

# 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

Dry Creek Joint Elementary School District

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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

Welcome to the Dry Creek Joint Elementary School District (DCJESD). Our District has a proud tradition of quality programs, excellent instruction, and superior support services. The District Motto, "Excellence in Education Since 1876," is both a statement of our dedication and a testament to the active involvement of the communities we serve. DCJESD operates a safe and engaging educational program for all of our students so they can achieve high levels of learning. Our highly qualified staff provide a rigorous, standards-aligned program at all levels, K-8. Through the infusion of technology to support student learning, we strive to promote a culture of innovation, creativity, and imagination that prepares our students for college, career, and a bright future.

DCJESD serves the communities of Antelope, Dry Creek, and Roseville. Given our unique geographic location, we are privileged to serve a diverse population of students and families. With a total of 6,971 students attending one of our six (6) K-5 elementary schools, our K-8 school or our two (2) 6-8 middle schools, students and families are supported and have options best fitting their educational needs.

Knowing a second language is a gift many of our students share. One thousand Eight Hundred Sixty Nine (1,869) or 26.8% of students in DCJESD speak at least one language other than English. Currently, forty-eight (48) different languages are spoken throughout our District. Furthermore, DCJESD serves 2,964 students (42.5% of total population) receiving Free or Reduced Meals, thirty-one (31) Foster Youth and one hundred fourteen (114) Homeless students. Our number of unduplicated student populations have grown by 3% since last school year, with 3,207 students or 47% of our total population identified as English Language Learners, Foster Youth or socio-economically disadvantaged students receiving Free or Reduced Meals.

Dry Creek LCAP goals are aligned with both the State and District priorities. Each year, in-depth analysis of student achievement data and parent feedback is conducted both at the District and site level. Stakeholder groups help to identify areas of strength, areas of concern and programs to support our students both academically and social/emotionally. Goals for improvement are developed with input from staff, parent committees, and instructional leadership teams. Sites align their school plan goals and provide high level programs to support the actions and services set forth by the District.

Having deep roots and a rich history in the community, DCJESD celebrates the generations of families that continue to attend our schools. We appreciate their dedication to working collaboratively to refine, build, and implement the best educational programs possible for our students.

## LCAP Highlights

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

The Dry Creek LCAP provides a description and implementation plan for a variety of programs to meet the needs of our students and families. Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision. The programs are carried out through actions and services tied to five goals:

1. Increase time to learn.
2. Increase access to curricular content.
3. Maintain safe and orderly schools with positive climate.
4. Increase teacher effectiveness and student performance.
5. Increase parent engagement and community involvement.

Key actions and services to support our students and families through these goals include lowering class sizes, providing Transitional Kindergarten program, summer Academic Bridge, additional counseling support, English Learner and Reading Resource teachers, strategic professional development, Instructional Coaching in the classrooms, access to a variety of technology, Guided Language Acquisition Design (GLAD) training, increased learning opportunities for college and career readiness, school climate programs, increased number of parent involvement opportunities and family literacy programs.

## 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

Dry Creek is serving the English Learner (EL) students in a variety of ways. When reclassified to English proficient, these students are performing at high levels. Our reclassified EL students remain in High status in both the English Language Arts at 32.5 points above Level 3 and Math at 8.7 points above Level 3. English Learner Progress is also an area that our EL students did well, with 79.9 percent showing progress toward English proficiency with High status. Many services and programs are in place to support these students with their learning, including: 220 Guided Language Acquisition Design (GLAD) trained teachers, English Learner Specialists and Title I teachers to help with interventions and English Language Development (ELD), instructional coaches to provide guidance, modeling and support to our staff, effective professional development and ELD supportive instructional materials with designated and integrated lesson elements.

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

Dry Creek overall performance falls in to the Orange category for Suspensions, with 11 out of 12 student groups performing in the Orange or Red category. Our Suspension rate is in the high range with an increase of .6% to 3.4%. It is the goal of the District to be intentional about providing supports and services to decrease the suspension rate and improve the engagement and connectedness to school for our students. We will be working District-wide to develop, refine and implement services and supports through a Multi-tiered System of Supports (MTSS) at all school sites to address behavioral, social and emotional needs of our students. Both District and school site teams will work through a process to identify specific needs at each school site and support the development of interventions in response to findings. A district-wide Pyramid of Supports will be completed, featuring the supports and services students will receive in order to fully participate in their academics.

Positive Behavior Intervention Supports (PBIS) is currently in progress at 6 of our 9 sites. We are transitioning to an all PBIS district with the final school implementing in the 2020/2021 school year. Quail Glen and Creekview Ranch will start year one PBIS in the fall. In addition, we will continue to train staff on trauma-informed practices, use the "Toolkit" techniques within counseling sessions, within the classroom and support students with alternative learning environments. Our Positive Student Supports Guiding Coalition will be meeting regularly during the 2018/2019 school year. This team will be analyzing our suspension data to determine greatest need areas. They will also be attending training on best practices and supports for school connectedness, student engagement and restorative practices. In addition, the team will participate in a book study and collaborating on supports and practices to put in place across the district to increase positive student interactions and decrease suspension rates. We will also work with the Scale Up MTSS Supports (SUMS) grant initiative and utilize supplemental funds to provide those same services to general education students. Therapy services with a Marriage and Family therapist will be implemented at school sites based on the greatest need of students. Students with Disabilities (SWD) will continue to receive mental health services and therapy as directed by the Individual Education Plan process.

There is a concern District-wide with the number of student groups in the red or orange category for English Language Arts (ELA) and Math. The overall status for the District in both areas is Yellow - Medium. Both areas declined with ELA at .7 points below Level 3 and Math at 15.5 points below

Level 3. Many steps were taken this year to support both staff and students learning in both academic areas. Essential standards and aligned common assessments have been developed District-wide for both subject areas. Professional Learning Communities (PLC) release will be used by staff to share best practices, analyze data, develop learning plans and lessons, and determine intervention groups for standard mastery. Each school site will implement a Response to Intervention & Instruction (RTI) system in which students participate in three Tiers of Learning: Tier 1 - classroom instruction, Tier 2 - targeted instruction based on essential standards, and Tier 3 - strategic, specialized instruction based on learning gaps. All sites will establish collaborative conferences, wherein they will monitor student progress. All elementary sites will ensure each grade level has designated time during the school day for intervention/extension to support all students. The middle schools will implement an intervention/extension period during the school day to ensure intervention/extension time for all students. Support for EL students will continue both in the classroom through designated and integrated lessons as well as co-teaching and group supports.

Professional Development will focus on essential standards and assessment practices, Mike Mattos will deliver guidance with RTI for our entire certificated staff, and our K-5 staff will learn how to successfully bridge our two math programs Go Math and Expressions and the non-negotiable of the Expressions program. Each K-5 site has at least one Expressions lead teacher to help with this implementation and additional training for site staff. Members of our Mathematical Mindsets cohort, 3rd-8th grade teachers will participate in a coaching model to implement the strategies they learned this year during their collaboration and class through Jo Bolar at Stanford. All school sites will have support with implementation of the ELA materials again this school year, through on site teacher experts and our Instructional Coaches. Modeled lessons, instructional rounds, and integrating GLAD strategies into the curriculum will be a focus. Our History-Social Studies teachers will engage in piloting instructional materials and shifting their daily instruction to match the History-Social Science framework, as well as, the ELA/HSS standards. Instructional Coaches will be working with all grade levels and all content areas to ensure effective Tier 1 instructional practices are implemented with fidelity. Science staff will continue with the shift to NGSS and will work on innovative lessons at each grade level.

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

Dry Creek JESD recognizes there is a performance gap of 2 levels between "ALL" students and "Students with Disabilities" in two areas. The areas of discrepancy are English Language Arts Proficiency ("ALL" students Status: Medium at .7 below Level 3 and "SWD" students Status: Low with 83.9 below Level 3) and Math Proficiency ("ALL" students Status: Medium at 15.5 below Level 3 and "SWD" students Status: Very Low with 99.9 below Level 3).

In order to address the gap for English Language Arts and Math Proficiency the following actions will be taken:

1. Special Education staff will participate in high-quality Professional Development regarding standards aligned goals, highly effective instructional strategies, and modeled lessons
2. Support from our Instructional Coaches for teams and individual staff members
3. Implementation of a co-teaching model

4. Training for certificated staff to implement strategies and supports through Universal Design for Learning
5. CAPTAIN training and implementation in appropriate classrooms
6. Professional Development for staff on adopted instructional materials and how to use them most effectively to meet student needs
7. Purchase and implementation of support curriculum for struggling readers
8. Implementation of the Literacy Flow Chart and screeners to address Dyslexia guidelines and intervention

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

Supplemental LCFF funds are allocated District-wide and directly focused toward meeting the needs of unduplicated student groups. The funds are used to target specific services to increase support for academic and social/emotional success in order to ensure equity and close the performance gap for the identified subgroups.

1. Site allocations based on the number of unduplicated students to allow sites to implement services through Multi-tiered System of Supports (MTSS).
2. Funding to support positive school climate, attendance, social/emotional needs, and parent engagement.
3. Increased number of students for Academic Bridge, with both EL and general focus for incoming K - 8th grade students.
4. Instructional coaches to support instructional practices and student learning.
5. EL/Reading Resource teachers to support high need school sites with targeted academic programs.
6. Increased counseling, psychological, and health services.

## 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	\$70,899,219
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$39,739,674.00

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.

All students, including Special Education students, receive the basic instructional program (\$48.8 million / 69%) of which includes appropriately credentialed teachers, standards aligned instructional materials, current technology and access to extra-curricular activities such as after-school sports

and clubs. To support the educational program the budget includes pupil services and instructional related services (\$6.4 million / 9%). Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions.

The General Fund includes expenditures for District and school site administration, technology services, plant services, utilities, and other select programs for the District and school sites (\$31.1 million / 44%) which are not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$56,952,633

# 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

Increase time to learn.

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 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Kindergarten Screener Score for TK students</p> <p><b>17-18</b> TK students will average a score of 60 or higher on the Kindergarten Screener</p> <p><b>Baseline</b> 70 points average score</p>	<p>The average score on the Kindergarten Screener was 70.5 points.</p>
<p><b>Metric/Indicator</b> Academic Bridge (Summer Program) Pre and Post Assessment</p> <p><b>17-18</b> Academic Bridge students will show growth on the post assessment. TBD</p>	<p>_____ students are registered to attend Academic Bridge. Scores will be uploaded at the conclusion of Academic Bridge.</p> <p>Pre-Assessment Average Score - _____</p> <p>Post-Assessment Average Score - _____</p>



## Expected

### Baseline

Pre-Assessment: Average Writing Score 1.3  
Post Assessment: Average Writing Score 3.0

Number of students attending: 276

### Metric/Indicator

Retention Rates

#### 17-18

Retention rate for ALL students will remain below 1%.

### Baseline

6 students retained 2016-2017

### Metric/Indicator

Kindergarten Readiness Assessment for Bootcamp students

#### 17-18

Bootcamp students will increase their proficiency on the Kindergarten Readiness Assessment by a minimum of 10 percent.

### Baseline

18% average growth on Kindergarten Readiness Assessment  
Number of students attending: 31

## Actual

\_\_\_\_\_ students were retained in 2017-2018. The number of students retained will be updated at the end of the school year in June.

\_\_\_\_\_ students are registered to attend Kindergarten Bootcamp in June - July. Updates on their improvement will be added in late July after the program ends.  
Kindergarten Readiness Assessment Average Growth \_\_\_\_\_

## 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
Minimize combination classes.	Combination classes for Kindergarten remain at 0.	Certificated salaries and benefits to minimize combination classes	Certificated salaries and benefits to minimize combination classes



at grade K. LCFF - Supplemental  
233,975

at grade K. LCFF - Supplemental  
236,380

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain or decrease pupil to teacher target ratio. K-3 24:1 4-5 30:1 6-8 32:1	Pupil to teacher target ratios were met District-wide. Given this is a District and school-wide average ratio, some classes may have a few more or a few less students than the number listed below. Maintain or decrease pupil to teacher target ratio. K-3 24:1 4-5 30:1 6-8 32:1	Certificated salaries and benefits to maintain K-3 FTE staffing. LCFF - Base 13,145,161  Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5. LCFF - Supplemental 686,823  Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8. LCFF - Supplemental 489,880  Certificated salaries and benefits for 4-8 staff. LCFF - Base 14,796,340	Certificated salaries and benefits to maintain K-3 FTE staffing. LCFF - Base 13,380,013  Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5. LCFF - Supplemental 691,339  Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8. LCFF - Supplemental 494,882  Certificated salaries and benefits for 4-8 staff. LCFF - Base 14,865,229

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain or increase the District Transitional Kindergarten program.	Transitional Kindergarten (TK) classes were expanded to 2 additional school sites. Sites offering TK include Coyote Ridge, Quail Glen, Barrett Ranch and Antelope Meadows serving a total of 164 students.	Certificated salaries and benefits to maintain TK staff at 6.0 FTE LCFF - Base 661,398  Textbooks and instructional materials for TK program Lottery: Instructional Materials 6,000	Certificated salaries and benefits to maintain TK staff at 7.0 FTE LCFF - Base 762,208  Textbooks and instructional materials for TK program Lottery: Instructional Materials 68

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs.

1. Psychologist and Health Services staff to support our students.
2. Items to include transportation, clothing, school supplies, etc.

We have maintained additional support to sites. We currently have 3 School Nurses, 6 Licensed Vocational Nurses, 6 Psychologists and a Director of Students Services and Community Engagement.

Foster and Homeless students have received coordinated services, transportation, clothing and supplies throughout the school year.

Our school counselors and administrators began referring Homeless and Foster students for academic tutoring services. Currently, students receive tutoring, or are in the process of requesting. School Nurses partnered with Public Health to educate students on the harm of nicotine products.

Support was provided to reduce barriers to attendance and connection with the school by providing clothing, school supplies, and transportation in the form of gas cards, district bus transportation, and safety equipment for a safe egress to their school site via bikes in the form of helmets, gloves, and a car seat.

The District Foster Youth/Homeless Liaison directly supported each school site with resources and worked closely with school staff and administration to

Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need. LCFF - Supplemental 224,528

Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need. LCFF - Supplemental 8,794

Material and supplies, contracts, and extra duty. LCFF - Supplemental 3,000

Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need. LCFF - Supplemental 232,659

Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need. LCFF - Supplemental 9,254

Material and supplies, contracts, and extra duty. LCFF - Supplemental 225

ensure student needs and connection to resources were met.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain instructional support for Extended Day Kindergarten program.	Instructional support for Extended Day Kindergarten was provided to all classes. With the increase in the number of Kindergarten classes additional staff was hired.	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program LCFF - Supplemental 202,786	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program LCFF - Supplemental 201,446

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain summer program for incoming at-risk Kindergartners.	Bootcamp was provided in June and July 2017. We served 31 students based on their Kindergarten assessment scores. The students made an average of 18% growth. This program gives our students an introduction to social and academic demands of school and prepares them for entering Kindergarten. Transportation was provided for students to attend the summer program.	<p>Certificated salaries and benefits for summer program staff. Title I 8,000</p> <p>Materials and Supplies Title I 3,000</p> <p>Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program. LCFF - Supplemental 8,747</p>	<p>Certificated salaries and benefits for summer program staff. Title I 4,797</p> <p>Materials and Supplies Title I 0</p> <p>Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program. LCFF - Supplemental 9,201</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a summer program to support identified students with additional time to learn.	162 students attended Academic Bridge in June/July of 2017. On average, students writing pretest	Certificated and classified salaries and benefits for Ed Services staff to plan and	Certificated and classified salaries and benefits for Ed Services staff to plan and

	score was 1.3 and post-test 3.0 on the writing rubric.	implement a summer program for identified students. LCFF - Supplemental 28,785	implement a summer program for identified students. LCFF - Supplemental 28,966
		Certificated salaries and benefits for teachers to plan and teach summer program. LCFF - Supplemental 7,410	Certificated salaries and benefits for teachers to plan and teach summer program. LCFF - Supplemental 8,046
		Materials and Supplies LCFF - Supplemental 5,000	Materials and Supplies LCFF - Supplemental 504

# 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.

DCJESD implemented all actions and services that are included in Goal 1. The District continues to align funding sources to programs and services that will maximize the learning time for our students. We have a strong focus District-wide on giving students opportunities to learn and grown at their pace with programs in place to meet specific needs. See narrative information in the action updates above for specifics in regard to implementation.

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

Kindergarten students benefit from the additional learning time of extended day and the additional support of the instructional aid. Our TK program has grown and we are serving more students, thereby preparing more students to have a highly successful Kindergarten year. Staff report that students attending TK enter Kindergarten with a solid foundation of skills needed to be successful both academically and social-emotionally. Providing early learning experiences for our incoming Kindergarten students during Kindergarten Bootcamp has been a benefit to students that have not had formal learning experiences. The students attending Kindergarten Bootcamp last summer increased their readiness scores by an average of 18%. Academic Bridge, our summer program for incoming 1st - 7th grade students will be offered again this summer. The students are invited based on specific need with the focus of the summer learning being on literacy skills and math. STEAM enrichment is also offered during the summer program. Class sizes have been maintained again this year and target ratios have been met District-wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Homeless funds in 1.4 were unspent as support for resources was provided through a different funding source. As our Homeless population has grown yearly, we will still budget funds for this item in the out year. Funds for actions 1.6 and 1.7 were not spent in total as we did not need to purchase many additional supplies and resources for Kindergarten Boot Camp and Academic Bridge this year.

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

All planned actions and services were completed or are in the process of being completed. It is planned to expand TK to Olive Grove and Heritage Oak for the 2018-2019 school year in Goal 1.3. For Bootcamp in June/July 2018 two classes will be offered for a total of 18 days in Goal 1.6. Our Academic Bridge program will be expanded this summer to include more students District wide.

# 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

Increase access to curricular content.

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 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> EL Progress California Dashboard Indicator</div> <div><b>17-18</b> Maintain "High" or increase to "Very High" Increase change by a minimum of +6%</div> <div><b>Baseline</b> "High" Status - 80.8% Maintained change - +1.3%</div>	<div>EL Dashboard Indicator - Status: Yellow - High Status 79.9% which shows a decline of 1.7%.</div>

## Expected

### **Metric/Indicator**

Reclassification Rate for EL students

#### **17-18**

Percent of EL students reclassified Fluent English Proficient will increase by 2%.

