**LCAP Year** ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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 | Evergreen Elementary School District | | |
| Contact Name and Title | Dan Deguara<br>Assistant Superintendent | Email and Phone | ddeguara@eesd.org<br>408-270-6827 |

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

MISSION STATEMENT:
Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility and a commitment to academic and civic excellence.

VISION STATEMENT
Evergreen Elementary School District, in partnership with the community, will be recognized at the local, state and national level as a model for excellence in academics, arts and the sciences.

Evergreen School District has a very diverse population of 12,282 TK-8 students. There are eighteen schools; fifteen elementary and three middle schools. The ethnicity of our students are as follows: White 7.47%, Hispanic 23.99%, Filipino 7.67%, Asian 39.53%, Asian Indian 17.2%, American Indian 1.05%, Pacific Islander .65% and African American 2.15%. The significant subgroups are low income 33%, English learners 24% and foster youth <1%. Our unduplicated percentage is 39.94, per CALPADs report.

The district's Strategic School Plan is comprised of five goals that align to improved student achievement and academic success:
1. Retaining existing students and attract new students to the District.
2. Provide equitable education resources and facilities.
3. Achieve financial stability and sustainability.
4. Enhance use and integration of technology by student, teachers,staff and families.
5. Attract and retain teachers and staff, especially those with specialized credentials.

In keeping with our mission of providing all students with high quality education where each student demonstrates respect and a commitment to academic excellence, our goals have guided the district priorities, actions and allocation of resources. These goals will continue to guide our efforts to identify best practices and close achievement and opportunity gaps. Our Professional Learning Communities (PLCs) and other professional learning opportunities have helped in the identification of best practices. Our efforts of using data to drive decisions show improved outcomes for some students and areas of challenge that we intentionally have on the forefront of this plan.

The diversity of our district is an asset for our schools and communities. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function

in a multicultural, multi-ethnic environment. Yet, as we become more diverse, demands increase to find the most effective ways to help our students succeed academically as well as learn to get along with each other. Teachers are faced with the challenge of making instruction “culturally responsive”.

All of the district's eighteen schools have been California Distinguished schools. The California Department of Education recognizes outstanding educational programs and practices. This Award was created to honor public schools since the program's inception. Most recently the California Gold Ribbon was awarded to four (Chaboya Middle School, LeyVa Middle School, Quimby Oak Middle School, Evergreen Elementary School) of our eighteen schools and the National Blue Ribbon to two (James Franklin Smith Elementary and Evergreen Elementary) schools. We are happy to be honored among the the list of prestigious recipients.

There are 900 employees in our district. Our school staffs work tirelessly to support their students. From teachers cultivating curiosity to food service staff dishing up nutritious meals, the dedication of school staff is evident! We continue to foster healthier, happier school employees who are satisfied, successful and productive at work. School employee wellness is an important piece of the puzzle. School employee wellness means support for the physical, emotional and professional well-being of all school employees, from teachers and administrators to food service and maintenance staff. Supporting the well being of school employees will foster a culture of health among all staff in which healthy behaviors are supported and encouraged both at school and at home.

Increased need for collaboration, communication and transparency for our work is a significant driver behind change in our district. Technology plays an important role in innovation and educational design. With the increase in technological devices and mind shifts, there has been an immense wider-spread change with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for our students. We take pride in the district wide opportunities for teachers to provide 21st Century Skill Building for students as we prepare our students for college and careers.

Parent Involvement is at an all time high. Parent engagement portrays innovation and is exemplary as it improves the quality of education for all students, boost academic achievement, and smooths the transition for students moving from elementary to secondary schools. Not only do our programs focus on core subject areas, but they also look at the importance of 21st Century skills and builds in that strand enabling parents to have access to academic language and skills that are a significantly critical for our 21st Century students. The evidence of effectiveness is obvious through our data and the participation rate. The instructors’ content enable parents to become familiar with district standards as they enjoy classes tailored to meet their specific needs. Parent engagement in our district is unique because of the opportunities for parents to attend specified classes at the district level as well as attend various events at the school site. The opportunities in which parents can participate is "cutting edge" and clearly above and beyond what is typically found in parent involvement opportunities.

## LCAP HIGHLIGHTS

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

Full-day kindergarten is a successful strategy for closing achievement gaps and encouraging success. Longitudinal data suggest that full-day kindergarten classes show greater reading and mathematics gains (Walston and West). Full-day kinder can produce long-term educational gains, especially for low-income and minority students (Education Commission of the States). Teachers have more time to get to know kids and identify and address their learning challenges early (Center for Evaluation and Education Policy). Full-Day kindergarten offers social, emotional and intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities and transition between them (National Institute for Early Education Research). Parents prefer full-day kindergarten (National Center for Educational Statistics).

Social workers have now become a very viable and integral part of the district structure. They assist students and families in many ways. Social workers improve their school attendance and performance, promote positive working relationships and communication between parents/guardians and the school, complete assessments to determine students’ needs,provide advocacy for children and their families, refer students to after school programs, and assist in alleviating family stress to enable the child to function more effectively in school and community. Social, emotional and behavioral support is provided through crisis intervention and crisis management. It provides short-term individual student counseling, provides group counseling for students and helps the student develop appropriate social interaction skills while connecting families with appropriate community services. Community outreach and resource development is exemplified through consulting with other community agencies, coordinating community resources, and help schools receive support from mental health agencies.

SEAL is a model of the Sobrato Family Foundation that is designed to build the capacity of preschools and elementary schools to produce engaged, confident, skilled and motivated learners. The program develops the language, literacy, and academic skills of all children, especially young English learners. SEAL provides professional development and support for teachers and educational leaders focusing on articulation, implementation, of high leverage instructional strategies, and curricular alignment with 21st Century Skills and the Common Core standards. We have implemented SEAL (Sobrato Early Academic Language) for the second year. Two of our Title 1 Schools (Holly Oak and Dove Hill) participate in this program. First year of implementation was in grades TK, K, and 1st grade and second year of implementation will be in grades 2 and 3.

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Essential project design elements include key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision and publication of a public product. (Buck Institute for Education)

Parent University is a series of district-offered parent workshops designed to address interests and issues concerning parents with children of all ages, backgrounds and educational status. The philosophy of the Parent University is that parenting is an ongoing and life-long process. The purpose is to offer opportunities for parents to learn about specific topics from professionals with expertise in the focus area. The workshops provide a venue for parents to meet other parents with similar interests and to share challenges and successes with others in a positive environment. Many of the classes are structured for the parent and child. We believe that when parents are learning shoulder to shoulder with their child that it can be very powerful as well as beneficial Since launching Parent University more than a decade ago, our strategy has been clear and direct. We train the families to enhance their learning curve enabling them to be more motivated to referee their scholastic life.

**DRAFT LCAP Key Goals and Actions 2017-2018**

| Strategic Plan Goals | People | Programs and Services | Resources |
|---|---|---|---|
| **Goal 1**: Retain existing students and attract new students to the District | *Counselors, Social Workers, and MFT Interns (S, MF)** *Full Day TK/K with Instruction Assistants (LCFF)** .4 STEAM Teacher (LCFF) Noon Duty Supervisors (LCFF) Two assistant principals (S) **Expenditure Total: $2,053,951** | Transportation Services (S) Library Services (PT, MF) Project Cornerstone (S) CAPP (S) Project Based Learning Program (PBL) (S) Academic Language program (SEAL) (S) *Comp. Science/Digital Arts Pathway (MF)** Parcel Tax Programs (PT) **Expenditure Total: $4,122,397** | Accelerated Reader and Formative Assessment Tools (S) Youth Truth (S) Classroom Supplies (LCFF) School Enrichment Hours (S) *STEAM/STEM Resources (LCFF)** Science Camp (S) *PBIS (S)** **Expenditure Total: $398,152** |
| **Goal 2:** Provide equitable education resources and facilities | School Site Administration (LCFF) Health Services (LCFF) Special Education Staff (LCFF, MF) Instructional Coaches (S) Class Size Staffing at Title 1 schools (S) *Additional Clerical Staff at Title 1 (S)** **Expenditure Total: $24,043,935** | Intervention (Title III) Translation (S) 4-6 Prep (LCFF) Custodial Services (LCFF) Special Education Transportation (LCFF) ELD integrated and designated supports (S) Culturally Responsive Services (S) **Expenditure Total: $7,217,368** | Migrant Education (LCFF) Direct Site Supports (S, MF) Foster Youth Resources (S) Translation Services (S) *Parent University (S)** Family Resource Centers (S, MF) **Expenditure Total: $2,148,227** |
| **Goal 3:** Achieve financial stability and sustainability | Central office staff and services (LCFF) **Expenditure Total: $4,205,605** | Instruction Department Human Resources (S, MF) Communications Department, Resources and Director (S, MF) **Expenditure Total: $833,133** | Survey Tool (LCFF) Site Maintenance (LCFF) Indirect Costs (S, MF) **Expenditure Total: $2,741,941** |
| **Goal 4:** Enhance use and integration of technology by students, teachers, staff and families | Additional 2.25 FTE for Information Services Dept. (LCFF) **Expenditure Total: $227,187** | Parent Notification Systems (S) *Migrant Ed Technology at Home (MF)** **Expenditure Total: $42,326** | Digital Citizenship (S, MF) *Student Information Tool (S, MF)** Technology (S) **Expenditure Total: $371,501** |
| **Goal 5:** Attract and retain teachers and staff, especially those with specialized credentials | TK-8 Teaching Staff (LCFF, L) **Expenditure Total: $61,064,955** | Professional Development (S, MF) Teacher Induction (S) **Expenditure Total: $286,435** | Substitute Release Time (MF, S) Maintain Increase in Substitute Rate (LCFF) **Expenditure Total: $199,504** |

Key: Supplemental (S), Multi-Funded (MF), Parcel Tax (PT), Lottery (L), Local Control Funding Formula (LCFF)
*Items in italics indicate increased or improved services

working budget total: $109,956,617
Updated 6/2/17

## 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

Conditions of Learning
Our work to increase or improve conditions of learning has been focused around expanding extended TK and Kinder programs, with anticipated full implementation for the fall of 2018. This is a key shift in our course offerings.

Our Instructional Coaches, site administration, and Instruction Departments have been engaging in intentional work to drafting and development of a profile of a graduate and learning outcomes. This work has resulted in the creation of six outcomes we want for all students: Learner, Advocate, Collaborator, Communicator, Critical Thinker, and Innovator. In conjunction with the use of instructional rounds, Professional Learning Communities, and a clearer understanding of California State Standards we see instructional shifts in classrooms that are resulting in continued growth in pupil outcomes for all students, particularly for our student who are economically disadvantaged.

Economically Disadvantaged Students who met or exceeded standard (growth from 2015 to 2016):
ELA 68% to 76%
MA 64% to 74%

Pupil Outcomes
Overall we saw gains in proficiency on the CAASPP. Intentional programs and services that have supported these gains include: 1 full day of release time for teacher collaboration, adoption of materials for Math and English Language Arts/English Language Development in the last two years and additional support staff of counselors and social workers.

The addition of a Technology Teacher on Special Assignment has allowed for systematic training of all staff with Google App for Education and all technology resources that support classroom learning.

Engagement
Through the measure of YouthTruth and the Project Cornerstone Survey we see continued growth in our engagement measures. These data support not only the work in LCAP, but our Comprehensive Safe School Plans and Individual School Plans. Students are feeling connected to school and engaged in learning. Additionally, with the opening of the District Parent Resource Center at LeyVa Middle School we saw a historic number of Parent University registrations. Parent University offered the following new and improved classes 5 spanish only sessions, dads class, robotics at 3 more schools including the purchase of kits, and global competency class. Additionally, in collaboration with First 5 the Early Start Parent Resource Center was opened at Katherine Smith School.

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

While CAASPP scores show slight to moderate increases for most significant subgroups, the English learner subgroup showed slight declines. English learners who met or exceeded standard decreased from 25% to 21% in English Language Arts and from 26% to 25% in mathematics.

This trend indicates a need to analyze the delivery of integrated and designated ELD instruction. The adoption of new materials for the 2016-17 school year is anticipated to assist with this effort. Presenting materials and information in a coherent and accessible form will contribute to student success. Continued professional learning with a specific focus on English learners is needed.

Suspension Rate and ELA (grades 3-8) for students with disabilities showed as areas of greatest need as well. To address suspension rates for our students with disabilities, we are expanding our PBIS programs and have formed a Multi-Tier Systems of Support Committee, as funded by a grant out of Orange County Office of Education, to expand programs of support like mindfulness and preventative mental health supports.

To address ELA proficiency  levels (grades 3-8) for our students with disabilities we are increasing training and use of programs like Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) and  Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to create better learning objectives and goals, expanding use of base curriculum's intervention programs, and supporting differentiated learning needs with technology and the use of accessibility tools like Google Extension ReadWrite.  This tool supports speech to text, tracking, and text to speech features for students with literacy needs.

