Green Status: Medium / +6.1 pts. Distance from Level 3 Change: Increased / +7.1 pts. 2016-17 CAASPP ELA - 55% Standards Met or Exceeded (increase) 2015-16 CAASPP ELA - 51% Standards Met or Exceeded 2016-17 Students w/Disabilities- Yellow Status: Low / -36.7 pts. Distance from Level 3 Change: Increased / +5.9 pts. 2016-17 CAASPP ELA - 33% Standards Met or Exceeded (increase) 2015-16 CAASPP ELA - 27% Standards Met or Exceeded
Metric/Indicator CAASPP Summative Assessments (MATH)	2016-17 All Students - Green Status: High / +16.4 pts. Distance from Level 3 Change: Increase / +7 pts. CAASPP MATH - 58% Standards Met or Exceeded (increase)

Expected	Actual
17-18 Status: High Change: Increase Percent of students meet/exceed standards increases from prior year. **Baseline** 2015-16 Status: High / +9.4 Distance from Level 3 Change: Increase / +6.6 points CAASPP Math Standard Met or Exceeded: 55%	The number and percent of students scoring "Standards Met or Exceeded" in Math on the California Assessment of Student Performance and Progress (CAASPP) increased. 2015-16 Status: High / +9.4 Distance from Level 3 Change: Increase / +6.6 points CAASPP Math Standard Met or Exceeded: 55%
Metric/Indicator CA Dashboard Achievement Gap Student Groups (MATH) **17-18** Low Income Students - Green Status: Medium Change: Increase CAASPP Math Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase CAASPP Math Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low Change: Increase Significantly CAASPP Math Percent of students meet/exceed standards increases from prior year.	2016-17 Low Income Students - Green Status: Medium / -14 pts. Distance from Level 3 Change: Increased / +7.8 pts. 2016-17 CAASPP Math- 44% Standards Met or Exceeded (increase) 2015-16 CAASPP Math - 40% Standards Met or Exceeded 2016-17 African American Students - Green Status: Medium / +22.5 pts. Distance from Level 3 Change: Increased / +4.8 pts. 2016-17 CAASPP Math - 41% Standards Met or Exceeded (increase) 2015-16 CAASPP Math - 38% Standards Met or Exceeded 2016-17 Students w/Disabilities- Orange Status: Low / -55.7 pts. Distance from Level 3 Change: Maintained / +2.6 pts. 2016-17 CAASPP Math - 28% Standards Met or Exceeded (increase) 2015-16 CAASPP Math - 24% Standards Met or Exceeded

Expected	Actual
Baseline 2015-16 Low Income Students - Yellow Status: Medium / -21.7 Distance from Level 3 Change: Increase / +4.4 points CAASPP Math Standard Met or Exceeded: 40% African American Students - Yellow Status: Medium / -27 Distance from Level 3 Change: Increase / +7.2 points CAASPP Math Standard Met or Exceeded: 38% Students w/ Disabilities - Yellow Status: Low / -58 Distance from Level 3 Change: Increase / +6.7 points CAASPP Math Standard Met or Exceeded: 24%	
Metric/Indicator English Learner Progress Towards English Fluency **17-18** ELPAC Progress in Learning English + Reclassification Rate Status: High Change: Increase **Baseline** 2016-17 CELDT Progress in Learning English + Reclassification Rate Status: High / +82.8 Change: Increase / +11.7 points	EL Progress Indicator - Green Status: High / 81.2% Change: Maintained / .9% Note: 2017-18 is a transition year from the CELDT to the ELPAC, therefore no additional data is available.
Metric/Indicator English Learner Attaining English Proficient Level **17-18** EL Less Than 5 Yrs Increase from prior year EL More than 5 Yrs. Long Term English Learner (LTEL) Increase from prior year	2016-17 EL Less Than 5 Yrs 33% EL Less than 5 Yrs Long Term English Learner (LTEL) 71% 2015-16 EL Less Than 5 Yrs 40% EL More than 5 Yrs Long Term English Learner (LTEL) 65%

Expected	Actual
Baseline 2015-16 EL Less Than 5 Yrs 40% EL More than 5 Yrs Long Term English Learner (LTEL) 65%	
Metric/Indicator English Learner Academic Indicator-ELA **17-18** California School Dashboard - ELA/EL Only Status: High Change: Increase SBAC Summative Assessment: Percent of students meet/exceed standards increases from prior year. California School Dashboard - ELA/EL Reclassified Only Status: High Change: Increase SBAC Summative Assessment: Percent of students meet/exceed standards increases from prior year. **Baseline** 2015-16 California School Dashboard - EL Only Status: Low / -56.6 Distance from Level 3 Change: Maintain / +1.2 points SBAC Summative Assessment Results: 39% Standard Met or Exceeded California School Dashboard - EL Reclassified Only Status: High / +41 Distance from Level 3 Change: Increase / +11.2 points SBAC Summative Assessment Results: 78% Standard Met or Exceeded	2016-17 California School Dashboard - ELA/EL Only Status: Low / -46.5 Distance from Level 3 Change: Increase / +10.1 points SBAC Summative Assessment Results: 38.5% Standard Met or Exceeded California School Dashboard - ELA/EL Reclassified Only Status: Very High / +52 Distance from Level 3 Change: Increase / +11 points SBAC Summative Assessment Results: 77.2% Standard Met or Exceeded 2015-16 California School Dashboard - ELA/EL Only Status: Low / -56.6 Distance from Level 3 Change: Maintain / +1.2 points SBAC Summative Assessment Results: 39% Standard Met or Exceeded California School Dashboard - ELA/EL Reclassified Only Status: High / +41 Distance from Level 3 Change: Increase / +11.2 points SBAC Summative Assessment Results: 78% Standard Met or Exceeded
Metric/Indicator English Learner Academic Indicator-Math	2016-17 California School Dashboard - Math/EL Only Status: Low / -29.7 Distance from Level 3 Change: Increase Significantly / +19.7 points SBAC Summative Assessment Results: 56.9% Standard Met or Exceeded California School Dashboard - Math/EL Reclassified Only Status: High / +28.4 Distance from Level 3 Change: Increase / +6.9 points

Expected	Actual
17-18 California School Dashboard - Math/EL Only Status: High Change: Increase SBAC Summative Assessment: Percent of students meet/exceed standards increases from prior year. California School Dashboard - Math/EL Reclassified Only Status: High Change: Increase SBAC Summative Assessment: Percent of students meet/exceed standards increases from prior year. **Baseline** 2015-16 California School Dashboard - Math/EL Only Status: Low / -49.3 Distance from Level 3 Change: Maintain / -0.3 points SBAC Summative Assessment Results: 28% Standard Met or Exceeded California School Dashboard - Math/EL Reclassified Only Status: High / +21 Distance from Level 3 Change: Decrease / -2.2 points	SBAC Summative Assessment Results: 62.9% Standard Met or Exceeded 2015-16 California School Dashboard - Math/EL Only Status: Low / -49.3 Distance from Level 3 Change: Maintain / -0.3 points SBAC Summative Assessment Results: 42.7% Standard Met or Exceeded California School Dashboard - Math/EL Reclassified Only Status: High / +21.6 Distance from Level 3 Change: Declined / -2.2 points SBAC Summative Assessment Results: 62.9% Standard Met or Exceeded
Metric/Indicator Physical Fitness Test (PFT) **17-18** Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas will increase from prior year. **Baseline** 2015-16 Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas: Grade 5 - 70% Grade 7 - 69%	2015-16 Percent of ESD Students in Healthy Fitness Zone on California PFT: Grade 5 Grade 7 Aerobic Capacity 82.7 79 Body Composition 66.6 67.6 Abdominal Strength 83.3 88.9 Trunk Extension Strength 92.3 84 Upper Body Strength 77.4 80.8 Flexibility 87.6 88.3 Percent of students meeting at least 5 Healthy Fitness Zones in six physical fitness areas: Grade 5 - 69.9% Grade 7 - 69.1% 2016-17 Percent of ESD Students in Healthy Fitness Zone on California PFT: Grade 5 Grade 7 Aerobic Capacity 81.8 83.9 Body Composition 65.9 66.7

Expected	Actual
	Abdominal Strength 82.1 87.9 Trunk Extension Strength 87.4 83.6 Upper Body Strength 62.8 79.6 Flexibility 84.4 89.4 Percent of students meeting at least 5 Healthy Fitness Zones in six physical fitness areas: Grade 5 - 62.3% Grade 7 - 70.9%

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 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data. Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement.	2.1 District Assessment Schedule indicates teachers administered interim and diagnostic assessments in reading and math at three intervals during the school year to monitor student progress toward academic targets, inform instruction and identify students in need of intervention or enrichment. Assessment Windows: August 7- September 8 December 4-21 May 7-24 District provided weekly collaborative planning time for teachers to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities,	1100-1199 – Certificated Teaching Salaries Base $467,985 3000-3999: Employee Benefits Base $205,024 5100-5899 - Services Base $50,000 1300-1399 – Certificated Admin Salaries Base $56,980 2300-2399 – Classified Admin Salaries Base $7,622	1100-1199 – Certificated Teaching Salaries Base $477,923 3000-3999: Employee Benefits Base $210,935 5100-5899 - Services Base $38,414 1300-1399 – Certificated Admin Salaries Base $58,514 2300-2399 – Classified Admin Salaries Base $7,892

	appropriately place and exit students from support programs, and monitor student progress and achievement. At the elementary level this time was provided through the use of a weekly minimum day Monday schedule and two PE sessions facilitated by district elementary PE teachers. At the intermediate level collaborative planning time was provided by scheduling a daily preparation period for all teachers. Additionally, two days in the school year (9/11/17 & 1/29/18) were designated non-student data days. Agenda actions for these days included iReady assessment data analysis, lesson planning and Universal Access instruction development.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Teachers provide all students with engaging instruction that provides equity and access for all, multiple opportunities to demonstrate and practice inductive, deductive and analytical skills needed for 21st Century, and variety of class activities, assignments and assessments that build on the diversity of their classroom, honor and recognize cultural contributions, and connect families to student learning.	2.2 Administrator observations and regular coaching by District Kagan Coach indicate teachers regularly use engagement structures in daily instructional routines to promote positive interdependence, individual accountability, equal participation and simultaneous interaction (Kagan Engagement Structures). State approved curriculum provided to all teachers includes resources that honor and	1100-1199 – Certificated Teaching Salaries Base $37,354,430 1200-1299 – Certificated Pupil Support Salaries Base $1,989,073 2100-2199 Classified Instructional Salaries Base $1,363,300	1100-1199 – Certificated Teaching Salaries Base $38,141,916 1200-1299 – Certificated Pupil Support Salaries Base $1,967,026 2100-2199 Classified Instructional Salaries Base $1,492,813

	recognize cultural contributions of diverse groups.	2200-2299 – Classified Support Salaries Base $1,694,152	2200-2299 – Classified Support Salaries Base $1,753,282
		4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $2,057,467	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $1,706,588
		2400-2499 Classified Clerical Salaries Base $1,172,444	2400-2499 Classified Clerical Salaries Base $1,241,621
		2900-2999 Campus Aides & Support Base $1,079,918	2900-2999 Campus Aides & Support Base $1,272,273
		3000-3999: Employee Benefits Base $11,769,316	3000-3999: Employee Benefits Base $12,275,549
		5100-5899 - Services Base $6,436,159	5100-5899 - Services Base $6,151,951
		6400-6599 – Capitalized Equipment Base $2,714	6400-6599 – Capitalized Equipment Base $29,205
		1100-1199 – Certificated Teaching Salaries Supplemental $1,977,093	1100-1199 – Certificated Teaching Salaries Supplemental $2,021,525
		1200-1299 – Certificated Pupil Support Salaries Supplemental $144,264	1200-1299 – Certificated Pupil Support Salaries Supplemental $142,665
		2100-2199 Classified Instructional Salaries Supplemental $98,878	2100-2199 Classified Instructional Salaries Supplemental $107,852
		2200-2299 – Classified Support Salaries Supplemental $152,886	2200-2299 – Classified Support Salaries Supplemental $158,295
		5100-5899 - Services Supplemental $509,627	5100-5899 - Services Supplemental $496,217
		2400-2499 Classified Clerical Salaries Supplemental $121,861	2400-2499 Classified Clerical Salaries Supplemental $128,449
		2900-2999 Campus Aides & Support Supplemental $78,325	2900-2999 Campus Aides & Support Supplemental $92,276

		3000-3999: Employee Benefits Supplemental $753,300	3000-3999: Employee Benefits Supplemental $787,788
		4100-4499 – Book, Instructional Materials, Supplies and Equipment Supplemental $211,076	4100-4499 – Book, Instructional Materials, Supplies and Equipment Supplemental $156,042
		6400-6599 – Capitalized Equipment Supplemental $196	6400-6599 – Capitalized Equipment Supplemental $2,533

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 School administrators and teachers provide all students with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.	2.3 Master schedules and classroom schedules indicate teachers provided all students with weekly Universal Access instruction time, designated instruction that targets the learning needs of GATE/advanced, proficient, underperforming and English Learner students.	1300-1399 – Certificated Admin Salaries Base $1,985,311	1300-1399 – Certificated Admin Salaries Base $2,038,744
		3000-3999: Employee Benefits Base $500,000	3000-3999: Employee Benefits Base $514,415
		5100-5899 - Services Base $50,000	5100-5899 - Services Base $38,414

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	2.4 District provided 7 elementary physical education teachers and 19 intermediate school physical education teachers to provide engaging programs for all Grade 1-8 students to meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT). Percent of ESD Students in Healthy Fitness Zone in at least 5	1100-1199 – Certificated Teaching Salaries Base $1,384,136	1100-1199 – Certificated Teaching Salaries Base $1,411,405
		3000-3999: Employee Benefits Base $512,560	3000-3999: Employee Benefits Base $527,337
		5100-5899 - Services Base $150,000	5100-5899 - Services Base $115,241

	out 6 fitness standards on California PFT: Grade 5: 62.3 % Grade 7: 70.9%		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 District Teacher Librarians collaborate with teachers on curriculum resources and technologies to connect students with sources of information and knowledge that allows them to explore ideas, acquire and synthesize information and to frame and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries.	2.5 District Teacher Librarian provided teachers with an Online Resources Guide. All library clerks implemented literacy programs, including but not limited to Battle of the Books, family literacy nights, book fairs and cultural diversity celebration events.	1200-1299 – Certificated Pupil Support Salaries Base $123,511 2200-2299 – Classified Support Salaries Base $587,862 2400-2499 Classified Clerical Salaries Base $98,073 3000-3999: Employee Benefits Base $296,463 5100-5899 - Services Base $150,671	1200-1299 – Certificated Pupil Support Salaries Base $129,150 2200-2299 – Classified Support Salaries Base $606,299 2400-2499 Classified Clerical Salaries Base $101,811 3000-3999: Employee Benefits Base $308,630 5100-5899 - Services Base $115,908

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Intermediate Schools provide an Academic Advisor (AA) or Student Services Assistant (SSA), and counseling services, to support at-risk students who face cognitive, social/emotional, health,	2.6 District provided an Academic Advisor to Etiwanda and Heritage Intermediate Schools (intermediate schools with higher than District average population of at-risk and high needs students). District provided a Student Services	1100-1199 – Certificated Teaching Salaries Base $150,457 2400-2499 Classified Clerical Salaries Base $39,130	1100-1199 – Certificated Teaching Salaries Base $152,958 2400-2499 Classified Clerical Salaries Base $40,621

financial or other barriers to academic achievement by: Coaching students in assessing their academic progress and supporting student-developed plans to address progress. Working with parents of at-risk students to share in the responsibility for learning and support effective home-to-school practices. Collaborating with school administrators and teachers on addressing the barriers to academic success. Monitoring the academic progress of at-risk, under-performing English Learner (EL) and Long Term English Learner (LTEL) students and facilitating referrals to Student Study Team. Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.	Assistant (SSA) to Day Creek and Summit Intermediate Schools (intermediate schools not eligible for an Academic Advisor). Student Services Assistants worked 5 hours/day during the 2017-18 school year. Student Service Assistants will increase to 8 hours/day for the 2018-19 school year. Academic Advisors and Student Services Assistants provided support to at-risk students with academic, social, health, economic, or other barriers to academic achievement and reduced the number of students "socially promoted" to high school (did not earn enough credits but will matriculate to high school), reduced the number of behavior incidents, and increased attendance for the at-risk caseload. Baseline/2013-14: Social Promotions = 10 (Note: No Academic Advisors/Student Service Assistants at intermediate schools) 2014-15: Social Promotions = 7 2015-16: Social Promotions = 5 2016-17: Social Promotions = 2 Student social promotions from grade eight to high school have reduced over time. School social promotions are for students ineligible to participate in the 8th grade promotion ceremony or	3000-3999: Employee Benefits Base $35,239 5100-5899 - Services Base $150,000	3000-3999: Employee Benefits Base $36,255 5100-5899 - Services Base $115,241

	promotion activities due to insufficient course credits, however the student "socially promotes" to high school. A social promotion is determined when an eighth grade student does not have a minimum of 39 of 42 academic credits prior to the completion of the eighth grade school year.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Teachers use engagement strategies that promote equity and access in all academic content areas through cooperative learning that fosters positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)	2.7 Administrator observations and regular coaching by District Kagan Coach indicate teachers regularly use engagement structures in daily instructional routines to promote positive interdependence, individual accountability, equal participation and simultaneous interaction (Kagan Engagement Structures).	1100-1199 – Certificated Teaching Salaries Base $1,352,499 3000-3999: Employee Benefits Base $512,561 5100-5899 - Services Base $150,000	1100-1199 – Certificated Teaching Salaries Base $1,374,827 3000-3999: Employee Benefits Base $527,338 5100-5899 - Services Base $115,241