#### **Baseline**

Percentage of EL students reclassified Fluent English Proficient  
2016-2017: 17%

### **Metric/Indicator**

Number of students within identified subgroups participating in College and Career Ready courses: Advanced Math, AVID, Project Lead the Way, Gifted and Talented Education (GATE)

#### **17-18**

The number of students (identified subgroups) enrolled in College and Career Ready courses will increase.

Advanced Math increase by 2%

Students participating in full-year AVID course (SED/FY) increase by 10 students

Students participating in full-year AVID course (EL/RFEP)  
increase by 10 students

Project Lead the Way (SED/FY) will increase by 50 students  
Project Lead the Way (EL/RFEP) will increase by 50 students

GATE maintain at least 5-7%

## Actual

\_\_\_\_\_ % of EL students were reclassified Fluent English Proficient.  
Percentage rates will be uploaded in June after the school year concludes.

The number of students who participated in College and Career Ready Courses was:

203 students participated in Advanced Math - 25% met

140 students participated in AVID (SED/FY)-met

98 students participated in AVID (EL/RFEP)-met

337 students participated in Project Lead the Way (SED/FY)-met

220 students participated in Project Lead the Way (EL/RFEP) - met

460 students participated in Gifted and Talented Education (GATE) - 9% met



## Expected

### Baseline

Students enrolled College and Career Ready courses:

Advanced Math 15%

Students participating in full-year AVID course (SED/FY) students 47

Students participating in full-year AVID course (EL/RFEP) 38

Project Lead the Way (SED/FY) 165

Project Lead the Way (EL/RFEP) 121

GATE 12.7%

### Metric/Indicator

Number of technology devices for student use

#### 17-18

Purchase additional devices as budget allows to increase access at elementary sites

### Baseline

Chromebooks - 4,913

Middle Schools: 1:1 ratio

Elementary Schools: approximately 2:1 ratio

iPads - 474

6 iPads per K-1 classroom

Learning Center

Individual Education Plans

English Language Development Programs

### Metric/Indicator

Number of GLAD trained certificated staff TK-8.

#### 17-18

Increase the number of GLAD trained certificated staff.

## Actual

Number of Chromebooks - 6,213

Middle Schools 1:1 ratio

Elementary Schools 2:1 ratio / Grades 4 and 5 1:1 ratio

iPads - 325

5 iPads per K-1 Classroom

40 iPads per Learning Center

21 iPads for Individual Education Plans

18 iPads for English Language Development Programs

220 certificated staff are GLAD trained in the District. We increased the numbers of GLAD trained staff by 12.

## Expected

### Baseline

208 certificated staff have been GLAD trained.

### Metric/Indicator

Students moving up one Proficiency Level on the CELDT 2017-2018  
ELPAC 2018-2020

### 17-18

Baseline for ELPAC proficiency levels. TBD

### Baseline

1. Students moving from Beginning to Early Intermediate 72
2. Students moving from Early Intermediate to Intermediate 96
3. Students moving from Intermediate to Early Advanced 145
4. Students moving from Early Advanced to Advanced 89

## Actual

- \_\_\_\_\_ students moved from Beginning to Early Intermediate
- \_\_\_\_\_ students moved from Early Intermediate to Intermediate
- \_\_\_\_\_ students moved from Intermediate to Early Advanced
- \_\_\_\_\_ students moved from Early Advanced to Advances

Scores will be uploaded when test results are received (August/September).

## 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
Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (TK-8)	Our Technology and Educational Services Departments worked collaboratively to provide staff and students with technology tools and curricular supports.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department. LCFF - Supplemental 36,280	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department. LCFF - Supplemental 35,939
1. Continue to facilitate Google training as needed at all grade levels and support the	Google training was provided in the following areas: Gmail, Drive,		

implementation of Chromebooks and iPads in the TK-8 classrooms.

2. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support.
3. Develop a scope and sequence for technology integration by grade level TK-8.
4. Provide additional training for Mobile STEAM labs.
5. Provide training and model lessons with Google Expeditions.

Docs & Sheets, and Forms (2 classes offered of each)

TAC teachers offered 3 full days of demonstration lessons for their sites. Demos were in the area of: Google Expeditions, Pear Deck, NearPod, iPad demonstration, Hyper Docs.

Additional training was provided for mobile STEAM labs through the TAC members at site staff meetings.

Each of the elementary sites, CVR and ACMS had staff meeting demos with the Google Expeditions. Each TAC spent at least one of their three days doing demos in classrooms with the Expeditions. Two sessions of a PLI were offered in April. Our Instructional Coaches also provided classroom demos at each of the elementary school sites.

We currently have 6,213 chromebooks distributed District-wide. This includes students 2-8, with 4-8 grade students on a 1:1 ratio. Additional chromebooks have been distributed to learning centers and EL students.

325 iPads distributed to students TK-1. Additional iPads are provided for Learning Centers, ELD programs and students with special needs in the area of communication.

BrightBytes contract for student and staff technology survey.  
LCFF - Supplemental 7,000

Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District.  
LCFF - Base 11,035

Materials, supplies, resources and/or training for technology integration. LCFF - Supplemental 10,262

Classified salaries and benefits for Technology Department staff to support device implementation at school sites. LCFF - Supplemental 69,265

BrightBytes contract for student and staff technology survey.  
LCFF - Supplemental 6,855

Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District.  
Lottery 11,035

Materials, supplies, resources and/or training for technology integration. LCFF - Supplemental 3,333

Classified salaries and benefits for Technology Department staff to support device implementation at school sites. LCFF - Supplemental 64,825

It was determined that the development of the scope and sequence for technology would be carried over to next school year.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide professional learning to build general education and EL specialist capacity to teach ELD. This will include training on the ELD standards, strategies, lesson design, use of ELD profiles and integrated and designated instruction.</p> <p>2. EL specialists will participate in regular monthly meetings to address improvement of our program, strategies and resources and build capacity within the team.</p> <p>3. EL specialists will collaborate with general education teachers to build a co-teaching model at sites.</p> <p>4. Site administrators will complete the BELIEF modules.</p>	<p>Staff attended Wonders and Study Sync instructional materials training sessions highlighting ELD integrated and designated supports within the materials and lessons. Wonders - ELD training Wonders - ELD Companion Worktext aligned to ELD profiles demo designated ELD lessons for general ed teachers incorporating ELD standards co-teaching strategies (whole group/small group) ELPAC training.</p> <p>EL specialists attended regular monthly meetings. The meetings focused on improving instruction and supports for the EL students throughout the District. Focus areas for the EL specialist meetings included: Implementation of Road to Reclassification to ALL EL grades 3-8 Pilot Pathways to Bi-literacy RFEP-four year followup/transition year LTEL/At-Risk needs CELDT to ELPAC transition Wonders/ELD (designated/integrated) implementation</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate Professional Development and implementation of the ELD standards and profile. LCFF - Supplemental 15,430</p> <p>Professional Development contracts, travel and conference, materials and supplies, and extra duty. LCFF - Supplemental 18,351</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate Professional Development and implementation of the ELD standards and profile. LCFF - Supplemental 16,213</p> <p>Professional Development contracts, travel and conference, materials and supplies, and extra duty. LCFF - Supplemental 1,068</p>

Different models of support were offered throughout the District, including co-teaching, modeled lessons, push in and pull out small groups to address the needs of students.

District administration attended BELIEF module training and will train all site administration and EL specialists in the BELIEF modules next year.

EL/Title I teachers co-teaching at sites:  
 ACMS - Science, ELA & Math  
 AM - Math  
 BR - ELA & Math  
 OL - ELA  
 CVR - SS  
 CR - ELA

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide GLAD training for new and current certificated TK-8 staff. 2. Provide GLAD refresher training for previously trained staff. 3. Send team of certificated staff to GLAD Certification training.	GLAD was offered to 22 middle school teachers this year. GLAD refreshers were offered to staff across the District through instructional rounds, modeled lesson strategies, and GLAD unit planning with an instructional coach.  Our Instructional Coaches and two of our EL specialists attended GLAD Tier 2 training in November	Certificated and classified salary and benefits for staff to oversee the planning and implementation of the GLAD training across the District. LCFF - Supplemental 49,365  Certificated substitute costs for teachers participating in GLAD training. LCFF - Supplemental 10,000	Certificated and classified salary and benefits for staff to oversee the planning and implementation of the GLAD training across the District. LCFF - Supplemental 49,779  Certificated substitute costs for teachers participating in GLAD training. LCFF - Supplemental 7,439

2017 for 3 days and will attend an additional 5 day follow up training in May. They will complete their certification during next school year. Two additional instructional coaches will start their certification process during the 2018-2019 school year.

GLAD consultant contract and fees. LCFF - Supplemental 24,000

GLAD consultant contract and fees. LCFF - Supplemental 28,022

Materials and Supplies LCFF - Supplemental 5,000

Materials and Supplies LCFF - Supplemental 2,367

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase learning opportunities for College and Career Readiness to include but not limited to:</p> <ul style="list-style-type: none"> <li>Project Lead the Way - program expanded to all middle schools 2017-2018</li> <li>STEAM opportunities</li> <li>Advanced Math</li> <li>AVID</li> <li>GATE</li> </ul>	<p>Each middle school offered Project Lead the Way (PLTW) courses Design &amp; Modeling and Automation &amp; Robotics and ACMS added Medical Detectives.</p> <p>Two Hundred and Three (203) students are enrolled in the Advanced Math course and 338 students are enrolled in AVID.</p> <p>GATE clusters were offered for middle school math and elementary grades 3rd -5th. GATE ELA courses were offered at each middle school.</p> <p>An Exploratory Committee was formed to create College and Career Ready courses for our middle school students. Three (3) pathways were selected: Arts, Futures, and Tech. Each middle school will offer World Cultures, Middle School Discovery and Project Lead The Way (PLTW) Design &amp; Modeling for 6th graders. 7th and 8th graders will have an</p>	<p>Certificated and classified salaries and benefits to oversee and coordinate implementation, Professional Development, resources and programs. LCFF - Supplemental 29,561</p> <p>Materials and supplies, travel and conference, and contracts. LCFF - Supplemental 25,000</p> <p>MOU and contract fees with AVID, funds to sites to run the AVID program. Title II 13,000</p>	<p>Certificated and classified salaries and benefits to oversee and coordinate implementation, Professional Development, resources and programs. LCFF - Supplemental 30,145</p> <p>Materials and supplies, travel and conference, and contracts. LCFF - Supplemental 27,766</p> <p>MOU and contract fees with AVID, funds to sites to run the AVID program. Title II 13,000</p>

option of 12 classes to choose from, including Tech Shop, PLTW courses, Farm to Fork, and Real World: Using the Real Game.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain or increase EL/Reading teacher specialists to address the specific needs at schools within the district.	We have maintained our EL/Reading teachers this school year. We currently have 6 teachers serving elementary and middle school sites with the highest EL and SED populations. They provide additional support to our students daily in the form of pull out and co-teaching models.	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing. LCFF - Supplemental 727,823	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing. LCFF - Supplemental 731,808

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding to sites to support Multi-tiered System of Supports. Sites will provide programs and supports to meet identified needs of our EL, SED, Homeless, Foster Youth and At-risk students.	Funding was provided to sites to support the implementation of a Multi-tiered System of Supports to increase and improve services for our students. A variety of services were offered throughout the District at the school sites including but not limited to: During the school day interventions Before/After school interventions Additional mental health therapy services Intervention materials and resources	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site. LCFF - Supplemental 15,430</p> <p>Tier 3 Intervention materials. LCFF - Supplemental 0</p> <p>Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site. LCFF - Supplemental 16,213</p> <p>Tier 3 Intervention materials. LCFF - Supplemental 21,094</p> <p>Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and</p>



	English Language Development designed groups and clubs	benefits, and materials. LCFF - Supplemental 63,750	benefits, and materials. LCFF - Supplemental 70,885
	In addition to the site funding, it was identified that each site was in need of intensive Tier 3 intervention materials for literacy. The materials were purchased for each school site with carryover funding from last fiscal year. Funds were also expended in order to purchase a District-wide screener for Response to Intervention under our MTSS system.	Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 40,200	Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 27,668
		Funds for a District-wide screener for academic support. LCFF - Supplemental 0	Funds for a District-wide screener for academic support. LCFF - Supplemental 8,795

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide general education classroom teachers in grades TK-3 with instructional planning time.	General education classroom teachers in grades TK-3 were provided instructional planning time each week.	Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Supplemental 253,667	Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Supplemental 264,653
		Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Base 369,732	Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Base 340,483

## 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.

All actions and services as described in Goal 2 have been implemented or are currently being implemented and are expected to be completed by the end of the year. The actions and services in Goal 2 provide greater access for our students. See narrative information in the action updates above for specifics in regard to implementation.

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

Our TAC teachers provided ongoing support for our staff with technology integration. Professional Learning Institutes (PLIs) were also offered on a variety of tech topics. Our EL specialists are continually learning best practices and helping our general education teachers implement them in the classroom. They also support with co-teaching. Additional staff were GLAD trained this year. We are getting closer to our goal of having all staff GLAD trained and implementing the strategies. Funding was provided again this year directly to school sites to increase services through MTSS. The additional funding allowed for a variety of programs and resource materials to meet the needs of students. Administrators report the funding had a significant impact on students by offering opportunities that may otherwise not been available. Student progress was monitored regularly with classroom and screener assessments. EL students met with teaching staff to complete their Road to Reclassification document and goals. EL students in grades 3-8 were also introduced to the Pathway to Biliteracy program which aligns to the high school Seal of Biliteracy. We are working on increasing the awareness and the participation in this program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted and estimated actual expenditures were primarily due to staff salary schedules which based on particular employees filling specific position increased or decreased expenditures from original estimates. Funding in action 2.2 for additional ELD professional development was not needed, as we had multiple training opportunities for our new ELA/ELD instructional materials and that was the focus for our EL training this school year. In action 2.6, non-budgeted funds were spent on intensive Tier 3 instructional materials to support students with literacy deficits at all school sites. The funds were carryover from last fiscal year.

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

Next year we will continue with the actions for GLAD, however we will shift funding to another source in order to free supplemental funds for additional MTSS supports, including intervention materials and screeners in action 2.6. These materials and screener will support our efforts with academic intervention including our Dyslexia plan. It was determined last spring this was the last year of offering AVID, in order to offer additional PLTW courses and access for more students in Goal 2.4.

# 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

Maintain safe and orderly schools with positive school climate.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual																																				
<p><b>Metric/Indicator</b></p> <p>Maintain high levels (good or higher status) of facilities inspection as measured by the District's Facilities Inspection Tool (FIT).</p> <p><b>17-18</b></p> <p>Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status.</p>	<p>The District Facilities Inspection Tool (FIT) result was:</p> <table><tr><td>ACMS</td><td>97.54%</td><td>GOOD / up from FAIR</td><td>12.08%</td></tr><tr><td>AM</td><td>94.69%</td><td>GOOD / up from FAIR</td><td>6.51%</td></tr><tr><td>BR</td><td>96.25%</td><td>GOOD / up from FAIR</td><td>13.75%</td></tr><tr><td>CR</td><td>96.13%</td><td>GOOD / up</td><td>3.27%</td></tr><tr><td>CVR</td><td>96.43%</td><td>GOOD / down from EXEMPLARY</td><td>3.57%</td></tr><tr><td>HO</td><td>94.41%</td><td>GOOD / up</td><td>3.16%</td></tr><tr><td>OL</td><td>96.53%</td><td>GOOD / up</td><td>4.51%</td></tr><tr><td>QG</td><td>96.31%</td><td>GOOD / down</td><td>4.79%</td></tr><tr><td>SMS</td><td>92.41%</td><td>GOOD / up</td><td>.49%</td></tr></table>	ACMS	97.54%	GOOD / up from FAIR	12.08%	AM	94.69%	GOOD / up from FAIR	6.51%	BR	96.25%	GOOD / up from FAIR	13.75%	CR	96.13%	GOOD / up	3.27%	CVR	96.43%	GOOD / down from EXEMPLARY	3.57%	HO	94.41%	GOOD / up	3.16%	OL	96.53%	GOOD / up	4.51%	QG	96.31%	GOOD / down	4.79%	SMS	92.41%	GOOD / up	.49%
ACMS	97.54%	GOOD / up from FAIR	12.08%																																		
AM	94.69%	GOOD / up from FAIR	6.51%																																		
BR	96.25%	GOOD / up from FAIR	13.75%																																		
CR	96.13%	GOOD / up	3.27%																																		
CVR	96.43%	GOOD / down from EXEMPLARY	3.57%																																		
HO	94.41%	GOOD / up	3.16%																																		
OL	96.53%	GOOD / up	4.51%																																		
QG	96.31%	GOOD / down	4.79%																																		
SMS	92.41%	GOOD / up	.49%																																		

## Expected

### Baseline

1 ACMS 85.46% FAIR  
 2 AM 88.18% FAIR  
 3 BR 82.50% FAIR  
 4 CR 92.86% GOOD  
 5 CVR 100.00% EXEMPLARY  
 6 HO 91.25% GOOD  
 7 OL 92.02% GOOD  
 8 QG 91.52% GOOD  
 9 SMS 91.92% GOOD

### Metric/Indicator

District Attendance Rate

### 17-18

Maintain Attendance Rate at 97% or higher

### Baseline

District Attendance Rate - 97%

### Metric/Indicator

Chronic Absenteeism Dashboard Indicator (not yet released)

### 17-18

Decrease by 1%

### Baseline

2016-2017 baseline for Chronic absenteeism (generated by DataQuest) was 401 students or 5.7%

### Metric/Indicator

Suspension Rate Dashboard Indicator

## Actual

The attendance rate was \_\_\_\_%. Data will be uploaded when available.

The Chronic Absenteeism Dashboard Indicator data will be uploaded when available in the fall.  
 Our total chronic absenteeism rate (generated by DataQuest) for 2017-2018 is:

The Suspension Rate Dashboard indicator reflects:  
 All Students:  
 EL Students:  
 SED Students:  
 Data will be uploaded in November/December when received from the state.