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

State indicator: Suspension

- The "All Students" category received a performance level of 5.
- Students with disabilities (performance level 3) scored two or more performance levels below the "all student" performance

State indicator: English learner progress

- The "All Students" category received a performance level of 2.

State indicator: English Language Arts (3-8)

- The "All Students" category received a performance level of 4.
- Students with disabilities (performance level 1) scored two or more performance levels below the "all student" performance

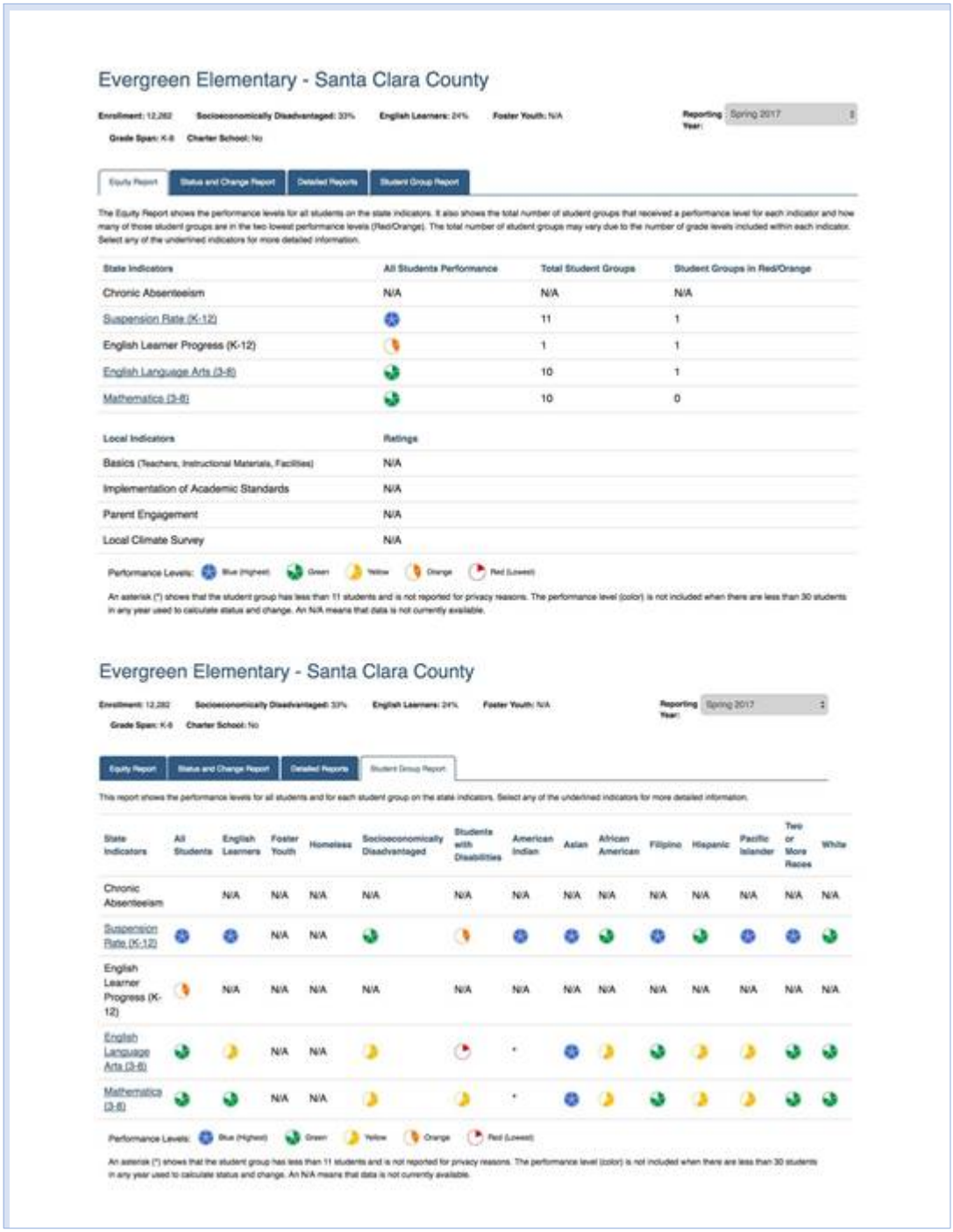
State indicator: Mathematics (3-8)

- The "All Students" category received a performance level of 4.
- All subgroups performed within 1 performance level of the "all student" group.

Evergreen School District adopted new English Language Arts and English Language Development materials for use in the 2016-17 school year. With these materials, there was a focus on professional development specifically in the area of English Language Development.

The suspension rate for students with disabilities is being addressed through strategic conversations facilitated by our Pupil Services department. Ensuring that staff have appropriate strategies for addressing specific needs ensures student success.

The ELA proficiency levels (3-8) for students with disabilities will be addressed by increasing training and use of programs like Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to created better learning objectives and goals, expanding our use of our base curriculum's intervention programs, and supporting differentiated learning needs with technology and the use of accessibility tools like Google Extension ReadWrite. This tool supports speech to text, tracking, and text to speech features for students with literacy needs.



Evergreen Elementary - Santa Clara County

Enrollment: 12,282 Socioeconomically Disadvantaged: 33% English Learners: 24% Foster Youth: N/A

Grade Span: K-8 Charter School: No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students Performance | Total Student Groups | Student Groups in Red/Orange |
|---|---|---|---|
| Chronic Absenteeism | N/A | N/A | N/A |
| Suspension Rate (K-12) | | 11 | 1 |
| English Learner Progress (K-12) | | 1 | 1 |
| English Language Arts (3-8) | | 10 | 1 |
| Mathematics (3-8) | | 10 | 0 |

| Local Indicators | Ratings |
|---|---|
| Basics (Teachers, Instructional Materials, Facilities) | N/A |
| Implementation of Academic Standards | N/A |
| Parent Engagement | N/A |
| Local Climate Survey | N/A |

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Evergreen Elementary - Santa Clara County

Enrollment: 12,282 Socioeconomically Disadvantaged: 33% English Learners: 24% Foster Youth: N/A

Grade Span: K-8 Charter School: No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | American Indian | Asian | African American | Filipino | Hispanic | Pacific Islander | Two or More Races | White |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chronic Absenteeism | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Suspension Rate (K-12) | | | N/A | N/A | | | | | | | | | | |
| English Learner Progress (K-12) | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Language Arts (3-8) | | | N/A | N/A | | | * | | | | | | | |
| Mathematics (3-8) | | | N/A | N/A | | | * | | | | | | | |

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

## INCREASED OR IMPROVED SERVICES

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.

During the 2017-2018 school year we have the following increased or improved services:

- Expansion of Sobroto Early Academic Language Program (SEAL) to Cadwallader and Montgomery Elementary Schools. This program serves to halt students from becoming Long-term English language learners.
- Creation of Career Tech Pathway program at LeyVa Middle School for English language learners and Low Income students.
- Increased targeted Mental Health Services and Mindfulness Programs through the Multi-Tier Support System (MTSS) for Foster Youth Students.

With the LCFF being 96% funded in conjunction with our local issue of declining enrollment, we are faced with the challenge of maintaining supplemental funding program at their current status. We currently spend more than the minimum funding targets. This may not technically be an increase, but these program do engage in ongoing reflection and improvement cycles to ensure that the programs are worth continuing to support student learning. Below is a summary of programs that we have protected and continue to improve through the feedback process.

During the 2016-17 school year, Evergreen School District implemented full-day (extended) kindergarten programs at 5 of 15 schools, with the expansion to 11 schools for the 17-18 school year. Full-day kindergarten is a successful strategy for closing achievement gaps and encouraging success. Longitudinal data demonstrate that children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes (Walston and West). Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students (Education Commission of the States). In full-day kindergarten classrooms, teachers have more time to get to know kids and identify and address their learning challenges early— saving money and resources over the long term and increasing the odds that children will be successful later in school. Full-day kinder can produce long-term educational gains, especially for low-income and minority students (Education Commission of the States). Teachers have more time to get to know kids and identify and address their learning challenges early (Center for Evaluation and Education Policy). Full-Day kindergarten offers social, emotional and intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities and transition between them (National Institute for Early Education Research). Parents prefer full-day kindergarten (National Center for Educational Statistics).

During the 2016-17 school year, Evergreen School District hired three District social workers to assist students, families and staff. Social workers have become a very viable and integral part of the district structure. They assist students and families in many ways. Social workers improve school attendance and performance, promote positive working relationships and communication between parents/guardians and the school, complete assessments to determine students' needs, provide advocacy for children and their families, refer students to after school programs, and assist in alleviating family stress to enable the child to function more effectively in school and community Social, emotional and behavioral support is provided through crisis intervention and crisis management. It provides short-term individual student counseling, provides group counseling for students and helps the student develop appropriate social interaction skills while connecting families with appropriate community services. Community outreach and resource development is exemplified through consulting with other community agencies, coordinating community resources, and help schools receive support from mental health agencies. District based social workers assist staff in many ways. Social workers provide staff with essential information to better understand factors affecting a student's performance. They participate in SST, 504 and IEP meetings to provide support, insight and strategies. These individuals support the implementation of social emotional goals for students. They provide staff with information around social-emotional learning monitor student attendance, and assist teachers with behavior management, community outreach and resource development. Additionally they make home visits to establish or expand home/school connection,coordinate support for students with school's staff and community agencies

Parent University was born out of a need to engage parents of English language learners and help them connect with schools. The program embodies innovation and is exemplary as it improves the quality of education for all students, boosts academic achievement, and smoothes the transition for students moving from elementary to secondary schools. Not only does Parent University focus on helping parents understand core subject areas and District standards, but it also addresses the importance of 21st Century Skills by offering opportunities for parents to learn academic language and skills that are critical to their ability to support our 21st Century students. The program provides "cutting edge" learning for parents and students involving them in such tasks as solving complex math problems, writing family histories, and creating movies. A few of the opportunities offered in fall, winter and spring include: Cyber Bullying: How to Protect Your Child; 21st Century Learning Skills; What are the California State Standards and Literacy Classes for Adults. The true evaluation of our Parent University Program comes from the participants themselves. Ms. Mamata stated, "The classes and workshops help me to help my children." Ms. Nguyen stated, "Now I know what my child means when she talks about Writer's Workshop!" Mr. Huynh commented, "I have signed up for all of the classes!" And, Mrs. Barragan said, "These classes really need to be much longer."

The instructional coaches in collaboration with site administrators and the Instruction Department Team have been intentionally developing a "Profile of A Graduate" in service of preparing all students with the skills they need to be career and college ready. This profile sharpens our instructional focus to support what students, particularly low income, English learners, and foster youth need. This has allowed us to deepen our work with Professional Learning Communities (Richard Dufour) (PLCs) with classroom teachers. In our PLCs teachers look at the direct impact of classroom teaching on student work and student assessments. The third piece of the work is with the practice of Instructional Rounds (Elmore, 2009). Instructional Rounds ask educators to collaboratively observe classrooms to support the observer's growth as an educator. The observer identifies the learning task and collects evidence of how the student, teacher, and content is connecting to the learning task. Creating a "Profile of a Graduate", using PLCs, and engaging in Instructional Rounds are high leverage strategies to support our students and increase rigor in our classrooms.

Please note: Any funding that is connected with personnel includes salary and benefits.

## 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 | $116,371,611 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $109,956,617.00 |

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.

Total general fund budget Expenditures for LCAP Year 2017-18 as of May 30, 2017.
The difference between box 1 and 2 is $6,414,994.
This includes:
Title I: $1,011,174
Title II: $268,369
Title III: $106,735
Donations: $2,039,288
Utilities: $2,664,524
Custodial Supplies: $127,086
Assessment and Audio Visual/Instruction Supplies: $124,536

The total LCFF Supplemental spending is $8,065,422.

Please note: Any funding that is connected with personnel includes salary and benefits.