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Teachers develop a Plan of Action for Student Success (PASS) for at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative assessment. The PASS plans outline actions that remediate the students' academic needs, supports student engagement in the school community, and involves parents in the plan to support student learning.	2.8 Teachers developed Plan of Action for Student Success (PASS) for at-risk students during September 11, 2017 Data Day. PASS plans include actions for remedial instruction, engagement in the school community and parent education and involvement opportunities. Teachers regularly monitored PASS student progress during weekly collaborative planning sessions and adjusted	1100-1199 – Certificated Teaching Salaries Base $1,352,999 3000-3999: Employee Benefits Base $512,561 5100-5899 - Services Base $150,000	1100-1199 – Certificated Teaching Salaries Base $1,375,348 3000-3999: Employee Benefits Base $527,338 5100-5899 - Services Base $115,241

Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.	instruction, programs and services as needed. School Administrators monitored PASS students' progress with teachers during non-student days and reported progress through three administrative goal meetings with the District Superintendent.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels.	2.9 Master schedules and classroom schedules indicate teachers provided English Learners, at-risk and underperforming students with designated instruction during weekly Universal Access time that addressed the literacy needs of underperforming students and the language and learning needs of English Learners at all language proficiency levels.	1100-1199 – Certificated Teaching Salaries Supplemental $872,609 3000-3999: Employee Benefits Supplemental $169,000 5100-5899 - Services Supplemental $50,000	1100-1199 – Certificated Teaching Salaries Supplemental $887,035 3000-3999: Employee Benefits Supplemental $173,872 5100-5899 - Services Supplemental $38,414

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through: Extended day academic intervention and support programs.	2.10 Information collected from school administrators indicate that at least (30) underperforming students from each school were provided access to an extended day intervention program for the 2017-18 school year.	1100-1199 – Certificated Teaching Salaries Base $904,833 2200-2299 – Classified Support Salaries Base $310,914 3000-3999: Employee Benefits Base $525,868	1100-1199 – Certificated Teaching Salaries Base $919,790 2200-2299 – Classified Support Salaries Base $321,764 3000-3999: Employee Benefits Base $541,041

Use of positive behavior pre-referral interventions and counseling services. Bi-monthly universal screening of all students to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention (Severson & Walker, 2002). Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating extended day programs, resources, and training.	CA Schools Dashboard indicates suspension rates are low .08% and this level was maintained. School site teams advanced with the development and implementation of positive behavior pre-referral interventions. The district contracted with West End Family Counseling to provide on-site services to students and families, as needed. Categorical Program Coordinator coordinated a Fall and Spring extended day intervention program at all schools for at-risk and underperforming students.	5100-5899 - Services Base $150,000	5100-5899 - Services Base $115,241

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 District develops African American Advisory Committee (DAAAC) comprised of parents, teachers, and school and district leaders to collaborate on culturally responsive approaches to address the achievement gap and educational equity issues for African American students.	2.11 The district developed an African American Parent Educator Advisory Committee (AAPEAC) comprised of parents, teachers, and school and district leaders to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students. The committee developed a purpose statement, bylaws and guidelines for the election process for school site representatives.	1300-1399 – Certificated Admin Salaries Base $255,837 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $79,163 5100-5899 - Services Base $150,000	1300-1399 – Certificated Admin Salaries Base $262,723 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $81,477 5100-5899 - Services Base $115,241

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through: An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. Supplemental English language development program and services. (iLit and Imagine Learning)	2.12 English Learners new to U.S. schools (Newcomers) were provided with a tablet to assist with translation during the school day. Instructional Aide classroom support was provided to teachers with Newcomers assigned to their classrooms. Instructional Aides assisted with the implementation and monitoring of web based language support programs. English Learners were provided with a web-based English Development Program (Imagine Learning for elementary students and iLit for intermediate students) to support language development.	2400-2499 Classified Clerical Salaries Base $66,959 3000-3999: Employee Benefits Base $16,927 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $80,000 5100-5899 - Services Base $165,000	2400-2499 Classified Clerical Salaries Base $69,510 3000-3999: Employee Benefits Base $17,431 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $36,133 5100-5899 - Services Base $134,750

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. Library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.	2.13 District Teacher Librarians worked with schools to coordinate the purchase of supplemental materials to support at-risk and English Learner students. Library Clerks shared information with teachers about online resources such as GALE and Capstone Library that provide high interest low readability texts for students. Library Clerks provided consumable resources aligned to	1200-1299 – Certificated Pupil Support Salaries Supplemental $8,958 2200-2299 – Classified Support Salaries Supplemental $48,944 2400-2499 Classified Clerical Salaries Supplemental $7,113 3000-3999: Employee Benefits Supplemental $21,502 5100-5899 - Services Supplemental $8,143	1200-1299 – Certificated Pupil Support Salaries Supplemental $9,368 2200-2299 – Classified Support Salaries Supplemental $49,100 2400-2499 Classified Clerical Salaries Supplemental $7,384 3000-3999: Employee Benefits Supplemental $22,384 5100-5899 - Services Supplemental $6,266

	the district adopted text book series to teachers. District Teacher Librarian regularly met with School Library Clerks to report circulation numbers and monitor increases in circulation and purchases of new primary language library books with high interest and low readability.		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.14 Schools provide Long Term English Learner (LTEL) students (students in US schools for five years or more who have stalled in progressing towards language proficiency) with additional supports through: Supplemental English language development program and services. (iLit and Imagine Learning) Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time. Progress monitoring system and individualized support plan based on analysis of student achievement results. Annual screening of all English learner students to identify those	English Learners were provided with a web-based English Development Program (Imagine Learning for elementary students and iLit for intermediate students) to provide additional language support. Master schedules and classroom schedules indicate teachers provided English Learners with designated instruction during weekly Universal Access time that addressed the literacy needs and the language and learning needs of English Learners at all language proficiency levels. District provided a progress monitoring system (Ellevation) to school administrators that allowed for the analysis of English Learner's student performance data.	1100-1199 – Certificated Teaching Salaries Supplemental $457,166 2200-2299 – Classified Support Salaries Supplemental $15,922 3000-3999: Employee Benefits Supplemental $106,962 5100-5899 - Services Supplemental $150,269	1100-1199 – Certificated Teaching Salaries Supplemental $464,752 2200-2299 – Classified Support Salaries Supplemental $16,478 3000-3999: Employee Benefits Supplemental $110,046 5100-5899 - Services Supplemental $115,448

who are at-risk of becoming an LTEL to provide early interventions.	

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.

Actions and services for this goal were fully implemented as planned. District developed an African America Parent Educator Advisory Council that will collaborate on culturally responsive approaches to address the achievement gap and educational equity issues for African American students.

Intermediate schools were provided with Academic Advisors or Student Services Assistants to address social, academic and financial barriers to student success. All teachers were provided with grade level collaboration time on a weekly basis to analyze student data and plan for instruction. Teachers and collaborated with library clerks to develop and implement various literacy programs. Schools received support for at-risk and English Learner students as Fall/Spring extended day intervention programs that were coordinated by the District Categorical Program Coordinator. School administrators received training on the use of the Ellevation data monitoring system or the analysis of English Learner statistics.

All teachers were provided with Kagan coaching by the District Kagan Coach and school administrators to support the effective use of engagement structures ensuring equity and access to learning. Additionally, Instructional Aides assisted teachers and students with the implementation and monitoring of English Language Support programs. Teachers received resource information and support from Teacher Librarians and Library Clerks.

Students received differentiated instruction to meet individual needs through designated weekly Universal Access time and targeted instruction. PASS plans were developed, monitored and regularly adjusted by teachers for at-risk students. English Learners designated as Newcomers received tablets that allowed for on-going communication and translation in English and their native language.

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

As reported on the California School Dashboard for 2016-17, there was an increase of 14.4 points in the academic area of English Language Arts and an increase of 6.6 points in the academics area of Mathematics. Additionally, English Learners increased significantly (20.5 points) in ELA and increased (6.8 points) in Math.

Feedback obtained from an employee survey administered in April 2018 indicate that 94% of those who participated feel that they have the resources and materials needed to perform their work well.

Feedback obtained from the 2017 Student Survey indicate that 96% of students feel they receive extra help from their teacher when they need it and 88% of students state that they attend Universal Access time every week for math or reading. A majority of students (94%) shared that they work with a partner or in small groups within their classroom and 80% feel their teacher values their background and culture. Most (91%) students feel that their school library has more to offer than just book check out.

2017 Parent Survey results indicate that 98% of respondents feel their child is provided with Universal Access time, the school library supports their child's academic achievement and their child's teacher promotes cooperative learning and collaboration in the classroom. Most parents (92%) are aware that the school offers counseling services as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to the goal, expected outcomes or metrics. Through the annual update process actions were updated and revised to provide clarity and transparency and to reflect stakeholder input. Revisions were made to actions 2.5 and 2.6 based on stakeholder input. Updates were made to actions 2.7 and 2.11 to ensure clarity and transparency.

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

ENGAGEMENT: Cultivate a positive school environment and system of supports for student personal and academic growth; and build on the engagement of parents as stakeholders in their child's education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rates **17-18** Attendance rate increases from prior year. **Baseline** 2015-16 District Attendance Rate = 96.8%	District Attendance Rate 2015-16: 96.8% 2016-17: 96.94% (increase)
Metric/Indicator Chronic Absenteeism Rate (ESD defines Chronic Absenteeism as absent 10% or more of school year) **17-18** Chronic absenteeism rate decreases from prior year.	Chronic Absenteeism Rate 2015-16: 3.6% 2016-17: 3.9% Note: The State Indicator for Chronic Absenteeism on the California School Dashboard is still in development.

Expected	Actual
Baseline 2015-16 ESD Chronic Absenteeism Rate = 3.6% Note: State Indicator for Chronic Absenteeism on the California School Dashboard is in development.	
Metric/Indicator Middle School Drop-Out Rate **17-18** Middle school drop-pout rates continues to remain at 0. **Baseline** 2015-16 Middle School Drop-Out Rate = 0%	The 2016-17 Middle School Drop-Out rate was 0%
Metric/Indicator Suspension Rates Expulsion Rates **17-18** California School Dashboard Suspensions - Green Status: Low Change: Maintain or Decline Suspension rate decreases from baseline year (2016-17) Expulsion rate decreases from baseline year (2016-17) Suspensions/Pacific Islander - Yellow Status: Medium Change: Decrease	California School Dashboard Suspensions - Green Status: Low / .8% Rate Change: Maintained / 0% Suspension: rate .4% Expulsion: 4 students = .027% Suspensions/Pacific Islander - Yellow Status: High / 5% Rate Change: Declined Significantly / -4.1%

Expected	Actual
Baseline California School Dashboard Suspensions - Green Status: Low / .8% Rate Change: Declined / -.7% Suspension: 115 students = .8% Expulsion: 7 students = .04% Suspensions/Pacific Islander - Orange Status: Medium / 2.7% Rate Change: Increase / .7% Note: The suspension of 1 Pacific Islander student in 2015-16 calculated as an increase in suspension rate due to a decrease in overall Pacific Islander student population from 2014-15 to 2015-16.	
Metric/Indicator School Climate **17-18** Positive responses to Student Survey subset of questions increases from baseline year (2016-17). **Baseline** Percent of positive responses on annual Student Survey subset questions. Gr 3-5 Feel safe at school - 84% Adults encourage me - 85% Bully-free climate - 89% Students respectful to each other - 83% Library offers more than books - 83% I would recommend this school - 86% Gr 6-8 Feel safe at school - 79% Adults encourage me - 83% Bully-free climate - 82% Students respectful to each other - 52% Library offers more than books - 81% I would recommend this school - 80%	Note: Revisions were made to the 2017 Elementary and Intermediate Student Surveys, which are reflected in the reported data. The percentage of "Strongly Agree" and "Agree" responses to the 2017 Elementary and Intermediate Student Survey subset of questions: Grade 3-5 Student Survey I feel safe at my school: 93% The adults at my school encourage me to be successful: 95% My school has programs and assemblies that help keep our school bully free: 96% My school expects me to be respectful, responsible and safe: 99% My school has a library that offers more than just checking out books: 91% I would recommend this school to my friends: 94% Grade 6-8 Student Survey I feel safe at my school: 89% The adults at my school encourage me to be successful: 94% My school has programs and assemblies that help keep our school bully free: 94% My school expects me to be respectful, responsible and safe: 99% My school has a library that offers more than just checking out books: 93% I would recommend this school to my friends: 89%
Metric/Indicator Parent Involvement	Note: Revisions were made to the 2017 Parent Survey, which are reflected in the reported data.

Expected	Actual
17-18 Positive responses to Parent Survey subset of questions increases from baseline year (2016-17). **Baseline** Percent of positive responses on annual Parent Survey subset questions. School keeps me informed - 92% School encourages me to: • attend family events - 85% • volunteer - 89% School makes me feel welcome - 87% Teacher is accessible - 90% I check my child's grades online - 85% I would recommend this school - 92%	The percentage of "Strongly Agree" and "Agree" responses to Parent Survey subset of questions: My child's school keeps me informed through a variety of methods: 99% My child's school offers a variety of opportunities for parent involvement: 96% The school staff makes me feel welcome when I enter the office: 93% My child's teacher is accessible to me when I have a question or concern: 98% Teachers communicate academic progress and performance to students and families in a timely manner: 96% I would recommend this school to others: 98% Four Fall Community Forum Events: 233 participants Four Spring Community Forum Events: 127 participants
Metric/Indicator Parent Involvement Local Indicator **17-18** Parent Involvement Local Indicator and an improvement in the level of positive responses from baseline year (2017-18). **Baseline** A local indicator for Parent Involvement for the new California School Dashboard will be developed by the District and approved by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	The district's annual Parent Survey is utilized as a local indicator for Parent Involvement. One parent/family member is encouraged to participate in the annual survey. Participation Rate: 8,048 parents/67% participation My child's school provides parent education events during the school year: 93% My child's teacher is accessible to me when I have a question or concern: 98% My child's school offers opportunities for parent input: 94% My child's school keeps me informed through a variety of methods: 99%

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	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of correction, counseling services, and early identification reports address and improve rates of suspension and expulsion.	3.1 All school site PBIS Teams and campus support employees have received training and support in Positive Behavior Intervention and Supports (PBIS). Every school has begun the implementation process for PBIS to improve school climate. The Director of Pupil Services provided administrators with training in other means of correction at bi-monthly meetings and additional support as needed. All disciplinary proceedings related to 48900(s) through 48900(v) suspensions and school expulsions were coordinated by the Director of Pupil Services. The district contracted with West End Family Counseling and all school sites provided counseling services, as needed.	1300-1399 – Certificated Admin Salaries Base $300,000 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $86,984 5100-5899 - Services Base $150,000	1300-1399 – Certificated Admin Salaries Base $308,074 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $89,524 5100-5899 - Services Base $115,241

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect.	3.2 All schools implemented a character bully prevention program to engage students in building a positive school climate. An emphasis was placed on students showing respect for each other based on student survey feedback. A thorough process for investigating incidents of bullying	1300-1399 – Certificated Admin Salaries Base $300,000 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $75,591	1300-1399 – Certificated Admin Salaries Base $308,074 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $77,792

School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process.	has been implemented at all school sites. School administrators investigated and addressed all reported incidents of bullying. An anonymous web-based platform for reporting incidents of bullying was added to all district and school websites.	5100-5899 - Services Base $150,000	5100-5899 - Services Base $115,241

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support learning at home. Schools provide for a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events.	3.3 A minimum of two parent education nights were held at each school. The 2017 Parent Survey indicated that 95% of parents were aware that the school offered parent education nights. The survey indicated that 96% of parents felt that teachers communicate academic progress in a timely manner. All school sites provide child care, at no cost to parents, for school age children at parent education events.	1300-1399 – Certificated Admin Salaries Base $300,000 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $75,130 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $12,000 5100-5899 - Services Base $150,000	1300-1399 – Certificated Admin Salaries Base $308,074 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $77,317 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $15,914 5100-5899 - Services Base $115,241