## Expected

### 17-18

1. Reduce suspension rate for ALL students to "Low" status
2. Reduce suspension rate for EL students to "Low" status
3. Reduce suspension rate for SED students to "Medium" status
4. Reduce all other subgroups from "Medium" to "Low" and "High" or "Very High" to "Medium"

### Baseline

1. ALL students have a "medium" status at 2.9% with change of 0%
2. EL students have a "medium" status at 1.9% with a change of +.6%
3. SED students have a "high" status at 4.3% with a change of -.3%

### Metric/Indicator

Expulsion Rate

### 17-18

Maintain expulsion rates below .25%

### Baseline

0%

### Metric/Indicator

Parent School Survey

### 17-18

1. Decrease parent perception of bullying incidents by 4%
2. Increase the % of parents that feel the school is a safe place for their children by 2%
3. Increase the % of parents that feel students are treated with fairness and respect by 2%

## Actual

\_\_\_\_\_ % of student who were Expelled. Expulsion rate data will be uploaded in late June.

This year, the District partnered with Hanover Research for our LCAP survey. Parents were surveyed and the baseline data for the questions is below. The questions were similar to last year's questions, but will not reflect a year to year comparison. We will use this year's data for a comparison with next year's survey to determine areas of growth and need. The data reflects a smaller number of parent responses than we have had in the past.

37% of parents feel that bullying is NOT a problem at school.

71% of parents feel that their students feel safe at school.

66% of parents feel that their students get along with each other and respect their differences.

72% of parents feel that all students are treated fairly.

## Expected

### Baseline

1. 19% of parents that report bullying is occurring at school
2. 96% of parents that feel the school is a safe place for their children
3. 87% of parents that feel students are treated with fairness and respect

### Metric/Indicator

Student School Survey

### 17-18

1. Decrease % of students that report bullying occurs at school by 4%
2. Increase the % of students reporting that they feel the school is a safe place by 2%
3. Increase the % of students reporting that they feel they are treated with fairness and respect by 2%

### Baseline

1. 32% of students that report bullying occurs at school
2. 83% of students reporting that they feel the school is a safe place
3. 60% of students reporting that they feel they are treated with fairness and respect

### Metric/Indicator

Middle School Dropout Rate

### 17-18

Maintain dropout rates below .25%

### Baseline

0%

## Actual

31% of students report bullying occurs at school. This reflects a 1% decrease.  
 81% of students report that they feel the school is a safe place. This reflects a 2% decrease.  
 52% of students report that they feel they are treated with fairness and respect. This reflects a 8% decrease.

0% of middle school students dropped out.

## 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
Maintain or increase counselor support District-wide to support students with additional academic, social/emotional and behavioral needs.	<p>Maintained staffing: 8 School Counselors, 2 Mental Health Clinicians.</p> <p>Educationally Related Mental Health Services (ERMHS) were provided to special education students at all school sites.</p> <p>School counselors provided support through both individual and group sessions.</p> <p>Counselors implemented Toolbox Social Emotional Learning lessons and supports. Counselors were trained in Trauma-Informed Practices, Suicide Prevention, group counseling practices and student strength assessment.</p> <p>School-Based Therapy with an outside agency began at 4 sites.</p>	<p>Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs. LCFF - Supplemental 363,574</p> <p>Materials, supplies, resources, contracts, and extra duty for counseling team. LCFF - Supplemental 5,000</p>	<p>Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs. LCFF - Supplemental 367,544</p> <p>Materials, supplies, resources, contracts, and extra duty for counseling team. LCFF - Supplemental 0</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor daily attendance at each school site.</p> <ul style="list-style-type: none"> <li>Provide recognition and incentives at school sites for excellent attendance.</li> </ul>	Recognition and incentives were provided in a variety of ways at each school site.	Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance,	Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance,



- Communicate with parents regarding the importance of attendance and long-term effects of chronic absenteeism.
- Offer support to students and families to ensure high levels of attendance.
- Utilize SART and SARB processes for chronic absences and truancy.
- Partner with School Resource Officer for assistance with truancy.
- Track attendance and suspension/expulsion rates by subgroup.
- Implement "In Class Today" Attendance Campaign - Fall 2017.

September is Attendance Awareness Month and we started a H.E.R.O. campaign (Here, Everyday, Ready to Learn, On-Time) during that month with a focus on positive messaging one morning at each school site.

Research on positive attendance outcomes have been shared with parents via website and school newsletters.

Our positive messaging campaign with In Class Today has shown a reduction in the number of duplicate students with chronic attendance issues. The School Resource Officer supported sites with home visits, families throughout the District have attended SARB meetings and have been offered the panel's support. Additionally, an attendance work group met several times throughout this school year to analyze attendance data and supportive practices to implement District-wide in effort to decrease chronic absences and engage students in school.

suspension and expulsion data. Liaison will track these by subgroup and monitor patterns. LCFF - Supplemental 8,794

Materials and supplies for incentive program. LCFF - Supplemental 7,000

suspension and expulsion data. Liaison will track these by subgroup and monitor patterns. LCFF - Supplemental 9,254

Materials and supplies for incentive program. LCFF - Supplemental 6,302

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training for staff and administration on strategies and supports available to assist students and families in order to	Training provided at monthly Attendance Clerk meeting, monthly Counselor PLC and Administrator meetings.	Certificated and classified salaries and benefits for District liaison for attendance to provide	Certificated and classified salaries and benefits for District liaison for attendance to provide

keep Foster Youth and Homeless students in school.

training to staff. LCFF - Supplemental 8,794

training to staff. LCFF - Supplemental 9,254

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools.</p> <ul style="list-style-type: none"> <li>All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.</li> <li>Yearly give the California Healthy Kids Survey - 5th &amp; 7th grade students</li> </ul>	<p>Site student surveys were administered in the spring. Survey results were analyzed by the School Site Councils across the District and by Ed Services staff. Sites will identify areas of strength and growth needed and devise an action plan to address them in their Single Plan for Student Achievement.</p> <p>The California Healthy Kids Survey (CHKS) was administered to 770 seventh graders and 506 fifth graders in February 2018. Analysis of both the student survey and the CHKS will be added here in late spring.</p>	<p>Survey Monkey LCFF - Supplemental 750</p> <p>Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys. LCFF - Supplemental 6,449</p>	<p>Survey Monkey LCFF - Supplemental 1,020</p> <p>Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys. LCFF - Supplemental 9,254</p> <p>Contracted services with Hanover Research for program evaluations, surveys and research on best practices LCFF - Supplemental 38,512</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students.</p>	<p>Training is provided at monthly Attendance Clerk meetings and our Student Services Department developed a form to request prompt transfer of Foster students records. Records are to be sent within 2 days of request.</p>	<p>Certificated and classified salaries and benefits for District Foster Youth liaison to collect and provide resources and to support facilitation of record transfers. LCFF - Supplemental 8,794</p>	<p>Certificated and classified salaries and benefits for District Foster Youth liaison to collect and provide resources and to support facilitation of record transfers. LCFF - Supplemental 9,254</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety. Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.	The District utilizes "School Dude" and "Microsoft Excel" to track, plan and budget for our current and future maintenance needs. School Dude is used by school custodians, secretaries, principals, maintenance workers and facilities managers. The user friendly, web-based program conveys the necessary work order requests from the school sites to the facilities and maintenance team. The Excel program tracks the larger maintenance projects and is used by the facilities team and the business office. Every year the Facilities Master Plan is updated and presented to the Board of Trustees. The last update was November 16, 2017.	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data. LCFF - Base 1,334,108	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data. LCFF - Base 1,454,645

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funds to sites to develop and implement social and emotional support under their Multit-tiered System of Supports. 1. Expand PBIS across the District. 2. Provide funds to all non-PBIS sites for positive behavior, culture and anti-bully program implementation.	Positive Behavior Intervention Supports (PBIS) has been implemented at 6 of the 9 school sites: Antelope Meadows Elementary, Barrett Ranch Elementary, Coyote Ridge Elementary, Heritage Oak Elementary, Olive Grove Elementary, and Antelope Crossing Middle School.  PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve	Contracted services, and PBIS program MOU with PCOE. LCFF - Supplemental 9,000  Site support for Multi-tiered System of Supports to include certificated/classified salaries and benefits, materials and contracted services. LCFF - Supplemental 4,500  Certificated and classified salaries and benefits of District staff to coordinate and process	Contracted services, and PBIS program MOU with PCOE. LCFF - Supplemental 9,500  Site support for Multi-tiered System of Supports to include certificated/classified salaries and benefits, materials and contracted services. LCFF - Supplemental 5,715  Certificated and classified salaries and benefits of District staff to coordinate and process

both social and academic success. The goal of the District is to expand PBIS to all school sites by the 2020-2021 school year.

In addition, non-PBIS school sites are provided funding for positive school climate programs and activities promoting positive culture, behavior and anti-bullying. Some of the provided programs and activities include but are not limited to: Character Counts, Sami's Circuit, anti-bully programs, kindness challenges, monthly awards, digital citizenship, conflict managers and assemblies.

Mental Health Counseling sessions were offered to students at Antelope Meadows, Antelope Crossing and Creekview Ranch. We anticipate expanding these services next school year based on needs of students and referrals.

PBIS program. LCFF - Supplemental 8,794

PBIS program. LCFF - Supplemental 0

Mental Health counseling contract. LCFF - Supplemental 0

Mental Health counseling contract. LCFF - Supplemental 5,999

## 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.

All actions and services described in Goal 3 have been or are in the process of being fully implemented. It is a District priority to have safe, highly maintained school sites. The Facilities Master Plan and Routine Maintenance Plan are regularly analyzed and updated. Yearly, each school site develops a School Safety Plan with their staff and School Site Council. Counseling staff was maintained throughout the District. All elementary sites and all middle schools have an assigned counselor. Depending on need, the number of counselors per site and/or the number of days on site may vary. It is a goal for the District to be transitioned to PBIS by 2021. We currently have 6 sites that are implementing the system. Attendance is regularly monitored and the Director of Student Services and Community Engagement works closely with school sites to ensure supports are in place for students with chronic absences. Training

on protocols, supports, laws and services for Foster and Homeless Youth are also regularly held for site staff and administration. The Single Plan for Student Achievement at each site incorporates the actions and services directly driven by the site and aligned with the LCAP. See narrative information in the action updates above for specifics in regard to implementation.

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

Site administration and staff continue to report the success they see students having that have had services provided by our counseling team. The supports provided under MTSS for chronic absence, behavior and social-emotional skills is making a difference and helping our student to participate more fully in their daily educational experience. An Attendance Workgroup met regularly throughout the year to analyze data and our current systems of support. They learned strategies and supports that could be implanted District-wide and have made some recommendations for our MTSS. There was a very favorable response by our community in regard to our HERO attendance campaign. Our In Class Today campaign reached 1,280 students with positive messaging for being in school on a regular basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 funding was not utilized for training and materials as other funding sources were used to provide the services and items needed. This funding was shifted to action 3.7 for direct therapy for identified students. Action 3.4 includes expense for a contract with Hanover Research in order to provide survey, program evaluations, and research of best practices. A net savings was achieved by prepaying for services resulting in increased costs for 2017-18. Replacement of heating, ventilation and air conditioning units increased Routine Restricted Maintenance Account expenses action 3.6.

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.

Next year we will add the Foster Focus program to action 3.5 with funding to better support the communication and systems in place for our Foster Youth. In addition, we have allocated additional dollars in action 3.7 for school-based mental health services provided to general education students through an outside agency. This will serve as a Tier 3 support for our students at sites with those specific needs. We have also changed our parent survey and are utilizing a survey by Hanover Research. The results from April 2018 will serve as baseline data moving forward. Hanover Research will provide a comprehensive student survey next school year and results will serve as baseline data moving forward.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 4

Increase teacher effectiveness and student performance.

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 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Language Arts Dashboard Indicator</p> <p><b>17-18</b></p> <ol style="list-style-type: none"><li>1. ALL students status will remain "High" with +10 point increase</li><li>2. EL students status will be "High" with +10 point increase</li><li>3. SED students status will be "Medium" with +10 point increase</li><li>4. SWD students status will be "Low" with +10 point increase</li></ol>	<p>All students Status:</p> <p>EL Student Status:</p> <p>SED Student Status:</p> <p>SWD Student Status:</p> <p>Data will be uploaded in late fall when the Dashboard is released.</p>

## Expected

### Baseline

1. ALL students

Status: "High" with +12.5 points above

Level 3,

Change : Increased by +7.1 points

2. EL students

Status: "Medium" with 2.9 points below

Level 3

Change: Increased by +9.9 points

3. SED students

Status: "Low" with 13.3 points below Level 3

Change: Increased by +7.2 points

4. SWD students

Status: "Low" with 68 points below Level 3

Change: Decreased by -2.8 points

### Metric/Indicator

Mathematics Dashboard Indicator

#### 17-18

1. ALL students status will be

"Medium" with +10 point increase

2. EL students status will be "Medium" with

+10 point increase

3. SED students status will be "Low"

with +10 point increase

4. SWD students status will be "Low" with an increase of +10 points

5. Hispanic students status will be "Low" with an increase of +10 points

## Actual

All students Status:

EL Student Status:

SED Student Status:

SWD Student Status:

Hispanic Students:

Data will be uploaded in late fall when the Dashboard is released.



## Expected

## Actual

### Baseline

1. ALL students  
Status: "Medium" with 12.3 points below Level 3,  
Change : Maintained with +1.6 points  
2. EL students  
Status: "Medium" with 24.6 points below Level 3  
Change: Maintained with +1.5 points  
3. SED students  
Status: "Low" with 38.5 points below Level 3  
Change: Maintained with +1.3 points  
4. SWD students  
Status: "Low" with 92.7 points below Level 3  
Change: Decreased by -8.1 points  
5. Hispanic students  
Status: "Low" with 37 points below Level 3  
Change: Decreased by -1 point

### Metric/Indicator

Williams Audit - Highly Qualified Teachers

### 17-18

100% Compliant

### Baseline

100% Compliant

Williams Audit - 100% teacher credentialing compliant.

### Metric/Indicator

Williams Audit & Resolution- Instructional Materials

### 17-18

100% Compliant

### Baseline

100% Compliant

Williams Audit and Resolution - Instructional Materials - 1 complaint received and rectified.

### Metric/Indicator

Professional Development Survey Data

### 17-18

Maintain 90% or high approval rating

94% of teachers reported that Professional Development Met or Exceeded their expectations.

Expected

Actual

**Baseline**

97% of teachers reported that Professional Development Met or Exceeded their expectations.

**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
Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level. 1. Provide Professional Development options maximizing teacher time in the classroom that includes but is not limited to District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Professional Development Days, summer training, after-school courses offered by the District and other relevant training as determined by needs. 2. Provide ongoing Professional Development for State Standards implementation and NGSS. 3. Support classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance. 4. Support classroom teachers with an EL instructional coach to	Three full-day Professional Development sessions were held this school year. The focus of the Professional Development was tailored to the grade level and content area or specialist area. Grade levels/content area learning had an emphasis on new state standards, new English-Language Arts/English Language Development instructional materials, History-Social Science framework, writing instruction, physical education learning objectives and assessments, NGSS and mathematical mindsets and growth and more. Specialists focused on Multi-tiered systems of support, suicide prevention, health services procedures, social-emotional learning, speech and language assessments and trauma-informed practices. Training was provided by highly regarded professionals in our region and instructional materials professionals representatives.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district Professional Development to implement the new standards. LCFF - Supplemental 51,710  Certificated substitute costs to support Professional Development. LCFF - Supplemental 23,000  Professional Development contracts, travel and conference, materials and supplies, extra duty certificated and classified. LCFF - Supplemental 81,364	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of district Professional Development to implement the new standards. LCFF - Supplemental 52,152  Certificated substitute costs to support Professional Development. LCFF - Supplemental 11,192  Professional Development contracts, travel and conference, materials and supplies, extra duty certificated and classified. LCFF - Supplemental 77,088

develop best instructional practices and strategies in order to maximize student learning and performance.

5. Provide Professional Development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.

6. Provide Professional Development in designing standards aligned special education goals and differentiated instruction.

7. Provide Professional Development for classified instructional support staff.

Curriculum camps were offered in June and July with 190 participants.

Google certification courses offered for all TAC members.

Professional Learning Institutes(PLI), which are offered off hours, were held throughout the year focusing on topics/teaching strategies/standards implementation. Teachers and instructional assistants were paid hourly for their time participating. Topics included:

Wonders Online Assessments

PowerSchool Gradebook

Joyful Writing

Think Central

I "Wonder" What the Students are Doing

Google Classroom 101

Ignite the Passion for Reading

Hour of Code

Targeting Students for Improving Test Scores

Lesson Design-Iron Chef Style

Intro to NGSS (K-5)

"Wondering" Through Technology

Universal Design for Learning

"Wondering" Into Designated ELD

StudySync

Intro to Google Apps

Intro to NGSS (K-1)

Intro to NGSS (2-3)

Author Donalyn Miller

Author Steven Layne

On Your Mark: Grading and Reporting

Technology Cafe

444 instructional staff attended these sessions.

NGSS training was offered for K-5 over 3 PLI dates. In addition, an NGSS training was held for all site administration in regard to instructional practices that should be seen during NGSS lessons and design. Our middle school and 4/5 teachers continued their work with Arthur Beauchamp from UC Davis 3 times during the Professional Development Days.

Co-teaching training days (1 full day per team) for all middle school co-teaching teams took place throughout the school year. On-going coaching and support (1 additional planning/coaching day per team per site) was offered to create coherence and guide implementation.

An online behavior and autism training for all District classified Instructional Assistants was offered. 99% of our Instructional Assistants attended the training.

CAPTAIN training and on-going coaching for best practices for teaching children with autism was provided throughout the year. Special Education Instructional Coach modeled lessons and provided in class support both for instructional practices as well as compliance areas. Special Education Instructional Coach provided one six-hour Professional

Development training in Wonders ELA curriculum.

K-5 staff participated in Area 3 Writing Project training at their sites, within their own classrooms. The training consisted of a demonstration lesson from Area 3 Writing Project coach and then follow up collaboration and planning for the teacher teams.

3rd-5th grade teams across the District received additional training for the non-negotiable use of the Expressions Math instructional materials and how to use them more effectively on a daily basis. Bridge materials for K-2 were ordered and training for the K-2 teachers on how to use them in order to provide a more solid transition from Go Math to Expressions began in the spring to be followed up with remaining sites in the fall of 2018.