**DRAFT LCAP Key Goals and Actions 2017-2018**

| Strategic Plan Goals | People | Programs and Services | Resources |
|---|---|---|---|
| **Goal 1**: Retain existing students and attract new students to the District | *Counselors, Social Workers, and MFT Interns (S, MF)** <br> *Full Day TK/K with Instruction Assistants (LCFF)** <br> .4 STEAM Teacher (LCFF) <br> Noon Duty Supervisors (LCFF) <br> Two assistant principals (S) <br> **Expenditure Total: $2,053,951** | Transportation Services (S) <br> Library Services (PT, MF) <br> Project Cornerstone (S) <br> CAPP (S) <br> Project Based Learning Program (PBL) (S) <br> Academic Language program (SEAL) (S) <br> *Comp. Science/Digital Arts Pathway (MF)** <br> Parcel Tax Programs (PT) <br> **Expenditure Total: $4,122,397** | Accelerated Reader and Formative Assessment Tools (S) <br> Youth Truth (S) <br> Classroom Supplies (LCFF) <br> School Enrichment Hours (S) <br> *STEAM/STEM Resources (LCFF)** <br> Science Camp (S) <br> *PBIS (S)** <br> **Expenditure Total: $398,152** |
| **Goal 2:** Provide equitable education resources and facilities | School Site Administration (LCFF) <br> Health Services (LCFF) <br> Special Education Staff (LCFF, MF) <br> Instructional Coaches (S) <br> Class Size Staffing at Title 1 schools (S) <br> *Additional Clerical Staff at Title 1 (S)** <br> **Expenditure Total: $24,043,935** | Intervention (Title III) <br> Translation (S) <br> 4-6 Prep (LCFF) <br> Custodial Services (LCFF) <br> Special Education Transportation (LCFF) <br> ELD integrated and designated supports (S) <br> Culturally Responsive Services (S) <br> **Expenditure Total: $7,217,368** | Migrant Education (LCFF) <br> Direct Site Supports (S, MF) <br> Foster Youth Resources (S) <br> Translation Services (S) <br> *Parent University (S)** <br> Family Resource Centers (S, MF) <br> **Expenditure Total: $2,148,227** |
| **Goal 3:** Achieve financial stability and sustainability | Central office staff and services (LCFF) <br> **Expenditure Total: $4,205,605** | Instruction Department Human Resources (S, MF) <br> Communications Department, Resources and Director (S, MF) <br> **Expenditure Total: $833,133** | Survey Tool (LCFF) <br> Site Maintenance (LCFF) <br> Indirect Costs (S, MF) <br> **Expenditure Total: $2,741,941** |
| **Goal 4:** Enhance use and integration of technology by students, teachers, staff and families | Additional 2.25 FTE for Information Services Dept. (LCFF) <br> **Expenditure Total: $227,187** | Parent Notification Systems (S) <br> *Migrant Ed Technology at Home (MF)** <br> **Expenditure Total: $42,326** | Digital Citizenship (S, MF) <br> *Student Information Tool (S, MF)** <br> Technology (S) <br> **Expenditure Total: $371,501** |
| **Goal 5:** Attract and retain teachers and staff, especially those with specialized credentials | TK-8 Teaching Staff (LCFF, L) <br> **Expenditure Total: $61,064,955** | Professional Development (S, MF) <br> Teacher Induction (S) <br> **Expenditure Total: $286,435** | Substitute Release Time (MF, S) <br> Maintain Increase in Substitute Rate (LCFF) <br> **Expenditure Total: $199,504** |

Key: Supplemental (S), Multi-Funded (MF), Parcel Tax (PT), Lottery (L), Local Control Funding Formula (LCFF)
*Items in italics indicate increased or improved services

working budget total: $109,956,617
Updated 6/2/17

$94,381,107 Total Projected LCFF Revenues for LCAP Year

# Annual Update

**LCAP Year Reviewed: 2016-17**

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

Promote achievement for all students in a rigorous, 21st century learning environment of collaboration, communication, critical thinking and creativity.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan 2A, 2B, 2C

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS).
- Students will read and write across content areas as measured by CAASPP, ADEPT, CELDT, English learner reclassification rates and local assessments.
- Students will increase communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on EdLeader 21/ Danielson rubrics.
- Students will continue the transition to CCSS/ELD content literacy, mathematical practices and foundational skills.
- Students will be instructed in an environment where they feel comfortable and capable of learning.

**ACTUAL**

- Students will meet standards on identified technological skills to support mastery of Common Core State Standards (CCSS). Did not complete.
- Students read and wrote across content areas as measured by CAASPP, ADEPT, CELDT, English learner reclassification rates and local assessments.
- Students increased communication, collaboration, critical thinking and creativity (4 Cs) as evidenced by progress on Danielson rubrics.
- Students continued the transition to CCSS/ELD content literacy, mathematical practices and foundational skills.
- Students were instructed in an environment where they feel comfortable and capable of learning.

**For summary of results see below and in our LCAP Appendices**

ACTIONS / SERVICES

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

## Action 1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Develop tool to monitor student proficiency and provide supports for digital citizenship. | A Technology Leadership was convened to consider best practices. The new Computer Science Framework will also inform additional work in this area. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Continue to use technology proficiency tool based on digital competencies (multifunded). LCFF $6,750 | Continued to use technology proficiency tool, SAMR model, based on digital competencies (multifunded). https://www.commonsensemedia.org/videos/introduction-to-the-samr-model LCFF $6,750 |
| | Continue to use technology proficiency tool (based on digital competencies) (multi-funded). Title II $6,750 | Continued to use technology proficiency tool, SAMR model, based on digital competencies (multifunded). https://www.commonsensemedia.org/videos/introduction-to-the-samr-model LCFF $6,750 |
| | Continue implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. Lottery $5,000 | Continued implementation of Common Sense Media, and increase ongoing exposure to digital citizenship concepts, including safety and bullying. This work is done on an annual basis to ensure that all students receive instruction around digital citizenship. This work was also connected to our efforts around Hour of Code and wide spread use of Google Apps for Education. Lottery $5,000 |
| | Continue to provide technology staff to support student learning. LCFF $214,641 | Provided technology staff to support student learning. LCFF 214,641 |

## Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Enhance teaching and learning with technology by providing additional hardware and technology support. | Enhanced teaching and learning with technology by providing additional hardware and technology support. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Continue to provide direct to site technology allocation to implement site technology plan. Supplemental - 1592 $259,084 | Continued to provide direct to site technology allocation to implement site technology plan. For this year based on individual school plans, all the money was used to purchase student and classroom technology (for example student devices and projectors). Supplemental - 1592 $259,084 |

## Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century Skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies. | Offered professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century Skills (4 Cs), differentiated instruction, culturally responsive instruction, and research based instructional strategies. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

| | | |
|---|---|---|
| | Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Title II $40,000<br>Continue to provide professional development for certificated, classified and administrative staff (multi-funded). LCFF $50,000<br>Continue to provide professional development for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 $188,055 | Continued to provide professional development for certificated, classified and administrative staff (multi-funded). Title II $40,000<br>Continued to provide professional development for certificated, classified and administrative staff (multi-funded). LCFF $50,000<br>Continued to provide professional development for certificated, classified and administrative staff (multi-funded). Supplemental - 1596 $188,055 |

## Action 4

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provide ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated. | ACTUAL<br>Provided ELA/ELD instructional materials (adoption) and strategies for students to be actively engaged in learning and motivated. |
| Expenditures | BUDGETED<br>Continue to provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs. Lottery $400,000 | ESTIMATED ACTUAL<br>Continued to provide students with resources to support instruction on CCSS/21st Century strategies and practices that meet their needs (consumable materials). Lottery $316,730 |

## Action 5

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provided targeted intervention for students before, during, or after school. | ACTUAL<br>Provided targeted intervention for students before, during, or after school. |
| Expenditures | BUDGETED<br>Recommend and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Title III $135,000<br>Continue to provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1590 $5,000 | ESTIMATED ACTUAL<br>Recommended and provide appropriate student interventions. Multi-funded with through supplemental "direct to site supplemental/LCFF support." Title III $135,000<br>Continued to provide opportunities for under represented families to develop college and career readiness skills through Frontload for Success. Supplemental - 1590 $5,000 |

## Action 6

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA). | ACTUAL<br>Portion of funding was allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single Plan for Student Achievement (SPSA). |
| Expenditures | BUDGETED<br>Provide supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 $633,907<br>Reduce class size and decrease student to teacher ratio at select high-needs schools. Supplemental - 1591 $642,464 | ESTIMATED ACTUAL<br>Provided supplemental "direct to site support" based on available funding for demonstrating increases or improved services. Supplemental - 1590 $633,907<br>Reduced class size and decreased student to teacher ratio at select high-needs schools. Supplemental - 1591 $642,464 |

| | | |
|---|---|---|
| | Allocate funding directly to schools based on student enrollment. LCFF $1,041,042<br>Provide additional classroom discretionary funds to support students ($5 per student) Supplemental - 1590 $60,000 | Allocated funding directly to schools based on student enrollment. LCFF $1,041,042<br>Provided additional classroom discretionary funds to support students ($5 per student) Supplemental - 1590 $60,000 |

## Action 7

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Outdoor Science School. | Outdoor Science School. |
| Expenditures | BUDGETED<br>Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 $85,000 | ESTIMATED ACTUAL<br>Continued to allocate funds sufficient to meet the cost of outdoor science school for low-income students. Supplemental - 1593 $62,476 |

## Action 8

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Support Services | Support Services |
| Expenditures | BUDGETED<br>Continue to provide support services and pay for indirect costs (multi-funded). 2.75 FTE administrator, 3.5 FTE clerical Supplemental - 1591 $847,967<br>Continue to provide support services and pay for indirect costs (multi-funded). Indirect costs up to 3.07%, not to exceed $160,000. Supplemental - 1593 $102,352 | ESTIMATED ACTUAL<br>Continued to provide support services and pay for indirect costs (multi-funded). 2.75 FTE administrator, 3.5 FTE clerical Supplemental - 1591 $847,967<br>Continued to provide support services and pay for indirect costs (multi-funded). Indirect costs up to 3.07%, not to exceed $160,000. Supplemental - 1593 $102,352 |

## Action 9

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards. | Certificated, classified and administrative staff received training on implementation of the aligned CCSS and ELD standards. |
| Expenditures | BUDGETED<br>Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. Title III $50,000 | ESTIMATED ACTUAL<br>Provided professional development for certificated, classified and administrative staff who received training on how to scaffold the Common Core State Standards for English learners. Title III $50,000 |

## Action 10

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Develop and review CCSS math and ELA materials for alignment with ELD standards. | Developed and reviewed CCSS math and ELA materials for alignment with ELD standards. |
| Expenditures | BUDGETED<br>Continue to purchase materials based upon staff inventory of current resources. Lottery $90,000 | ESTIMATED ACTUAL<br>Continued to purchase materials based upon staff inventory of current resources. Lottery $90,000 |

## Action 11

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Offer project based learning professional development to support EL students in the classroom. | Offered project based learning professional development to support EL students in the classroom. |
| Expenditures | BUDGETED<br>Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. Supplemental - 1596 $184,000 | ESTIMATED ACTUAL<br>Continued to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. Supplemental - 1596 $184,000 |

## Action 12

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD. | English learners received differentiated instruction on Common Core curriculum, integrated and designated ELD. |
| Expenditures | BUDGETED<br>Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 $1,347,282<br>Teacher on Special Assignment (TOSA) to support EL teaching and learning Supplemental - 1591 $133,169 | ESTIMATED ACTUAL<br>Instructional assistants assisted in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Supplemental - 1591 $1,347,282<br>Teacher on Special Assignment (TOSA) to support EL teaching and learning Supplemental - 1591 $133,169 |

## Action 13

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank. | English learners and re-designated fluent English proficient students were assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank. |
| Expenditures | BUDGETED<br>Continue to assess all English learners with formative assessments. Supplemental - 1593 $81,000 | ESTIMATED ACTUAL<br>Continued to assess all English learners with formative assessments. Supplemental - 1593 $81,000 |

## Action 14

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Instructional/clerical assistant support at Cadwallader, OB Whaley Montgomery, and LeyVa. | Instructional/clerical assistant support at Cadwallader, OB Whaley Montgomery, and LeyVa. |
| Expenditures | BUDGETED<br>Additional .75 FTE instructional or clerical support will be provided at each school site. Supplemental - 1591 $159,270 | ESTIMATED ACTUAL<br>Additional .75 FTE instructional or clerical support was provided at each school site. Supplemental - 1591 $159,270 |

## Action 15

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English learners. | Partnered with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English learners. |
| Expenditures | BUDGETED<br>Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st Century Skills and the Common Core. Supplemental - 1596 $60,000 | ESTIMATED ACTUAL<br>Maintained the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provided SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st Century Skills and the Common Core. Supplemental - 1596 $60,000 |

## Action 16

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Explore options for a Learning Management System (LMS) to more closely record, assess and monitor student learning over time. | Explored options for a Learning Management System (LMS) to more closely record, assess and monitor student learning over time. |
| Expenditures | BUDGETED<br>Continue LMS development with Path To Excel. Supplemental - 1592 $20,000 | ESTIMATED ACTUAL<br>Continued LMS development with Path To Excel and explored options with Inspect Assessment Item bank. Supplemental - 1592 $42,000 |

## Action 17

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Maintain facilities in good repair | Maintained facilities in good repair |
| Expenditures | BUDGETED<br>Continue current service and evaluate support service for maintaining facilities in good repair. LCFF $2,662,741<br>Maintain enhanced custodial service through support staff (1.65 FTE) LCFF $199,000 | ESTIMATED ACTUAL<br>Continued current service and evaluate support service for maintaining facilities in good repair. LCFF $2,662,741<br>Maintained enhanced custodial service through support staff (1.65 FTE) LCFF $199,000 |