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Schools provide programs beyond the school day to increase opportunities for students to	3.4 All school sites provided two or more free after-school activities to engage students, develop	2200-2299 – Classified Support Salaries Base $219,828	2200-2299 – Classified Support Salaries Base $228,054

interact with each other and build a positive school community through: No cost after-school extra-curricular activity for students (minimum of three each year). Intra-mural sports program at elementary and intermediate schools to build teamwork. Family Night social activity to build a strong sense of school community (at least one per year).	connections with peers and increase positive school climate. Examples of activities included music, choir, art, gardening, science fair workshops, robotics, drama, and STEM workshops. District provided a year-round no-cost intramural sports program on Monday minimum days at all elementary sites. A minimum of three intramural sports sessions were held throughout the school year at each intermediate school. School administrators provided a minimum of one Family Night activity to build a sense of school community. Examples of events included: Family Fitness Night, Harvest Festival, Movie Night and Parent Resource Center events.	3000-3999: Employee Benefits Base $111,145 5100-5899 - Services Base $150,000	3000-3999: Employee Benefits Base $114,349 5100-5899 - Services Base $115,241

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Schools promote and encourage communication between school and home through: Academic progress supported through Aeries Parent Portal, online gradebook, and email. District/School events and information supported through school websites, school smart phone app, Aeries Loop email and	3.5 All schools provided parents with an Aeries Parent Portal password at the start of the school year which allowed parents to access their child's attendance, assessments, assignments, and grades on a regular basis. The district, school sites and teachers implemented new websites to ensure improved and consistent communication with parents.	2400-2499 Classified Clerical Salaries Base $200,000 3000-3999: Employee Benefits Base $50,560 5100-5899 - Services Base $249,731	2400-2499 Classified Clerical Salaries Base $207,622 3000-3999: Employee Benefits Base $52,018 5100-5899 - Services Base $244,949

text messages, auto-dialer system, newsletters and social media. Parent Resource link on district website connects users to information on local recreational and academic resources, social services and outreach programs, and health services. Parent tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan.	School administrators utilized School Messenger to record and email pertinent information to parents. The district updated and maintained the parent resource link on the district website. Additionally, various parent resource information was regularly disseminated by the district on social media. The new district website's "Families" tab allowed parents to have direct access to various district and academic resources.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Director of Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through: Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school drop-out rate, and social promotions. Programs and support that engage parents in the school community and promote participation in family social events, educational	3.6 Director of Pupil services coordinated with school sites to implement site-based attendance programs and incentives. As indicated in the 2017 Student Survey, 94% of elementary students and 92% of intermediate students agree that "My school reminds me that it is important to be at school every day and on time." As reported in the 2017 Parent Survey, 100% of parents agree that "My child's school promotes the importance of being at school every day and on time." Each school site hosted at least two parent education events and at	1300-1399 – Certificated Admin Salaries Base $300,000 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $75,130 5100-5899 - Services Base $150,000	1300-1399 – Certificated Admin Salaries Base $308,074 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $77,317 5100-5899 - Services Base $115,241

opportunities, and stakeholder input opportunities. District-level organization of counseling services and character education bully prevention programs that build a positive school community and reduce incidences of bullying.	least one family engagement event during the school year. As reported on the 2017 Parent Survey: My child's school offers a variety of opportunities for parent involvement: 96% My child's school offers opportunities for parent input: 94% My child's school provides parent education events during the school year: 93% Community Forum events were hosted in the fall and spring allowing for stakeholder input: Four Fall Community Forum Events: 233 participants Four Spring Community Forum Events: 127 participants Intermediate schools provided Rachel's Challenge character education/bully prevention program. Elementary schools provided Joel Greene's "Being the Difference" character education/bully prevention program. The district contracts with West End Family Counseling to provide each school site with a counselor who provides counseling services and resources to students and families, as needed.

Action 7

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

3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including: • Annual Student Survey in Grades 3–8 for input on school climate, academic programs and overall school performance. • Annual Parent Survey for parent input on improving school climate, student outcomes and overall school performance. • Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and services for student outcomes within the district. • District Advisory Council/District English Learner Advisory Committee for parent and educator input on district-wide programs and services for students and English learner students. • Etiwanda Teachers Association teacher representatives' input on district-wide goals and	3.7 The 2017 Student Survey was administered to students in grades 3-8, with a signed parent permission form. 78% of students in grades 3-5 and 70% of students in grades 6-8 completed the survey providing valuable input on school climate, academic programs and overall school performance. The 2017 Parent Survey was administered to parents with children in grades 1-8. 65% of parents with children in elementary school and 56% of parents with children in intermediate school completed the survey providing valuable input on school climate, academic programs and overall school performance. 4 Fall Community Forum events were held in October 2017. 233 parents attended and provided input on the LCAP Actions and Services. 4 Spring Community Forums were held in March 2018. 127 parents attended and provided additional input on the 2018-19 proposed LCAP Actions and Services. 4 District Advisory/District English Learner Advisory Committee meetings were held to discuss and allow members to provide feedback on district-wide programs and services for all students, including English language learners.	1300-1399 – Certificated Admin Salaries Base $300,000 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $75,130 5100-5899 - Services Base $150,000	1300-1399 – Certificated Admin Salaries Base $308,074 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $77,317 5100-5899 - Services Base $115,241

actions for student outcomes. • School Site Council, English Learner Advisory Committee, PTA and PTO organizations for parent and educator input on school-wide programs and services for students, services that engage parents, and ways to build a positive school climate. • ESD Local Control and Accountability Plan (LCAP) Advisory Committee collects and analyzes stakeholder feedback to update and revise annual plan for student outcomes. • An online forum for stakeholders provided during the month-long May review of the draft LCAP is open for feedback by stakeholders.	The Etiwanda Teachers Association was represented on the LCAP Advisory Committee. School Site Councils met four times during the school year and PTA/PTO Presidents met three times during the school year to discuss and provide input on student programs, services and ways to maintain positive school climates across the district. The LCAP Advisory Committee met five times to analyze stakeholder feedback, progress monitor, and provide updates and revisions to the annual plan. During the month of May 2018, the draft 2018-19 LCAP was posted on the district website with an open portal for stakeholders to provide feedback.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 Director of LCAP/Communications coordinates programs and activities to develop a	3.8 The Director of LCAP/Communications coordinated eight Community Forum events, implemented and	1300-1399 – Certificated Admin Salaries Base $300,000	1300-1399 – Certificated Admin Salaries Base $308,074

comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District.	analyzed the results of various annual surveys, facilitated the LCAP Advisory Committee, and attended all district level advisory committee meetings to seek input and share results throughout the school year. The Director of LCAP/Communications developed a comprehensive District Communication and Media Relations Plan with strategic goals for parents, employees and community stakeholders. The 2017-18 Strategic Goals were all met with the exception of one goal that is still in progress.	2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $75,130 5100-5899 - Services Base $150,000	2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $77,317 5100-5899 - Services Base $115,241

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9 Academic Advisors (AA) or Student Services Assistants (SSA) at the intermediate schools utilize youth development strategies to address the needs of at-risk students by: Developing a common understanding of school wide behavioral expectations or providing Tier II behavioral intervention supports. Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs.	3.9 The Academic Advisors and Student Services Assistants at the four intermediate schools served on their school site's PBIS team and participated in the implementation of school-wide positive behavior supports. They each maintained a caseload of 25-50 unduplicated/at-risk students which included individual and small group mentoring to ensure each student had the appropriate academic, behavior and/or social/emotional supports to be successful in school. This included regular communication with each student's teachers.	1100-1199 – Certificated Teaching Salaries Base $177,337 2400-2499 Classified Clerical Salaries Base $39,130 3000-3999: Employee Benefits Base $39,822 5100-5899 - Services Base $50,295	1100-1199 – Certificated Teaching Salaries Base $180,307 2400-2499 Classified Clerical Salaries Base $40,621 3000-3999: Employee Benefits Base $40,970 5100-5899 - Services Base $38,640

Securing resources and services to address social/emotional needs and barriers to regular attendance. Collaborating with school administrators and teachers to implement behavioral supports for at-risk students. Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18.	Student Service Assistants were funded by the district for 5 hours per day or 25 hours per week. The 2017-18 LCAP Goals and Actions were carefully analyzed by the Director of LCAP in collaboration with the LCAP Advisory Committee. It was determined that the services for Academic Advisors and Student Services Assistants as stated in Goal 3 - Action 9 were more appropriately placed in the following goals and actions: Academic Advisors (AA) or Student Services Assistants (SSA) at the intermediate schools utilize youth development strategies to address the needs of at-risk students by: (MOVED TO 2.6) Developing a common understanding of school wide behavioral expectations or providing Tier II behavioral intervention supports. (MOVED TO NEW ACTION 3.9) Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. (MOVED TO 2.6) Securing resources and services to address social/emotional needs and barriers to regular attendance. (MOVED TO NEW ACTION 3.9)

	Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. (MOVED TO 2.6) Through stakeholder feedback, metrics, and the progress analysis of the LCAP Goals and Actions, it was determined that a NEW Action specifically addressing the need for school counseling services would be implemented as 3.9 - see Goal 3 for 2018-19 Planned Actions and Services.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through: Parent input and research to plan and implement effective outreach to families who may have barriers to participation. Personalized contact regarding family social nights, parent education events and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants .	3.10 School administrators, Academic Advisors and Student Service Assistants personally contacted parents of at-risk students to invite them to parent education nights, family engagement events, and community forums. Free child care was provided for all events and parents had an opportunity to provide feedback through small group discussions/activities, surveys, and/or evaluations. The 2017 Parent Survey had a 67% participation rate that represented the district demographics, therefore no additional district-wide surveys were administered.	1300-1399 – Certificated Admin Salaries Supplemental $342,230 2400-2499 Classified Clerical Salaries Supplemental $133,917 3000-3999: Employee Benefits Supplemental $94,463	1300-1399 – Certificated Admin Salaries Supplemental $351,441 2400-2499 Classified Clerical Salaries Supplemental $139,021 3000-3999: Employee Benefits Supplemental $97,218

Free childcare during parent educational events and stakeholder input opportunities. Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered. Primary language communication if the school's English learner student population is higher than 15%.	Schools provided translated flyers and presentations at their discretion and based upon their school community's need. Primary language communication and translation was not required as the English learner student population did not exceed 15% at any given school site.		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time.	3.11 Universal Access time was implemented at every school site ensuring that all students, including at-risk and English language learners, received enrichment and intervention support services during the instructional school day. Therefore, at-risk students had access to after-school extra-curricular programs and athletic activities.	2200-2299 – Classified Support Salaries Supplemental $9,313 3000-3999: Employee Benefits Supplemental $4,709	2200-2299 – Classified Support Salaries Supplemental $11,054 3000-3999: Employee Benefits Supplemental $4,845

Action 12

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

3.12 Director of Pupil Services coordinates programs and services to address the needs of at-risk students and their families through: District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school drop-out rate, and social promotions by minimizing academic, social/emotional, or financial barriers. Academic programs that provide interventions and services for at-risk students and their families such as Academic Advisor and Student Services program, West End counseling services, and credit recovery options. Alternative educational settings for students who may be challenged by the traditional school system setting. (Etiwanda Alternative Studies Education – EASE and Etiwanda Community Day School). District-level organization of Positive Behavior Interventions and Supports (PBIS) program implementation for all educators and staff. District-level support for schools to increase parents of at-risk students' involvement in family social night, parent education events, and stakeholder input opportunities.	3.12 The Director of Pupil Services coordinated monthly District Attendance and Review Team meetings for educators to meet with parents and students to discuss an action plan to decrease absences and/or tardies. The Director of Pupil Services met with Academic Advisor and Student Services Assistants on a monthly basis to discuss at-risk student caseloads, intervention programs, credit recovery progress, and outreach to at-risk students and families to increase engagement opportunities at parent education events. The Director of Pupil Services met with the Director of West End Family Counseling to monitor each school site's counseling caseload and ensure effective communication between the agency and the school staffs. The Director of Pupil Services monitored the enrollment and instruction weekly at the district's home school and community day school programs. The Director of Pupil Services coordinated and provided on-going training to school site PBIS teams. The Director of Pupil Services provided on-going coaching to school site administrators for other means of correction, suspensions and expulsions.	1300-1399 – Certificated Admin Salaries Base $248,837 2400-2499 Classified Clerical Salaries Base $133,917 3000-3999: Employee Benefits Base $77,923	1300-1399 – Certificated Admin Salaries Base $255,534 2400-2499 Classified Clerical Salaries Base $139,021 3000-3999: Employee Benefits Base $80,202

Other Means of Correction coaching for all site administrators to improve suspension or expulsion rates.	

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.

Actions and services for this goal were fully implemented. The Director of Pupil Services coordinated programs to maximize student welfare and attendance and minimize truancy, chronic absenteeism, and middle school drop out and social promotion rates. School administrators and Academic Advisors/Assistants implemented school-wide attendance incentive programs and messaged information to parents and students regarding the importance of daily attendance. The Director of Pupil Services also provided training to school administrators about other means of correction.

All schools implemented a character education and bully prevention program that engaged students in building a positive school climate. All administrators were provided with one additional day of training in Positive Behavior Intervention Supports (PBIS) and schools are in different phases of the implementation of these strategies. After school programs and activities provided students with no-cost opportunities to connect with other students and engage in programs not included in the school day such as choir, music, robotics, art, dances and festivals.

Parents participated in the district-wide Parent Survey during Back-to-School-Night and through an online platform for an extended amount of time. LCAP Community Forums were scheduled for two days both during the morning and evening in the fall and spring. New district and school websites were successfully launched. Regular communication was promoted through newsletters, social media, auto-dialer messages and websites. School administrators provided multiple parent education nights to ensure that parents are well informed about school programs and services and avenues to support education at home.

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

The California School Dashboard for 2016-17 reports a low/green suspension rate of 0.8%

Parent surveys administered in 2017-18 indicate that 96% of respondents feel teachers communicate academic progress and performance to their students and families in a timely manner and are satisfied with the quality of education their child received while 98% feel their child's teacher is accessible when they have a question or concern. The vast majority of respondents (99%) stated that the school keeps them informed through a variety of methods such as Aeries Parent Portal, social media, email, text, website and/or

auto-dialer while 93% feel the school informs them of student programs beyond the school day such as academic support, extra-curricular activities or intramural sports. Most (96%) parents feel the schools strives to keep a bully-free environment and 100% of parents report that the school promotes the importance of being at school and on time every day.

Findings from the 2017-18 Student Survey reveal that 93% of respondents feel safe at school and know at least one trusted adult on campus they can go to for help while 99% reveal that the school expects students to be respectful, responsible and safe. Most students (95%) report the school offers programs for students to be physically active before or after school and 94% state the school reminds students that it is important to be at school every day and on time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The 2017-18 LCAP Goals and Actions were carefully analyzed by the Director of LCAP in collaboration with the LCAP Advisory Committee. It was determined that the services for Academic Advisors and Student Services Assistants as stated in Goal 3 - Action 9 were more appropriately placed in the following goals and actions:

Academic Advisors (AA) or Student Services Assistants (SSA) at the intermediate schools utilize youth development strategies to address the needs of at-risk students by: (MOVED TO 2.6)

Developing a common understanding of school wide behavioral expectations or providing Tier II behavioral intervention supports. (MOVED TO NEW ACTION 3.9)

Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. (MOVED TO 2.6)

Securing resources and services to address social/emotional needs and barriers to regular attendance. (MOVED TO NEW ACTION 3.9)

Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. (MOVED TO 2.6)

Through stakeholder feedback, metrics, and the progress analysis of the LCAP Goals and Actions, it was determined that a NEW Action specifically addressing the need for credentialed school counselors at two intermediate schools, in addition to contracted counseling services at all school sites would be implemented as 3.9 - see Goal 3 for 2018-19 Planned Actions and Services.

Through the annual update process actions were updated and revised to provide clarity/transparency and to reflect stakeholder input. A revision was made to action 3.4 based on stakeholder input. Updates were made to actions 3.6, 3.7, 3.8, 3.10 and 3.12 to provide clarity and transparency.

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?

Planning process for the LCAP/Annual Review and Analysis:

Parent Survey – Administered during Back to School Night
August 2017
The on-line Parent Survey was integrated into Back to School Night presentations in every classroom for parents with students in 1st grade through 8th grade. The Parent Survey contained thirty questions that asked for parent input on conditions of learning, pupil achievement and school climate. This year the survey had additional questions related to parents' top choices for parent education workshops. Surveys asked for school and demographic data which allowed us to determine that schools were equally represented and demographics reflected those of the entire district. The 2017-18 Parent Survey participation rate was 67%, a 5% increase from the 2016-17 Parent Survey participation.