Instructional coaches supported sites and staff in a variety of ways throughout the school year with implementation of effective practices and strategies. Support offered included refresher GLAD training and lesson/unit design, modeled lessons, specific training based on site need, implementation of the Expressions, Wonders and StudySync instructional materials, co-teaching, and new teacher induction.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Convene curriculum and assessment teams by grade level/content area as needed. 1. Design fully aligned assessments by grade level and content area. 2. Participate in a systematic process to develop instructional practices and implement curriculum.	K-8 teams met and participated in a systematic process to develop District Essentials standards (K-8) in English Language Arts (ELA) and Math.  The teams then recreated assessments in ELA and Math to reflect essential standards. All assessments (grades 3-8) will be given in EADMS/IO Education, our data management system. All grade levels K-8 will report scores into EADMS/IO Education.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development. LCFF - Supplemental 42,916  Contract costs to implement student performance data management system. LCFF - Base 45,000	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development. LCFF - Supplemental 42,898  Contract costs to implement student performance data management system. LCFF - Base 54,380

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development for new instructional materials. 1. Provide Professional Development for the newly adopted ELA instructional materials. 2. Possible pilot and adoption of History-Social Science instructional materials.	English Language Arts instructional materials were purchased and distributed District-wide. Over the course of the year, our staff participated in 4 formal Professional Development sessions for the new McGraw-Hill and StudySync ELA materials. This school year, staff have attended grade level specific training, PLIs on specific areas of the materials (ex. technology components) and Instructional Coaches have provided modeled lessons as needed to support implementation.	Certificated and classified salaries and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process. LCFF - Supplemental 45,261  Purchase of instructional materials. (RE 0116) LCFF - Base 283,171  Purchase of instructional materials. Lottery: Instructional Materials 124,792	Certificated and classified salaries and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process. LCFF - Supplemental 45,271  Purchase of instructional materials. (RE 0116) LCFF - Base 658,346  Purchase of instructional materials. Lottery: Instructional Materials 230,502

A team of teachers K-8 attended a pilot materials training for History-Social Studies. The team selected two sets of materials to pilot for K-5 and 6-8. A pilot committee was assembled in the spring and will pilot both set of materials August - November of 2018. After selecting the one program for each grade span, the pilot committee will recommend adoption to the Board of Trustees.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Library/Media Tech services to support use of tech devices as learning tools.	Library Media Techs (LMTs) met monthly with the Director of Instruction and Professional Learning to discuss site needs, technology updates, and an introduction to Future Ready Schools. LMTs were offered the opportunity to attend Professional Learning Institutes in the areas of technology and literacy. They also attended a conference.	Classified salaries and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers. LCFF - Supplemental 106,103  Professional Development for Library Media Techs. LCFF - Supplemental 2,000	Classified salaries and benefits to maintain hours for Library/Media Techs to provide technology support to students and teachers. LCFF - Supplemental 106,982  Professional Development for Library Media Techs. LCFF - Supplemental 0

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attract, recruit, and retain highly qualified staff.	Job fairs will be held to recruit highly qualified special education staff. Job Fairs: Chico State, UC Davis, Sonoma State, Sacramento State and PCOE.	Materials, supplies and resources. LCFF - Supplemental 6,475  New Teacher Induction Program MOU Educator Effectiveness Grant 30,000	Materials, supplies and resources. LCFF - Supplemental 6,475  New Teacher Induction Program MOU Educator Effectiveness Grant 34,200

	Universities that we have agreements with: Brandman University, Sacramento State, Grand Canyon University, William Jessup, National University, New York University, University of Phoenix.	District Induction Coach stipends. Educator Effectiveness Grant 30,000	District Induction Coach stipends. Educator Effectiveness Grant 19,000
	Professional Development specific to job duties, professional growth, effective communication of District processes and priorities have been held for certificated and classified staff, Health Services, School Counselors, Mental Health Specialists and Administrators.		
	Our first and second-year teachers were supported by our Instructional Coaches through the Induction program. Instructional Coaches met with the new teachers on a regular basis, modeled lessons, planned with them, and guided through the Induction process.		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor student achievement growth and needs for English Language Learner identified students. 1. Administer CELDT for the initials (incoming students). 2. Administer ELPAC for summative annual.	All students who were new to the US or CA and had a language other than English on the Home Language Survey were administered the CELDT.  All students who are currently identified as English learners during the testing window of	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans. LCFF - Supplemental 15,430  Materials and supplies to support Road to Reclassification and	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans. LCFF - Supplemental 16,213  Materials and supplies to support Road to Reclassification and



3. Implement Road to Reclassification and Pathway to Bi-literacy.	<p>February 1- May 31 were given the Summative ELPAC.</p> <p>Road to Reclassification was completed with all English learners (3rd-8th grade) and revisited before ELPAC testing. Sites introduced Pathway to Bi-literacy and tried to incorporate it into clubs. We continue to develop ideas on the implementation of the Pathway to Bi-literacy to get more students to involved.</p>	Pathway to Biliteracy. LCFF - Supplemental 2,500	Pathway to Biliteracy. LCFF - Supplemental 1,728
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer the AVID program in the District for 6-8 students.	AVID was offered to 308 students 6-8 at all three middle schools.	<p>Certificated and classified salaries and benefits for Educational Services to oversee and coordinate the AVID program at ACMS, SMS and CVR. LCFF - Supplemental 15,430</p> <p>MOU and contract fees with AVID, funds sent to sites to run the AVID program. Title II 13,000</p>	<p>Certificated and classified salaries and benefits for Educational Services to oversee and coordinate the AVID program at ACMS, SMS and CVR. LCFF - Supplemental 16,213</p> <p>MOU and contract fees with AVID, funds sent to sites to run the AVID program. Title II 13,000</p>

## 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.

All actions and services within Goal 4 have been completed or are in the process of being completed. Professional Development was extensive and was provided in a variety of settings including 3 designated dates throughout the school year, PLIs, in classroom demos and modeling, refreshers and guided planning with a coach, breakout days, and conferences. See narrative information in the action updates above for specifics in regard to implementation.

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

Over 90% of staff felt that their Professional Development this year met their needs, subject or specialty. They felt that the learning they are getting is a support for the classroom and it shows daily in the classrooms. The implementation of the materials and strategies can be observed through the district by administrators and visitors. The District Leadership team tours one school each month and have reported observing high levels of instruction, learning and engagement. Staff were trained extensively on the new ELA instructional materials and the CADRE provided additional training ongoing throughout the year. Efforts to attract highly qualified staff have been ongoing and included many job fairs and partnerships with universities. Essential standards and common assessments were developed with teams for implementation next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Receipt of English Language Arts instructional materials was delayed by vendor resulting in expenses posting in 2017-18 rather than 2016-17 in action 4.03. Library Media Tech training was provided, however, a different funding source was used.

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.

Next year, funding for Goal 4.1 was reduced and shifted to other funding sources in order to free funds for 3.7 MTSS supports. We will continue to plan and deliver high quality, Professional Development in the coming school year. We will also continue work with essential standards and common assessment development. In action 4.7 due to program shift to a variety of College and Career Ready courses, we will not continue the AVID program. This was determined last school year and is reflected also in action 2.4.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 5

Increase parent engagement and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent Survey</p> <p><b>17-18</b> Increase by 2% each year and/or maintain a 90% or above rating</p>	<p>This year, the District partnered with Hanover Research for our LCAP survey. Parents were surveyed and the baseline data for the questions is below. The questions were similar to last year's questions, but will not reflect a year to year comparison. We will use this year's data for a comparison with next year's survey to determine areas of growth and need. The data reflects a smaller number of parent responses than we have had in the past.</p> <p>86% of parents feel that the school keeps them well informed about events and activities. 83% of parents feel that District schools encourage parent involvement. 93% of parents feel they are able to communicate with teachers/staff when needed. 91% of parents prefer their child's school to provide information through email. 81% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p>

## Expected

## Actual

### Baseline

1. Parents responding the school provides opportunities for parent involvement and engagement in the school community - 95%
2. Parents responding they use the school and district websites to obtain information - 93%
3. Parents responding they receive communication from their school - 96%
4. Parents responding translation services are readily available - 97%

### Metric/Indicator

Parent/Family events held throughout the District each year.

### 17-18

Maintain or increase the number of events held throughout the year.

### Baseline

Over 30 events were held during the 2016-2017 school year.

Over 35 events were held during the 2017-18 school year.

### Metric/Indicator

Parent/Family members attending Family Literacy Classes

### 17-18

Increase the number of parent/family members attending Family Literacy classes by 10.

### Baseline

25 parents/family members attended Family Literacy Classes

29 parents/family members attended Family Literacy Classes.  
14 Latino Family Literacy  
15 Family Stories

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Promote parent and community engagement at the school and District level such as:

- Site-based family education events
- District lead family education and outreach events
- Site & District Committees
- Site Volunteer Programs
- Continue to seek and build partnerships with community agencies and businesses.

There were a variety of committees at both the site and District level that we encourage our parents to participate in. These committees include School Site Council, GATE Advisory, site and District English Language Advisory Committee, School Health and Wellness Committee, and Community Advisory Committee (CAC).

In addition to the above committees, there were many parent and community engagement events throughout the District during the school year. Some of the events are listed below:

Screenagers  
 Parent Academy Tech Night  
 Latino Family Literacy  
 Love and Logic  
 Art Docent Training  
 WatchDog Training  
 Kindergarten Orientation  
 TK Orientation  
 6th Grade Parent Orientation  
 Mugs & Muffins  
 Back to School Night  
 Family Picnics  
 Book Fair  
 Sami's Circuit Family Nights  
 Outdoor Movie Nights  
 Solar System Night (3rd Grade)  
 StarStruck Performances  
 Pancake Breakfasts  
 Variety/Talent Shows  
 Drama Performances  
 Open House  
 Art Show  
 Family Math Nights

Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts. LCFF - Supplemental 51,710

Funding passed on to school sites to support parent involvement and engagement. Title I 6,500

Funding passed on to school site to support parent involvement and engagement. LCFF - Supplemental 2,800

Family engagement resources, materials, supplies, and contracts. LCFF - Supplemental 4,013

Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts. LCFF - Supplemental 52,152

Funding passed on to school sites to support parent involvement and engagement. Title I 6,500

Funding passed on to school site to support parent involvement and engagement. LCFF - Supplemental 2,098

Family engagement resources, materials, supplies, and contracts. LCFF - Supplemental 617

Family Reading Nights  
 Volunteer Recognition Events  
 Trimester Awards Assemblies  
 Fall Family Picnics  
 Cookie & Curriculum Night  
 Social/Emotional Wellness Night  
 College Awareness Program  
 World's Fair  
 Multiple Site Specific PTA events  
 Music Concerts/Performances  
 Parent Crosswalk, Classroom and  
 Field Trip Volunteer Opportunities

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure each school site has a functional ELAC and the District DELAC provides direction, input and feedback on District-wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.	All sites had a functioning English Language Advisory Committee (ELAC). The ELAC at each site meets three times per year. The ELAC serves as a guiding body to the EL program and reviews the Single Plan for Student Achievement (SPSA), LCAP, school goals, program information, testing documents and scores, parent involvement opportunities and policy. In addition, sites gather ideas and feedback from the committee in regard to parent involvement and supports for their students.  The District English Language Advisory Committee (DELAC) also met three times this school year. The committee offered guidance and input on various program components, parent engagement	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs. LCFF - Supplemental 15,430	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs. LCFF - Supplemental 16,213
		Materials and supplies for DELAC. LCFF - Supplemental 500	Materials and supplies for DELAC. LCFF - Supplemental 155

and involvement and LCAP goals and services. It is the intent of the District to have all school sites represented by at least one parent per site at each meeting.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Survey the student/parent/community on critical matters needing input and feedback.</p> <ul style="list-style-type: none"> <li>• Include the survey via email with a direct easy to access link.</li> <li>• Provide information in the school newsletters and District website.</li> <li>• Ensure surveys to parents come from the same person that they typically receive email from regarding school news.</li> <li>• Ensure surveys sent out electronically are also accessible at school site.</li> </ul>	<p>Hanover Research developed accessible parent/staff/community surveys that were sent out electronically and made available hard copies for those without access. Translated versions were made available in Russian, Ukrainian and Spanish. The survey focused on school and District climate, support for unduplicated students and parental engagement.</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families. LCFF - Supplemental 8,794</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families. LCFF - Supplemental 9,254</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure translations and interpreters are readily available and utilized for each school site and District as needed.</p>	<p>The District and school sites have ensured that translations and interpreters are available as needed for all school and District meetings and events. The District contracted with translation services for written communication</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet</p>

materials. Interpreters are regularly recruited to have a standing list of available at sites along with personnel. A Language Line contract was secured in the event that face to face interpreters are unavailable or do not speak the language needed. Currently, the District translates written communication into Russian and Ukrainian. The District monitors our EL student numbers and home languages regularly and will increase home language translations as needed.

LCFF - Supplemental 15,430

Contracted services with agencies to translate written documents for District, trained interpreters or Language Line services. LCFF - Supplemental 15,000

LCFF - Supplemental 16,213

Contracted services with agencies to translate written documents for District, trained interpreters or Language Line services. LCFF - Supplemental 25,907

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase overall communication with parents. To include but not limited to:</p> <ul style="list-style-type: none"> <li>• Link important "updates" from the District website to the school websites</li> <li>• Twitter feeds</li> <li>• Facebook</li> <li>• School Messenger, PowerSchool, InfoSnap</li> <li>• Press Releases</li> <li>• Antelope and Woodcreek News</li> <li>• School &amp; District Newsletters</li> <li>• Outreach videos and pamphlets</li> </ul>	<p>Our communication to our community has increased again this school year. Below is a summary of the ways that we have communicated.</p> <p>Approximately 1.5 million impressions from 3,800 posts @drycreekschools on Twitter. 99% include our District's custom hashtag #DCJESDPROUD.</p> <p>Over 250,000 impressions from 3,000 posts and user engagements on Facebook/drycreekschools. DCJESD was featured in 9 positive television segments with an average live viewership of 65,000 per segment, more when you include traffic directed from the live video web link views.</p>	<p>Classified salaries and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District. LCFF - Supplemental 2,345</p> <p>Parent and community outreach LCFF - Supplemental 23,125</p> <p>Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap. LCFF - Base 76,919</p>	<p>Classified salaries and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District. LCFF - Supplemental 2,373</p> <p>Parent and community outreach LCFF - Supplemental 23,077</p> <p>Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap. LCFF - Base 68,848</p>



114 total mobile responsive monthly and quarterly digital newsletters emailed directly to stakeholders and posted via social media on our website(s).

30 professionally produced videos highlighting DCJESD's award-winning schools, curriculum, students, and staff.

60 electronic push notifications were sent to parents, guardians, and staff via the District's School Messenger app regarding high priority information.

500 unified website updates ensuring stakeholders have access to relevant and important District information directly at their fingertips.

Dry Creek's District and all school websites underwent an extensive ADA Web Compliance update making all of our content universally accessible. In addition, the District contracts with a company that monitors content and sends a report every 5-days noting any ADA accessibility errors so corrections can be made right away if needed.

50 digital press releases, media pitches, and written articles were submitted to the news media.

Numerous web and infographics were created in order to help visual

learners interpret information in a more friendly manner.

Marketing and promotional flyers, signs, banners, postcards, and brochures, were created, and more than 4,000 were distributed at each school site, District office, and community events combined highlighting DCJESD programs.

School Messenger was utilized with 2,376 total messages of which 1,674 for daily attendance and 702 for event/activity/safety/information messaging.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer and recruit parents to participate in the Love and Logic parent training.	Fall and spring sessions of Love and Logic were held in 2017/18 and will continue for 2018/19. Thirty-One (31) parents attended this school year. Sessions were held both at the District Office and school sites.	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. Mental Health 3,000	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. Mental Health 927
		Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. LCFF - Supplemental 13,355	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. LCFF - Supplemental 12,753

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer the Latino Family Literacy class and recruit interested families. Offer similar program(s)	Latino Family Literacy Semester 2 was offered at Coyote Ridge to all Spanish speaking parents of	Certificated and classified salary and benefits for Educational Services staff to oversee and	Certificated and classified salary and benefits for Educational Services staff to oversee and

for families of second language learners other than Spanish speaking, such as the Family Stories classes. Offer parents resources for Adult English language classes.

elementary students in February - March 2018. Latino Family Literacy College Awareness was offered at Antelope Crossing Middle School to 8th grade students and their parents in February - March 2018. Family Stories, a family literacy/family involvement program was offered at Creekview Ranch School to 1st grade students and their parents to develop literacy skills.

Parent Academy Nights began February 2018, to assist families with connections and communication with their schools. 6 families attended and were supported by 3 staff members in PowerSchool (SIS) access, Gmail accounts, and Google Translate. We will work to increase the number of parents attending Academy Nights in the coming year.

coordinate the Family Literacy programs: instructors, resources and program components. LCFF - Supplemental 15,430

Materials and Supplies LCFF - Supplemental 3,000

Salary and benefits for Family Literacy instructors. LCFF - Supplemental 4,500

coordinate the Family Literacy programs: instructors, resources and program components. LCFF - Supplemental 16,213

Materials and Supplies LCFF - Supplemental 125

Salary and benefits for Family Literacy instructors. LCFF - Supplemental 1,126

## 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.

All actions and services for Goal 5 have been or are in the process of being completed. Parent involvement and family engagement are important to our District and is addressed in the LCAP and the site SPSAs. See the narrative information in the actions above for specifics.

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

Including parents in our school communities is essential to student success. This year we have offered well over 40 engagement and involvement events throughout the District. Each year we purposefully plan the events and each site is given funds to support with resources and materials. School sites report high levels of involvement in student focused events. We have increased communication in a variety of ways over the last couple of years. We make an effort to inform parents and translate when necessary to ensure all access.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted and estimated actual expenditures were primarily due to staff salary schedules which based on particular employees filling specific position increased or decreased expenditures from original estimates. Funds in 5.1 and 5.7 were not spent in total. The anticipated opportunities and number of people to be served were much higher than actual. We will continue to fund parent engagement activities and events next school year. In action 5.4, additional funds were required to fulfill all of our needed translation services.

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.

We will continue to work with our communications officer and our school sites to increase our communication based on the results of our survey data. A Parent Academy has been developed and will focus on specific topics throughout the year. Classes will be offered at different school sites throughout the District. Unspent funds will be allocated toward services to support parent involvement and engagement. We are in the process of investigating English classes and various Parent Academy classes to be offered next year.