## Action 18

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Implementation of full-day kindergarten. | Implemented of full-day kindergarten. |
| Expenditures | BUDGETED<br>A full-day TK/K program will be offered. 2.5 hour instructional assistant is needed to support the classroom teacher at each site. Supplemental - 1591 $148,109 | ESTIMATED ACTUAL<br>A full-day TK/K program was offered. 2.5 hour instructional assistant was needed to support the classroom teacher at each site. Supplemental - 1591 $148,109 |

| | |
|---|---|
| Enhanced classroom budget for full-day TK/K at select sites. Supplemental - 1593 $2,250 | Enhanced classroom budget for full-day TK/K at select sites. Supplemental - 1593 $2,250 |

## 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 the actions and services listed above have been actioned for the 2016-2017 except "Develop tool to monitor student proficiency and provide supports for digital citizenship." Based on our student achievement data, we saw growth in all subgroups except English learners. This year was the first year for our new English Language Arts/English Language Development Curriculum to be fully implemented. We anticipate that the supports in these materials will show in the CAASPP scores for the fall of 2017. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | When we look at our CAASPP, all sub-groups saw gains in ELA and MA from 2014-2015 to 2015-2016 with the exception of English learners.<br><br>Students reported increases in all areas on the YouthTruth survey about academic engagement and school climate. The areas are: Student Engagement, Academic Expectations(ES)/Academic Rigor(MS), Relevance, Instructional Methods(ES)/Relationship with Teachers(MS), Personal Relationships(ES)/Relationship with Peers(MS), Classroom Culture. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Costs for science camp were lower than expected. Work with Path to Excel was an additional $22,000. All other expenditures were with in the expected range. |
| 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 have a new strategic plan that was created with our board and community stakeholders in the fall of 2016. The 2017-2018 LCAP will have our services and actions fully aligned with the new strategic plan. |

# Annual Update

**LCAP Year Reviewed: 2016-17**

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

Improve Fiscal Health

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-3, 1B-3, 2C-2

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- Five to seven community forums will continue to allow stakeholders to receive budget information and provide feedback to guide student program funding. Success will be measured by sign in sheets, surveys and feedback.

**ACTUAL**

- The Budget Advisory Committee met 5 times during the 2016-17 school year. Additional information can be found at http://www.eesd.org/page.cfm?p=2720. In addition, budget was discussed at all LCAP outreach sessions.

## 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

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Parents, teachers, staff, and community (stakeholders) will have multiple venues to receive budget information and be given the opportunity to share their perspectives and input. | ACTUAL<br>Parents, teachers, staff, and community (stakeholders) had multiple venues to receive budget information and were given the opportunity to share their perspectives and input. |
| Expenditures | BUDGETED<br>Continue to confirm and implement more effective strategies that invite stakeholders' input in the budget process. LCFF $200<br>Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through | ESTIMATED ACTUAL<br>Multiple strategies were implemented to engage stakeholders to provide input in the budget process. LCFF $200<br>More effective models/strategies that allowed stakeholders to receive information in their primary languages allowing them to be involved in the budget process were utilized. (Funded through Actions/Services in Goal 3: |

| | | |
|---|---|---|
| | Actions/Services in Goal 3: increased parent/school communication, survey, and translation) No Specific Funding Required | increased parent/school communication, survey, and translation) No Specific Funding Required |

Action **2**

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. | ACTUAL<br>The Budget Advisory Committee (BAC) met 5 times during the 2016-17 school year to discuss, and make budgetary recommendations. |
| Expenditures | BUDGETED<br>The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. No Specific Funding Required | ESTIMATED ACTUAL<br>The Budget Advisory Committee (BAC) continued to meet, discuss, and make budgetary recommendations. No Specific Funding Required |

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, the actions and services in the goal were fully implemented. The committee anticipates having some recommendations for the school board in June of 2017. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | In addition to the Budget Advisory Committee's 5 meetings for the 2016-2017 school year, the community had opportunities to learn about the budget and give feedback on goals and actions during LCAP consultation sessions. 62% of stakeholders that completed our survey reported being somewhat or very familiar with the budget and LCAP. The BAC will present budget planning recommendations to the Board to assist in building on strategies to develop budget stability. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There are no differences between budget expenditures and estimated actuals expenditures. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Based on the survey data and the importance of continued local control and input this goal continues to serve us well. Additionally, we will continue to look for additional revenue options via grants and community organization collaborations. Also, we have a new strategic plan that was created with our board and community stakeholders in the fall of 2016. The 2017-2018 LCAP will have our services and actions fully aligned with the new strategic plan. |

# Annual Update

**LCAP Year Reviewed: 2016-17**

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

Promote collaboration, transparency, and communication with students, parents, staff, and the broader community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-1, 1A-3, 2E-1, 2E-2, 2F-1

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- Opportunities for additional partnerships between school and home will increase by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings.
- Students will have opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each school site Single School Plan for Student Achievement.

**ACTUAL**

- Opportunities for additional partnerships between school and home increased by 10% as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings. We saw an increase in parent registration for Parent University. Participation on our Advisory Committees has been steady with the exception of the Parent Advisory Committee that has seen an increase in participation from last year.
- Students had opportunities through assemblies, guest speakers, and field trips to learn about career pathways as evidenced by parent surveys, sign-in sheets and agendas from district and school meetings as evidenced in each school site Single School Plan for Student Achievement.

Students and families had opportunities through the School Sites, Parent University, Parent Resource Center, expanded robotics program, ALAS, African American Summit, and the Global Exchange program to learn about career pathways.

ACTIONS / SERVICES

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

Action 1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Additional support in academic expectations for students through increased parent/school communications and programs. | Additional support in academic expectations for students through increased parent/school communications and programs was provided. |
| Expenditures | BUDGETED<br>Continue communication with families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. Funds to support staff, platforms and resources. Supplemental - 1593 $42,326<br>Continue to provide family programs and information for parents about student academic expectations. LCFF $30,000<br>Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages. No Specific Funding Required<br>Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning. No Specific Funding Required | ESTIMATED ACTUAL<br>Continued communication with families using multi-media including but not limited to: webinars, Twitter, School Loop, Parent Portal, and virtual meetings. Implement the most effective venues, access points, and opportunity models for informing parents. Funds to support staff, platforms and resources. Supplemental - 1593 $42,326<br>Family programs through Parent University were provided to the Evergreen community. LCFF $36,013<br>Input from parents with primary languages other than English to determine need for materials and meetings in their primary languages was provided. No Specific Funding Required<br>Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning. No Specific Funding Required |

## Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide real world experiences and exposure to career pathways. | Provide real world experiences and exposure to career pathways. |
| Expenditures | BUDGETED<br>Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways. (Funded through "direct to site supplemental/LCFF support") No Specific Funding Required<br>Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. No Specific Funding Required | ESTIMATED ACTUAL<br>Assemblies that provide motivation and exposure to community services and/or career pathways were provided. (Funded through "direct to site supplemental/LCFF support") No Specific Funding Required<br>Opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students were forged. No Specific Funding Required |

## Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide parent education opportunities and survey for needs. | Provided parent education opportunities and survey for needs. |
| Expenditures | BUDGETED<br>Survey needs and continue to provide education opportunities through Parent University. Supplemental - 1595 $43,430 | ESTIMATED ACTUAL<br>Surveyed needs and continued to provide education opportunities through Parent University. Supplemental - 1595 $43,430 |

## Action 4

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | | |

| | | |
|---|---|---|
| | Provide translations for school to home communications. | Provided translations for school to home communications. |
| Expenditures | BUDGETED<br>Continue to translate important documents such as student academic reporting tools into Spanish and Vietnamese. Supplemental - 1595 $30,000 | ESTIMATED ACTUAL<br>Continued translation of important documents such as student academic reporting tools into Spanish and Vietnamese was provided. Supplemental - 1595 $30,000 |

Action 5

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home to school communication and programs. | ACTUAL<br>Students will receive additional support in academic expectations for themselves and their foster parent(s) through increased home to school communication and programs. |
| Expenditures | BUDGETED<br>Maintain, review and/or update materials to inform foster youth and families about educational services available. Supplemental - 1594 $10,000 | ESTIMATED ACTUAL<br>Maintain, review and/or update materials to inform foster youth and families about educational services available. Supplemental - 1594 $5,000 |

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | We had our first State of the District Webinar.<br>We reached a historic high for registration in Parent University with 848 registrations.<br>We continued to increase the number of documents translated for our community.<br>Acquisition of in person translation for Vietnamese Language continues to be a challenge. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | • Specific additions for our communications came in the form of the first Annual Report (multi-lingual)in the fall of 2016. This was shared with our community at large as well as city, state, and national partners in education.<br>• We continue to have growing following on Facebook. We are up to 1,224 followers. Our Facebook presence allows for a quick venue of communication as well as a great way to share "our story" in a dynamic way.<br>• The Director of Communications has begun sending out a weekly email via School Messenger to all our families. The reception from families has been really positive and allowed for a two-way path of communication between the District Office and families.<br>• 17 of 18 school websites have also been redesigned.<br>• In collaboration with First 5 we have opened an Early Start Family resources center at Katherine Smith School. |

- Parent University also opened a Parent Resource Center this year.
- We have continued career and college pathway collaborations through projects like: Frontload for Success, Advancing Latinx Achievement and Success (ALAS), Global Exchange Class, and San Jose State University's African American Education Summit.
- In a first for our district, we have launched a Technology at Home program with our Migrant Ed families. 49 students in grades 3-6 received a chromebook to take home for use to support learning. The students were also given accounts to Prodigy, Front Row, and Razz Kids.
- The East Side Alliance, a collaborative between the East Side Union High School District and the elementary feeder districts supports all students K-12 and was developed to provide comprehensive and continuous supports for all students as they transition between Districts.
- Developed by the East Side Alliance, the Spartan East Side Promise is essentially a guarantee of admission to East Side students that fulfill specific criteria. We are providing a pathway to admission to SJSU by clearly specifying admissions requirements and actively sharing this information with students and families at the 13 high schools in the East Side Union High School District. It is an initiative that fosters a college-going culture in San Jose schools and promises to help prepare students for admission to San Jose State University.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to limited updates and increased support services, there was a reduction in the anticipated expenditures to maintain, review and/or update materials to inform foster youth and families about educational services available.

There are no other material differences between budget expenditures and estimated actual expenditures.

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

We have a new strategic plan that was created with our board and community stakeholders in the fall of 2016. The 2017-2018 LCAP will have our services and actions fully aligned with the new strategic plan.

# Annual Update

**LCAP Year Reviewed: 2016-17**

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

Attract, develop, and retain quality staff at all levels.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1E

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- Baseline CAASPP results
- All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards.

**ACTUAL**

- Used baseline CAASPP results to compare to current year results.
- All student groups received instruction from teachers with an increased capacity for implementation of the Common Core State Standards.

## ACTIONS / SERVICES

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

Action 1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career. | Provided high quality instruction and learning opportunities to prepare every student to graduate ready for college or career. |
| Expenditures | BUDGETED<br>Continue instructional coaches (one 50% coach for each site) to support the shifts in instruction necessary to support Common Core standards, instructional shifts, and technology for students. Supplemental - 1591 $1,141,718 | ESTIMATED ACTUAL<br>Instructional coaches (one 50% coach for each site) continued to support the shifts in instruction necessary to support Common Core standards, instructional shifts, and technology for students. Supplemental - 1591 $1,141,718 |

| | | |
|---|---|---|
| | Provide professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1)<br><br>No Specific Funding Required | Provided professional development to support the transition to CCSS, NGSS to support student learning. (Funding allocated in Goal 1) No Specific Funding Required |
| Action 2 | | |
| Actions/Services | PLANNED<br>To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students. | ACTUAL<br>Provided collaborative instructional planning time to develop high quality lessons and learning experiences for students. |
| Expenditures | BUDGETED<br>Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1597 $92,000<br>Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF $47,230 | ESTIMATED ACTUAL<br>Continued to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets– direct support to site) Supplemental - 1597 $92,000<br>Continued to provide additional opportunities for students within grades 4-5 teacher preparation period. LCFF $47,230 |
| Action 3 | | |
| Actions/Services | PLANNED<br>Attract and maintain a qualified pool of substitutes. | ACTUAL<br>The overall qualified substitute pool continued to increase. In 2014-15, there were 207 substitutes available. In 2015-16, 252 were available and in 2016-17 there were 255. |
| Expenditures | BUDGETED<br>Evaluate the current daily substitute rate and adjust as needed. LCFF $107,000 | ESTIMATED ACTUAL<br>Increased substitute base rate allowed for conditions to remain status quo. Classroom coverage rates as of April 2016 and April 2017 are nearly identical. LCFF $107,000 |
| Action 4 | | |
| Actions/Services | PLANNED<br>Beginning Teacher Support and Assessment (BTSA) | ACTUAL<br>Beginning Teacher Support and Assessment (BTSA) (now Teacher Induction) |
| Expenditures | BUDGETED<br>Retain certification to maintain quality BTSA program Supplemental - 1591 $61,376 | ESTIMATED ACTUAL<br>Retained certification to maintain quality BTSA program. Additionally, this program will be called Teacher Induction moving forward. Supplemental - 1591 $61,376 |