Student Survey (Gr 3-8) – Administered at school with parent permission
October 2017
The on-line Student Survey was administered at school with all students in grades 3–8 who provided a signed parent permission form. The Elementary Student Survey contained twenty-nine questions that asked for student input on conditions of learning, student achievement, and school engagement. The Intermediate Student Survey contained thirty-one questions and had eight additional questions related to the health and wellness of students. Both Elementary and Intermediate Student Surveys provided students with an opportunity to respond to two open-ended questions that asked about the impact of cooperative learning and the most enjoyable aspect about coming to school. Intermediate level surveys asked for school and demographic data which allowed us to determine that schools were equally represented and demographics reflected those of the entire district. 78% of students in grades 3-5 participated in the Elementary Student Survey and 70% of students in grades 6-8 participated in the Intermediate Student Survey.

Fall LCAP Community Forums

October 3, 2017, 8:30 a.m. and 6:30 p.m.

October 5, 2017, 8:30 a.m. and 6:30 p.m.

Invitations were issued through a variety of communication venues for all Fall Community Forum events, including information on the district website, fliers/posters, automated phone calls, and personal contact by school administrators. School administrators were asked to personally make contact with and invite families that represent at-risk student groups (student groups with an achievement gap, English Learner, low income, and foster youth).

233 families were represented at the Fall LCAP Community Forum events – participants represented all stakeholder groups, including low income, English learner, and foster youth student families, certificated, classified and administrative staff members, and Board members.

The Fall Community Forum events (4) included an overview of LCFF and LCAP, an overview of the District's 2016-17 student achievement, an examination of the achievement gap, and a review of the current LCAP goals and services and the connections they have to addressing achievement needs in the district. Participants engaged in small group presentations with district and school administrators to learn about actions, programs and services aligned with our three LCAP goals: Conditions of Learning, Pupil Outcomes, and Engagement. Stakeholders provided feedback by indicating two actions, programs or services that were "highlights" during the event and one wish to learn more about.

Spring LCAP Community Forums

March 13, 2018, 8:30 a.m. and 6:30 p.m.

March 15, 2018, 8:30 a.m. and 6:30 p.m.

Invitations were issued through a variety of communication venues for all Spring Community Forum events, including information on the district website, fliers/posters, automated phone calls, and personal contact by school administrators. School administrators were asked to personally make contact with and invite families that represent at-risk student groups (student groups with an achievement gap, English Learner, low income, and foster youth).

127 families were represented at the Spring LCAP Community Forum events – participants represented all stakeholder groups, including low income, English learner, and foster youth student families, certificated, classified and administrative staff members, and Board members.

The Spring Community Forum events (4) included an overview of LCFF and LCAP, an orientation to the new California School Dashboard and reports for Etiwanda School District, and stakeholder input obtained from the Parent Survey, Student Survey and Fall Community Forum events. Participants progressively rotated through a discussion and feedback activity aligned with each district LCAP goal. Participants provided input on questions and prompts aligned to the district's LCAP goals:

LCAP Goal 1: Conditions of Learning

- What are some examples of homework that best supports your child's learning in the classroom?

- What are some of the greatest challenges your child faces with homework?
- I am aware of a variety of resources and learning tools that the district provides to support my child with homework assignments.

LCAP Goal 2: Pupil Outcomes
- What excites your child about learning?
- What are barriers that may prevent your child from coming to school?
- Classrooms provide all students with a variety of class activities that recognize each student's background and culture.

LCAP Goal 3: Engagement
- For what reasons would your child seek the assistance of a trusted adult at school?
- Who would your child identify as a trusted adult at school?
- My child's school provides appropriate resources (ie. people, programs, etc.) to support his/her personal and academic success.

LCAP Advisory Committee
The LCAP Advisory Committee, comprised of thirty-four (34) members represented all stakeholder groups in the Etiwanda School District. The committee met five times during the school year to analyze collected stakeholder input and state metric results. The committee used the metric data and stakeholder input to monitor progress towards current LCAP goals, actions and services and develop updates and revisions for the next year's plan for student outcomes.

Staff committee members were designated to represent all aspects of the Etiwanda School District K-8 educational system, including teachers, principals, administrators, other school personnel, local bargaining unit member, special education, English learner program, student services, and intervention program. Parent committee members were designated to represent the demographics of the Etiwanda School District community, including parents of student groups with a significant achievement gap, special education, English learner, low income and foster youth student families. Additional members represented on the committee included an Etiwanda Teachers Association, School Site Council, and PTA or PTO organization representatives.

Once committee members were contacted and agreed to serve on the committee for one year, reminder emails with meeting agendas were sent via email at least one week prior to each meeting. The LCAP Advisory Committee meetings for the 2017-18 were as follows:
September 19, 2017 Meeting
Committee members learned about the LCFF model for basic, supplemental, and concentration grants and the eight state priorities for education. The annual LCAP development process was shared and discussed with committee members. The 2017-18 LCAP Goals and Actions were shared and discussed.
October 26, 2017 Meeting

Committee members reviewed and discussed stakeholder input from the October Fall LCAP Community Forum events where input was elicited from stakeholders on evidence of progress towards goals and suggestions for improvement. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence to evaluate progress towards goals and actions and suggestions for improvements and revisions to the annual LCAP update.
November 30, 2017 Meeting
Committee members reviewed and discussed stakeholder input from the 2017 Parent and Student Surveys. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for improvements and revisions to the annual LCAP update.
January 25, 2018 Meeting
Committee members used evidence collected through stakeholder input opportunities to review the progress made on the district's 2017-18 LCAP Goals and Actions. Members reviewed progress towards goals, consistency in implementation of actions, and effectiveness of actions to develop recommendations for improvements and revisions for the annual LCAP update.
April 19, 2018 Meeting
Committee members reviewed and discussed stakeholder input from the March Spring LCAP Community Forums where additional input was elicited from stakeholders on the 2017-18 LCAP Goals and Actions. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence to make recommendations for the final approval of the proposed updates and revisions to the 2018-19 LCAP Draft Goals and Actions.

District Advisory Council (DAC)
District English Learner Advisory Committee (DELAC)
November 2, 2017 Meeting
An overview of the LCFF model for basic, supplemental, and concentration grants and the annual LCAP development process was presented to council members.
February 1, 2018 Meeting
A summary of the stakeholder input from the 2017 Parent and Student Surveys and the October Fall LCAP Community Forum "big ideas" were shared and discussed with committee members. Members participated in an activity that provided additional stakeholder input aligned with survey and Community Forum "big ideas".
March 22, 2018 Meeting
Updates on the District’s progress on actions and services within the LCAP were shared and discussed with committee members. The format and details for the Spring Community Forum events was shared. The meeting included an orientation to the new California School Dashboard and the accountability reports available for schools and districts.
May 3, 2018 Meeting
The stakeholder input from the Spring Community Forums and the draft 2018-19 LCAP Goals and Actions were shared and discussed with committee members. Input from members was solicited, and no formal comments were provided. Members were notified that the draft would be posted on the district website during the month of May and stakeholders could provide feedback through the on-line p[portal. The date and location of the 2018-19 LCAP public hearing was also provided.

LCFF/LCAP Presentations to the Board of Trustees and Stakeholders
July 27, 2017
Presented proposed revisions to the 2017 Parent Survey to align survey questions to the district's three LCAP Goals. The Board of Trustees took action to approve the revisions.
August 24, 2017
Presented Plan for Stakeholder Engagement and Development of 2018-2021 LCAP. Board of Trustees took action to approve the plan.
September 14, 2017
Presented proposed revisions to the 2017 Student Surveys to align questions to the district's three LCAP Goals. The Board of Trustees took action to approve the revisions.
September 28, 2017
Presented Fall Community Forum event format, 2017-18 District Data Dashboard and 2017-18 LCAP Executive Summary for Board discussion. No action was needed.
October 9, 2017
Shared information regarding new required state local indicators. Presented new local indicators for Implementation of State Standards and Parent Involvement for Board discussion. Demonstrated for the Board where the local indicators and data will be placed on the California School Dashboard. No action was needed.
October 26, 2017
Presented LCAP Advisory Committee analysis and summary of findings on stakeholder input from the 2017 Parent Survey for Board discussion. No action was needed.
November 9, 2017
Presented LCAP Advisory Committee analysis and summary of findings on stakeholder input from the Fall Community Forum events for Board discussion No action was needed.
December 13, 2017
Presented LCAP Advisory Committee analysis and summary of findings on stakeholder input from the 2017 Student Surveys for Board discussion. No action was needed.
February 8, 2018
Presented LCAP Advisory Committee conclusions on the progress towards meeting current LCAP goals and actions or Board discussion. No action was needed.
April 12, 2018
Presented the analysis of the Spring Community Forum stakeholder input for Board discussion. No action was needed.
April 26, 2018
Presented the LCAP Advisory Committee approved updates and revisions to the 2018-19 LCAP Draft Goals and Actions for Board discussion. Informed that Board that the 2018-19 Draft LCAP would be posted on the district website for public view and stakeholder input throughout the month of May. No action was needed.

ESD Board of Trustees - LCAP Public Hearing
Date held: June 18, 2018, 7:00 PM

Etiwanda School District Board Room
6061 East Ave.
Etiwanda, CA 91739
A Public Hearing notification was posted at least 72 hours prior to the Board of Trustee Meeting on June 18, 2018 at all school locations, local community boards, on the district website, and in the district office lobby.

ESD Board of Trustees - LCAP Submitted for Approval
Date held: June 20, 2018, 6:30 PM
Etiwanda School District Board Room
6061 East Ave.
Etiwanda, CA 91739

Additional Stakeholder Input Opportunities:

Other Advisory Committees:
Stakeholders who served on School Site Councils (SSC), English learner Advisory Committees (ELAC), and PTA/PTO Leadership Council participated in LCAP goal development activities and regularly received goal updates as a committee member.

Etiwanda Teachers Association
The Etiwanda Teachers Association (ETA) was represented with a member serving on the LCAP Advisory Committee. School administrators provided opportunities for staff members to provide input on the LCAP Advisory Committee's analysis and summary of findings for all stakeholder engagement activities, including the 2018-19 LCAP Draft Goals and Actions, during staff meetings throughout the school year.

Community Outreach:
The current District Local Control Accountability Plan is available on the Etiwanda School District webpage along with the most current Parent and Student survey results and links to LCAP information and resources.

Online Public Review and Comment:
The 2018-19 Draft LCAP was posted on the Etiwanda School District website for parents, school staff, and the community to view for 30 days prior to the Board of Trustees' final consideration for approval. An online response portal was available for parents, school staff, and the community to provide feedback and suggestions.

Impact on LCAP and Annual Update

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

Stakeholder involvement and input was collected in a variety of formats and reviewed by the LCAP Advisory Committee for the development of the Local Control and Accountability Plan (LCAP).

The October Fall Community Forum events provided the District with feedback on current goals and actions. State metrics (CAASPP, attendance, and discipline) and local metrics (diagnostic assessments, parent engagement, and survey participation) results were shared. Forum participants representing all stakeholder groups were asked to provide evidence, from their point of view, of district/school's highlighted actions and suggestions for improved/new actions. The forum feedback indicated the District was making progress towards implementing the current goals and actions.

Stakeholder suggestions included: continued emphasis on science and STEAM activities, continued college and career exploration, ensure programs are available to meet the needs of all levels of learners, reduce the achievement gap between student groups, provide parent workshops that balance academic content support and understanding and supporting the social/emotional needs of children. The feedback and input was reviewed by the LCAP Advisory Committee and used to update and revise the goals and actions for 2018-19.

The March Spring Community Forums provided the District with additional feedback and input on the development of next year's goals and actions based on the annual review of current goals and actions.

Stakeholder input reported the following: homework needs to provide independent practice of currently instructed concepts in the classroom and should not take too much time to complete; a positive, interactive teacher excites children about learning; being bullied or experiencing peer pressure may prevent children from coming to school; children will typically seek the advice of a trusted adult for academic support and to report if someone is hurt or in danger; and children most often view their teacher or school administrator as a trusted adult at school. The input was reviewed by the LCAP Advisory Committee and used to update and revise the 2018-19 LCAP Goals and Actions.

Parent survey results indicate that parents are highly satisfied with clean and safe school facilities, 1:1 student technology, cooperative learning strategies used in the classrooms, weekly Universal Access programs, promotion of daily attendance, school to home communication, and teacher accessibility to parents. Overall, 99% of parents agree that their child is safe at school; 97% of parents agree that they feel welcome at their child's school; and 98% of parents agree they would recommend their child's school to others.

Although the 2017 Parent Survey results were overwhelmingly positive, stakeholder input indicated the following areas to reinforce: ensure participation in STEAM lessons and activities; ensure appropriate purpose and amount of homework for students; promote/provide counseling services; ensure the school office staff is welcoming of all guests; and provide extra-curricular activities

for students on a wide variety of topics. The survey input was reviewed by the LCAP Advisory Committee and used to update and revise the 2018-19 LCAP Goals and Actions.

Student survey results indicate that classrooms, restrooms and school facilities are clean; students are expected to work hard to achieve good grades; teachers provide students with extra help when needed; adults at school encourage students to be successful; students are expected to be respectful, responsible and safe; schools offer family events; and schools have programs that keep school bully-free. Overall, 95% of students express having pride in the appearance of their school; 91% feel safe at school; and 91.5% would recommend their school to friends.

Although the 2017 Student Survey results were overwhelmingly positive, stakeholder input indicated the following areas need reinforcement: ensure participation in STEAM lessons and activities; provide students with time to monitor their attendance and grades in Aeries; teach students how to be organized and prepared for school; and ensure teachers learn and value every student's background and culture. The survey input was reviewed by the LCAP Advisory Committee and used to update and revise the 2018-19 LCAP Goals and Actions.

Goal development activities with Parent Advisory stakeholders indicated the following as priorities in goal development: closing the achievement gap, supporting diverse needs of students (advanced, intervention, English learner, special education), and parent education. Advisory group input was reviewed by the LCAP Advisory Committee and used to update and revise the 2018-19 LCAP Goals and Actions.

Goal development activities with District/Staff stakeholders indicated the following as priorities in goal development: providing parents with support for learning at home,, providing at-risk students with additional support, closing the achievement gap, and supporting English learners towards English proficiency and increasing reclassification rate.
Stakeholder input was reviewed by the LCAP Advisory Committee and used to update and revise the 2018-19 LCAP Goals and Actions.

The on-line portal for the review and comment on the 2018-19 Draft LCAP Goals and Actions through the District website provides members of the Etiwanda School District community an opportunity to review the draft Local Control and Accountability Plan and provide feedback prior to the approval by the Board of Trustees. Stakeholder feedback provided through the District on-line portal and LCAP Public Hearing on June 18, 2018 and Board Meeting for LCAP approval on June 20, 2018 will be reviewed by the Board of Trustees.

The Local Control Accountability Plan (LCAP) Advisory Committee represents all stakeholder groups, including parents representing student groups of English learner, low income, foster youth, special education, and achievement gap (African American and Hispanic), teachers and Etiwanda Teacher Association leadership, classified support staff, school administrators, and Instruction Department coordinators. The LCAP Advisory Committee met five times during the year to organize and analyze stakeholder input, monitor progress towards current goals and actions, and review collective stakeholder input for the development of the 2018-19 LCAP.

The LCAP Advisory committee used stakeholder feedback and state required metrics to monitor progress towards the current LCAP goals and actions and to update and revise the 2018-19 LCAP. Specifically, stakeholder input and state required metrics were used to develop and/or revise goals and actions for providing professional development to train teachers for the implementation of the Next Generation Science Standards, provide administrators, teachers and office staff with professional development on cultural proficiency, publicize tools and resources available to support student learning and homework, provide an increase in service for School Service Assistants working with at-risk middle school students, provide credentialed school counselors at two middle schools, continue parent education workshops ensuring that topics include both academic content and social/emotional needs of children, and implement an African American Parent and Educator Advisory Committee to address the achievement gap and educational equity for African American students.

Members of the public are encouraged to attend the 2018-19 Draft LCAP presentation and Public Hearing at the Board of Trustees Meeting on June 18, 2018 to provide feedback on the draft goals and actions, prior to approval by the Board of Trustees on June 20, 2018. Updates and revisions to the LCAP may be implemented based on community feedback and public hearing input.

The online LCAP feedback portal is opened on the District website for community members to review progress towards the 2017-18 goals and provide feedback on 2018-19 Draft LCAP prior to Board approval in June. Stakeholder feedback will be reviewed and considered prior to the presentation of the Draft LCAP to the Board of Trustees on Monday, June 18, 2018.

Online LCAP feedback portal is opened on the District website for community members to review progress towards 2016-17 goals and provide feedback on draft 2017-18 LCAP prior to Board approval in June. Stakeholder feedback will be reviewed and considered prior to the presentation of the draft LCAP to the Board of Trustees on Thursday, June 22, 2017.