# 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?

The LEA sought engagement from our Parent Advisory groups which included representation from Title I, (serving low-income students), Foster Youth, and District English Language Advisory Committee (DELAC), serving English Learners. Three meetings were held throughout the process (November, February, and April) in which parents, teachers and administrators reviewed the eight state priority areas. Each group identified areas of interest related to the eight priorities and offered specific input prior to the development of the LCAP. All members had the opportunity to review goals, metrics, indicators, and outcomes. This team also reviewed the draft of the final LCAP document before it was presented to the Board of Trustees. In addition, LEA sought engagement from all nine School Site Councils and English Language Advisory Committees (ELAC) during the months of February, March, April, and May. Through a workshop at each school site, all members had the opportunity to review goals, metrics, indicators, and outcomes. Feedback was collected in written form. Site Councils included teachers, administrators, students (middle school) and parents. ELACs included teachers, parents, and administration.

The LEA sought engagement from the local bargaining units by providing them with an overview of the eight state priorities and the draft LCAP. Consultation was held in May 2018.

The LEA sought engagement from the District leadership team through analysis of current actions/services and suggestions for future years out. Feedback was collected in written form. The LEA utilized a District level working group to revisit each goal with the intent to verify and update each action and service based on what has occurred thus far in the school year. We reviewed metric results that were available at this time in order to better respond to the intended outcomes. This working group included the Assistant Superintendent of Educational Services, the Director of Special Education, Director of Student Services and Community Engagement, Director of Instruction and Professional Learning, Program Specialist and the Teacher on Assignment team.

The LEA sought engagement from staff, parents and the community through a survey document sent via school newsletters and email. Feedback was given in written electronic form aligned to each LCAP goal area. The LEA sought engagement from staff members through a workshop at each school site in which all members had the opportunity to review goals, metrics, indicators and outcomes. Feedback was collected in written form.

The Superintendent notifies the public of opportunity to comment regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 30, 2018, prior to a public hearing scheduled on June 7, 2018, when the LCAP will

be reviewed by the Board of Trustees. The Board will be asked to hear public comments. The Board will be asked to approve the LCAP and then the budget at a subsequent Board meeting scheduled on June 19, 2018.

## Impact on LCAP and Annual Update

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

This feedback received was essential in helping the District define its priorities for the first three years and guide the direction of the LCAP implementation. Our stakeholder input ensures the LCAP is locally defined, jointly developed and then widely disseminated. Information gathered from all of the various stakeholders was reviewed and considered in the development of the district's annual update of the LCAP. The District analyzed patterns or trends among the stakeholder responses in relation to greatest needs when considering any changes or additions to the action or services in each goal area.

Information gathered from these meetings was reviewed and utilized in the development of the district LCAP. These written comments were placed alongside the parent survey responses to determine any overall patterns. Matches noted were included in the actions and services section of the LCAP document.

Survey responses were recorded and analyzed for common ideas and important trends which provided focus and clarity in the development of the LCAP.

Stakeholder engagement and consultation was essential in helping the District guide the direction of the LCAP implementation. Our stakeholder input ensures that the LCAP is addressing the eight priorities as well as locally identified priorities. Meetings held throughout the school year provided necessary feedback and guidance on the annual LCAP update.

The metrics included all those required by Ed. Code and any additional ones that were deemed important by the stakeholders. These are examples of what was utilized: suspension and expulsion data, attendance rates, number of Foster Youth and any services provided as outreach to families and students, English Learner assessment and reclassification numbers, District assessment data, various survey responses and rates, parent involvement numbers and opportunities, enrollment in advanced programs, analysis of professional development and classroom observations.

Parents had multiple opportunities for engagement and consultation via School Site Councils (SSC), English Language Advisory Committee (ELAC), the District Parent Advisory group, and District-wide surveys.

The District included teachers in the process at various levels. A volunteer teacher representative from each school site was asked to be on the Parent Advisory, teachers participated at the School Site Council meeting where the LCAP was being reviewed, and site administration ran a workshop at a staff meeting to review LCAP and gather feedback.

Union leaderships were given the opportunity to review the draft LCAP, ask questions and/or provide feedback.

# 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

Increase time to learn.

### 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 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

1. Increase learning opportunities and time for students to meet grade level and language proficiency standards.
2. Provide early learning opportunities to establish a solid foundation for our unduplicated populations.
3. Provide support services to ensure students' ability to attend school regularly.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kindergarten Screener Score for TK students	70 points average score on the Kindergarten screener administered in the spring for TK students transitioning to	TK students will average a score of 60 or higher on the Kindergarten Screener.	TK students will average a score of 60 or higher on the Kindergarten Screener.	TK students will average a score of 60 or higher on the Kindergarten Screener.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	our Kindergarten program.			
Academic Bridge (Summer Program) Pre and Post Assessment	Pre-Assessment: Average Writing Score 1.3 Post Assessment: Average Writing Score 3.0  Number of students attending: 276	Academic Bridge students will show a minimum of 1 point growth on the post assessment.	Academic Bridge students will show a minimum of 1 point growth on the post assessment.	Academic Bridge students will show a minimum of 1 point growth on the post assessment.
Retention Rates	6 students retained 2016-2017	Retention rate for ALL students will remain below 1%.	Retention rate for ALL students will remain below 1%.	Retention rate for ALL students will remain below 1%.
Kindergarten Readiness Assessment for Bootcamp students	18% average growth on Kindergarten Readiness Assessment. Number of students attending: 31	Bootcamp students will increase their proficiency on the Kindergarten Readiness Assessment by an average of 10 percent or more.	Bootcamp students will increase their proficiency on the Kindergarten Readiness Assessment by an average of 10 percent or more.	Bootcamp students will increase their proficiency on the Kindergarten Readiness Assessment by an average of 10 percent or more.

## 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)



[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)

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: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch  
Specific Grade Spans: Kindergarten

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Minimize combination classes.

2018-19 Actions/Services

Minimize combination classes.

2019-20 Actions/Services

Minimize combination classes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	233,975	253,883	257,753
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits to eliminate combination classes at grade K.	Certificated salaries, benefits and materials to eliminate combination classes at grade K.	Certificated salaries, benefits and materials to eliminate combination classes at grade K.

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Maintain or decrease pupil to teacher target ratio.  
K-3 24:1  
4-5 30:1  
6-8 32:1

**2018-19 Actions/Services**

Maintain or decrease pupil to teacher target ratio.  
K-3 24:1  
4-5 30:1  
6-8 32:1

**2019-20 Actions/Services**

Maintain or decrease pupil to teacher target ratio.  
K-3 24:1  
4-5 30:1  
6-8 32:1

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	13,145,161	14,126,433	14,465,517
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Certificated salaries and benefits to maintain K-3 FTE staffing.	Certificated salaries and benefits to maintain K-3 FTE staffing.	Certificated salaries and benefits to maintain K-3 FTE staffing.

Amount	686,823	719,912	747,364
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5.	Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5.	Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5.
Amount	489,880	513,942	534,312
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8.	Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8.	Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8.
Amount	14,796,340	15,727,459	15,396,833
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Certificated salaries and benefits for 4-8 staff.	Certificated salaries and benefits for 4-8 staff.	Certificated salaries and benefits for 4-8 staff.

### 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)

Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch  
Specific Grade Spans: Kindergarten

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain or increase the District Transitional Kindergarten (TK) program.

2018-19 Actions/Services

Maintain or increase the District Transitional Kindergarten program.

2019-20 Actions/Services

Maintain or increase the District Transitional Kindergarten program.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	661,398	912,265	926,683
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Certificated salaries and benefits to maintain TK staff at 6.0 FTE.	Certificated salaries and benefits to maintain TK staff at 8.0 FTE.	Certificated salaries and benefits to maintain TK staff at 8.0 FTE.
Amount	6,000	6,000	6,000
Source	Lottery: Instructional Materials	Lottery: Instructional Materials	Lottery: Instructional Materials
Budget Reference	Textbooks and instructional materials for TK program.	Textbooks and instructional materials for TK program.	Textbooks and instructional materials for TK program.

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs.

1. Psychologist and Health Services staff to support our students.
2. Items to include transportation, clothing, school supplies, etc.

**2018-19 Actions/Services**

Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs.

1. Psychologist and Health Services staff to support our students.
2. Items to include transportation, clothing, school supplies, etc.

**2019-20 Actions/Services**

Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs.

1. Psychologist and Health Services staff to support our students.
2. Items to include transportation, clothing, school supplies, etc.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	224,528	247,688	258,396
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need.	Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need.	Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need.

Amount	8,794	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need.	Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need.	Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need.
Amount	3,000	3,000	3,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Material and supplies, contracts, and extra duty.	Material and supplies, contracts, and extra duty.	Material and supplies, contracts, and extra duty.

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch  
Specific Grade Spans: Kindergarten

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Maintain instructional support for Extended Day Kindergarten program.

#### 2018-19 Actions/Services

Maintain instructional support for Extended Day Kindergarten program.

#### 2019-20 Actions/Services

Maintain instructional support for Extended Day Kindergarten program.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	202,786	226,257	249,480
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program.	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program.	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program.

#### 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: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch  
Specific Grade Spans: Kindergarten

#### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain summer program for incoming at-risk Kindergartners.

2018-19 Actions/Services

Maintain summer program for incoming at-risk Kindergarten students.

2019-20 Actions/Services

Maintain summer program for incoming at-risk Kindergarten students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	8,122	8,262
Source	Title I	Title I	Title I
Budget Reference	Certificated salaries and benefits for summer program staff.	Certificated salaries and benefits for summer program staff.	Certificated salaries and benefits for summer program staff.
Amount	3,000	3,000	3,000
Source	Title I	Title I	Title I
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies
Amount	8,747	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program.	Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program.	Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program.

## 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)



[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)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools  
Specific Grade Spans: K - 7th grade

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Maintain a summer program to support identified students with additional time to learn.

**2018-19 Actions/Services**

Maintain or increase a summer program to support identified students with additional time to learn.

**2019-20 Actions/Services**

Maintain or increase a summer program to support identified students with additional time to learn.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	28,785	22,236	23,096
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Ed Services staff to plan and implement a summer program for identified students.	Certificated and classified salaries and benefits for Ed Services staff to plan and implement a summer program for identified students.	Certificated and classified salaries and benefits for Ed Services staff to plan and implement a summer program for identified students.

Amount	7,410	7,523	7,653
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for teachers to plan and teach summer program.	Certificated salaries and benefits for teachers to plan and teach summer program.	Certificated salaries and benefits for teachers to plan and teach summer program.
Amount	5,000	5,000	5,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

## Action 8

[Add Students to be Served selection here]	[Add Location(s) selection here]
--------------------------------------------	----------------------------------

OR

English Learners Foster Youth Low Income	LEA-wide	
------------------------------------------------	----------	--

## Actions/Services

	New Action	Unchanged Action
	Based on the May Revise projections, DCJESD may receive additional funds not yet assigned or discussed with stakeholders. Additional services will be based on identified needs during 2018/2019 Fiscal Year.	Based on the May Revise projections, DCJESD may receive additional funds not yet assigned or discussed with stakeholders. Additional services will be based on identified needs during 2019/2020 Fiscal Year.

## Budgeted Expenditures

Amount		34,342	44,922
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Items to be determined based on identified need. Tentatively assigned to materials, and contracted services.	Items to be determined based on identified need. Tentatively assigned to materials, and contracted 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 2

Increase access to curricular content.

### 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 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

1. Additional support to access curricular content standards.
2. Technology integration for teaching and learning.
3. Effective and accessible technology resources for students and staff.
4. Increase in reclassification rate for EL students.
5. Increase services and supports through Multi-tiered System of Supports.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Progress California Dashboard Indicator	"High" Status - 80.8% Maintained change - +1.3%	Maintain "High" or increase to "Very High"	Maintain "High" or increase to "Very High"	Maintain "High" or increase to "Very High"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate for EL students	Percentage of EL students reclassified Fluent English Proficient 2016-2017: 17%	Percent of EL students reclassified Fluent English Proficient will increase by 2%.	Percent of EL students reclassified Fluent English Proficient will increase by 2%.	Percent of EL students reclassified Fluent English Proficient will increase by 2%.
Number of students within identified subgroups participating in College and Career Ready programs: Advanced Math, Project Lead the Way, exploratory courses, Gifted and Talented Education (GATE)	<p>Students enrolled in College and Career Ready programs:</p> <p>Advanced Math 15%</p> <p>Students participating in full-year AVID course (SED/FY) students 47</p> <p>Students participating in full-year AVID course (EL/RFEP) 38</p> <p>Project Lead the Way (SED/FY) 165</p> <p>Project Lead the Way (EL/RFEP) 121</p> <p>GATE 12.7%</p>	<p>The number of students (identified subgroups) participating in College and Career Ready programs will increase.</p> <p>Students participating in Advanced Math.</p> <p>Students participating in full-year AVID course (SED/FY) increase by 10 students.</p> <p>Students participating in full-year AVID course (EL/RFEP) increase by 10 students.</p> <p>Project Lead the Way (all students)</p> <p>Project Lead the Way (SED/FY) will increase by 50 students.</p> <p>Project Lead the Way (EL/RFEP) will increase by 50 students.</p>	<p>The number of students (identified subgroups) participating in College and Career Ready programs.</p> <p>Students participating in Advanced Math (all students)</p> <p>Students participating in Advanced Math (SED/FY)</p> <p>Students participating in Advanced Math (EL/RFEP)</p> <p>Project Lead the Way (all students)</p> <p>Project Lead the Way (SED/FY)</p> <p>Project Lead the Way (EL/RFEP)</p> <p>GATE (all students)</p> <p>GATE (SED/FY)</p> <p>GATE (EL/RFEP)</p>	<p>The number of students (identified subgroups) participating in College and Career Ready programs.</p> <p>Students participating in Advanced Math (all students)</p> <p>Students participating in Advanced Math (SED/FY)</p> <p>Students participating in Advanced Math (EL/RFEP)</p> <p>Project Lead the Way (all students)</p> <p>Project Lead the Way (SED/FY)</p> <p>Project Lead the Way (EL/RFEP)</p> <p>GATE (all students)</p> <p>GATE (SED/FY)</p> <p>GATE (EL/RFEP)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		GATE (all students) GATE (SED/FY) GATE (EL/RFEP)		
Number of technology devices for student use	Chromebooks - 4,913 Middle Schools: 1:1 ratio Elementary Schools: approximately 2:1 ratio  iPads - 474 6 iPads per K-1 classroom Learning Center Individual Education Plans English Language Development Programs	Purchase additional devices as budget allows to increase access at elementary sites.	Purchase additional devices as budget allows to increase access at elementary sites as compared to the year before.	Purchase additional devices as budget allows to increase access at elementary sites as compared to the year before.
Number of GLAD trained certificated staff TK-8	208 certificated staff have been GLAD trained.	Increase the number of GLAD trained certificated staff.	Increase the number of GLAD trained certificated staff as compared to current number.	Maintain ALL certificated staff are GLAD trained.
Students moving up one Proficiency Level on the CELDT 2017-2018 ELPAC 2018-2020	1. Students moving from Beginning to Early Intermediate - 72 2. Students moving from Early Intermediate to Intermediate - 96 3. Students moving from Intermediate to Early Advanced - 145	Baseline for ELPAC proficiency levels. TBD	Students moving up one proficiency level on the ELPAC summative test. TBD	Students moving up one proficiency level on the ELPAC summative test. TBD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4. Students moving from Early Advanced to Advanced - 89			

## 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (TK-8)

1. Continue to facilitate Google training as needed at all grade levels and support the implementation of chromebooks and iPads in the TK-8 classrooms.
2. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support.
3. Develop a scope and sequence for technology integration by grade level TK-8.
4. Provide additional training for mobile STEAM labs.
5. Provide training and model lessons with Google Expeditions.

Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (TK-8)

1. Continue to facilitate Google training as needed at all grade levels and support the implementation of chromebooks and iPads in the TK-8 classrooms.
2. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support.
3. Develop TK-8 year-long learning outcomes in order to integrate technology standards in all curricular areas.

Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (TK-8)

1. Continue to facilitate Google training as needed at all grade levels and support the implementation of chromebooks and iPads in the TK-8 classrooms.
2. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support.
3. Implement TK-8 learning outcomes plan.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	36,280	68,661	70,874
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department.



Amount	7,000	14,819	15,075
Source	LCFF - Supplemental	Lottery	Lottery
Budget Reference	BrightBytes contract for student and staff technology survey.	Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District.	Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District.
Amount	11,035	10,190	10,312
Source	LCFF - Base	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District.	Materials, supplies, resources and/or training for technology integration.	Materials, supplies, resources and/or training for technology integration.
Amount	10,262	69,385	74,108
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials, supplies, resources and/or training for technology integration.	Classified salaries and benefits for Technology Department staff to support device implementation at school sites.	Classified salaries and benefits for Technology Department staff to support device implementation at school sites.
Amount	69,265		
Source	LCFF - Supplemental		
Budget Reference	Classified salaries and benefits for Technology Department staff to support device implementation at school sites.		

## Action 2

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1. Provide professional learning to build general education and EL specialist capacity to teach ELD. This will include training on the ELD standards, strategies, lesson design, use of ELD profiles and integrated and designated instruction.
2. EL specialists will participate in regular monthly meetings to address improvement of our program, strategies and resources and build capacity within the team.
3. EL specialists will collaborate with general education teachers to build a co-teaching model at sites.
4. Site administrators will complete the BELIEF modules.

**2018-19 Actions/Services**

1. Provide professional learning to build general education and EL specialist capacity to teach ELD. This will include training on the ELD standards, strategies, lesson design, use of Road to Reclassification process and integrated and designated instruction.
2. EL specialists will participate in regular monthly meetings to address improvement of our program, strategies and resources and build capacity within the team.
3. EL specialists will collaborate with general education teachers to build a co-teaching model at sites.
4. Site administrators will complete the BELIEF modules.
5. Hanover Research will conduct EL program evaluation.

**2019-20 Actions/Services**

1. Provide professional learning to build general education and EL specialist capacity to teach ELD. This will include training on the ELD standards, strategies, lesson design, use of Road to Reclassification process and integrated and designated instruction.
2. EL specialists will participate in regular monthly meetings to address improvement of our program, strategies and resources and build capacity within the team.
3. EL specialists will collaborate with general education teachers to build a co-teaching model at sites.
4. Implement identified services determined by EL program evaluation.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	68,479	70,252
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate Professional Development and implementation of the ELD standards and profile.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate Professional Development and implementation of the ELD standards and profile.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate Professional Development and implementation of the ELD standards and profile.
Amount	18,351	10,351	10,351
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Professional development contracts, travel and conference, materials and supplies, and extra duty.	Professional development contracts, travel and conference, materials and supplies, and extra duty.	Professional development contracts, travel and conference, materials and supplies, and extra duty.