## 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 the actions and services from this goal were actioned. We continue to struggle to fill all substitute vacancies, but schools were still able to release teachers for collaborative work. Additionally, we will have six teachers be eligible for the clear professional credential this year. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Professional learning community (PLCs) establish an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. A significant portion of District professional learning time has been dedicated to PLCs.<br><br>We believe that if we provide PLC training to principals and instructional coaches, then they will have the tools to engage their staffs in inquiry based professional conversations. If teachers, principals and coaches engage in inquiry based professional conversations they will be better able to meet the needs of their students so that all students will perform at high levels.<br><br>With the support of the New Teacher Center, we have provided extensive training and coaching for all principals and instructional leaders. We have set a goal to train at least one teacher at each grade level at each school. To date, we have trained over 90 teacher facilitators.<br><br>To date, we have had 113 substitute vacancies left unfilled this year in comparison to 116 substitute vacancies left unfilled at this same time last year. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Most actions and services are tied to personnel support services with predictable costs. As such, the material difference between budgeted expenditures and actual expenditures are minimal. |
| 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 have a new strategic plan that was created with our board and community stakeholders in the fall of 2016. The 2017-2018 LCAP will have our services and actions fully aligned with the new strategic plan. |

# Annual Update

**LCAP Year Reviewed: 2016-17**

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

Enhance the climate of safety and wellness throughout the District.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-1, 1A-2, 1A-4, 1C-1, 1C-2, 1C-3, 2c-1, 2C-3, 2E-1, 2F

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- District and school protocols and programs will ensure that students will feel and be safer at school as measured by Cornerstone and Youth Truth Surveys.
- Students will begin to feel and be safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys.
- Students will continue to have programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and Youth Truth Surveys.
- Students will start to experience positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school dropout rates remain low, attendance rates to remain strong (above 90%).
- Students will continue to have their physical, social, emotional, and health needs met through programs and services.
- As a result of students enhance connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remain low (see school SARC reports).

**ACTUAL**

- District and school protocols and programs ensured that students will feel and be safer at school as measured by Cornerstone and Youth Truth Surveys.
- Students felt safer traveling to and from school as measured by Cornerstone and YouthTruth Surveys.
- Students had programs, resources, services, and interventions provided to them to build resiliency as measured by Cornerstone and Youth Truth Surveys.
- Students experienced positive interactions with other students and adults on campus allowing them to feel more welcomed, respected, and valued at school ensuring that suspension rates, expulsion rates and middle school dropout rates remain low, attendance rates to remain strong (above 90%).
- Students continued to have their physical, social, emotional, and health needs met through programs and services.
- As a result of students enhanced connectedness to school and increased focus on climate, district-wide reduction in suspension and expulsion rates will remained low (see school SARC reports).

## ACTIONS / SERVICES

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

### Action 1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Ensure visibility of adults on campus before, during and after school. | Ensured visibility of adults on campus before, during and after school. |
| Expenditures | BUDGETED<br>Continue to evaluate the need for adult visibility on each campus. No Specific Funding Required | ESTIMATED ACTUAL<br>School principals worked to ensure and enhance adult visibility on each campus. No Specific Funding Required |

### Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide parent and guardian notification systems. | Parent portal, parent/guardian notification systems and weekly e-mails were provided. |
| Expenditures | BUDGETED<br>Provide parents and guardians with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.)<br><br>Continue to allow access points to pertinent and time sensitive information through parent and guardian notification systems. The District will look at ways of outreach to parents to help them understand and use the notification system. No Specific Funding Required | ESTIMATED ACTUAL<br>Parents and guardians were provided with information, in multiple languages, on how the notification systems work and the benefits of keeping information current. (Funded through Actions and Services in Goal 3.)<br><br>Parent portal, parent/guardian notification systems,weekly e-mails and extensive social media notifications were provided. No Specific Funding Required |

### Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Ensure protocols to identify campus visitors including substitutes and district employees. | School site principals ensured protocols to identify campus visitors including substitutes and district employees are followed. |
| Expenditures | BUDGETED<br>Continue to ensure protocols for visitors. The district will provide staff and substitutes with badges. LCFF $500 | ESTIMATED ACTUAL<br>The district provided staff and substitutes with badges as requested. LCFF $500 |

## Action 4

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued. | Provided training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected, and valued. |
| Expenditures | BUDGETED<br>Continue to provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone will help create an environment where students feel welcomed, respected, and valued. Supplemental - 1593 $10,000 | ESTIMATED ACTUAL<br>The Human Resources Department facilitated training for noon supervisors, substitutes, volunteers, parents and other adults on campus. Project Cornerstone support was provided to assist schools enhance an environment where students feel welcomed, respected, and valued. Supplemental - 1593 $10,000 |

## Action 5

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Survey and educate students and parents on safety needs to and from school. | Surveyed and educated students and parents on safety needs to and from school. This was done through the use of the Survey to support Comprehensive Safe School Plans and explicit discussion about school ingress and egress. |
| Expenditures | BUDGETED<br>Students and parents will be surveyed to assess safety needs to and from school. Based on survey findings students and parents will begin to receive information on how to travel safely to and from school. No Specific Funding Required | ESTIMATED ACTUAL<br>Students and parents were surveyed to assess safety needs to and from school. Based on survey findings students and parents received information on how to travel safely to and from school. No Specific Funding Required |

## Action 6

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success. | Provided interventions, programs, and resources to help students be empowered, strengthen social skills, develop assets, build conflict resolution strategies, and increase skills for success. |
| Expenditures | BUDGETED<br>Continue to expand PBIS- Positive Behavior Intervention Support programs Supplemental - 1593 $12,176 | ESTIMATED ACTUAL<br>Continued to expand PBIS- Positive Behavior Intervention Support programs. Katherine Smith ES and Chaboya MS participated as tier 2 schools. Carolyn Clark ES, Cedar Grove ES, Laurelwood ES, OB Whaley ES and LeyVa MS participated as Tier 1 schools. Supplemental - 1593 $12,176 |

## Action 7

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provide opportunities for after school enrichment and sports programs. | ACTUAL<br>After school enrichment funds were provided to each school (SEAT). A District enrichment opportunity facilitator was provided a stipend to coordinate Odyssey of the Mind. Partnerships with community foundations were forged to provide spring after school STEM opportunities at LeyVa. |
| Expenditures | BUDGETED<br>Provide School Enrichment Activities Team funds to support site activities. LCFF $112,068 | ESTIMATED ACTUAL<br>Provide School Enrichment Activities Team were funded to support site activities. LCFF $112,068 |

## Action 8

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provide alternative/new lunch options for students. | ACTUAL<br>Provided alternative/new lunch options for students. With the support of grant funding we acquired salad bars at each of the schools with full implementation expected by May 2017. |
| Expenditures | BUDGETED<br>Evaluate lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. Based on recommendations, pilot alternative/new lunch items, if possible. LCFF $1,000 | ESTIMATED ACTUAL<br>Evaluated lunch menus and provide recommendations for alternative/new lunch items to reduce processed foods. LCFF $1,000 |

## Action 9

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Bus transportation. | ACTUAL<br>Bus transportation. |
| Expenditures | BUDGETED<br>Continue transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 $279,043 | ESTIMATED ACTUAL<br>Continued transportation services to ensure student safety to and from highest needs schools. Supplemental - 1593 $279,043 |

## Action 10

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Administrative support. | ACTUAL<br>Administrative support. |
| Expenditures | BUDGETED<br>Provide an assistant principal for additional administrative support for safety. Supplemental - 1591 $251,874 | ESTIMATED ACTUAL<br>Provided an assistant principal for additional administrative support for safety. Supplemental - 1591 $251,874 |

## Action 11

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Upon registration, Foster Youth will be referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist. | ACTUAL<br>Upon registration, Foster Youth are referred to the site Marriage Family Therapist (MFT) intern or school counselor/psychologist. |

| | | |
|---|---|---|
| Expenditures | BUDGETED<br>Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required | ESTIMATED ACTUAL<br>Continued to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. No Specific Funding Required |

## Action 12

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provide more counselors for students and explore/implement increased mental health services (i.e. contracted social service support) as recommended by the committee. | ACTUAL<br>3 middle school counselors were available for students. The Mental Health Committee continues to meet to provide resources and comprehensive support recommendations. |
| Expenditures | BUDGETED<br>Continue to provide counselors (3 FTE) at each middle school. Supplemental - 1591 $319,223<br>Increased mental health services. Supplemental - 1593 $100,000 | ESTIMATED ACTUAL<br>Continued to provide counselors (3 FTE) at each middle school. Supplemental - 1591 $319,223<br>Increased mental health services. Supplemental - 1593 $100,000 |

## Action 13

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Provide adequate library time for students. | ACTUAL<br>Provided adequate library time for students. |
| Expenditures | BUDGETED<br>Continue to provide students with access to library services five days per week. LCFF $625,151 | ESTIMATED ACTUAL<br>Continued to provide students with access to library services five days per week. LCFF $625,151 |

## Action 14

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Explore physical education programs. | ACTUAL<br>We continued to look at options. At this time, the programs researched are not financially viable. |
| Expenditures | BUDGETED<br>Continue to explore possible physical education programs and pilot new programs. No Specific Funding Required | ESTIMATED ACTUAL<br>Continued to explore possible physical education programs and pilot new programs. No Specific Funding Required |

## Action 15

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>Explore expanded breakfast programs. | ACTUAL<br>We launched the salad bar program with support of grant funding. |
| Expenditures | BUDGETED<br>Continue to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required | ESTIMATED ACTUAL<br>Continued to explore the feasibility of expanded breakfast programs based on site needs. No Specific Funding Required |

## Action 16

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Survey student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture. | Surveyed student perceptions to help educators accelerate improvements in the area of student engagement, relationship with staff, academic rigor, and school culture. Additionally, parents and staff participated in this survey. |
| Expenditures | BUDGETED<br>Continue to provide all students with the YouthTruth Survey. Supplemental - 1593 $23,000 | ESTIMATED ACTUAL<br>Continued to provide all students with the YouthTruth Survey. $23,000 |

## Action 17

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Continue to provide opportunities for professional development in culturally responsive instruction (CRI)– a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. | Continued to provide opportunities for professional development in culturally responsive instruction (CRI)– a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. |
| Expenditures | BUDGETED<br>Provide systematic CRI professional development Supplemental - 1596 $15,000 | ESTIMATED ACTUAL<br>Provided systematic CRI professional development Supplemental - 1596 $15,000 |

## Action 18

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems. | Provided students at targeted grade levels with practical skills and information to reduce their vulnerability and fear (in all situations, including crisis situations), while building confidence in their abilities to solve problems. |
| Expenditures | BUDGETED<br>Students at targeted grade levels will receive the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 $75,000 | ESTIMATED ACTUAL<br>Students at targeted grade levels received the YWCA Child Assault Prevention Program (CAPP) Supplemental - 1593 $88,500 |

## 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. | Students report feeling more engaged at school and safe on our campuses.<br><br>YouthTruth<br>Student Engagement (GR3-6)<br>2014-2015 – 78th percentile nationally<br>2015-2016 – 85th percentile nationally<br>2016-2017 – 89th percentile nationally<br><br>Student Engagement (GR 7-8)<br>2014-2015 – 40th percentile nationally<br>2015-2016 – 49th percentile nationally<br>2016-2017 – 63rd percentile nationally<br><br>Our Equity Professional Learning team has been leading work with groups of staff using the book Cultural Proficiency. This included a kick of with Dr. Jeff Duncan-Andrade. Additionally, the team facilitated a board conversation on our ongoing work to better define equity and what it means in practice.<br><br>Suspension rates are down across the district as well.<br>Year/Suspension Rate<br>2011-2012 – 1.6<br>2012-2013 – 0.8<br>2013-2014 – 0.8<br>2014-2015 – 0.4 |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | We continue to see our data show the growth we would have across all Engagement and Climate indicators. We do know that students still report feeling sad. Our mental health committee is working to build capacity in our teaching staff in the areas of mindfulness in addition to providing counselor and support services through our counselors, social workers, and marriage and family interns. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Most actions and services are tied to specific contracts or services with predictable costs.<br>For our goal for the CAPP program there was an increased cost as a result of vendor personnel costs. |

| | |
|---|---|
| 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 have a new strategic plan that was created with our Board of Trustees and community stakeholders in the fall of 2016. The 2017-2018 LCAP will have our services and actions fully aligned with the new strategic plan. |

# Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

While the Local Control and Accountability Plan (LCAP) is a 3-year plan, Evergreen School District continues to work closely with all stakeholders to update and adjust the Local Control and Accountability Plan. The Local Education Agency Plan (LEA Plan or LEAP) which includes the Title III Accountability Plan and the Single School Plan for Student Achievement (SPSA), function to share and explicitly state student outcomes and goals. The 2016 update to the LCAP specifically aligned with the Local Education Agency Plan and Single School Plans for Achievement.