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

CONDITIONS OF LEARNING: Provide students with access to rigorous state academic standards, relevant learning tools, research-based instruction, and safe facilities; and engage educators in professional learning and communities of practice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

It is essential to provide students with access to sufficient standards-aligned textbooks, 21st Century technology tools, a broad curriculum, and clean safe learning environments. Classroom teachers should be appropriately credentialed and provided professional development and training to support the effective implementation of the state standards. Stakeholder feedback has indicated a need to provide students with access to computers and the district wireless network after school in support of homework, provide teachers with professional development for the implementation of Next Generation Science Standards, and provide middle school exploratory courses in language and cultural awareness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Textbook Sufficiency Rate	100% Textbook Sufficiency	100% Textbook Sufficiency	100% Textbook Sufficiency	100% Textbook Sufficiency
Annual Williams Report - includes facilities in good repair	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of Teacher Misassignment	0 Misassignment	0 Misassignment	0 Misassignment	0 Misassignment
Professional Development Plan	Professional Development Plan supporting the effective implementation of the state standards fully implemented.	Professional Development Plan supporting the effective implementation of the state standards fully implemented.	Professional Development Plan supporting the effective implementation of the state standards fully implemented.	Professional Development Plan supporting the effective implementation of the state standards fully implemented.
Implementation of State Standards Local Indicator	A local indicator for the Implementation of State Standards for the new California School Dashboard will be developed by the District and approved by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	Implementation of State Standards Local Indicator and an improvement in the level of positive responses from baseline year (2017-18).	Implementation of State Standards Local Indicator and an improvement in the level of positive responses from baseline year (2017-18).	Implementation of State Standards Local Indicator and an improvement in the level of positive responses from baseline year (2017-18).
Course Access at Elementary School Level Master Schedules at Intermediate School Level	Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have	Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have	Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have	Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.	access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.	access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.	access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.

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 Schools provide access to 21st Century technology skills and competencies through: One-to-one Chromebook to student access in grades K-8. Instructional Technology Support Clerk (ITSC) assist with the maintenance and support of site instructional technology. Professional development and training for all staff in the use of instructional technology to support teaching and learning. Beyond the school day technology access – access to computers and district wireless network after-school, access to information on weekend wireless access points within the community, and exploration of assignment of Chromebooks to students for home use.	1.1 Schools provide access to 21st Century technology skills and competencies through: One-to-one Chromebook to student access in grades K-8. Instructional Technology Support Clerk (ITSC) assistance with training, support and maintenance of site instructional technology. Professional development and training for teachers, ITSCs and designated staff in the use of instructional technology to support teaching and learning. Beyond the school day technology access for students to utilize school computers and district wireless network after-school.	1.1 Schools provide access to 21st Century technology skills and competencies through: One-to-one Chromebook to student access in grades K-8. Instructional Technology Support Clerk (ITSC) assistance with training, support and maintenance of site instructional technology. Professional development and training for teachers, ITSCs and designated staff in the use of instructional technology to support teaching and learning. Beyond the school day technology access for students to utilize school computers and district wireless network after-school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$318,642	$402,013	$402,013
Source	Base	Base	Base
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries

Amount	$110,110	$116,998	$116,998
Source	Base	Base	Base
Budget Reference	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries
Amount	$547,427	$612,871	$612,871
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$341,656	$465,606	$465,606
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$510,020	$359,949	$359,949
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment
Amount	$424,006	$452,662	$452,662
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

Action 2

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

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

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	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
1. 2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.	1. 2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.	1. 2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$56,000	$61,599	$61,599
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)
All	All Schools Specific Grade Spans: TK-8

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
1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.	1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.	1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$627,005	$594,704	$594,704
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries

Amount	$192,793	$204,816	$204,816
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$219,369	$261,718	$261,718
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$10,059	$10,903	$10,903
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.	1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.	1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$178,828	$189,981	$189981
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$126,437	$134,347	$134,347
Source	Base	Base	Base
Budget Reference	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries
Amount	$390,178	$436,465	$436,465
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$264,777	$345,588	$345,588
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$5,500	$3,684	$3,684
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment
Amount	$32,523	$31,813	$31,813
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in all	1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in	1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in

English-Language Arts, Mathematics, Science, and History/Social Science. District instructional leaders and site representatives collaborate on securing supplemental academic resources needed to implement state academic content and performance standards, including Science, Technology, Engineering, Art and Math (STEAM) resources. Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math "STEAM" lessons or activities each year.	English-Language Arts, Mathematics, Science, and History Social Science. District instructional leaders, professional development providers, and site representatives collaborate, plan and train for the implementation of Next Generation Science Standards (NGSS). Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math "STEAM" lessons or activities each year.	English-Language Arts, Mathematics, Science, and History Social Science. District instructional leaders, professional development providers, and site representatives collaborate, plan and train for the implementation of Next Generation Science Standards (NGSS). Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math "STEAM" lessons or activities each year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$130,150	$86,741	$86,741
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in foreign language, financial literacy and college/career exploration.	1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in language and cultural awareness, financial literacy and college/career exploration.	1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in language and cultural awareness, financial literacy and college/career exploration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,472,515	$6,175,769	$6,175,769
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$512,561	$655,852	$655,852
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,500,000	$1,307,046	$1,307,046
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)	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
1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hour instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hour instructional aide time per week is provided to support instruction.	1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten (TK) – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hours of instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hours of instructional aide time per week is provided to support instruction.	1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten (TK) – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hours of instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hours of instructional aide time per week is provided to support instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,467,985	$1,402,489	$1,402,489
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$387,000	$411,209	$411,209
Source	Base	Base	Base
Budget Reference	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries
Amount	$656,281	$839,751	$839,751
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,000	$43,569	$43,569
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

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	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8 District manages facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	1.8 District manages facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	1.8 District manages facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$115,138	$276,949	$276,949
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment
Amount	$50,000	$43,569	$43,569
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.	1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.	1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$935,970	$892,271	$892,271
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$384,421	$491,890	$491,890
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$50,000	$43,569	$43,569
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development	1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development	1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development

during core instruction and designated English language development during weekly Universal Access time.	during core instruction and designated English language development during weekly Universal Access time.	during core instruction and designated English language development during weekly Universal Access time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$255,855	$275,921	$275,921
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$80,926	$110,424	$110,424
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,000	$46,461	$46,461
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

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
1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction provided during school-wide or grade-level Universal Access time.	1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction provided during school-wide or grade-level Universal Access time.	1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction provided during school-wide or grade-level Universal Access time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$255,855	$275,921	$275,921
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$80,926	$110,424	$110,424
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$50,000	$46,461	$46,461
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services
Amount	$45,777	$51,870	$51,870
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries

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

PUPIL OUTCOMES: Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively; and reduce the disparity in academic performance between state-identified groups of students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The percent of students who have met the standards on the Smarter Balanced assessment in English-Language Arts needs to increase - currently 68%; and the percent of students who have met the standards on the Smarter Balanced assessment in Mathematics needs to increase - currently 58%. While the California School Dashboard indicates a high (green) level of performance in both English-Language Arts and Mathematics, not all student groups are performing at the same level and/or making the same gains. Hispanic, African American, low income, and students with disabilities are not making the same gains in achievement as other student groups.

English learner students are not demonstrating continued growth in their progress towards meeting standards on the Smarter Balanced assessments- 39% of EL students met the standards on the 2016 ELA SBAC and 39% met the standards on the 2017 ELA SBAC. The percent of EL students needs to continue to increase as reported through the SBAC Mathematics assessment - 39% of EL students met the standards on the 2016 SBAC Math and 43% of EL students met the standards on the 2017 SBAC Math assessment. The California School Dashboard indicates that reclassified English learner students are not making progress in mathematics.

Our district's Wellness Goal states that at least 75% of students in grade 5 and 80% of students grade 7 will score in the healthy fitness zone in five or more of the physical tests. Currently, 62.3% of 5th graders and 70.9% of 7th graders are scoring in the healthy fitness zone on five of the six physical fitness standards.

Stakeholder input indicates a need to provide all administrators, teachers and school office staff with professional development on cultural proficiency, ensure schools publicize resources and tools available to support student learning and homework, increase the Student Service Assistant hours to better serve the at-risk middle school population, ensure teachers provide all students with daily opportunities for high levels of engagement in the classroom, and implement the district's African American Parent Educator Advisory Committee.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Summative Assessments (ELA)	Status: High / +29 Distance from Level 3 Change: Increase / +14.4 points Standard Met or Exceeded: 65%	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.
CA Dashboard Achievement Gap Student Groups (ELA)	Low Income Students - Green Status: Medium / +1 Distance from Level 3 Change: Increase / +13.1 points Standard Met or Exceeded: 52% African American Students - Green Status: Medium / -1 Distance from Level 3 Change: Increase / +11.7 points Standard Met or Exceeded: 51% Students w/ Disabilities - Yellow	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Status: Low / -42 Distance from Level 3 Change: Increase / +14.4 points Standard Met or Exceeded: 27%	Status: Low Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.	Status: Low Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.	Status: Low Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.
CAASPP Summative Assessments (MATH)	Status: High / +9.4 Distance from Level 3 Change: Increase / +6.6 points Standard Met or Exceeded: 55%	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.	Status: High Change: Increase Percent of students meet/exceed standards increases from prior year.
CA Dashboard Achievement Gap Student Groups (MATH)	Low Income Students - Yellow Status: Medium / -21.7 Distance from Level 3 Change: Increase / +4.4 points Standard Met or Exceeded: 40% African American Students - Yellow Status: Medium / -27 Distance from Level 3 Change: Increase / +7.2 points Standard Met or Exceeded: 38% Students w/ Disabilities - Yellow	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low	Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Status: Low / -58 Distance from Level 3 Change: Increase / +6.7 points Standard Met or Exceeded: 24%	Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.	Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.	Change: Increase Significantly Percent of students meet/exceed standards increases from prior year.
English Learner Progress Towards English Fluency	CELDT Progress in Learning English + Reclassification Rate Status: High / +82.8 Change: Increase / +11.7 points	ELPAC Progress in Learning English + Reclassification Rate Status: High Change: Increase NOTE: 2017-18 was the transition year from the CELDT to the ELPAC.	ELPAC Progress in Learning English + Reclassification Rate Status: High Change: Increase	ELPAC Progress in Learning English + Reclassification Rate Status: High Change: Increase
English Learner Attaining English Proficient Level	EL Less Than 5 Yrs 40% EL More than 5 Yrs Long Term English Learner (LTEL) 65%	EL Less Than 5 Yrs Increase from prior year EL More than 5 Yrs Long Term English Learner (LTEL) Increase from prior year	EL Less Than 5 Yrs Increase from prior year EL More than 5 Yrs Long Term English Learner (LTEL) Increase from prior year	EL Less Than 5 Yrs Increase from prior year EL More than 5 Yrs Long Term English Learner (LTEL) Increase from prior year
English Learner Academic Indicator-ELA	EL Only Status: Low / -56.6 Distance from Level 3 Change: Maintain / +1.2 points Standard Met or Exceeded: 39% EL Reclassified Only (4 Yrs) Status: High / +41 Distance from Level 3	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Change: Increase / +11.2 points			
English Learner Academic Indicator-Math	EL Only Status: Low / -49.3 Distance from Level 3 Change: Maintain / -0.3 points Standard Met or Exceeded: 28% EL Reclassified Only (4 Yrs) Status: High / +21.6 Distance from Level 3 Change: Decline / -2.2 points	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase	EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase
Physical Fitness Test (PFT)	Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas: Grade 5 - 70% Grade 7 - 69%	Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas will increase from prior year.	Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas will increase from prior year.	Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas will increase from prior 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)

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
2.1 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data. Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement.	2.1 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data. Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement.	2.1 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data. Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$467,985	$446,137	$446,137
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$205,024	$262,341	$262,341
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,000	$43,569	$43,569
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services
Amount	$56,980	$60,534	$60,534
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$7,622	$8,099	$8,099
Source	Base	Base	Base
Budget Reference	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries

Action 2

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

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

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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**
2.2 Teachers provide all students with engaging instruction that provides equity and access for all, multiple opportunities to demonstrate and practice inductive, deductive and analytical skills needed for 21st Century, and variety of class activities, assignments and assessments that build on the diversity of their classroom, honor and recognize cultural contributions, and connect families to student learning.	2.2 District provides all administrators, teachers and school office staff with professional development on cultural proficiency to build upon a foundation for curriculum, instruction, assessment, and leadership that values, honors and responds to students' cultures and background.	2.2 District provides all administrators, teachers and school office staff with professional development on cultural proficiency to build upon a foundation for curriculum, instruction, assessment, and leadership that values, honors and responds to students' cultures and background.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,354,430	$35,715,470	$36,536,717
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries

Amount	$1,989,073	$1,205,832	$1,205,832
Source	Base	Base	Base
Budget Reference	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries
Amount	$1,363,300	$3,882,643	$3,882,643
Source	Base	Base	Base
Budget Reference	2100-2199 Classified Instructional Salaries	2100-2199 Classified Instructional Salaries	2100-2199 Classified Instructional Salaries
Amount	$1,694,152	$2,051,241	$2,051,241
Source	Base	Base	Base
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$2,057,467	$1,652,095	$1,652,095
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment
Amount	$1,172,444	$1,310,437	$1,310,437
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$1,079,918	$1,295,397	$1,295,397
Source	Base	Base	Base
Budget Reference	2900-2999 Campus Aides & Support	2900-2999 Campus Aides & Support	2900-2999 Campus Aides & Support

Amount	$11,769,316	$14,244,238	$14,244,238
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$6,436,159	$7,568,525	$7,568,525
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services
Amount	$2,714	$200,218	$200,218
Source	Base	Base	Base
Budget Reference	6400-6599 – Capitalized Equipment	6400-6599 – Capitalized Equipment	6400-6599 – Capitalized Equipment
Amount	$1,977,093	$1,987,677	$1,970,679
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$144,264	$109,427	$109,427
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries
Amount	$98,878	$300,294	$300,294
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2100-2199 Classified Instructional Salaries	2100-2199 Classified Instructional Salaries	2100-2199 Classified Instructional Salaries

Amount	$152,886	$201,997	$201,997
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$509,627	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	2300-2399 – Classified Admin Salaries	2300-2399 – Classified Admin Salaries
Amount	$121,861	$144,753	$144,753
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$78,325	$100,189	$100,189
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2900-2999 Campus Aides & Support	2900-2999 Campus Aides & Support	2900-2999 Campus Aides & Support
Amount	$753,300	$961,827	$961,827
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$211,076	$188,945	$188,945
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment

Amount	$196	$15,486	$15,486
Source	Supplemental	Supplemental	Supplemental
Budget Reference	6400-6599 – Capitalized Equipment	6400-6599 – Capitalized Equipment	6400-6599 – Capitalized Equipment
Amount		$24,969	24,969
Source		Supplemental	Supplemental
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo
Amount		$646,349	$646,349
Source		Supplemental	Supplemental
Budget Reference		5100-5899 - Services	5100-5899 - Services
Amount		$322,844	$322,844
Source		Base	Base
Budget Reference		7000-7439: Other Outgo	7000-7439: Other Outgo

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 School administrators and teachers provide all students with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.	2.3 School administrators and teachers provide all students with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.	2.3 School administrators and teachers provide all students with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,985,311	$2,109,119	$2,109,119
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$500,000	$639,780	$639,780
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,000	$43,569	$43,569
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,384,136	$1,320,876	$1,320,876
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries

Amount	$512,560	$655,851	$655,851
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.5 District Teacher Librarians collaborate with teachers on curriculum resources and technologies to connect students with sources of information and knowledge that allows them to explore ideas, acquire and	2.5 District Teacher Librarians support school site library clerks and collaborate with administrators and teachers on curriculum resources to inform parents of resources and tools that support learning	2.5 District Teacher Librarians support school site library clerks and collaborate with administrators and teachers on curriculum resources to inform parents of resources and tools that support learning

synthesize information and to frame and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries.	at home and connect students to resources that allows them to explore ideas, acquire information and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries.	at home and connect students to resources that allows them to explore ideas, acquire information and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$123,511	$90,184	$90,184
Source	Base	Base	Base
Budget Reference	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries
Amount	$587,862	$732,721	$732,721
Source	Base	Base	Base
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$98,073	$109,237	$109,237
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries

Amount	$296,463	$384,550	$384,550
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,671	$131,430	$131,430
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Specific Schools: Intermediate 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**
2.6 Intermediate Schools provide an Academic Advisor (AA) or Student	2.6 Intermediate Schools provide an Academic Advisor (AA) or Student	2.6 Intermediate Schools provide an Academic Advisor (AA) or Student

Services Assistant (SSA), and counseling services, to support at-risk students who face cognitive, social/emotional, health, financial or other barriers to academic achievement by: Coaching students in assessing their academic progress and supporting student-developed plans to address progress. Working with parents of at-risk students to share in the responsibility for learning and support effective home-to-school practices. Collaborating with school administrators and teachers on addressing the barriers to academic success. Monitoring the academic progress of at-risk, under-performing English Learner (EL) and Long Term English Learner (LTEL) students and facilitating referrals to Student Study Team. Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.	Services Assistant (SSA) to support at-risk students who face barriers to academic achievement by: Coaching students in assessing their academic progress and supporting student-developed plans to address progress. Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. Working with parents of at-risk students to share in the responsibility for learning and support effective home-to-school practices. Regularly communicating with parents of at-risk students to increase involvement in family social night, parent education events, and stakeholder input opportunities. Collaborating with school administrators and teachers on addressing the barriers to academic success. Monitoring the academic progress of at-risk, under-performing English Learner (EL) and Long Term English Learner (LTEL) students and facilitating referrals to Student Study Team. Intermediate School SSAs service hours increased from 5 to 8 hours for the 2018-19 school year.	Services Assistant (SSA) to support at-risk students who face barriers to academic achievement by: Coaching students in assessing their academic progress and supporting student-developed plans to address progress. Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. Working with parents of at-risk students to share in the responsibility for learning and support effective home-to-school practices. Regularly communicating with parents of at-risk students to increase involvement in family social night, parent education events, and stakeholder input opportunities. Collaborating with school administrators and teachers on addressing the barriers to academic success. Monitoring the academic progress of at-risk, under-performing English Learner (EL) and Long Term English Learner (LTEL) students and facilitating referrals to Student Study Team. Intermediate School SSAs service hours increased from 5 to 8 hours for the 2018-19 school year.

	Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.	Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$150,457	$308,808	$308,808
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$39,130	$87,560	$87,560
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$35,239	$96,046	$96,046
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

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	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7 Teachers use engagement strategies that promote equity and access in all academic content areas through cooperative learning that fosters positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)	2.7 Teachers provide all students with cooperative, interdependent educational experiences through the daily use of engagement strategies that promote equity and access in all academic content areas and foster positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)	2.7 Teachers provide all students with cooperative, interdependent educational experiences through the daily use of engagement strategies that promote equity and access in all academic content areas and foster positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,352,499	$1,291,266	$1,291,266
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$512,561	$655,852	$655,852
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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
2.8 Teachers develop a Plan of Action for Student Success (PASS) for at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative assessment. The PASS plans outline actions that remediate the students' academic needs, supports student engagement in the school community, and involves parents in the plan to support student learning. Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.	2.8 Teachers develop a Plan of Action for Student Success (PASS) for at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative assessment. The PASS plans outline actions that remediate the students' academic needs, supports student engagement in the school community, and involves parents in the plan to support student learning. Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.	2.8 Teachers develop a Plan of Action for Student Success (PASS) for at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative assessment. The PASS plans outline actions that remediate the students' academic needs, supports student engagement in the school community, and involves parents in the plan to support student learning. Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,352,999	$1,291,605	$1,291,605
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries

Amount	$512,561	$655,852	$655,852
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

Specific Student Groups: Student groups with an achievement gap.
[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
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

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

2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels.	2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels.	2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$872,609	$887,427	$887,427
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$169,000	$230,601	$230,601
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,000	$46,461	$46,461
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through: Extended day academic intervention and support programs. Use of positive behavior pre-referral interventions and counseling services. Bi-monthly universal screening of all students to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention (Severson & Walker, 2002). Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating	2.10 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through: Extended day academic intervention and support programs. Use of positive behavior pre-referral interventions and counseling services. Bi-monthly universal screening of all students to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention (Severson & Walker, 2002). Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating	2.10 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through: Extended day academic intervention and support programs. Use of positive behavior pre-referral interventions and counseling services. Bi-monthly universal screening of all students to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention (Severson & Walker, 2002). Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating

extended day programs, resources, and training.	extended day programs, resources, and training.	extended day programs, resources, and training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$904,833	$863,000	$863,000
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$310,914	$461,649	$461,649
Source	Base	Base	Base
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$525,868	$682,697	$682,697
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

Specific Student Groups: Black/African American student group

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
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.11 District develops African American Advisory Committee (DAAAC) comprised of parents, teachers, and school and district leaders to collaborate on culturally responsive approaches to address the achievement gap and educational equity issues for African American students.	2.11 The African American Parent Educator Advisory Committee (AAPEAC) comprised of parents, teachers, and school and district leaders meets at least five times per year to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students.	2.11 The African American Parent Educator Advisory Committee (AAPEAC) comprised of parents, teachers, and school and district leaders meets at least five times per year to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$255,837	$271,792	$271,792
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries

Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$79,163	$116,024	$116,024
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

English Learners

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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through: An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. Supplemental English language development program and services. (iLit and Imagine Learning)	2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through: An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. Supplemental English language development program and services. (iLit and Imagine Learning)	2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through: An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. Supplemental English language development program and services. (iLit and Imagine Learning)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$66,959	$74,916	$74,916
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$16,927	$29,024	$29,024
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$80,000	$52,319	$52,319
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment

Amount	$165,000	$147,205	$147,205
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

[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
2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. Library clerks increase the number and circulation of high interest low readability	2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. Library clerks increase the number and circulation of high interest low readability	2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. Library clerks increase the number and circulation of high interest low readability

and primary language books available in the school libraries.	and primary language books available in the school libraries.	and primary language books available in the school libraries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,958	$7,439	$7,439
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries
Amount	$48,944	$64,943	$64,943
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$7,113	$9,010	$9,010
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$21,502	$31,721	$31,721
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$8,143	$7,582	$7,582
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)
[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	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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.14 Schools provide Long Term English Learner (LTEL) students (EL students in US schools for five years or more who have not made adequate progress in language proficiency) with additional supports through: Supplemental English language development program and services. (iLit and Imagine Learning) Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time.	2.14 Schools provide Long Term English Learner (LTEL) students (EL students in US schools for five years or more who have not made adequate progress in language proficiency) with additional supports through: Supplemental English language development program and services. (iLit and Imagine Learning) Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time.	2.14 Schools provide Long Term English Learner (LTEL) students (EL students in US schools for five years or more who have not made adequate progress in language proficiency) with additional supports through: Supplemental English language development program and services. (iLit and Imagine Learning) Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time.

Progress monitoring system and individualized support plan based on analysis of student achievement results. Annual screening of all English learner students to identify those who are at-risk of becoming an LTEL to provide early interventions.	Progress monitoring system and individualized support plan based on analysis of student achievement results. Annual screening of all English learner students to identify those who are at-risk of becoming an LTEL to provide early interventions.	Progress monitoring system and individualized support plan based on analysis of student achievement results. Annual screening of all English learner students to identify those who are at-risk of becoming an LTEL to provide early interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$457,166	$463,593	$463,593
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$15,922	$21,429	$21,429
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$106,962	$146,267	$146,267
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,269	$139,632	$139,632
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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 3

ENGAGEMENT: Cultivate a positive school environment and system of supports for student personal and academic growth; and build on the engagement of parents as stakeholders in their child's education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Student connectedness to the school community, access to extra-curricular activities, and a healthy school culture and climate demonstrate higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional well-being. Schools with positive school climate have been shown to have:

- Higher rates of healthy behavior in general, and lower rates of such learning barriers as school violence, substance abuse, depression and other social-emotional issues, and delinquency.
- Stronger student motivation to learn, which is associated with later improvements in grade point average and attendance as well as fewer out-of-school suspensions.
- Higher rates of student self-esteem.
- Higher standardized test scores, grade point average, school attendance, graduation rates, and academic success.

Attending school regularly helps students feel better about school and themselves; and ultimately do well in high school, college, and at work. Research on school attendance indicates:

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in August, go on to miss nearly a month of school.
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.

- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Missing 10 percent of school days, or about 18 days in most school districts, can negatively affects a student's overall academic performance.
- The academic impact of chronic absenteeism is the same whether the absences are excused or unexcused. Suspensions also add to a decrease in the classroom and instructional time.
- Low-income students are four times more likely to be chronically absent than others, often for reasons beyond their control.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.

Research has demonstrated that adopting prevention-based strategies to address student behavioral expectations can reduce problem behavior, improve academic achievement, and contribute to the establishment of a safe, responsible and respectful school environment for staff and students. Implementing a preventive framework such as school-wide Positive Behavioral Interventions and Supports (PBIS) reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate.

Parent and family engagement have a positive influence on student achievement and behavior. Research links the various roles that families play in a child's education, including supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of appropriate programs and services for their child. Indicators of success as a result of parent engagement include student grades, achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs about the importance of education.

Stakeholder input indicates a need to value the background and culture of every student, continue to address safe, responsible and respectful school environments, continue to provide parent education and engagement opportunities that balance opportunities to learn about academic content and the social and emotional needs of children, and communicating and providing out-reach for our at-risk students and families to provide services and supports that will increase academic and social/emotional success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates	2015-16 District Attendance Rate 96.8%	Attendance rate increases from prior year.	Attendance rate increases from prior year.	Attendance rate increases from prior year.
Chronic Absenteeism Rate	ESD Chronic Absenteeism Rate 3.6%	Chronic Absenteeism rate decreases from prior year.	Chronic absenteeism rate decreases from prior year.	Chronic absenteeism rate decreases from prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(ESD defines Chronic Absenteeism as absent 10% or more of school year)	State Indicator for Chronic Absenteeism the California School Dashboard is in development.			
Middle School Drop-Out Rate	2015-16 Middle School Drop-Out Rate 0%	Middle school drop-out rates continues to remain at 0%.	Middle school drop-out rates continues to remain at 0.	Middle school drop-out rates continues to remain at 0.
Suspension Rates Expulsion Rates	California School Dashboard Suspensions - Green Status: Low / .8% Rate Change: Declined / -.7% Suspension: 115 students = .8% Expulsion: 7 students = .04% Suspensions/Pacific Islander - Orange Status: Medium / 2.7% Rate Change: Increase / .7% Note: The suspension of 1 Pacific Islander student in 2015-16 calculated as an increase in suspension rate due to a decrease in overall Pacific Islander student	California School Dashboard Suspensions - Green Status: Low / 0.8% Change: Maintained / 0% Suspensions/Pacific Islander - Yellow Status: High / 5% Change: Declined Significantly / -4.1%	California School Dashboard Suspensions - Green Status: Low Change: Maintain or Decline Suspension rate decreases from baseline year (2016-17) Expulsion rate decreases from baseline year (2016-17) Suspensions/Pacific Islander - Yellow Status: Medium Change: Decrease	California School Dashboard Suspensions - Green Status: Low Change: Maintain or Decline Suspension rate decreases from baseline year (2016-17) Expulsion rate decreases from baseline year (2016-17) Suspensions/Pacific Islander - Yellow Status: Medium Change: Decrease

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	population from 2014-15 to 2015-16.			
School Climate	Percent of positive responses on annual Student Survey subset questions. Gr 3-5 Feel safe at school - 84% Adults encourage me - 85% Bully-free climate - 89% Students respectful to each other - 83% Library offers more than books - 83% I would recommend this school - 86% Gr 6-8 Feel safe at school - 79% Adults encourage me - 83% Bully-free climate - 82% Students respectful to each other - 52% Library offers more than books - 81% I would recommend this school - 80%	The percentage of "Strongly Agree" and "Agree" responses to Elementary and Intermediate Student Survey subset of questions increases from prior year. Grade 3-5 Student Survey I feel safe at my school: 93% The adults at my school encourage me to be successful: 95% My school expects me to be respectful, responsible and safe: 99% My school has programs and assemblies that help keep our school bully free: 96% I enjoy coming to school: 86% My school has a library that offers more than just checking out books: 91% I would recommend this school to my friends: 94%	The percentage of "Strongly Agree" and "Agree" responses to Elementary and Intermediate Student Survey subset of questions increases from prior year.	The percentage of "Strongly Agree" and "Agree" responses to Elementary and Intermediate Student Survey subset of questions increases from prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Grade 6-8 Student Survey I feel safe at my school: 89% The adults at my school encourage me to be successful: 94% My school expects me to be respectful, responsible and safe: 99% My school has programs and assemblies that help keep our school bully free: 94% I enjoy coming to school: 72% My school has a library that offers more than just checking out books: 93% I would recommend this school to my friends: 89%		
Parent Involvement	Percent of positive responses on annual Parent Survey subset questions. School keeps me informed - 92% School encourages me to:	The percentage of "Strongly Agree" and "Agree" responses to Parent Survey subset of questions increases from prior year: My child's school keeps me informed through a variety of methods: 99%	The percentage of "Strongly Agree" and "Agree" responses to Parent Survey subset of questions increases from prior year. The number of participants maintains or increases at the Fall and Spring Community	The percentage of "Strongly Agree" and "Agree" responses to Parent Survey subset of questions increases from prior year. The number of participants maintains or increases at the Fall and Spring Community

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• attend family events - 85% • volunteer - 89% School makes me feel welcome - 87% Teacher is accessible - 90% I check my child's grades online - 85% I would recommend this school - 92%	My child's school offers a variety of opportunities for parent involvement: 96% The school staff makes me feel welcome when I enter the office: 93% I would recommend this school to others: 98% Four Fall Community Forum Events: 233 participants Four Spring Community Forum Events: 127 participants	Forum Events from the prior year.	Forum Events from the prior year.
Parent Involvement Local Indicator	A local indicator for Parent Involvement for the new California School Dashboard will be developed by the District and approved by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	The district's annual Parent Survey is utilized as a local indicator for Parent Involvement. Participation Rate: 8,048 parents/67% participation My child's school provides parent education events during the school year: 93% My child's teacher is accessible to me when I have a question or concern: 98% My child's school offers opportunities for parent input: 94%	Parent Involvement Local Indicator participation rate and survey subset of questions results in an improvement in the level of positive responses from the prior year.	Parent Involvement Local Indicator participation rate and survey subset of questions results in an improvement in the level of positive responses from the prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		My child's school keeps me informed through a variety of methods: 99%		

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
3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of	3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of	3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of

correction, counseling services, and early identification reports address and improve rates of suspension and expulsion.	correction, counseling services, and early identification reports address and improve rates of suspension and expulsion.	correction, counseling services, and early identification reports address and improve rates of suspension and expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$86,984	$126,031	$126,031
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

Action 2

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

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

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	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
3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect. School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process.	3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect. School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process.	3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect. School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries

Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$75,591	$106,496	$106,496
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

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
3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support learning at home. Schools provide for a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events.	3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support student learning and social/emotional needs at home. Schools provide a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events.	3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support student learning and social/emotional needs at home. Schools provide a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$75,130	$105,706	$105,706
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$12,000	$11,212	$11,212
Source	Base	Base	Base
Budget Reference	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment	4100-4499 – Book, Instructional Materials, Supplies and Equipment
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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
Specific Student Groups: Student groups with an achievement gap.

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
3.4 Schools provide programs beyond the school day to increase opportunities for	3.4 Schools provide programs beyond the school day to increase opportunities for	3.4 Schools provide programs beyond the school day to increase opportunities for

students to interact with each other and build a positive school community through: No cost after-school extra-curricular activity for students (minimum of three each year). Intra-mural sports program at elementary and intermediate schools to build teamwork. Family Night social activity to build a strong sense of school community (at least one per year).	students to interact with each other and build a positive school community through: No cost after-school extra-curricular activity for students (minimum of three each year). Intra-mural sports program at elementary and intermediate schools to build teamwork. Family Night social activity to build a strong sense of school community (at least one per year).	students to interact with each other and build a positive school community through: No cost after-school extra-curricular activity for students (minimum of three each year). Intra-mural sports program at elementary and intermediate schools to build teamwork. Family Night social activity to build a strong sense of school community (at least one per year).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$219,828	$245,785	$245,785
Source	Base	Base	Base
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$111,145	$139,726	$139,726
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)	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
3.5 Schools promote and encourage communication between school and home through: Academic progress supported through Aeries Parent Portal, online gradebook, and email. District/School events and information supported through school websites, school smart phone app, Aeries Loop email and text messages, auto-dialer system, newsletters and social media. Parent Resource link on district website connects users to information on local recreational and academic resources,	3.5 Schools promote and encourage communication between school and home through: Academic progress supported through Aeries Parent Portal and email. District/School events and information supported through school websites, auto-dialer system, newsletters and social media. Parent Resource link on district website connects users to information on local recreational and academic resources, social services and outreach programs, and health services.	3.5 Schools promote and encourage communication between school and home through: Academic progress supported through Aeries Parent Portal and email. District/School events and information supported through school websites, auto-dialer system, newsletters and social media. Parent Resource link on district website connects users to information on local recreational and academic resources, social services and outreach programs, and health services.

social services and outreach programs, and health services. Parent tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan.	Families tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan.	Families tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$223,767	$223,767
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$50,560	$64,695	$64,695
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$249,731	$240,408	$240,408
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

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	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Director of Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through: Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school drop-out rate, and social promotions. Programs and support that engage parents in the school community and promote participation in family social events, educational opportunities, and stakeholder input opportunities. District-level organization of counseling services and character education bully prevention programs that build a positive school community and reduce incidences of bullying.	3.6 Director of Personnel and Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through: Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school drop-out rate, and social promotions. Programs and support that engage parents in the school community and promote participation in family social events, educational opportunities, and stakeholder input opportunities. District-level organization of Positive Behavior Interventions and Supports (PBIS) program implementation for site administrators, teachers, paraprofessionals and campus support staff.	3.6 Director of Personnel and Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through: Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school drop-out rate, and social promotions. Programs and support that engage parents in the school community and promote participation in family social events, educational opportunities, and stakeholder input opportunities. District-level organization of Positive Behavior Interventions and Supports (PBIS) program implementation for site administrators, teachers, paraprofessionals and campus support staff.