### 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)

[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))

Limited to Unduplicated Student Group(s)

#### 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

Unchanged Action

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

Unchanged Action

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

Modified Action

### 2017-18 Actions/Services

1. Provide GLAD training for new and current certificated TK-8 staff.
2. Provide GLAD refresher training for previously trained staff.
3. Send team of certificated staff to GLAD Certification training.

### 2018-19 Actions/Services

1. Provide GLAD training for new and current TK-8 certificated staff.
2. Provide GLAD refresher training for previously trained staff.
3. Send team of certificated staff to GLAD Certification training.

### 2019-20 Actions/Services

1. Complete GLAD training for current certificated staff TK-8.
2. Provide training for newly hired certificated staff TK-8.
3. Provide GLAD refresher training for previously trained staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	49,365	68,479	70,252
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salary and benefits for staff to oversee the planning and implementation of GLAD training across the District.	Certificated and classified salary and benefits for staff to oversee the planning and implementation of GLAD training across the District.	Certificated and classified salary and benefits for staff to oversee the planning and implementation of GLAD training across the District.
Amount	10,000	10,000	10,000
Source	LCFF - Supplemental	Title III	Title III
Budget Reference	Certificated substitute costs for teachers participating in GLAD training.	Certificated substitute costs for teachers participating in GLAD training.	Certificated substitute costs for teachers participating in GLAD training.

Amount	24,000	24,000	5,000
Source	LCFF - Supplemental	Title III	Title III
Budget Reference	GLAD consultant contract and fees.	GLAD consultant contract and fees.	Materials and Supplies
Amount	5,000	5,000	
Source	LCFF - Supplemental	Title III	
Budget Reference	Materials and Supplies	Materials and Supplies	

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

All Schools

#### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Increase learning opportunities for college and career readiness to include but not limited to:

- Project Lead the Way - program expanded to all middle schools 2017-2018
- STEAM opportunities
- Advanced Math
- AVID
- GATE

Increase learning opportunities for college and career readiness to include but not limited to:

- Project Lead the Way
- Exploratory courses
- STEAM opportunities
- Advanced Math Pathway
- GATE

Increase learning opportunities for college and career readiness to include but not limited to:

- Project Lead the Way
- Exploratory courses
- STEAM opportunities
- Advanced Math Pathway
- GATE

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	29,561	28,781	29,817
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits to oversee and coordinate implementation, Professional Development, resources and programs.	Certificated and classified salaries and benefits to oversee and coordinate implementation, Professional Development, resources and programs.	Certificated and classified salaries and benefits to oversee and coordinate implementation, Professional Development, resources and programs.
Amount	25,000	25,000	25,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and supplies, travel and conference, and contracts.	Materials and supplies, travel and conference, and contracts.	Materials and supplies, travel and conference, and contracts.
Amount	13,000		
Source	Title II		
Budget Reference	MOU and contract fees with AVID, funds to sites to run the AVID program.		

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### Location(s):

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

Specific Schools: Antelope Meadows,  
Antelope Crossing, Barrett Ranch, Coyote  
Ridge, Creekview Ranch, Olive Grove

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain or increase EL/Reading  
specialists to address the specific needs at  
schools within the District.

2018-19 Actions/Services

Maintain or increase EL/Reading  
specialists to address the specific needs of  
students at each school site.

2019-20 Actions/Services

Maintain or increase EL/Reading  
specialists to address the specific needs of  
students at each school site.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	727,823	770,044	779,001
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing.	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing.	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing.

## 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)

All Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services



Provide funding to sites to support Multi-tiered System of Supports. Sites will provide programs and supports to meet identified needs of our EL, SED, Homeless, Foster Youth, and At-risk students.

Increase supports for students through our District-wide Multi-tiered System of Supports (MTSS).  
 1. Funds will be given directly to sites in order to provide specific programs and supports to meet identified needs of our EL, SED, Homeless, Foster Youth, and At-risk students.  
 2. Provide universal screener to be used for monitoring student progress throughout the year.

Increase supports for students through our District-wide Multi-tiered System of Supports (MTSS).  
 1. Funds will be given directly to sites in order to provide specific programs and supports to meet identified needs of our EL, SED, Homeless, Foster Youth, and At-risk students.  
 2. Provide universal screener to be used for monitoring student progress throughout the year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site.
Amount	63,750	16,050	16,050
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and benefits, materials.	Contract for universal screener to monitor student progress.	Contract for universal screener to monitor student progress.

Amount	40,200	51,458	42,055
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials.	Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and benefits, and materials.	Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and benefits, and materials.
Amount		45,235	45,699
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials.	Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials.
Amount		8,677	
Source		LCFF - Supplemental	
Budget Reference		Materials and supplies, resources and contracts to support academic interventions.	

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### 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	Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch Specific Grade Spans: K-3
------------------------------------------------	----------	------------------------------------------------------------------------------------------------------------------------------------------------------

### Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
-----------------	------------------	------------------

#### 2017-18 Actions/Services

Provide general education classroom teachers in grades TK-3 with instructional planning time.

#### 2018-19 Actions/Services

Provide general education classroom teachers in grades TK-3 with instructional planning time.

#### 2019-20 Actions/Services

Provide general education classroom teachers in grades TK-3 with instructional planning time.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	253,667	290,223	299,417
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for the TK-3 curricular planning program.	Certificated salaries and benefits for the TK-3 curricular planning program.	Certificated salaries and benefits for the TK-3 curricular planning program.
Amount	369,732	351,219	411,450
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Certificated salaries and benefits for the TK-3 curricular planning program.	Certificated salaries and benefits for the TK-3 curricular planning program.	Certificated salaries and benefits for the TK-3 curricular planning program.

# 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

Maintain safe and orderly schools with positive school climate.

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

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

Local Priorities:

### Identified Need:

1. Safe learning environment
2. Increase in student attendance and engagement
3. Multi-tiered System of Supports: positive behavior, climate and social/emotional programs and services
4. Increase in support services
5. Highly functioning facilities to support student learning

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain high levels (good or higher status) of facilities inspection as measured by the District's Facilities Inspection Tool (FIT).	1 ACMS 85.46% FAIR 2 AM 88.18% FAIR 3 BR 82.50% FAIR 4 CR 92.86% GOOD	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities	Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5 CVR 100.00% EXEMPLARY 6 HO 91.25% GOOD 7 OL 92.02% GOOD 8 QG 91.52% GOOD 9 SMS 91.92% GOOD	Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status.	Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status.	Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status.
District Attendance Rate	District Attendance Rate - 97%	Maintain Attendance Rate at 97% or higher	Maintain Attendance Rate at 97% or higher	Maintain Attendance Rate at 97% or higher
Chronic Absenteeism Dashboard Indicator	Chronic Absenteeism Dashboard is still unavailable. The baseline below is that determined by DataQuest: 401 students or 5.7%	Decrease by 1%	Decrease by 1%	Decrease by 1%
Suspension Rate Dashboard Indicator	1. ALL students have a "Medium" status at 2.9% with change of 0%. 2. EL students have a "Medium" status at 1.9% with a change of +.6%. 3. SED students have a "High" status at 4.3% with a change of -.3%.	1. Reduce suspension rate for ALL students to "Low" status. 2. Reduce suspension rate for EL students to "Low" status. 3. Reduce suspension rate for SED students to "Medium" status. 4. Reduce all other subgroups from	1. Maintain suspension rate for ALL students at "Low" status or reduce to "Very Low". 2. Reduce suspension rate for EL students to "Low" status. 3. Reduce suspension rate for SED students to "Low" status.	1. Maintain suspension rate for ALL students at "Very Low" status. 2. Reduce suspension rate for EL students to "Very Low" status. 3. Reduce suspension rate for SED students to "Very Low" status.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		"Medium" to "Low" and "High" or "Very High" to "Medium".	4. Reduce all other subgroups from "Medium" to "Low" and "High" or "Very High" to "Medium".	4. All other subgroups will maintain a "Low" or "Very Low" status.
Expulsion Rate	0%	Maintain expulsion rates below .25%.	Maintain expulsion rates below .25%.	Maintain expulsion rates below .25%.
Parent School Survey	<p>1. 19% of parents that report bullying is occurring at school.</p> <p>2. 96% of parents that feel the school is a safe place for their children.</p> <p>3. 87% of parents that feel students are treated with fairness and respect.</p>	<p>The District partnered with Hanover Research for the LCAP survey for 2017-18. Parents were surveyed and the baseline data for the questions is below. We will use this year's data for a comparison with next year's survey to determine areas of growth and need.</p> <p>1. 37% of parents feel that bullying is NOT a problem at school.</p> <p>2. 71% of parents feel that their students feel safe at school.</p> <p>3. 66% of parents feel that their students get along with each other and respect their differences.</p> <p>4. 72% of parents feel that all students are treated fairly.</p>	<p>1. Increase % of parents that feel bullying is NOT a problem at school by 4%.</p> <p>2. Increase the % of parents that feel their students feel safe at school by 2%.</p> <p>3. Increase the % of parents that feel that students get along with each other and respect their differences by 2%.</p> <p>4. Increase the % of parents that feel all students are treated fairly by 2%.</p>	<p>1. Increase % of parents that feel bullying is NOT a problem at school by 4%.</p> <p>2. Increase the % of parents that feel their students feel safe at school by 2%.</p> <p>3. Increase the % of parents that feel that students get along with each other and respect their differences by 2%.</p> <p>4. Increase the % of parents that feel all students are treated fairly by 2%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student School Survey	1. 32% of students that report bullying occurs at school. 2. 83% of students reporting that they feel the school is a safe place. 3. 60% of students reporting that they feel they are treated with fairness and respect.	1. Decrease % of students that report bullying occurs at school by 4%. 2. Increase the % of students reporting that they feel the school is a safe place by 2%. 3. Increase the % of students reporting that they feel they are treated with fairness and respect by 4%.	1. Decrease % of students that report bullying occurs at school by 4%. 2. Increase the % of students reporting that they feel the school is a safe place by 2%. 3. Increase the % of students reporting that they feel they are treated with fairness and respect by 4%.	1. Decrease % of students that report bullying occurs at school by 4%. 2. Increase the % of students reporting that they feel the school is a safe place by 2%. 3. Increase the % of students reporting that they feel they are treated with fairness and respect by 4%.
Middle School Dropout Rate	0%	Maintain dropout rates below .25%.	Maintain dropout rates below .25%.	Maintain dropout rates below .25%.

## 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
------------------------------------------------	----------	-------------

### Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
------------------	------------------	------------------

#### 2017-18 Actions/Services

Maintain or increase counselor support district-wide to support students with additional academic, social/emotional and behavioral needs.

#### 2018-19 Actions/Services

Maintain or increase counselor support district-wide to support students with additional academic, social/emotional and behavioral needs.

#### 2019-20 Actions/Services

Maintain or increase counselor support district-wide to support students with additional academic, social/emotional and behavioral needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	363,574	410,163	428,501
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs.	Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs.	Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs.
Amount	5,000	5,000	5,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials, supplies, resources, contracts, extra duty for counseling team.	Materials, supplies, resources, contracts, extra duty for counseling team.	Materials, supplies, resources, contracts, extra duty for counseling team.

### Action 2



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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

Monitor daily attendance at each school site.

- Provide recognition and incentives at school sites for excellent attendance.
- Communicate with parents regarding the importance of attendance and long-term effects of chronic absenteeism.
- Offer support to students and families to ensure high levels of attendance.
- Utilize SART and SARB processes for chronic absences and truancy.
- Partner with School Resource Officer for assistance with truancy.

**2018-19 Actions/Services**

Monitor daily attendance at each school site.

- Provide recognition and incentives at school sites for positive and improved attendance.
- Communicate with parents regarding the importance of attendance and long-term effects of chronic absenteeism.
- Offer support to students and families to ensure high levels of attendance.
- Utilize SART and SARB processes for chronic absences and truancy.
- Partner with School Resource Officer for assistance with truancy.

**2019-20 Actions/Services**

Monitor daily attendance at each school site.

- Provide recognition and incentives at school sites for positive and improved attendance.
- Communicate with parents regarding the importance of attendance and long-term effects of chronic absenteeism.
- Offer support to students and families to ensure high levels of attendance.
- Utilize SART and SARB processes for chronic absences and truancy.
- Partner with School Resource Officer for assistance with truancy.

- Track attendance and suspension/expulsion rates by subgroup.
- Implement "In Class Today" Attendance Campaign - Fall 2017.

- Track attendance and suspension/expulsion rates by subgroup.
- Continue "In Class Today" Attendance Campaign.
- Continue with the Attendance Work Group.

- Track attendance and suspension/expulsion rates by subgroup.
- Continue "In Class Today" Attendance Campaign.
- Continue with the Attendance Work Group.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,794	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns.	Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns.	Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by subgroup and monitor patterns.
Amount	7,000	7,000	7,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and supplies for incentive program.	Materials and supplies, and contracts.	Materials and supplies, and contracts.

### 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)

**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)

Foster Youth  
Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.

**2018-19 Actions/Services**

Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.

**2019-20 Actions/Services**

Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	8,794	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for District liaison for attendance to provide training to staff.	Certificated and classified salaries and benefits for District liaison for attendance to provide training to staff.	Certificated and classified salaries and benefits for District liaison for attendance to provide training to staff.

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

Support the development and administration of school site surveys to monitor and evaluate climate and culture in our schools.

- All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.
- Yearly give the California Healthy Kids Survey - 5th & 7th grade students

**2018-19 Actions/Services**

Partner with Hanover Research to develop and administer school site surveys to monitor and evaluate climate and culture in our schools.

- All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.
- Yearly give the California Healthy Kids Survey - 5th & 7th grade students

**2019-20 Actions/Services**

Partner with Hanover Research to develop and administer school site surveys to monitor and evaluate climate and culture in our schools.

- All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.
- Yearly give the California Healthy Kids Survey - 5th & 7th grade students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	750		
Source	LCFF - Supplemental		
Budget Reference	Survey Monkey		

Amount	6,449	12,683	12,888
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys.	Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys.	Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys.
Amount		11,236	39,500
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Contracted services with Hanover Research for program evaluations, surveys and research on best practices.	Contracted services with Hanover Research for program evaluations, surveys and research on best practices.

## 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)

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)

Foster Youth  
Low Income

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### 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

Unchanged Action

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

Modified Action

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

Unchanged Action

#### 2017-18 Actions/Services

Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students.

#### 2018-19 Actions/Services

Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students. Use Foster Focus to ensure maximum support and communication with coordinating agencies.

#### 2019-20 Actions/Services

Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students. Use Foster Focus to ensure maximum support and communication with coordinating agencies.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,794	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for District Foster Youth Liaison to collect and provide resources and to support facilitation of record transfers.	Certificated and classified salaries and benefits for District Foster Youth Liaison to collect and provide resources and to support facilitation of record transfers.	Certificated and classified salaries and benefits for District Foster Youth Liaison to collect and provide resources and to support facilitation of record transfers.
Amount		5,000	5,000
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Foster Focus Program	Foster Focus Program

#### 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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety. Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.

**2018-19 Actions/Services**

Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety. Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.

**2019-20 Actions/Services**

Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and program sustainability and safety. Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1,334,108	1,965,987	2,157,424
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data.	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data.	Use Routine Restricted Maintenance funds as needed to keep school facilities in good repair and utilize information from Facilities Inspection Tool as indicated by the data.

**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)

[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)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide funds to sites to develop and implement social and emotional support under their Multi-Tiered System of Supports.

1. Expand PBIS across the District.
2. Provide funds to all non-PBIS sites for positive behavior, culture and anti-bully program implementation.

**2018-19 Actions/Services**

Provide funds to sites to develop and implement social and emotional support under their Multi-Tiered System of Supports.

1. Expand PBIS across the District.
2. Provide funds to all non-PBIS sites for positive behavior, culture and anti-bully program implementation.
3. Provide funds to sites for school-based mental health therapy with Marriage Family Therapist.
4. Develop Positive Student Supports Guiding Coalition.

**2019-20 Actions/Services**

Provide funds to sites to develop and implement social and emotional support under their Multi-Tiered System of Supports.

1. Expand PBIS across the District.
2. Provide funds to all non-PBIS sites for positive behavior, culture and anti-bully program implementation.
3. Provide funds to sites for school-based mental health therapy with Marriage Family Therapist.
4. Continue Positive Student Supports Guiding Coalition.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	9,000	12,000	12,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Contracted services, PBIS program MOU with PCOE.	Contracted services, PBIS program MOU with PCOE.	Contracted services, PBIS program MOU with PCOE.
Amount	4,500	3,000	3,009
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Site support for Multi-tiered System of Supports to include certificated/classified salaries and benefits, materials and contracted services.	Site support for Multi-tiered System of Supports to include certificated/classified salaries and benefits, materials and contracted services.	Site support for Multi-tiered System of Supports to include certificated/classified salaries and benefits, materials and contracted services.
Amount	8,794	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits of District staff to coordinate and process PBIS program.	Certificated and classified salaries and benefits of District staff to coordinate and process PBIS program.	Certificated and classified salaries and benefits of District staff to coordinate and process PBIS program.
Amount		32,364	32,364
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Contracts for school based mental health therapy.	Contracts for school based mental health therapy.

Amount		3,000	1,500
Source		LCFF - Supplemental	LCFF - Supplemental
Budget Reference		Materials, contracts, and resources for Positive Student Supports Guiding Coalition.	Materials, contracts, and resources for Positive Student Supports Guiding Coalition.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 4

Increase teacher effectiveness and student performance.