2016-2017
In the fall we began our LCAP feedback by meeting with our District English Language Advisory Committee and District Advisory Committee (DELAC and DAC). We shared a fall update and gathered feedback with the following two prompts:

At school I want my child to _____.
I would like to see _____ improve.

In all we conducted 26 in person consultations. The consultations reached all stakeholders, students, staff, parents, community members, and our Board. We have 412 points of contact during these meetings.

For the third year, we also deployed a multilingual survey, and had 436 respondents to our survey across all stakeholder groups.

Lastly, we presented through a webinar, which had 189 views.

As we look forward, we see site based consultation result in the highest participation. Additionally, we hope that the executive summary will help to support a deeper understanding of our funding and the LCAP.

| . | Multilingual Survey | Webinar | In Person Consultation | Total |
|---|---|---|---|---|
| 2014-2015 | 491 | 0 | 159 | 650 |
| 2015-2016 | 679 | 31 | 184 | 894 |
| 2016-2017 | 436 | 189 | 412 | 1037 |

Our yearly update began in October at the DELAC and DAC join meeting. In early January 2017 a broad LCAP survey was sent via social media and e-mailed to Evergreen stakeholders. During the survey window of January 6, 2017 to February 28, 2017, 258 parents, 99 teachers, 32 classified staff, 6 administrators, 6 students, and 13 'other' participated in the survey. In the survey, respondents rated how strongly they felt on 27 LCAP components including: My child/student takes pride in his/her work, I am aware of opportunities to learn more about the District budget, I understand the academic expectations for my child/student, our family feels/I feel valued by our school/district and I feel welcome at my child's school. Respondents also had the opportunity to request a personal call back in the survey. 36 calls/e-mail requests were made and responded to by the Assistant Superintendent, Dan Deguara.

All 18 school principals discussed the LCAP document and solicited feedback for the LCAP from their school site councils/parent groups. Presentations and feedback sessions were held for the following district advisory groups: District English Language Advisory Committee, Parent Advisory Committee, District Advisory Committee, and Migrant Education Parent Advisory. A feedback and information meeting were held with CSEA on 1/24/17 with 17 staff in attendance. A feedback and information meeting were held with ETA 12/13/16 on with 27 staff in attendance. Please see our LCAP Appendices for detailed outreach data.

Date of Public Hearing: May 11, 2017
Date of Approval: June 8, 2017

After significant work by the LCAP writing team to digest and summarize community input, a summary of suggested revisions was presented to the DELAC and DAC February 15, 2017 and the Board of Trustees on May 11, 2017.

Superintendent Kathy Gomez responded publicly to questions from the DELAC and DAC as required on February 15, 2017. All input was synthesized and incorporated into the final draft which was presented to the Evergreen School Board of Trustees on May 11, 2017 when the Board held a Public Hearing. The 2017 LCAP update was recommended to the Board of Trustees for approval on June 8, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

2017-2018 Feedback Themes are listed below. Starred themes indicate included in LCAP.

- Visual and Performing Arts and PE Programs
- Enrichment and afterschool programs
- Opportunities for Parent Involvement*
- School counselors and other mental health supports*
- Planning time for teachers*
- Tech support at all sites and more technology
- Programs and resources to support English language learners
- PBL/STEM Instruction and resources for students
- Smaller class sizes
- Improvement of school lunches
- Opportunities for students to become more confident communicators and collaborators
- Intervention programs*
- Salary Increase*

Additionally, based on feedback from our survey, those who took the survey have a greater awareness and understanding of the LCFF and LCAP.
Parents surveyed who reported being somewhat to very familiar with LCAP:
14-15 32%
15-16 47%
16-17 62%

In the Fall of 2016, stakeholder groups identified student outcomes that aligned with the district strategic plan goals and the eight state priorities. The LCAP writing team synthesized the input into student outcomes that would become the focus of the LCAP. The stakeholder groups provided feedback on the actions and services for students that were considered on the LCAP. The services and actions were reviewed for alignment to student outcomes, ability to be analyzed with metric/data, viability based on research, and then prioritized.

LCAP writing team aligned services and actions addressing the needs of all students with additional services and actions specific to our significant subgroups: English learners, reclassified English learners, students with disabilities, low income, and Foster Youth. These student outcomes, actions and services are equal in priority and not listed under the goal in any priority of need or importance.  In 2016-17, not all actions and services from the stakeholder groups met the criteria to be included in the plan.

District leadership and the LCAP writing team determined that the 2016-17 District LCAP goals would be updated to align with the Evergreen School District Strategic Plan created in the Fall 2016.  The Strategic Plan will be updated in August 2017 through a committee of district and community stakeholders.  Should adjustments to the goals during this process take place, they will be incorporated in the LCAP at a future update.

# 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.

☒ New ☐ Modified ☐ Unchanged

## Goal 1

Retain existing students and attract new students to the District.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan 2A, 2B, 2C

Identified Need

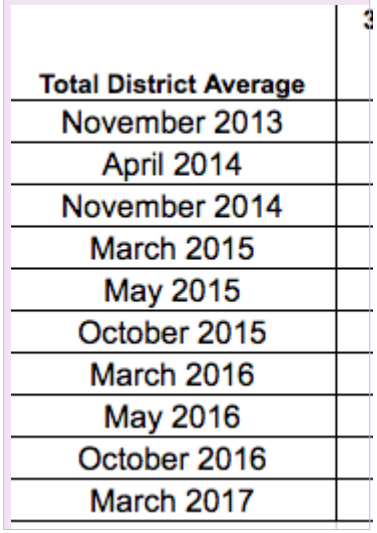
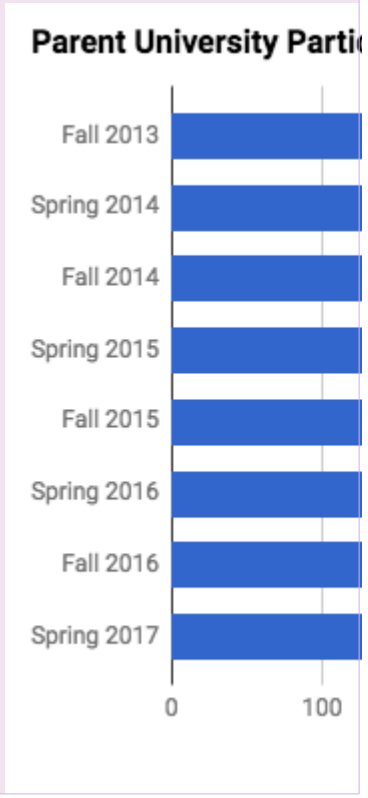
We have seen a 400+ enrollment drop in students and anticipate this trend to continue for three more years. The retention of and recruitment of students is realized through fostering a caring school climate, authentic learning that prepares students with the skills to be global minded citizens, responsive and enriching programming, and academic rigor. To ensure this happens we need to:

- be digitally competent to be college and career ready.
- be learners, collaborators, critical thinkers, communicators, innovators, and advocates.
- demonstrate a mastery of CCSS literacy and mathematical foundational skills and apply them to real world experiences.
- be actively engaged in learning and motivated to do well in school.
- feel and be safe at school and travel safely to and from school.
- be resilient and able to adapt to changes.
- feel welcomed, respected, and valued to be engaged academically.
- be physically, socially, and emotionally healthy and well nourished so they can focus on learning and be connected to their school.

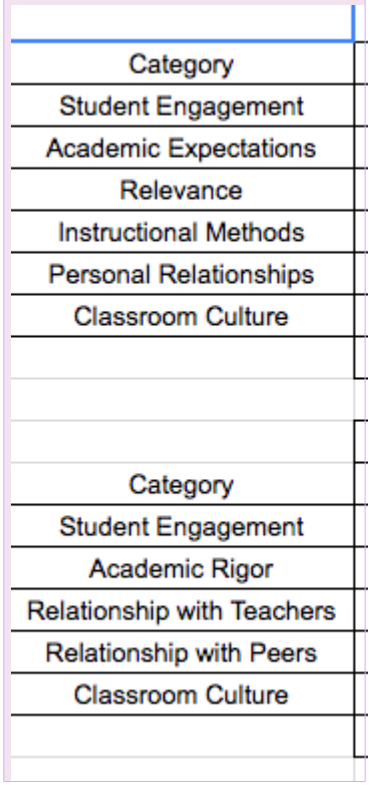
EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| • (1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher | • Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher | Maintain in all 3 areas. | Maintain in all 3 areas. | Maintain in all 3 areas. |

| | | | | |
|---|---|---|---|---|
| Credentialing Report/Williams<br><br>• (1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams<br><br>• (1) Basic services/facilities are measured by the Facilities Report/Williams | Credentialing Report/Williams<br><br>• Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams<br><br>• Basic services/facilities are available in in good standing measured by the Facilities Report/Williams | | | |
| • (2) Staff participation rates in professional learning<br><br>• (2) Danielson Walk-Throughs | 15-16 Days of Professional Development by topic (16-17 data is not available yet)<br>Sobrato Early Academic Language: 16<br>English Language Development Assistants: 3<br>English language development: 4<br>Professional learning communities/Coaching: 13<br>Next Generation Science Standards/STEAM: 9<br>Math: 50<br>21st Century Skills: 11<br>Equity/Culturally responsive instruction: 4<br>English Language Arts: 2<br>Positive Behavior Intervention Supports: 5 | • Fully train staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.4<br>3C District Average: 2.6 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.45<br>3C District Average: 2.65 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.5<br>3C District Average: 2.7 |

| | | | | | |
|---|---|---|---|---|---|
| |  | | | |
| • (3) Parent surveys and participation rates |  | Increase parent participation by 5%. | Increase parent participation by 5%. | Increase parent participation by 5%. |

| | | | | |
|---|---|---|---|---|
| • (4) California Assessment of Student Progress and Performance (CAASPP)<br>• (4) English Learner Proficiency Assessment for California (ELPAC)<br>• (4) (ELL) reclassification | 2015-2016 DATA<br>Overall Proficiency:<br>ELA Meets or Exceeds: 63%<br>MA Meets or Exceeds: 60%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 21%<br>MA Meets or Exceeds: 25%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 38%<br>MA Meets or Exceeds: 33%<br><br>SWD Proficiency;<br>ELA Meets or Exceeds: 22%<br>MA Meets or Exceeds: 22%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: NA<br><br>Reclassification rate baseline is 13.7% | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 66%<br>MA Meets or Exceeds: 63%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 24%<br>MA Meets or Exceeds: 28%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 41%<br>MA Meets or Exceeds: 36%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 25%<br>MA Meets or Exceeds: 25%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: NA<br><br>Reclassification rate 15% | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 69%<br>MA Meets or Exceeds: 66%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 27%<br>MA Meets or Exceeds: 31%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 44%<br>MA Meets or Exceeds: 39%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 28%<br>MA Meets or Exceeds: 28%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: TBD<br><br>Reclassification rate baseline is 17% | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 72%<br>MA Meets or Exceeds: 69%<br><br>English Language Learners<br>ELA Meets or Exceeds: 30%<br>MA Meets or Exceeds: 34%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 47%<br>MA Meets or Exceeds: 42%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 31%<br>MA Meets or Exceeds: 31%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: TBD<br><br>Reclassification rate baseline is 20% |
| • (5) Attendance, suspension/expulsion rates, MS dropout rates | • Suspension Rate .4%<br>• Expulsion Rate 0%<br>• SWD 2% suspension rate<br>• Truancy rate baseline is 19.38%<br>• Dropout Rate in 15-16 was 6 students as reported by California Department of Education Data Reporting Office. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. |
| • (6) Social Emotional Climate measure: Youth Truth Survey | | • See 3% to 5% growth in each category percentile. | • See 3% to 5% growth in each category percentile. | • See 3% to 5% growth in each category percentile. |

| | | | | |
|---|---|---|---|---|
| |  | • Maintain or exceed participation rates. | • Maintain or exceed participation rates. | • Maintain or exceed participation rates. |
| • (7) Broad Range of Course offerings and access | We saw an overall drop in enrollment of 400+ students<br>Career Tech Education pathway will begin at LeyVa MS for the 17-18 school year<br>17 Accelerated math pathway sections<br>15-16 SY: 790 students in band grades 5-8<br>2 sections of AVID | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will maintain our 2 sections of AVID. |
| • (8) Other Pupil Outcomes<br><br>Note: Please see LCAP Appendices at the end of the document. | • Highest day use on Google Classroom is 3,000 plus users.<br>• We have 49 migrant education students participating in the "Technology at Home" program. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will add 1 sport for boys and girls at each MS | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will maintain our sports offerings. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will maintain our sports offerings. |

| | | | | |
|---|---|---|---|---|
| | We currently offer Soccer, Volleyball, and Basketball for boys and girls at all 3 Middle Schools | | | |