	Character Education/Bully Prevention programs at all school sites.	Character Education/Bully Prevention programs at all school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$75,130	$105,706	$105,706
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

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
3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including: • Annual Student Survey in Grades 3–8 for input on school climate, academic programs and overall school performance. • Annual Parent Survey for parent input on improving school climate, student outcomes and overall school performance. • Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and	3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including: Annual Student Survey in Grades 3–8 for input on school climate, academic programs and overall school performance. Annual Parent Survey for parent input on improving school climate, student outcomes and overall school performance. Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and services for student outcomes within the district. District Advisory Council/District English Learner Advisory Committee for parent	3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including: Annual Student Survey in Grades 3–8 for input on school climate, academic programs and overall school performance. Annual Parent Survey for parent input on improving school climate, student outcomes and overall school performance. Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and services for student outcomes within the district. District Advisory Council/District English Learner Advisory Committee for parent

services for student outcomes within the district. • District Advisory Council/District English Learner Advisory Committee for parent and educator input on district-wide programs and services for students and English learner students. • Etiwanda Teachers Association teacher representatives' input on district-wide goals and actions for student outcomes. • School Site Council, English Learner Advisory Committee, PTA and PTO organizations for parent and educator input on school-wide programs and services for students, services that engage parents, and ways to build a positive school climate. • ESD Local Control and Accountability Plan (LCAP) Advisory Committee collects and analyzes stakeholder feedback to update and revise annual plan for student outcomes. • An online forum for stakeholders provided during the month-long May review of the draft LCAP is	and educator input on district-wide programs and services for students and English learner students. Etiwanda Teachers Association teacher representatives' input on district-wide goals and actions for student outcomes. School Site Council for parent and educator input on school-wide programs and services for students Parent Teacher Association/Parent Teacher Organization for parent input on programs and services that engage parents and build a positive school climate. Etiwanda's Local Control and Accountability Plan (LCAP) Advisory Committee collects stakeholder feedback and uses it to update and revise the plan annually for student outcomes. An online forum for stakeholders is provided during the month of May to review the draft LCAP and provide feedback.	and educator input on district-wide programs and services for students and English learner students. Etiwanda Teachers Association teacher representatives' input on district-wide goals and actions for student outcomes. School Site Council for parent and educator input on school-wide programs and services for students Parent Teacher Association/Parent Teacher Organization for parent input on programs and services that engage parents and build a positive school climate. Etiwanda's Local Control and Accountability Plan (LCAP) Advisory Committee collects stakeholder feedback and uses it to update and revise the plan annually for student outcomes. An online forum for stakeholders is provided during the month of May to review the draft LCAP and provide feedback.

open for feedback by stakeholders.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$75,130	$105,706	$105,706
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services

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)

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
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.8 Director of LCAP/Communications coordinates programs and activities to develop a comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District.	3.8 Director of LCAP/Communications coordinates programs and activities to develop a comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District.	3.8 Director of LCAP/Communications coordinates programs and activities to develop a comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$318,709	$318,709
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries

Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$75,130	$105,706	$105,706
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$150,000	$130,705	$130,705
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - 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)

[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
3.9 Academic Advisors (AA) or Student Services Assistants (SSA) at the intermediate schools utilize youth development strategies to address the needs of at-risk students by: Developing a common understanding of school wide behavioral expectations or providing Tier II behavioral intervention supports. Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. Securing resources and services to address social/emotional needs and barriers to regular attendance. Collaborating with school administrators and teachers to implement behavioral supports for at-risk students. Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18.	3.9 Credentialed School Counselors at two intermediate schools implement programs and provide services to meet the social and emotional needs of students through indirect and direct services which include development of an annual plan, implementation of school wide counseling curriculum, case management of counseling referrals, identification of resources and services to address social/emotional needs and barriers to regular attendance, and responsive services. Counselors will develop and implement a common understanding of school wide behavioral expectations and design Tier II behavioral intervention supports. West End Family Counseling provides services to students and parents at all school sites with resources and support in meeting social and emotional needs through short-term individual or small group therapy.	3.9 Credentialed School Counselors at two intermediate schools implement programs and provide services to meet the social and emotional needs of students through indirect and direct services which include development of an annual plan, implementation of school wide counseling curriculum, case management of counseling referrals, identification of resources and services to address social/emotional needs and barriers to regular attendance, and responsive services. Counselors will develop and implement a common understanding of school wide behavioral expectations and design Tier II behavioral intervention supports. West End Family Counseling provides services to students and parents at all school sites with resources and support in meeting social and emotional needs through short-term individual or small group therapy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$177,337	$0	$0
Source	Base	Base	Base
Budget Reference	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries	1100-1199 – Certificated Teaching Salaries
Amount	$39,130	$0	$0
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$39,822	$70,000	$70,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$50,295	$193,826	$193,826
Source	Base	Base	Base
Budget Reference	5100-5899 - Services	5100-5899 - Services	5100-5899 - Services
Amount		$215,000	$215,000
Source		Base	Base
Budget Reference		1200-1299 – Certificated Pupil Support Salaries	1200-1299 – Certificated Pupil Support Salaries

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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
3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through: Parent input and research to plan and implement effective outreach to families who may have barriers to participation. Personalized contact regarding family social nights, parent education events and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants . Free childcare during parent educational events and stakeholder input opportunities.	3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through: Parent input and research to plan and implement effective outreach to families who may have barriers to participation. Personalized contact regarding family social nights, parent education events and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants . Free childcare during parent educational events and stakeholder input opportunities.	3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through: Parent input and research to plan and implement effective outreach to families who may have barriers to participation. Personalized contact regarding family social nights, parent education events and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants . Free childcare during parent educational events and stakeholder input opportunities.

Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered. Primary language communication if the school's English learner student population is higher than 15% in any one language.	Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered.	Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$342,230	$387,708	$387,708
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$159,777	$159,777
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$94,463	$144,604	$144,604
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time.	3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time.	3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,313	$12,758	$12,758
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries	2200-2299 – Classified Support Salaries
Amount	$4,709	$6,426	$6,426
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

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

3.12 Director of Pupil Services coordinates programs and services to address the needs of at-risk students and their families through: District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school drop-out rate, and social promotions by minimizing academic, social/emotional, or financial barriers. Academic programs that provide interventions and services for at-risk students and their families such as Academic Advisor and Student Services program, West End counseling services, and credit recovery options. Alternative educational settings for students who may be challenged by the traditional school system setting. (Etiwanda Alternative Studies Education – EASE and Etiwanda Community Day School). District-level organization of Positive Behavior Interventions and Supports (PBIS) program implementation for all educators and staff. District-level support for schools to increase parents of at-risk students' involvement in family social night, parent education events, and stakeholder input opportunities.	3.12 Director of Personnel and Pupil Services coordinates programs and services to address the needs of at-risk students and their families through: District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school drop-out rate, and social promotions by minimizing academic, social/emotional, or financial barriers. Academic Advisors and Student Service Assistants provide academic programs that address interventions and services for at-risk students and their families. Alternative educational settings for students who desire a blended home base instructional setting or may be challenged by the comprehensive school setting - Etiwanda Alternative Studies Education (EASE) and Etiwanda Community Day School (ECDS). Other Means of Correction coaching for all site administrators to improve suspension and expulsion rates.	3.12 Director of Personnel and Pupil Services coordinates programs and services to address the needs of at-risk students and their families through: District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school drop-out rate, and social promotions by minimizing academic, social/emotional, or financial barriers. Academic Advisors and Student Service Assistants provide academic programs that address interventions and services for at-risk students and their families. Alternative educational settings for students who desire a blended home base instructional setting or may be challenged by the comprehensive school setting - Etiwanda Alternative Studies Education (EASE) and Etiwanda Community Day School (ECDS). Other Means of Correction coaching for all site administrators to improve suspension and expulsion rates.

Other Means of Correction coaching for all site administrators to improve suspension or expulsion rates.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$248,837	$264,355	$264,355
Source	Base	Base	Base
Budget Reference	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries	1300-1399 – Certificated Admin Salaries
Amount	$133,917	$149,831	$149,831
Source	Base	Base	Base
Budget Reference	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries	2400-2499 Classified Clerical Salaries
Amount	$77,923	$114,437	$114,437
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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
$8,366,773	7.74%

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 Etiwanda School District will receive approximately $8,366,733 in supplemental funding for the LCAP year calculated on the basis on the number and concentration of low income, foster youth, and English Learner pupils as pursuant to 5 CCR 15496(a)(5). The Etiwanda School District does not qualify for concentration grant funding. A review of the district's needs and metrics, along with stakeholder input, determined that spending $8,366,733 in supplemental grant funding for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils in the following state priority areas.

Programs and services using supplemental grant funding support the academic achievement attendance, positive behavior, engagement needs of our most at-risk student groups: student groups with a significant achievement gap, English learners, low income students, and foster youth. Programs and services principally directed for at-risk student groups include: reading and math diagnostic assessments; professional development for teachers in literacy, remediation, cultural proficiency, motivation, classroom engagement and English language development (ELD); early identification and pre-referral supports for academic and behavior needs; during the school day universal access instruction (designated); remediation materials in math and reading; instructional technology devices; advisory committees of parents, educators and administrators; district teacher librarians and an increase in literary resources in primary languages in school libraries; supplemental language development materials and instruction; additional personnel focused on at-risk student achievement and support; parent engagement and education opportunities; and before/after school intervention programs.

The success of early intervention models hinge on the early and accurate identification of students at risk of earning a high school diploma, according to professional organizations. The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction (Florida Center of Reading Research 2015). Early

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).

identification of literacy and numeracy deficits and a prescriptive programs for remediation rely on effective diagnostic tools, such as the reading and math adaptive diagnostic assessment, i-Ready, selected and used by the Etiwanda School District. i-Ready diagnostic assessments are principally directed for the use in addressing the achievement needs of under-performing students and clarify the targeted standards and benchmarks for teachers and learners. According to McTighe and O'Connor, "teachers gain greater insight into what to teach, by knowing what skill gaps to address or by skipping material previously mastered, and how to teach by using grouping options." (Educational Leadership, 2005) Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction.

Personnel who are principally directed to support the academic achievement, attendance, positive behavior, and alternative academic program needs of English learners, low income students, and foster youth with the supplemental grant funding, include: Counselors, Academic Advisors, Student Services Assistants, Professional Development Providers, Instruction Department Education Coordinator and District Teacher Librarian, Library Clerks and Instructional Aides.

Our Counselors, Academic Advisors, and Student Services Assistants provide crucial support for our most at-risk students. Academic advising is effective when adults "assist students to realize their maximum educational benefits by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations" (Crockett 1978). The Etiwanda School District provides Counselors, Academic Advisors and/or Student Services Assistants to principally support under-performing, at-risk, English learner, low income, and foster youth students by providing parent outreach and education and by helping these students recognize their strengths, understand their needs, and use the resources in a school system to maximize their potential. Academic advising supports key institutional conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002).

One of our Professional Development Providers supports teachers through in-class coaching in the area of cooperative learning. Cooperative learning is one of the most extensively researched educational innovations of all time. Kagan Structures integrate the most powerful principles from decades of research. "Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school" (Kagan 2006). All Etiwanda teachers are trained and coached on effective application of the practices and structures, to effectively support Kagan's basic principles of PIES: positive interdependence, individual accountability, equal participation, and simultaneous interaction. The structures are principally directed to increase the support, motivation, engagement, and learning of at-

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).

risk, under-performing, English learner, low income and foster youth students. According to, Classroom Instruction that Works, Marzano, Pickering, and Pollock (2001) advocate cooperative learning as one of the most proven approaches to increasing achievement.

Additional Professional Development Providers improve services by facilitating ongoing training for teachers throughout the school year. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. To be effective, however, it must be sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement (Wei, R.C., Darling-Hammond, L. (2009). Etiwanda provides high-quality, sustained, focused professional learning that ensures educators will be able to develop the skills they need to support student success. All 650 teachers are provided with formal professional development/training and other opportunities for professional learning, such as common planning/collaboration time, shared opportunities to examine student work, and tools for self-reflection. Professional learning is both externally-provided and job-embedded and principally directed to increase teachers' knowledge and change their instructional practice in ways that support our most at-risk students. "It holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

Our Instruction Department Education Coordinator oversees all district-provided professional development opportunities and the induction program. When teachers stay in the profession past the first few years, they solidify their teaching skills in ways that translates to better student outcomes" (Claycomb & Hawley, 2000; Hanushek, 2005). The Etiwanda new teacher induction program supports the effectiveness of our new teachers by matching them with qualified experienced mentors, engaging in coaching and modeling practices, applying an inquiry approach to classroom challenges (at-risk student needs, English learner language barriers, special education needs, behavior, motivation, engagement, innovation), increasing their progress to experienced levels to positively impact student achievement. Over the course of the two-year new teacher support program we offer high levels of sustained development and support. "The best induction programs blend support for novice teachers with expertise from veteran teachers, creating collegial groups that benefit all teachers and all students" (Moir 2009).

Our District Teacher Librarian and Library Clerks offer improved services to our students by collaborating with teachers on high-impact resources that develop the reading skills of at-risk students. Students acquire most knowledge through reading. A lack of adequate reading skills inhibits academic progress in all subjects. Struggling readers need frequent and sustained periods of reading, such as opportunities to read uninterruptedly from books, newspapers or magazines, for at least 15 to 20 minutes a day (Hansen, 1987).

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).

Instructional Aides have been designated to provide increased services for English Learners during the school day. The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students in 2011–12. In the Etiwanda School District, EL students currently represent 9.1% of the total student population and computer-based supplemental literacy programs support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in the district. Computer-based instructional materials provide engaging, interactive platforms, with high interest materials that improve student learning and help teachers with the assistance of instructional aides provide personalized instruction.

Four organizational supports can cause subsequent change: school's professional capacity, strong parent-community-school ties, student-centered learning climate, and leadership that drives change (Byrk 2010). The Etiwanda School District has developed and implemented an advisory group of parents, educators and administrators, to collaborate on seeking to understand our achievement gap and to examine how a strength-based approach to improving the equity gap can positively affect student engagement and achievement for our African American student group.

The district also offers services and programs aligned with the LCAP goals that serve all students, including English learners, low income students, and foster youth, including: fully credentialed and appropriately assigned teachers, positive behavior and support practices, extended day intervention and enrichment programs, administrative support, expanded parent engagement, designated universal access time at all schools, professional development in academic content standards and student engagement practices, technology infrastructure and instruction, safe schools and facility plans, bully prevention programs, college and career readiness programs, and data management software. School-wide implementation of these services and programs will not only have an impact on the learning environment and climate of the school as a whole, but will also have increased positive impact on the unduplicated pupils.

The Etiwanda School District has increased instructional services and support for English learners, low income students, and foster youth through:

1. Teacher Training - On-going professional development and training provided by the the District to all teachers. District

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 and training includes information on cultural proficiency and culturally responsive schools and classroom environments, understanding the Next Generation Science Standards, strategies for increasing engagement in instruction, language development for English learners, instructional strategies that address the achievement gap, and effective use of Universal Access time and appropriately leveled instruction.
15% improvement in services for unduplicated pupils

2. Communication - Director of LCAP and Communications effectively develops a Local Control and Accountability Plan with the input from all stakeholders, including gathering input from achievement gap, low income, at-risk, English learner and foster youth student families. Director will increase communication to families regarding the District's goals, actions and services for student groups with an achievement gap, low-income students, English learners, and foster youth. Director will provide new and novice school site administrators coaching in the analysis of data for student groups demonstrating a disparity and development of parent education events that reflect areas of need as identified through data.
10% improvement in services for unduplicated pupils

3. English Learner Progress - On-going training and administrative support in the use of data and assessment software to monitor the progress of all English learner students and provide interventions and supports prior to students becoming a Long Term English Learner (LTEL).
25% increase in services for unduplicated pupils

4. At-Risk Pupil Achievement and Engagement - Credentialed school counselors at two intermediate schools implement a comprehensive school counseling program to provide all students, including the at-risk population, with guidance curriculum, college and career resources, individual and/or group counseling, and parent education opportunities.
200% improvement in services for unduplicated pupils

5. At-Risk Student Population - Student Services Assistant services increased from 5 to 8 hours a day at two middle schools to support the academic, social, emotional and financial barriers to student achievement.
66% increase in services for unduplicated pupils

6 Coaching - Kagan Engagement Coach increased from 80% of school year to 100% of school year to provide training and on-going coaching for teachers in the effective use of team-building, access and equity structures in the classroom.
10% increase in services and support for unduplicated pupils

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).