### 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 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

1. Fully-aligned standards-based instruction and instructional materials
2. High quality Professional Development
3. 100% Highly Qualified Staff
4. Close the performance gap and increase achievement levels for identified subgroups

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Language Arts Dashboard Indicator	1. ALL students Status: "High" with +12.5 points above Level 3 Change : Increased by +7.1 points	1. ALL students status will remain "High" with +10 point increase 2. EL students status will be "High" with +10 point increase	1. ALL students status will remain "High" with +10 point increase 2. EL students status will be "High" with +10 point increase	1. ALL students status will remain "High" with +10 point increase 2. EL students status will be "High" with +10 point increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2. EL students Status: "Medium" with 2.9 points below Level 3 Change: Increased by +9.9 points</p> <p>3. SED students Status: "Low" with 13.3 points below Level 3 Change: Increased by +7.2 points</p> <p>4. SWD students Status: "Low" with 68 points below Level 3 Change: Decreased by -2.8 points</p>	<p>3. SED students status will be "Medium" with +10 point increase</p> <p>4. SWD students status will be "Low" with +10 point increase</p>	<p>3. SED students status will be "High" with +10 point increase</p> <p>4. SWD students status will be "Low" with +10 point increase</p>	<p>3. SED students status will be "High" with +10 point increase</p> <p>4. SWD students status will be "Low" with +10 point increase</p>
Mathematics Dashboard Indicator	<p>1. ALL students Status: "Medium" with 12.3 points below Level 3 Change : Maintained with +1.6 points</p> <p>2. EL students Status: "Medium" with 24.6 points below Level 3 Change: Maintained with +1.5 points</p> <p>3. SED students Status: "Low" with 38.5 points below Level 3 Change: Maintained with +1.3 points</p> <p>4. SWD students</p>	<p>1. ALL students status will be "Medium" with +10 point increase</p> <p>2. EL students status will be "Medium" with +10 point increase</p> <p>3. SED students status will be "Low" with +10 point increase</p> <p>4. SWD students status will be "Low" with an increase of +10 points</p> <p>5. Hispanic students status will be "Low" with an increase of +10 points</p>	<p>1. ALL students status will be "High" with +10 point increase</p> <p>2. EL students status will be "Medium" with +10 point increase</p> <p>3. SED students status will be "Low" with +10 point increase</p> <p>4. SWD students status will be "Low" with an increase of +10 points</p> <p>5. Hispanic students status will be "Low" with an increase of +10 points</p>	<p>1. ALL students status will be "High" with +10 point increase</p> <p>2. EL students status will be "High" with +10 point increase</p> <p>3. SED students status will be "Medium" with +10 point increase</p> <p>4. SWD students status will be "Low" with an increase of +10 points</p> <p>5. Hispanic students status will be "Low" with an increase of +10 points</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Status: "Low" with 92.7 points below Level 3 Change: Decreased by - 8.1 points 5. Hispanic students Status: "Low" with 37 points below Level 3 Change: Decreased by - 1 point			
Williams Audit - Highly Qualified Teachers	100% Compliant	100% Compliant	100% Compliant	100% Compliant
Williams Audit & Resolution- Instructional Materials	100% Compliant	100% Compliant	100% Compliant	100% Compliant
Professional Development Survey Data	97% of teachers reported that Professional Development Met or Exceeded their expectations.	Maintain 90% or higher approval rating.	Maintain 90% or higher approval rating.	Maintain 90% or higher approval rating.

## 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)

[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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level.

1. Provide Professional Development options maximizing teacher time in the classroom that includes but is not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Professional Development Days, summer training, after-school courses offered by the District and other relevant training as determined by needs.

2. Provide ongoing Professional Development for State Standards implementation and NGSS.

3. Support classroom teachers with an instructional coach(es) to develop

**2018-19 Actions/Services**

Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level.

1. Provide Professional Development options maximizing teacher time in the classroom that includes but is not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Professional Development Days, summer training, after-school courses offered by the District and other relevant training as determined by needs.

2. Provide ongoing Professional Development for State Standards implementation for all subject areas

3. Support classroom teachers with an instructional coach(es) to develop

**2019-20 Actions/Services**

Design and deliver District Professional Development to support staff on the implementation of the state standards at each grade level.

1. Provide Professional Development options maximizing teacher time in the classroom that includes but is not limited to: District Teacher Resource Page, Tutorials, Google Docs sharing, Google Education online courses, District Professional Development Days, summer training, after-school courses offered by the District and other relevant training as determined by needs.

2. Provide ongoing Professional Development for State Standards implementation for all subject areas.

3. Support classroom teachers with an instructional coach(es) to develop

best instructional practices and strategies in order to maximize student learning and performance.

4. Support classroom teachers with an EL instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance.

5. Provide Professional Development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.

6. Provide Professional Development in designing standards aligned special education goals and differentiated instruction.

7. Provide Professional Development for classified instructional support staff.

best instructional practices and strategies in order to maximize student learning and performance.

4. Provide Professional Development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.

5. Provide Professional Development in designing standards aligned special education goals and differentiated instruction.

6. Provide Professional Development for classified instructional support staff.

7. Provide Professional Development in the area of Universal Design for Learning.

best instructional practices and strategies in order to maximize student learning and performance.

4. Provide Professional Development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.

5. Provide Professional Development in designing standards aligned special education goals and differentiated instruction.

6. Provide Professional Development for classified instructional support staff.

7. Provide Professional Development in the area of Universal Design for Learning.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	51,710	81,344	83,762
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District Professional Development to implement the new standards.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District Professional Development to implement the new standards.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District Professional Development to implement the new standards.

Amount	23,000	100,225	100,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated substitute costs to support Professional Development.	Professional Development contracts, travel and conference, materials and supplies, extra duty certificated and classified and certificated substitute costs to support Professional Development.	Professional Development contracts, travel and conference, materials and supplies, extra duty certificated and classified and certificated substitute costs to support Professional Development.
Amount	81,364		
Source	LCFF - Supplemental		
Budget Reference	Professional Development contracts, travel and conference, materials and supplies, extra duty certificated and classified.		

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services



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

Unchanged Action

#### 2017-18 Actions/Services

Convene curriculum and assessment teams by grade level/content area as needed.  
1. Design fully aligned assessments by grade level and content area.  
2. Participate in a systematic process to develop instructional practices and implement curriculum.

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

Modified Action

#### 2018-19 Actions/Services

Convene curriculum and assessment teams by grade level/content area as needed.  
1. Design fully aligned assessments by grade level and content area.

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

Unchanged Action

#### 2019-20 Actions/Services

Convene curriculum and assessment teams by grade level/content area as needed.  
1. Design fully aligned assessments by grade level and content area.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	42,916	68,661	70,874
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development.
Amount	45,000	54,380	54,380
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Contract costs to implement student performance data management system.	Contract costs to implement student performance data management system.	Contract costs to implement student performance data management system.

### 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Provide Professional Development for new instructional materials.

1. Provide Professional Development for the newly adopted ELA instructional materials.
2. Possible pilot and adoption of History-Social Science instructional materials.

**2018-19 Actions/Services**

Provide Professional Development for new instructional materials.

1. Pilot History-Social Science instructional materials.
2. Recommend selected instructional materials to Board of Trustees.
3. Purchase History-Social Science instructional materials and provide Professional Development.

**2019-20 Actions/Services**

Provide Professional Development for new instructional materials.

1. Select NGSS instructional materials for pilot in 2020/2021 school year.
2. Provide Professional Development and support on newly implemented History-Social Science instructional materials.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	45,261	0	0
Source	LCFF - Supplemental		
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to coordinate and oversee the pilot and adoption process.		
Amount	283,171	1,454,713	1,4740,098
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Purchase of instructional materials. (RE 0116)	Purchase of instructional materials. (RE 0116)	Purchase of instructional materials. (RE 0116)
Amount	124,792	237,287	210,902
Source	Lottery: Instructional Materials	Lottery: Instructional Materials	Lottery: Instructional Materials
Budget Reference	Purchase of instructional materials.	Purchase of instructional materials.	Purchase of instructional materials.

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

##### Scope of Services:

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

##### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain Library Media Tech services to  
support use of tech devices as learning  
tools.

Maintain Library Media Tech services to  
support use of tech devices as learning  
tools.

Maintain Library Media Tech services to  
support use of tech devices as learning  
tools.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	106,103	112,389	115,754
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Classified salaries and benefits to maintain hours for Library Media Techs to provide technology support to students and teachers.	Classified salaries and benefits to maintain hours for Library Media Techs to provide technology support to students and teachers.	Classified salaries and benefits to maintain hours for Library Media Techs to provide technology support to students and teachers.
Amount	2,000	2,000	2,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Professional Development for Library Media Techs.	Professional Development for Library Media Techs.	Professional Development for Library Media Techs.

### 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)

[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)

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Attract, recruit, and retain highly qualified staff.

2018-19 Actions/Services

Attract, recruit, and retain highly qualified staff.

2019-20 Actions/Services

Attract, recruit, and retain highly qualified staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	6,475	6,475	6,475
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials, supplies and resources.	Materials, supplies and resources.	Materials, supplies and resources.
Amount	30,000	38,000	38,000
Source	Educator Effectiveness Grant	Title II	Title II
Budget Reference	New Teacher Induction Program MOU.	New Teacher Induction Program MOU.	New Teacher Induction Program MOU.

Amount	30,000	38,000	38,000
Source	Educator Effectiveness Grant	Title II	Title II
Budget Reference	District Induction Coach stipends.	District Induction Coach stipends.	District Induction Coach stipends.
Amount			

## 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

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

Monitor student achievement growth and needs for English Language Learner identified students.

1. Administer CELDT for the initials (incoming students).
2. Administer ELPAC for summative annual.

### 2018-19 Actions/Services

Monitor student achievement growth and needs for English Language Learner identified students.

1. Administer ELPAC and use scores as a baseline for curricular goals and strategic academic support.
2. Implement Road to Reclassification and Pathway to Biliteracy.

### 2019-20 Actions/Services

Monitor student achievement growth and needs for English Language Learner identified students.

1. Administer ELPAC and use scores for curricular goals and strategic academic support.
2. Implement Road to Reclassification and Pathway to Biliteracy.

3. Implement Road to Reclassification and Pathway to Biliteracy.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans.
Amount	2,500	2,500	2,500
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and supplies to support Road to Reclassification and Pathway to Biliteracy.	Materials and supplies to support Road to Reclassification and Pathway to Biliteracy.	Materials and supplies to support Road to Reclassification and Pathway to Biliteracy.

### Action 7

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Antelope Crossing, Creekview Ranch, Silverado
------------------------------------------------	------------	--------------------------------------------------------------------

### 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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Offer the AVID program in the district for 6-8 students.		
-------------------------------------------------------------	--	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430		
Source	LCFF - Supplemental		
Budget Reference	Certificated and classified salaries and benefits for Educational Services to oversee and coordinate the AVID program at ACMS, SMS and CVR.		
Amount	13,000		
Source	Title II		
Budget Reference	MOU and contract fees with AVID, funds sent to sites to run the AVID program.		



# 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 5

Increase parent engagement and involvement.

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

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

Local Priorities:

### Identified Need:

1. More meaningful parent involvement
2. Opportunities for parent engagement and input
3. Increased communication in a variety of ways
4. Provide resources to parents and families in order to fully participate in their child's educational program

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey	1. Parents responding the school provides opportunities for parent involvement and engagement in the school community - 95%	The District partnered with Hanover Research for our LCAP survey in 2017-18. Parents were surveyed and the baseline data for the	Increase by 2% each year and/or maintain a 90% or above rating.	Increase by 2% each year and/or maintain a 90% or above rating.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2. Parents responding they use the school and district websites to obtain information - 93%</p> <p>3. Parents responding they receive communication from their school - 96%</p> <p>4. Parents responding translation services are readily available - 97%</p>	<p>questions is below. We will use this year's data for a comparison with next year's survey to determine areas of growth and need.</p> <p>1. 86% of parents feel that the school keeps them well informed about events and activities.</p> <p>2. 83% of parents feel that District schools encourage parent involvement.</p> <p>3. 93% of parents feel they are able to communicate with teachers/staff when needed.</p> <p>4. 91% of parents prefer their child's school to provide information through email.</p> <p>5. 81% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p>		
Parent/Family events held throughout the District each year	Over 30 events were held 2016-2017 school year.	Maintain or increase the number of events held throughout the year.	Maintain or increase the number of events held throughout the year.	Maintain or increase the number of events held throughout the year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/Family members attending Family Literacy classes	25 parents/family members attended Family Literacy classes.	Increase the number of parent/family members attending Family Literacy classes as compared to last school year.	Increase the number of parent/family members attending Family Literacy classes as compared to last school year.	Increase the number of parent/family members attending Family Literacy classes as compared to last school 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)

[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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Promote parent and community engagement at the school and District level such as:

- Site-based family education events
- District lead family education and outreach events
- Site & District Committees
- Site Volunteer Programs
- Continue to seek and build partnerships with community agencies and businesses

Promote parent and community engagement at the school and District level such as:

- Site-based family education events
- District lead family education and outreach events
- Site & District Committees
- Site Volunteer Programs
- Continue to seek and build partnerships with community agencies and businesses

Promote parent and community engagement at the school and District level such as:

- Site-based family education events
- District lead family education and outreach events
- Site & District Committees
- Site Volunteer Programs
- Continue to seek and build partnerships with community agencies and businesses

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	51,710	81,344	83,762
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts.
Amount	6,500	6,500	6,500
Source	Title I	Title I	Title I
Budget Reference	Funding passed on to school sites to support parent involvement and engagement.	Funding passed on to school sites to support parent involvement and engagement.	Funding passed on to school sites to support parent involvement and engagement.

Amount	2,800	2,800	2,800
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Funding passed on to school site to support parent involvement and engagement.	Funding passed on to school site to support parent involvement and engagement.	Funding passed on to school site to support parent involvement and engagement.
Amount	4,013	3,000	3,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Family engagement resources, materials, supplies, and contracts.	Family engagement resources, materials, supplies, and contracts.	Family engagement resources, materials, supplies, and contracts.

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### 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

Unchanged Action

2017-18 Actions/Services

Ensure each school site has a functional ELAC and the District DELAC provides

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

Unchanged Action

2018-19 Actions/Services

Ensure each school site has a functional ELAC and the District DELAC provides

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

Unchanged Action

2019-20 Actions/Services

Ensure each school site has a functional ELAC and the District DELAC provides

direction, input and feedback on District-wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.

direction, input and feedback on District-wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.

direction, input and feedback on District-wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs.
Amount	500	500	500
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and supplies for DELAC.	Materials and supplies for DELAC.	Materials and supplies for DELAC.

### 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

Survey the student/parent/community on critical matters needing input and feedback.

- Include the survey via email with a direct easy to access link.
- Provide information in the school newsletters and District website.
- Ensure surveys to parents come from the same person that they typically receive email from regarding school news.
- Ensure surveys sent out electronically are also accessible at school site.

#### 2018-19 Actions/Services

Survey the student/parent/community on critical matters needing input and feedback.

- Include the survey via email with a direct easy to access link.
- Provide information in the school newsletters and District website.
- Ensure surveys to parents come from the same person that they typically receive email from regarding school news.
- Ensure surveys sent out electronically are also accessible at school site.
- Work with Hanover Research to survey parents, staff and students yearly.

#### 2019-20 Actions/Services

Survey the student/parent/community on critical matters needing input and feedback.

- Include the survey via email with a direct easy to access link.
- Provide information in the school newsletters and District website.
- Ensure surveys to parents come from the same person that they typically receive email from regarding school news.
- Ensure surveys sent out electronically are also accessible at school site.
- Work with Hanover Research to survey parents, staff and students yearly.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,794	12,683	12,888
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families.	Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families.	Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant surveys and communication to families.

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners

##### Scope of Services:

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

Limited to Unduplicated Student Group(s)

##### 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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Ensure translations and interpreters are readily available and utilized for each school site and District as needed.

2018-19 Actions/Services

Ensure translations and interpreters are readily available and utilized for each school site and the District as needed.

2019-20 Actions/Services

Ensure translations and interpreters are readily available and utilized for each school site and the District as needed.



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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English.
Amount	15,000	21,500	20,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Contracted services with agencies to translate written documents for District, trained interpreters or Language Line services.	Contracted services with agencies to translate written documents for District, trained interpreters or Language Line services.	Contracted services with agencies to translate written documents for District, trained interpreters or Language Line 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Increase overall communication with parents. To include but not limited to:

- Link important "updates" from the District website to the school websites
- Twitter feeds
- Facebook
- School Messenger, PowerSchool, InfoSnap
- Press Releases
- Antelope and Woodcreek News
- School & District Newsletters
- Outreach videos and pamphlets

#### 2018-19 Actions/Services

Increase overall communication with parents. To include but not limited to:

- Link important "updates" from the District website to the school websites
- Twitter feeds
- Facebook
- School Messenger, PowerSchool, InfoSnap
- Press Releases
- Antelope and Woodcreek News
- School & District Newsletters
- Outreach videos and pamphlets

#### 2019-20 Actions/Services

Increase overall communication with parents. To include but not limited to:

- Link important "updates" from the District website to the school websites
- Twitter feeds
- Facebook
- School Messenger, PowerSchool, InfoSnap
- Press Releases
- Antelope and Woodcreek News
- School & District Newsletters
- Outreach videos and pamphlets

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,345	5,377	5,499
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Classified salaries and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District.	Classified salaries and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District.	Classified salaries and benefits for Educational Services to work collaboratively with the Communications Specialist to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District.
Amount	23,125	23,125	23,125
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Parent and community outreach.	Parent and community outreach.	Parent and community outreach.
Amount	76,919	78,459	78,459
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap.	Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap.	Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap.

## 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)

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Continue to offer and recruit parents to participate in the Love and Logic parent training.

**2018-19 Actions/Services**

Continue to offer and recruit parents to participate in the Love and Logic parent training.

**2019-20 Actions/Services**

Continue to offer and recruit parents to participate in the Love and Logic parent training.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	3,000	3,000	3,000
Source	Mental Health	Mental Health	Mental Health
Budget Reference	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.

Amount	13,355	0	0
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.	Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District.

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### 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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

Offer the Latino Family Literacy class and recruit interested families. Offer similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories

### 2018-19 Actions/Services

Maintain or increase the Latino Family Literacy class and recruit interested families. Maintain or increase similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories

### 2019-20 Actions/Services

Maintain or increase the Latino Family Literacy class and recruit interested families. Maintain or increase similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories

classes. Offer parents resources for Adult English language classes.

classes. Offer parents resources for Adult English language classes.

classes. Offer parents resources for Adult English language classes.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,430	7,306	7,389
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Certificated and classified salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components	Certificated and classified salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components	Certificated and classified salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources and program components
Amount	3,000	1,500	1,500
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies
Amount	4,500	3,000	3,000
Source	LCFF - Supplemental	LCFF - Supplemental	LCFF - Supplemental
Budget Reference	Salary and benefits for Family Literacy instructors.	Salary and benefits for Family Literacy instructors.	Salary and benefits for Family Literacy instructors.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$4,654,424

Percentage to Increase or Improve Services

8.93%

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 Supplemental Grant Funding is projected at \$4,654,424 in 2018-19 and \$4,839,644 in 2019-20.