## 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: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Provide opportunities for after school enrichment and sports programs | Provide opportunities for after school enrichment and sports programs | Provide opportunities for after school enrichment and sports programs |

## BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Amount | $83,868 | Amount | $84,061 | Amount | $86,070 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Provide School Enrichment Activities Team funds to support site activities. | Budget Reference | Provide School Enrichment Activities Team funds to support site activities. | Budget Reference | Provide School Enrichment Activities Team funds to support site activities. |
| Amount | $105,000 | Amount | $105,000 | Amount | $105,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Middle School Sport Funding | Budget Reference | Middle School Sport Funding | Budget Reference | Middle School Sport Funding |

## Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Create a safe and caring climate. | Create a safe and caring climate. | Create a safe and caring climate. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 10,000 | Amount | 10,000 | Amount | 10,000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected and valued. | Budget Reference | Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected and valued. | Budget Reference | Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel welcomed, respected and valued. |
| Amount | $471,757 | Amount | $482,697 | Amount | $493,834 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Continue to provide counselors (3FTE) at each middle school and one counselor in the district office to support district wide needs | Budget Reference | Continue to provide counselors (3FTE) at each middle school and one counselor in the district office to support district wide needs | Budget Reference | Continue to provide counselors (3FTE) at each middle school and one counselor in the district office to support district wide needs |
| Amount | $264,133 | Amount | $270,260 | Amount | $276,496 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Provide an assistant principal for additional administrative supports and school culture supports at OBW and KS. | Budget Reference | Provide an assistant principal for additional administrative supports and school culture supports at OBW and KS. | Budget Reference | Provide an assistant principal for additional administrative supports and school culture supports at OBW and KS. |
| Amount | $12,176 | Amount | $16,982 | Amount | $16,982 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Provide and expand PBIS-Positive Intervention Support programs. Carolyn Clark ES , Cedar Grove ES, Laurelwood ES, OB Whaley ES and LeyVa MS and Chaboya MS will participate in Tier 2. A Multi Tier Support Systems grant for $25,000 will support this work as well. | Budget Reference | Provide and expand PBIS-Positive Intervention Support programs. Carolyn Clark ES , Cedar Grove ES, Laurelwood ES, OB Whaley ES and LeyVa MS and Chaboya MS will participate in Tier 2. A Multi Tier Support Systems grant for $25,000 will support this work as well. | Budget Reference | Provide and expand PBIS-Positive Intervention Support programs. Carolyn Clark ES , Cedar Grove ES, Laurelwood ES, OB Whaley ES and LeyVa MS and Chaboya MS will participate in Tier 2. A Multi Tier Support Systems grant for $25,000 will support this work as well. |

## Action 3

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Ensure access to school libraries. | Ensure access to school libraries. | Ensure access to school libraries. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $355,075 | Amount | $355,075 | Amount | |
| Source | Parcel Tax | Source | Parcel Tax | Source | |
| Budget Reference | Continue to provide students with access to library services five days per week. (Parcel Tax) | Budget Reference | Continue to provide students with access to library services five days per week. (Parcel Tax) | Budget Reference | |
| Amount | $705,968 | Amount | $723,469 | Amount | $741,329 |
| Source | LCFF | Source | LCFF | Source | LCFF |

| Budget Reference | Library Services for students at all schools. | Budget Reference | Library Services for students at all schools. | Budget Reference | Library Services for students at all schools. |
|---|---|---|---|---|---|

## Action 4

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] At-Risk Students

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear in all situations while building confidence in their ability to solve problems. | Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear in all situations while building confidence in their ability to solve problems. | Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear in all situations while building confidence in their ability to solve problems. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $88,500 | Amount | $88,500 | Amount | $88,500 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |

| Budget Reference | Students at targeted grade levels will receive the YWCA Child Assault Prevention Plan. | Budget Reference | Students at targeted grade levels will receive the YWCA Child Assault Prevention Plan. | Budget Reference | Students at targeted grade levels will receive the YWCA Child Assault Prevention Plan. |
|---|---|---|---|---|---|

## Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Provide real world experiences and exposure to career pathways. | Provide real world experiences and exposure to career pathways. | Provide real world experiences and exposure to career pathways. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $70,000 | Amount | $70,000 | Amount | $70,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | | Budget Reference | | Budget Reference | |

| | | | | | |
|---|---|---|---|---|---|
| | Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways.(Funded through direct to site supplemental /LCFF support.) | | Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways.(Funded through direct to site supplemental /LCFF support.) | | Continue to provide assemblies that provide motivation and exposure to community services and/or career pathways.(Funded through direct to site supplemental /LCFF support.) |
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |
| Budget Reference | Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. | Budget Reference | Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. | Budget Reference | Continue to seek opportunities to create partnerships with the city of San Jose and local companies to provide real world experiences for students. |
| Amount | $47,230 | Amount | $47,230 | Amount | $47,230 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. (SHIFT TO STEAM SUPPORT) | Budget Reference | Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. (SHIFT TO STEAM SUPPORT) | Budget Reference | Continue to provide additional opportunities for students within grades 4-5 teacher preparation period. (SHIFT TO STEAM SUPPORT) |

## Action 6

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Outdoor Science School | Outdoor Science School | Outdoor Science School |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $65,000 | Amount | $65,000 | Amount | $65,000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. | Budget Reference | Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. | Budget Reference | Continue to allocate funds sufficient to meet the cost of outdoor science school for low-income students. |
| Amount | $275,000 | Amount | $275,000 | Amount | $275,000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue transportation services to ensure student safety to and from highest needs schools. | Budget Reference | Continue transportation services to ensure student safety to and from highest needs schools. | Budget Reference | Continue transportation services to ensure student safety to and from highest needs schools. |

## Action 7

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

| | |
|---|---|
| Scope of Services | ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools ☒ Specific Schools: Carolyn Clark, Cedar Grove, K. Smith, LeyVa MS, and Quimby Oak MS ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Offer project based learning and 21st Century Skills/global competency professional development to support EL students in the classroom. | Offer project based learning and 21st Century Skills/global competency professional development to support EL students in the classroom. | Offer project based learning and 21st Century Skills/global competency professional development to support EL students in the classroom. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $179,312 | Amount | $179,312 | Amount | $179,312 |
| Source | Supplemental - 1596 | Source | Supplemental - 1596 | Source | Supplemental - 1596 |
| Budget Reference | Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. | Budget Reference | Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. | Budget Reference | Continue to expand resources, support and professional development for certificated, classified and administrative staff to support project based learning for students through New Tech Network. |
| Amount | $200,103 | Amount | $200,103 | Amount | $200,103 |
| Source | Supplemental - 1596 | Source | Supplemental - 1596 | Source | Supplemental - 1596 |
| Budget Reference | Support work with EdLeader21 around the 21st Century Skills and building global competencies. | Budget Reference | Support work with EdLeader21 around the 21st Century Skills and building global competencies. | Budget Reference | Support work with EdLeader21 around the 21st Century Skills and building global competencies. |

## Action 8

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

| | |
|---|---|
| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] |

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank. | English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank. | English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT, AR/STAR reading, CCSS assessment bank. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $110,884 | Amount | $110,884 | Amount | $110,884 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | AR STAR Enterprise | Budget Reference | AR STAR Enterprise | Budget Reference | AR STAR Enterprise |

## Action 9

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Survey student, staff and guardian perceptions to help educators accelerate improvements in the areas of student engagement, relationships with staff, academic rigor, and school culture. | Survey student, staff and guardian perceptions to help educators accelerate improvements in the areas of student engagement, relationships with staff, academic rigor, and school culture. | Survey student, staff and guardian perceptions to help educators accelerate improvements in the areas of student engagement, relationships with staff, academic rigor, and school culture. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $23,000 | Amount | $23,000 | Amount | $23,000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue to provide all students with the Youth Truth Survey | Budget Reference | Continue to provide all students with the Youth Truth Survey | Budget Reference | Continue to provide all students with the Youth Truth Survey |

## Action 10

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☒ Specific Schools: Holly Oak, Dove Hill, Cadwallader, and Montgomery ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners. | Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners. | Partner with Sobrato Early Academic Language (SEAL) to implement a unique program to develop language, literacy and academic skills for all children, especially young English Learners. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $60,000 | Amount | $60,000 | Amount | $60,000 |
| Source | Supplemental - 1596 | Source | Supplemental - 1596 | Source | Supplemental - 1596 |
| Budget Reference | Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st Century Skills and the Common Core. | Budget Reference | Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st Century Skills and the Common Core. | Budget Reference | Maintain the SEAL model designed to build the capacity of schools to produce engaged, confident, skilled and motivated learners. Provide SEAL professional development and support for teachers and educational leaders focusing on the articulation and implementation of high-leverage instructional strategies aligned to 21st Century Skills and the Common Core. |

## Action 11

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: 11/15 with all 15 in 2018-2019 ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Implementation of full-day kindergarten. | Implementation of full-day kindergarten. | Implementation of full-day kindergarten. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $428,887 | Amount | $438,837 | Amount | $448,962 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Implementation of full-day kindergarten. | Budget Reference | Implementation of full-day kindergarten. | Budget Reference | Implementation of full-day kindergarten. |
| Amount | $5,400 | Amount | $5,400 | Amount | $5,400 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |

| Budget Reference | Classroom supplies | Budget Reference | Classroom supplies | Budget Reference | Classroom supplies |
|---|---|---|---|---|---|

## Action 12

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged |
| Parcel Tax Programs | Parcel Tax Programs | |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $2,171,263 | Amount | $2,196,039 | Amount | |
| Source | Parcel Tax | Source | Parcel Tax | Source | |
| Budget Reference | Class size reduction, music, and STEM classrooms | Budget Reference | Class size reduction, music, and STEM classrooms | Budget Reference | |

## Action 13

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Create a safe and caring climate. | | |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $363,661 | Amount | $364,527 | Amount | $373,239 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | School Social Workers (2 FTE), District Counselors (2FTE) | Budget Reference | School Social Workers (2 FTE), District Counselors (2FTE) | Budget Reference | School Social Workers (2 FTE), District Counselors (2FTE) |
| Amount | $478,283 | Amount | $478,283 | Amount | $478,283 |

| | |
|---|---|
| Source | LCFF |
| Budget Reference | Noon Supervisors for all schools. |
| Amount | |
| Budget Reference | |

| | |
|---|---|
| Source | LCFF |
| Budget Reference | Noon Supervisors for all schools. |
| Amount | |
| Budget Reference | |

| | |
|---|---|
| Source | LCFF |
| Budget Reference | Noon Supervisors for all schools. |
| Amount | |
| Budget Reference | |

# 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.

☒ New ☐ Modified ☐ Unchanged

## Goal 2

Provide equitable education resources and facilities.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-3, 1B-3, 2C-2

Identified Need

Through 2017-18 strategic plan work a working definition of equity was established: Equity at its core is giving each student what he or she needs to meet academic standards and to be socially/emotionally ready for learning.
In alignment with our CAASSP results and specifically our sub-group scores, we recognize that we continue to underserve students in the sub-groups of ELL, SWD, Econ. Dis., Hispanics, and African American. As such, we are committed to equitable distribution of programs and services to better meet the needs of our students.
To this end:

- students need specific instructional support to reach expected outcomes.
- schools need flexibility to make local decisions in local context in relationship to our broader learning community.
- parents need strong pathways of communication (district to family, school to family, teacher to family) as well as enhance opportunities to connect with their children both socially and academically.
- staff need opportunities for professional development that build capacity around support for strong pedagogical practices, English language learners and culturally responsive instruction. Professional learning communities and instructional rounds assist in building this capacity.