7. Stakeholder Input - African American Parent Educator Advisory Committee (AAPEAC) was implemented, with representation of all school sites in the district, to collaborate and identify equitable and culturally responsive academic and social practices to address the achievement gap and educational equity for African American students.
100% increase in services and supports for at-risk/low income students

8. School Climate - Positive Behavior Interventions and Supports (PBIS) on-going training for school site teams to further the implementation of at all school sites.
50% increase in services and supports for unduplicated pupils

The increase in services and supports exceeds the 7.74% Minimum Proportionality Percentage for 2018-19, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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
$7,368,066	7.25%

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 Etiwanda School District will receive approximately $7,368,066 in supplemental funding for the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). The Etiwanda School District does not qualify for concentration grant funding. A review of the District's needs and metrics, along with stakeholder input, determined that spending $7,368,066 in supplemental grant funding for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils in the state priority area:

Programs and services using supplemental grant funding support the academic achievement, attendance, positive behavior, engagement needs of our most at-risk student groups: student groups with a significant achievement gap, English learners, low income students, and foster youth. Programs and services principally directed for at-risk student groups include: reading and math diagnostic assessments; professional development for teachers in literacy, remediation, cultural proficiency, motivation, classroom engagement and English language development (ELD); early identification and pre-referral supports for academic and behavior needs; universal access instruction (designated); remediation materials in math and reading; instructional technology devices; advisory committees of parents, educators and administrators; district teacher librarians and an increase in literary resources in primary languages in school libraries; supplemental language development materials and instruction; additional personnel focused on at-risk student achievement and support; parent engagement and education opportunities; and before/after school intervention programs.

Personnel who are principally directed to support the academic achievement, attendance, positive behavior, and alternative academic program needs of English learners, low income students, and foster youth with the supplemental grant funding, include: Director of Pupil Services, Child Welfare and Attendance Technician, Academic Advisors, Student Services Assistants, language/literacy professional development providers, Newcomer instructional aide, English Learner instructional aides, and Instructional Technology Support Assistants (ITSCs).

The success of early intervention models hinge on the early and accurate identification of students at risk of earning a high school diploma, according to professional organizations. The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction (Florida Center of Reading Research 2015). Early identification of literacy and numeracy deficits and a prescriptive programs for remediation rely on effective diagnostic tools, such as the reading and math adaptive diagnostic assessment, i-Ready, selected and used by the Etiwanda School District. i-Ready diagnostic assessments are principally directed for the use in addressing the achievement needs of under-performing students and

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).

clarify the targeted standards and benchmarks for teachers and learners. According to McTighe and O'Connor, "teachers gain greater insight into what to teach, by knowing what skill gaps to address or by skipping material previously mastered, and how to teach by using grouping options." (Educational Leadership, 2005) Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction.

Academic advising is effective when adults "assist students to realize their maximum educational benefits by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations" (Crockett 1978). The Etiwanda School District continues to provide Academic Advisors or Student Services Assistants to principally support under-performing, at-risk, English learner, low income, and foster youth students in recognizing their strengths, understanding their needs, and using the resources in a school system to maximize their potential. Academic advising supports key institutional conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002).

Cooperative learning is one of the most extensively researched educational innovations of all time. Kagan Structures integrate the most powerful principles from decades of research. "Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school" (Kagan 2006). All Etiwanda teachers are trained and coached on effective application of the practices and structures, to effectively support Kagan's basic principles of PIES: positive interdependence, individual accountability, equal participation, and simultaneous interaction. The structures are principally directed to increase the support, motivation, engagement, and learning of at-risk, under-performing, English learner, low income and foster youth students. According to, Classroom Instruction that Works, Marzano, Pickering, and Pollock (2001) advocate cooperative learning as one of the most proven approaches to increasing achievement.

Out-of-school suspensions (hereafter referred to as suspensions) are used frequently and for many purposes throughout schools in the United States (Losen & Skiba, 2010; Skiba et al., 2014). A common assumption is that students who receive a suspension will be less likely to engage in problem behavior in the future. Although those who utilize this "get-tough" approach to student misbehavior may assume that exclusionary discipline serves as a deterrent to future problem behavior, research has not supported this theory (Skiba & Peterson, 2000). In fact, receipt of even one suspension is associated with higher likelihood of academic failure, school dropout, and involvement in the juvenile justice system (American Academy of Pediatrics, 2013; Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 2006). Even with the knowledge that repeated suspension diminishes student outcomes and can actually

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).

become a reinforcer for problem behavior there is still a common perception that, for the majority of students, suspension serves as an effective “wake-up call”. Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students (Lewis, Powers, Kelk, & Newcomer, 2002; McIntosh, Chard, Boland, & Horner, 2006; Todd, Horner, Sugai, & Sprague, 1999). Implementing a preventive framework such as Positive Behavioral Interventions and Supports (PBIS) reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate (Bradshaw, Mitchell, & Leaf, 2010). Etiwanda's implementation of PBIS is principally directed to support at-risk students and provide pre-referral interventions through a three-tiered framework of data and practices that promotes consistency, safety, positivity, and predictability of the school environment.

Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. To be effective, however, it must be sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers’ practice and student achievement (Wei, R.C., Darling-Hammond, L. (2009). Etiwanda provides high-quality, sustained, focused professional learning that ensures educators will be able to develop the skills they need to support student success. All 650 teachers are provided with formal professional development/training and other opportunities for professional learning, such as common planning/collaboration time, shared opportunities to examine student work, and tools for self-reflection. Professional learning is both externally-provided and job-embedded and principally directed to increase teachers’ knowledge and change their instructional practice in ways that support our most at-risk students. "It holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher’s professional responsibilities, and focus on student results (Wei, et al, 2009).

When teachers stay in the profession past the first few years, they solidify their teaching skills in ways that translates to better student outcomes” (Claycomb & Hawley, 2000; Hanushek, 2005). The Etiwanda new teacher induction program supports the effectiveness of our new teachers by matching them with qualified experienced mentors, engaging in coaching and modeling practices, applying an inquiry approach to classroom challenges (at-risk student needs, English learner language barriers, special education needs, behavior, motivation, engagement, innovation), increasing their progress to experienced levels to positively impact student achievement. Over the course of the two-year new teacher support program we offer high levels of sustained development and support. “The best induction programs blend support for novice teachers with expertise from veteran teachers, creating collegial groups that benefit all teachers and all students” (Moir 2009).

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 number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students in 2011–12. In the Etiwanda School District, EL students represent 9% of the total student population and computer-based supplemental literacy program support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in the district. Computer-based instructional materials provide engaging, interactive platforms that improve student learning and help teachers provide personalized instruction.

Five organizational supports can cause subsequent change: school's professional capacity, strong parent-community-school ties, student-centered learning climate, and leadership that drives change (Byrk 2010). The Etiwanda School District has developed an advisory group of parents, educators and administrators, to collaborate on seeking to understand our achievement gap and to examine how a strength-based approach to improving the equity gap can positively affect student engagement and achievement for our African American student group.

The district also offers services and programs aligned with the LCAP goals that serve all students, including English learners, low income students, and foster youth, including: fully credentialed and appropriately assigned teachers, positive behavior and support practices, extended day intervention and enrichment programs, administrative support, expanded parent engagement, designated universal access time at all schools, professional development in academic content standards and student engagement practices, technology infrastructure and instruction, safe schools and facility plans, bully prevention programs, college and career readiness programs, and data management software. School-wide implementation of these services and programs will not only have an impact on the learning environment and climate of the school as a whole, but will also have increased positive impact on the unduplicated pupils.

A full list of the supplemental grant funding expenditures, aligned with the goals of the Etiwanda School District Local Control Accountability Plan and addressing the needs of our district's English learners, low income, and foster youth is included in the Section 3.

The Etiwanda School District has increased instructional services and support for English learners, low income students, and foster youth through:

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. Teacher Training - Additional professional development and training is being provided by the the District to all teachers in the areas of access and equity. Expanded training includes information on cultural proficiency, strategies for increasing engagement in instruction, language development for English learners, instructional strategies that address the achievement gap, and effective use of Universal Access time and appropriately leveled instruction.
15% improvement in services for unduplicated pupils

2. Communication - Director of LCAP and Communications to effectively develop a Local Control and Accountability Plan with the input from all stakeholders, including gathering input from achievement gap, low income, at-risk, English learner and foster youth student families. Director will increase communication to families regarding the District's goals, actions and services for student groups with an achievement gap, low-income students, English learners, and foster youth.
25% increase in services and support for unduplicated pupils

3. English Learner Progress - Supplemental intensive language development materials purchased for all schools to meet the needs of English learner students.
100% increase in services

4. English Learner Progress - Data and assessment software purchased to monitor the progress of all English learner students and provide interventions and supports prior to students becoming a Long Term English Learner (LTEL).
100% increase in services for unduplicated pupils

5. At-Risk Student Population - Student Services Assistant services are increasing from 3 to 5 hours a day at two middle schools to support the academic, social, emotional and financial barriers to student achievement.
66% increase in services for unduplicated pupils

6 Coaching - Increase the calendar days of the Kagan Engagement Coach from 60% of school year to 80% of school year to provide additional training and coaching for teachers in the effective use of team-building, access and equity structures in the classroom.
10% increase in services and support for unduplicated pupils

7. Stakeholder Input - Development of a District African American Advisory Committee (DAAAC) to collaborate on the African American student group achievement gap and educational issues facing African American students.
100% increase in services and supports for at-risk/low income students

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).

8. School Climate - Positive Behavior Interventions and Supports (PBIS) formal training will expand to include more school site stakeholders.
50% increase in services and supports for unduplicated pupils

The increase in services and supports exceeds the 7.25% Minimum Proportionality Percentage for 2017-18, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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	108,952,573.00	109,601,835.00	108,952,573.00	116,544,345.00	117,348,594.00	342,845,512.00
Base	101,584,508.00	102,190,169.00	101,584,508.00	108,177,572.00	108,998,819.00	318,760,899.00
Supplemental	7,368,065.00	7,411,666.00	7,368,065.00	8,366,773.00	8,349,775.00	24,084,613.00

* 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	108,952,573.00	109,601,835.00	108,952,573.00	116,544,345.00	117,348,594.00	342,845,512.00
1100-1199 – Certificated Teaching Salaries	56,466,729.00	57,619,919.00	56,466,729.00	54,192,934.00	54,997,183.00	165,656,846.00
1200-1299 – Certificated Pupil Support Salaries	2,265,806.00	2,248,209.00	2,265,806.00	1,627,882.00	1,627,882.00	5,521,570.00
1300-1399 – Certificated Admin Salaries	5,060,816.00	5,197,023.00	5,060,816.00	5,400,559.00	5,400,559.00	15,861,934.00
2100-2199 Classified Instructional Salaries	1,462,178.00	1,600,665.00	1,462,178.00	4,182,937.00	4,182,937.00	9,828,052.00
2200-2299 – Classified Support Salaries	3,358,463.00	3,474,042.00	3,358,463.00	4,194,536.00	4,194,536.00	11,747,535.00
2300-2399 – Classified Admin Salaries	676,946.00	700,943.00	676,946.00	722,523.00	722,523.00	2,121,992.00
2400-2499 Classified Clerical Salaries	3,887,568.00	4,064,453.00	3,887,568.00	4,367,441.00	4,367,441.00	12,622,450.00
2900-2999 Campus Aides & Support	1,158,243.00	1,364,549.00	1,158,243.00	1,395,586.00	1,395,586.00	3,949,415.00
3000-3999: Employee Benefits	19,399,080.00	20,150,822.00	19,399,080.00	24,269,163.00	24,269,163.00	67,937,406.00
4100-4499 – Book, Instructional Materials, Supplies and Equipment	3,121,351.00	2,307,509.00	3,121,351.00	2,631,894.00	2,631,894.00	8,385,139.00
5100-5899 - Services	12,092,483.00	10,841,963.00	12,092,483.00	12,995,373.00	12,995,373.00	38,083,229.00
6400-6599 – Capitalized Equipment	2,910.00	31,738.00	2,910.00	215,704.00	215,704.00	434,318.00
7000-7439: Other Outgo	0.00	0.00	0.00	347,813.00	347,813.00	695,626.00

* 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	108,952,573.00	109,601,835.00	108,952,573.00	116,544,345.00	117,348,594.00	342,845,512.00
1100-1199 – Certificated Teaching Salaries	Base	52,648,151.00	53,723,455.00	52,648,151.00	50,302,395.00	51,123,642.00	154,074,188.00
1100-1199 – Certificated Teaching Salaries	Supplemental	3,818,578.00	3,896,464.00	3,818,578.00	3,890,539.00	3,873,541.00	11,582,658.00
1200-1299 – Certificated Pupil Support Salaries	Base	2,112,584.00	2,096,176.00	2,112,584.00	1,511,016.00	1,511,016.00	5,134,616.00
1200-1299 – Certificated Pupil Support Salaries	Supplemental	153,222.00	152,033.00	153,222.00	116,866.00	116,866.00	386,954.00
1300-1399 – Certificated Admin Salaries	Base	4,718,586.00	4,845,582.00	4,718,586.00	5,012,851.00	5,012,851.00	14,744,288.00
1300-1399 – Certificated Admin Salaries	Supplemental	342,230.00	351,441.00	342,230.00	387,708.00	387,708.00	1,117,646.00
2100-2199 Classified Instructional Salaries	Base	1,363,300.00	1,492,813.00	1,363,300.00	3,882,643.00	3,882,643.00	9,128,586.00
2100-2199 Classified Instructional Salaries	Supplemental	98,878.00	107,852.00	98,878.00	300,294.00	300,294.00	699,466.00
2200-2299 – Classified Support Salaries	Base	3,131,398.00	3,239,115.00	3,131,398.00	3,893,409.00	3,893,409.00	10,918,216.00
2200-2299 – Classified Support Salaries	Supplemental	227,065.00	234,927.00	227,065.00	301,127.00	301,127.00	829,319.00
2300-2399 – Classified Admin Salaries	Base	631,169.00	653,543.00	631,169.00	670,653.00	670,653.00	1,972,475.00
2300-2399 – Classified Admin Salaries	Supplemental	45,777.00	47,400.00	45,777.00	51,870.00	51,870.00	149,517.00
2400-2499 Classified Clerical Salaries	Base	3,624,677.00	3,789,599.00	3,624,677.00	4,053,901.00	4,053,901.00	11,732,479.00
2400-2499 Classified Clerical Salaries	Supplemental	262,891.00	274,854.00	262,891.00	313,540.00	313,540.00	889,971.00
2900-2999 Campus Aides & Support	Base	1,079,918.00	1,272,273.00	1,079,918.00	1,295,397.00	1,295,397.00	3,670,712.00
2900-2999 Campus Aides & Support	Supplemental	78,325.00	92,276.00	78,325.00	100,189.00	100,189.00	278,703.00
3000-3999: Employee Benefits	Base	18,087,292.00	18,788,151.00	18,087,292.00	22,526,869.00	22,526,869.00	63,141,030.00

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**
3000-3999: Employee Benefits	Supplemental	1,311,788.00	1,362,671.00	1,311,788.00	1,742,294.00	1,742,294.00	4,796,376.00
4100-4499 – Book, Instructional Materials, Supplies and Equipment	Base	2,910,275.00	2,151,467.00	2,910,275.00	2,442,949.00	2,442,949.00	7,796,173.00
4100-4499 – Book, Instructional Materials, Supplies and Equipment	Supplemental	211,076.00	156,042.00	211,076.00	188,945.00	188,945.00	588,966.00
5100-5899 - Services	Base	11,274,444.00	10,108,790.00	11,274,444.00	12,062,427.00	12,062,427.00	35,399,298.00
5100-5899 - Services	Supplemental	818,039.00	733,173.00	818,039.00	932,946.00	932,946.00	2,683,931.00
6400-6599 – Capitalized Equipment	Base	2,714.00	29,205.00	2,714.00	200,218.00	200,218.00	403,150.00
6400-6599 – Capitalized Equipment	Supplemental	196.00	2,533.00	196.00	15,486.00	15,486.00	31,168.00
7000-7439: Other Outgo	Base	0.00	0.00	0.00	322,844.00	322,844.00	645,688.00
7000-7439: Other Outgo	Supplemental	0.00	0.00	0.00	24,969.00	24,969.00	49,938.00

* 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	17,886,690.00	17,532,239.00	17,886,690.00	18,273,873.00	18,273,873.00	54,434,436.00
Goal 2	84,754,129.00	85,861,975.00	84,754,129.00	91,244,631.00	92,048,880.00	268,047,640.00
Goal 3	6,311,754.00	6,207,621.00	6,311,754.00	7,025,841.00	7,025,841.00	20,363,436.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.