In specific cases where there is a high concentration of English Learners (EL's), Redesigned Fluent English Proficient's (RFEP's), Low Income and/or Foster Youth (EL/LI/FY), supplemental funds are used to provide school-wide services above and beyond what is being provided for all students. The District will use supplemental funds to directly support unduplicated students (EL/LI/FY) with the instructional intervention and coaching provided by EL/Reading specialists (Goal/Action 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6), supplemental reading and math intervention support (Goal/Action 1.4, 1.5, 1.6, 1.7, 2.6), and through professional development for teachers in Math, English Language Arts, ELD, SDAIE and GLAD strategies (Goal/Action 2.2, 4.1).

Given these students have the greatest need of support in these areas, we will also use supplemental funds on a District-wide basis to meet our goals of:

1. Increased time to learn
2. Increased access to curricular content
3. Safe and engaging schools
4. Increased teacher effectiveness and student performance
5. Increased parent engagement and involvement

We believe the various actions listed in this document provide the greatest impact towards reaching these goals for these students and are the most effective use of supplemental funds. All of our schools support students in need. Using funds District-wide will

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).

ensure we directly reach all of these students. We believe providing an Extended-day Kindergarten, Transitional Kindergarten (TK), reducing class sizes, minimizing combination classes in Kindergarten and offering before/after school and summer programs, our EL, Low Income, Foster Youth and At-risk students will have more time to learn and thus experience greater success in school. The research is clear on the impact of more time to learn as a critical positive factor in student success.

The District utilized a recent research study conducted in April 2014 by the American Institute for Research (AIR) to evaluate the overall effectiveness of operating a TK program in the District. It was noted in the research study that overall, parents of TK students who participated in focus groups described positive experiences with the program. Several parents highlighted positive outcomes for their children across developmental domains. One parent explained, "I believe that the level of learning has been at the kindergarten level. They've learned numbers, letters, shapes, colors—a great deal." Parents reported feeling the extra year of instruction would position their children to be at the top of their kindergarten class the following year. In addition, parents mentioned seeing gains in their children's social and emotional development. For example, one parent explained, through TK, her son "learned quite a bit—especially the social part. He loves going to school." Another parent added, "The children learned a great deal about how to be responsible in the classroom." Parents also noted their children's patience and focus improved—they are able to sit still and pay attention, which will be expected in kindergarten. We believe this data is a fair representation of what we have heard from our parents regarding their experience with the TK and Kindergarten program in our District.

Extended Day Kindergarten was implemented in 2015. After two years of research and piloting traditional 1/2 day, extended day and full day programs and teacher and parent surveys, it was determined that extended day kindergarten would best meet our student needs. With the extended learning time, our Low income, at risk, EL and FY/homeless students would benefit from more time and more depth with learning English and the curriculum. (Goal/Action 1.5)

As indicated by State Superintendent, Tom Torlakson, "In California, Multi-Tiered System of Supports (MTSS) core components work together to create an integrated, comprehensive framework that focus on the Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts." With this in mind, we are working with site administration and staff to build a complete MTSS at each school site. This is to include social/emotional and academic supports. (Goal/Action 1.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.7)



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 research is clear on the impact of more time to learn as a critical positive factor in student success. As discussed in Pyramid Response to Intervention by Mike Mattos, allowing sufficient time is critical to student learning. With targeted instruction and sufficient time, learning will occur for all of our students. Teaching practices designed to meet the individual learning needs of each student are essential for success. Providing these learning opportunities such as extended day kindergarten, during, before and after school support classes and summer program for our students district-wide, ensures all students, no matter what school site they attend, will have access to additional learning time. (Goal/Action 1.5, 1.6, 1.7, 2.6)

College and Career Readiness is important to DCJESD. We have increased Project Lead the Way courses at our middle schools over the last two years and will increase them again in the 2018-2019 school year. We have collaborated with the high school district in order to set up alignment and pathways to college and career courses that are offered at their school sites. As noted in the Hanover Research 2012 research brief College and Career Preparedness, "In recent years, education agencies and researchers have identified the need to expand CCR programming beyond high school to ensure that younger students are being prepared for success. In a CCR guide developed for state and district leaders, the American Institutes for Research argues that if districts hope to graduate college and career ready students, "vertical collaboration between elementary, middle, and high schools is essential to prevent gaps in curricula and ensure content mastery." Further, a report from the ACT found that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school." In addition, the ACT report argues for college and career readiness through the K-12 spectrum, as CCR can be improved "when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance." (Goal/Action 2.4)

We have found that many of our Low Income, At-risk and Foster Youth students need social/emotional support in school. As a District, we will focus on building positive school climate in order to engage students and increase attendance. By providing Positive Behavioral Intervention and Supports (PBIS) structures in our schools along with increased counseling services we enable our most at-risk students to have the much needed social/emotional and behavioral supports. Providing increased health services directly supports our LI/FY and Homeless students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. Each of these activities is supported by literature that indicates the positive effects of a comprehensive system of support for students most in need. (Goal/Action 1.4, 2.6, 3.1, 3.2, 3.3, 3.4)

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).

As noted by the California Department of Education, "The CDE provides assistance to local schools and districts to achieve the following goals:

- 1) Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- 2) Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English Learners from their native English-speaking peers. In order to accomplish these goals, all English Learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction."

The DCJESD is committed to providing the most effective program for English Learners (EL), including an EL teacher at our sites with our highest EL populations. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience. (Goal/Action 1.7, 2.2, 2.3, 2.5, 2.6, 3.6, 5.2)

By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds, and coaching, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our EL/LI/FY will achieve at higher levels. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, while providing classroom supports to help these student achieve greater success. By increasing library and technology support services to support these students with technology devices and learning tools, we will overcome some of the barriers to learning that impact many of our EL/LI/FY students. Ensuring every EL/LI/FY student has the most highly qualified teacher provides them with a distinct advantage during their school years. In the research brief prepared by Grover J Whitehurst, Ph.D. for the U.S. Department of Education, evidence shows the impact of highly qualified teachers and increased student outcomes. We anticipate growth in each of these groups because we have provided intensive and focused professional development intended to serve these students. In order to implement the high-level instructional practices and technology, planning time has been provided to maximize lesson design. (Goal/Action 2.1, 2.7, 4.1, 4.2, 4.3, 4.5)

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).

Supporting our curricular programs with our school libraries is a priority. As curriculum and technology evolved over the last several years, so have the supports and needs of our Library Media Technicians. There is a movement across the country. Librarians are an integral part of teaching our students essential skills and supporting the integration of technology into our schools and learning. In a March 2018 journal article, *Without Foundations, We Can't Build: Information Literacy and The Need For Strong School Library Programs*, Cara Berg, Darby Malvy and Maureen Donohue advocated for the necessity to support the shift for librarians and their contribution to our students' learning. "In recent years, school librarians – re-branded School Library Media Specialists (SLMS), as new technologies came into play – have performed equally essential roles in a rapidly evolving information environment. In fact, many argue that a fast-paced, constantly changing information landscape makes qualified librarians more essential than ever in public schools. In their *Framework for Learners*, the American Association of School Librarians (2018) identifies several ways in which modern students must do more than simply locate information but rather must engage meaningfully with it, from curating resources to diversifying their inquiry processes. From our youngest kindergarten students to our graduating High School seniors, today's US school children face an onslaught of media and information the likes of which no prior generation has seen. Knowing how to locate, process, sort, and apply that information, and perhaps more importantly, knowing how to impart that knowledge to others, takes a specialized skill set unique to the training and education of a SLMS. At every stage of the K-12 educational process, qualified school librarians are one of the keys to a student's success (Kachel, 2013). In large part, this is because subject area teachers simply are not provided the time or training necessary to help students go from novices to competent researchers (AASL, 2012). When classroom teachers are able to collaborate with certified SLMS who enhance and support content-area lessons, students reap the reward." (Goal/Action 4.4)

Reaching out to our parents and community, particularly our EL, LI and FY parents, and guardians, will better enhance our programs and provide consistent parent participation rates. As noted in a study by Southwest Educational Development Laboratory, "When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement." All of our school sites serve students and families from many cultures, socio-economic status, and home languages. It is important to us to provide resources, family engagement opportunities and programs to all of our students and families within the District. (Goal/Action 5.1, 5.2, 5.3, 5.4, 5.5, 5.7)

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 minimum proportionality percentage is projected at 8.93% for 18-19 and 9.06% for 19-20.

The District plans to meet the increases by serving our unduplicated populations which includes, Low Income, English Learners, and Foster Youth. The overall goals are carried over to meet the needs of these students with additional actions and services listed in each goal section of this LCAP. The District will meet the proportionality requirement by spending in accordance with the listed actions and services listed in Goal section 2.

The District does not receive Concentration Grant Funds as it does not meet the targeted percentage.

## 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
\$4,284,682	8.73%

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 Supplemental Grant Funding is projected at \$3,590,328 in 2016-17, \$4,231,189 in 2017-18, \$4,349,928 in 2018-19 and \$4,507,377 in 2019-20. In specific cases where there is a high concentration of English Learners (EL's), Redesigned Fluent English Proficient's (RFEP's), Low Income and/or Foster Youth (EL/LI/FY), supplemental funds are used to provide school-wide services above and beyond what is being provided for all students. The District will use supplemental funds to directly support unduplicated students (EL/LI/FY) with the instructional intervention and coaching provided by EL/Reading specialists (Goal/Action 1.4, 1.5, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6), supplemental reading and math intervention support (Goal/Action 1.4, 1.5, 1.6, 1.7, 2.6), and through Professional Development for teachers in Math, English Language Arts, ELD, SDAIE and GLAD strategies (Goal/Action 4, 4.1).

Given these students have the greatest need of support in these areas, we will also use supplemental funds on a District-wide basis to meet our goals of:

1. Increased time to learn
2. Increased access to curricular content
3. Safe and engaging schools
4. Increased teacher effectiveness and student performance
5. Increased parent engagement and involvement

We believe the various actions listed in this document provide the greatest impact towards reaching these goals for these students and are the most effective use of supplemental funds. All of our schools support students in need. Using funds District-wide will ensure that we directly reach all of these students. We believe that providing an Extended-day Kindergarten, Transitional Kindergarten (TK), reducing class sizes, minimizing combination classes in Kindergarten and offering before/after school and summer programs, our EL, Low Income, Foster Youth and At-risk students will have more time to learn and thus experience greater success in school. The research is clear on the impact of more time to learn as a critical positive factor in student success.

The District utilized a recent research study conducted in April 2014 by the American Institute for Research (AIR) to evaluate the overall effectiveness of operating a TK program in the District. It was noted in the research study that overall, parents of TK students who participated in focus groups described positive experiences with the program. Several parents highlighted positive outcomes for their children across developmental domains. One parent explained, "I believe that the level of learning has been at the kindergarten level. They've learned numbers, letters, shapes, colors—a great deal." Parents reported feeling that the extra year of instruction would

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).

position their children to be at the top of their kindergarten class the following year. In addition, parents mentioned seeing gains in their children's social and emotional development. For example, one parent explained, through TK, her son "learned quite a bit—especially the social part. He loves going to school." Another parent added, "The children learned a great deal about how to be responsible in the classroom." Parents also noted that their children's patience and focus improved—they are able to sit still and pay attention, which will be expected in kindergarten. We believe that this data is a fair representation of what we have heard from our parents regarding their experience with the TK and Kindergarten program in our District. (Goal/Action 1.3)

As indicated by State Superintendent, Tom Torlakson, "In California, Multi-Tiered System of Supports (MTSS) core components work together to create an integrated, comprehensive framework that focus on the Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts." With this in mind, we are working with site administration and staff to build a complete MTSS at each school site. This is to include social/emotional and academic supports. (Goal/Action 1.1, 1.2, 1.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.7)

The research is clear on the impact of more time to learn as a critical positive factor in student success. As discussed in Pyramid Response to Intervention by Mike Mattos, allowing sufficient time is critical to student learning. With targeted instruction and sufficient time, learning will occur for all of our students. Teaching practices designed to meet the individual learning needs of each student are essential for success. Providing these learning opportunities such as during, before and after school support classes and summer program for our students District-wide, ensures all students, no matter what school site they attend, will have access to additional learning time. (Goal/Action 1.6, 1.7, 2.6)

We have found that many of our Low Income, At-risk and Foster Youth students need social/emotional support in school. As a District, we will focus on building positive school climate in order to engage students and increase attendance. By providing Positive Behavioral Intervention and Supports (PBIS) structures in our schools along with increased counseling services we enable our most at-risk students to have the much needed social/emotional and behavioral supports. Providing increased health services directly supports our LI/FY and Homeless students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. Each of these activities is supported by literature that indicates the positive effects of a comprehensive system of support for students most in need. (Goal/Action 1.4, 2.6, 3.1, 3.2, 3.3, 3.4)



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).

As noted by the California Department of Education, "The CDE provides assistance to local schools and districts to achieve the following goals:

- 1) Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- 2) Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English Learners from their native English-speaking peers. In order to accomplish these goals, all English Learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction."

The DCJESD is committed to providing the most effective program for English Learners (EL), including an EL teacher at our sites with our highest EL populations. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience. (Goal/Action 1.7, 2.2, 2.3, 2.5, 2.6, 3.6, 5.2)

By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds, and coaching, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our EL/LI/FY will achieve at higher levels. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, while providing classroom supports to help these students achieve greater success. By increasing library and technology support services to support these students with technology devices and learning tools, we will overcome some of the barriers to learning that impact many of our EL/LI/FY students. Ensuring every EL/LI/FY student has the most highly qualified teacher provides them with a distinct advantage during their school years. In the research brief prepared by Grover J Whitehurst, Ph.D. for the U.S. Department of Education, evidence shows the impact of highly qualified teachers and increased student outcomes. We anticipate growth in each of these groups because we have provided intensive and focused professional development intended to serve these students. In order to implement the high-level instructional practices and technology, planning time has been provided to maximize lesson design. (Goal/Action 2.1, 2.7, 4.1, 4.2, 4.3)

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).

Reaching out to our parents and community, particularly our EL, LI and FY parents and guardians, will better enhance our programs and provide consistent parent participation rates. As noted in a study by Southwest Educational Development Laboratory, "When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement." All of our school sites serve students and families from many cultures, socio-economic status, and home languages. It is important to us to provide resources, family engagement opportunities and programs to all of our students and families within the District. (Goal/Action 5.1, 5.2, 5.3, 5.4, 5.5, 5.7)

The minimum proportionality percentage is projected at 7.52% for 2016-17, 8.71% for 2017-18, 8.58% for 18-19 and 8.58% for 19-20. The District plans to meet the increases by serving our unduplicated populations which includes, Low Income, English Learners and Foster Youth. The overall goals are carried over to meet the needs of these students with additional actions and services listed in each goal section of this LCAP. The District will meet the proportionality requirement by spending in accordance with the listed actions and services listed in Goal section 2.

The District does not receive Concentration Grant Funds as it does not meet the targeted percentage.



# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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	35,259,338.00	36,271,046.00	35,259,338.00	39,739,674.00	53,414,227.00	128,413,239.00
	0.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness Grant	60,000.00	53,200.00	60,000.00	0.00	0.00	60,000.00
LCFF - Base	30,722,864.00	31,584,152.00	30,722,864.00	34,670,915.00	48,230,844.00	113,624,623.00
LCFF - Supplemental	4,299,182.00	4,353,865.00	4,299,182.00	4,675,031.00	4,839,644.00	13,813,857.00
Lottery	0.00	11,035.00	0.00	14,819.00	15,075.00	29,894.00
Lottery: Instructional Materials	130,792.00	230,570.00	130,792.00	243,287.00	216,902.00	590,981.00
Mental Health	3,000.00	927.00	3,000.00	3,000.00	3,000.00	9,000.00
Title I	17,500.00	11,297.00	17,500.00	17,622.00	17,762.00	52,884.00
Title II	26,000.00	26,000.00	26,000.00	76,000.00	76,000.00	178,000.00
Title III	0.00	0.00	0.00	39,000.00	15,000.00	54,000.00

\* 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	35,259,338.00	36,271,046.00	35,259,338.00	39,739,674.00	53,414,227.00	128,413,239.00
	35,259,338.00	36,271,046.00	35,259,338.00	39,739,674.00	53,414,227.00	128,413,239.00

\* 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	35,259,338.00	36,271,046.00	35,259,338.00	39,739,674.00	53,414,227.00	128,413,239.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Educator Effectiveness Grant	60,000.00	53,200.00	60,000.00	0.00	0.00	60,000.00
	LCFF - Base	30,722,864.00	31,584,152.00	30,722,864.00	34,670,915.00	48,230,844.00	113,624,623.00
	LCFF - Supplemental	4,299,182.00	4,353,865.00	4,299,182.00	4,675,031.00	4,839,644.00	13,813,857.00
	Lottery	0.00	11,035.00	0.00	14,819.00	15,075.00	29,894.00
	Lottery: Instructional Materials	130,792.00	230,570.00	130,792.00	243,287.00	216,902.00	590,981.00
	Mental Health	3,000.00	927.00	3,000.00	3,000.00	3,000.00	9,000.00
	Title I	17,500.00	11,297.00	17,500.00	17,622.00	17,762.00	52,884.00
	Title II	26,000.00	26,000.00	26,000.00	76,000.00	76,000.00	178,000.00
	Title III	0.00	0.00	0.00	39,000.00	15,000.00	54,000.00

\* 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	30,519,627.00	30,925,217.00	30,519,627.00	32,831,674.00	32,952,049.00	96,303,350.00
Goal 2	1,794,151.00	1,779,385.00	1,794,151.00	1,943,357.00	1,992,102.00	5,729,610.00
Goal 3	1,765,557.00	1,926,253.00	1,765,557.00	2,496,657.00	2,733,742.00	6,995,956.00
Goal 4	918,152.00	1,385,640.00	918,152.00	2,203,280.00	15,470,134.00	18,591,566.00
Goal 5	261,851.00	254,551.00	261,851.00	264,706.00	266,200.00	792,757.00

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