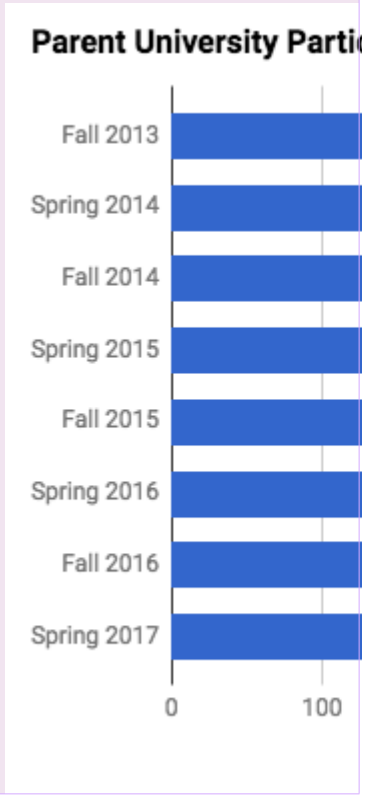
EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| • (1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams | • Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams | Maintain in all 3 areas. | Maintain in all 3 areas. | Maintain in all 3 areas. |

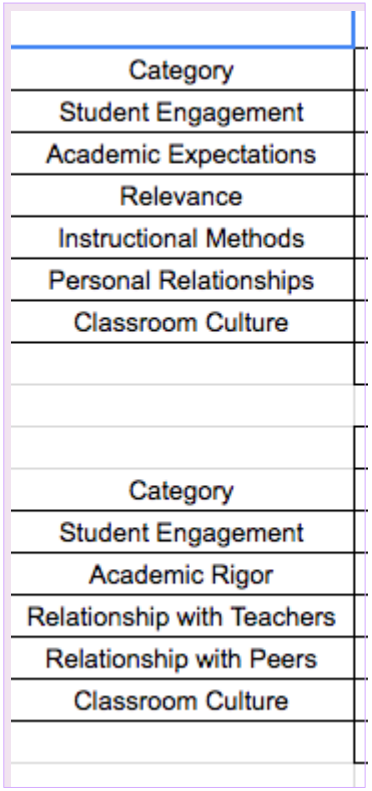
| | | | | |
|---|---|---|---|---|
| • (1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams<br>• (1) Basic services/facilities are measured by the Facilities Report/Williams | • Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams<br>• Basic services/facilities are available in in good standing measured by the Facilities Report/Williams | | | |
| • (2) Staff participation rates in professional learning<br>• (2) Danielson Walk-Throughs | 15-16 Days of Professional Development by topic (16-17 data is not available yet)<br>Sobrato Early Academic Language: 16<br>English Language Development Assistants: 3<br>English Language Development: 4<br>Professional learning communities/Coaching: 13<br>Next Generation Science Standards/STEAM: 9<br>Math: 50<br>21st Century Skills: 11<br>Equity/Culturally responsive instruction: 4<br>English Language Arts: 2<br>Positive Behavior Intervention Supports: 5 | • Fully train staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.4<br>3C District Average: 2.6 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.45<br>3C District Average: 2.65 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br><br>3B District Average: 3.5<br>3C District Average: 2.7 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| • (3) Parent surveys and participation rates | | Increase parent participation by 5%. | Increase parent participation by 5%. | Increase parent participation by 5%. |

| Total District Average | 3 |
|---|---|
| November 2013 | |
| April 2014 | |
| November 2014 | |
| March 2015 | |
| May 2015 | |
| October 2015 | |
| March 2016 | |
| May 2016 | |
| October 2016 | |
| March 2017 | |



| | | | | |
|---|---|---|---|---|
| • (4) California Assessment of Student Progress and Performance (CAASPP)<br>• (4) English Learner Proficiency Assessment for California (ELPAC)<br>• (4) (ELL) reclassification | 2015-2016 DATA<br>Overall Proficiency:<br>ELA Meets or Exceeds: 63%<br>MA Meets or Exceeds: 60%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 21%<br>MA Meets or Exceeds: 25%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 38%<br>MA Meets or Exceeds: 33%<br><br>SWD Proficiency;<br>ELA Meets or Exceeds: 22%<br>MA Meets or Exceeds: 22%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: NA<br><br>Reclassification rate baseline is 13.7% | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 66%<br>MA Meets or Exceeds: 63%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 24%<br>MA Meets or Exceeds: 28%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 41%<br>MA Meets or Exceeds: 36%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 25%<br>MA Meets or Exceeds: 25%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: NA<br><br>Reclassification rate 15% | Overall Proficiency:<br>ELA Meets or Exceeds: 69%<br>MA Meets or Exceeds: 66%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 27%<br>MA Meets or Exceeds: 31%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 44%<br>MA Meets or Exceeds: 39%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 28%<br>MA Meets or Exceeds: 28%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: TBD<br><br>Reclassification rate baseline is 17% | Overall Proficiency:<br>ELA Meets or Exceeds: 72%<br>MA Meets or Exceeds: 69%<br><br>English Language Learners<br>ELA Meets or Exceeds: 30%<br>MA Meets or Exceeds: 34%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 47%<br>MA Meets or Exceeds: 42%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 31%<br>MA Meets or Exceeds: 31%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: TBD<br><br>Reclassification rate baseline is 20% |
| • (5) Attendance, suspension/expulsion rates, MS dropout rates | • Suspension Rate .4%<br>• Expulsion Rate 0%<br>• SWD 2% suspension rate<br>• Truancy rate baseline is 19.38%<br>• Dropout Rate in 15-16 was 6 students as reported by California Department of Education Data Reporting Office. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. |
| • (6) Social Emotional Climate measure: Youth Truth Survey | | • See 3% to 5% growth in each category percentile. | • See 3% to 5% growth in each category percentile. | • See 3% to 5% growth in each category percentile. |

| | | | | |
|---|---|---|---|---|
| |  | • Maintain or exceed participation rates. | • Maintain or exceed participation rates. | • Maintain or exceed participation rates. |
| • (7) Broad Range of Course offerings and access | We saw an overall drop in enrollment of 400+ students<br>Career Technical Education pathways will begin at LeyVa MS for the 17-18 school year<br>17 Accelerated math pathway sections<br>15-16 SY: 790 students in band grades 5-8<br>2 sections of AVID | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. |
| • (8) Other Pupil Outcomes<br><br>Note: Please see LCAP Appendices at the end of the document. | • Highest day use on Google Classroom is 3,000 plus users.<br>• We have 49 migrant education students participating in the "Technology at Home" program. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will add 1 sport for boys and girls at each MS | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will maintain our sports offerings. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use.<br>We will maintain our sports offerings. |

| | | | | |
|---|---|---|---|---|
| | We currently offer Soccer, Volleyball, and Basketball for boys and girls at all 3 Middle Schools | | | |

## 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: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Intervention Supports | Intervention Supports | Intervention Supports |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $135,000 | Amount | $135,000 | Amount | $135,000 |

| | | | | | |
|---|---|---|---|---|---|
| Source | Title III | Source | Title III | Source | Title III |
| Budget Reference | Recommend and provide appropriate student interventions. Multi-funded with thorough supplemental "direct to site supplemental/LCFF support." | Budget Reference | Recommend and provide appropriate student interventions. Multi-funded with thorough supplemental "direct to site supplemental/LCFF support." | Budget Reference | Recommend and provide appropriate student interventions. Multi-funded with thorough supplemental "direct to site supplemental/LCFF support." |
| Amount | $5000 | Amount | $5000 | Amount | $5000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation) | Budget Reference | Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation) | Budget Reference | Continue to explore and implement the most effective models/strategies that allow stakeholders to receive information in their primary languages allowing them to be involved in the budget process. (Funded through Actions/Services in Goal 3: increased parent/school communication, survey, and translation) |

## Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Additional support in academic expectations for students through increased parent/school communications and programs. | Additional support in academic expectations for students through increased parent/school communications and programs. | Additional support in academic expectations for students through increased parent/school communications and programs. |

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $31,200 | $31,200 | $31,200 |
| Source | Supplemental - 1595 | Supplemental - 1595 | Supplemental - 1595 |
| Budget Reference | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current |

## Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: Bulldog Tech and Cadwallader ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Instructional/clerical assistant support at Cadwallader and LeyVa. | Instructional/clerical assistant support at Cadwallader and LeyVa. | Instructional/clerical assistant support at Cadwallader and LeyVa. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $56,453 | Amount | $57,763 | Amount | $57,762 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Additional .75FTE. instructional or clerical support will be provided at Bulldog Tech. | Budget Reference | Additional .75FTE. instructional or clerical support will be provided at Bulldog Tech. | Budget Reference | Additional .75FTE. instructional or clerical support will be provided at Bulldog Tech. |
| Amount | $34,570 | Amount | $35,372 | Amount | $36,188 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Additional instructional or clerical support will be provided at Cadwallader. | Budget Reference | Additional instructional or clerical support will be provided at Cadwallader. | Budget Reference | Additional instructional or clerical support will be provided at Cadwallader. |

## Action 4

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Continue to provide opportunities for professional development in culturally responsive instruction (CRI)- a pedagogy that empowers student intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. | Continue to provide opportunities for professional development in culturally responsive instruction (CRI)- a pedagogy that empowers student intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. | Continue to provide opportunities for professional development in culturally responsive instruction (CRI)- a pedagogy that empowers student intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $15,000 | Amount | $15,000 | Amount | $15,000 |
| Source | Supplemental - 1596 | Source | Supplemental - 1596 | Source | Supplemental - 1596 |
| Budget Reference | Provide systematic CRI Professional Development | Budget Reference | Provide systematic CRI Professional Development | Budget Reference | Provide systematic CRI Professional Development |

## Action 5

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

| | |
|---|---|
| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

**OR**

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

| | |
|---|---|
| Students to be Served | ☒ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.<br>Re-designated fluent English proficient students will be assessed with formative assessments. | English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.<br>Re-designated fluent English proficient students will be assessed with formative assessments. | English learners will receive differentiated instruction on Common Core curriculum, integrated and designated ELD.<br>Re-designated fluent English proficient students will be assessed with formative assessments. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $1,555,647 | Amount | $1,591,738 | Amount | $1,628,463 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Teacher on Special Assignment(TOSA) to support EL teaching and learning. | Budget Reference | Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Teacher on Special Assignment(TOSA) to support EL teaching and learning. | Budget Reference | Instructional assistants will assist in providing EL students, based on needs, integrated and designated ELD and differentiated instruction on CCSS. Teacher on Special Assignment(TOSA) to support EL teaching and learning. |
| Amount | $69,948 | Amount | $55,303 | Amount | $55,303 |

| | | | | | |
|---|---|---|---|---|---|
| Source | Lottery | Source | Lottery | Source | Lottery |
| Budget Reference | Continue to purchase materials based upon staff inventory of current resources to support CCSS and ELD standard alignment. | Budget Reference | Continue to purchase materials based upon staff inventory of current resources to support CCSS and ELD standard alignment. | Budget Reference | Continue to purchase materials based upon staff inventory of current resources to support CCSS and ELD standard alignment. |
| Amount | $43,430 | Amount | $44,678 | Amount | $45,976 |
| Source | Supplemental - 1595 | Source | Supplemental - 1595 | Source | Supplemental - 1595 |
| Budget Reference | Survey needs and continue to provide educational opportunities through Parent University. | Budget Reference | Survey needs and continue to provide educational opportunities through Parent University. | Budget Reference | Survey needs and continue to provide educational opportunities through Parent University. |
| Amount | $1,309,640 | Amount | $1,340,024 | Amount | $1,372,279 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | • Continue instructional coaches(one 50% coach for each site) to support the shifts in instruction necessary to support CCSS, instructional shifts and technology for students.<br>• Provide professional development to support the transition to CCSS, English Language Learners and ELD, NGSS to support student learning. | Budget Reference | • Continue instructional coaches(one 50% coach for each site) to support the shifts in instruction necessary to support CCSS, instructional shifts and technology for students.<br>• Provide professional development to support the transition to CCSS, NGSS to support student learning. | Budget Reference | • Continue instructional coaches(one 50% coach for each site) to support the shifts in instruction necessary to support CCSS, instructional shifts and technology for students.<br>• Provide professional development to support the transition to CCSS, NGSS to support student learning. |
| Amount | $363,934 | Amount | $378,579 | Amount | $378,579 |
| Source | Lottery | Source | Lottery | Source | Lottery |
| Budget Reference | Continue to provide ongoing purchases of workbooks and curricular supplies for student in all classrooms. | Budget Reference | Continue to provide ongoing purchases of workbooks and curricular supplies for student in all classrooms. | Budget Reference | Continue to provide ongoing purchases of workbooks and curricular supplies for student in all classrooms. |
| Amount | $37,829 | Amount | $37,829 | Amount | $37,829 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Provide educational opportunities through Parent University. (Multi-funded) | Budget Reference | Provide educational opportunities through Parent University. (Multi-funded) | Budget Reference | Provide educational opportunities through Parent University. (Multi-funded) |

## Action 6

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) | Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) | Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $583,155 | Amount | $586,308 | Amount | $589,841651 |
| Source | Supplemental - 1590 | Source | Supplemental - 1590 | Source | Supplemental - 1590 |
| Budget Reference | Provide supplemental "direct to site support" based on available funding for | Budget Reference | Provide supplemental "direct to site support" based on available funding for | Budget Reference | Provide supplemental "direct to site support" based on available funding for |

| | | | | | |
|---|---|---|---|---|---|
| | demonstrating increases or improved services. | | demonstrating increases or improved services. | | demonstrating increases or improved services. |
| Amount | $651,043 | Amount | $666,146 | Amount | $681,515 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Reduce class size and decrease student to teacher ratio at select high needs schools. | Budget Reference | Reduce class size and decrease student to teacher ratio at select high needs schools. | Budget Reference | Reduce class size and decrease student to teacher ratio at select high needs schools. |
| Amount | $58,965 | Amount | $59,287 | Amount | $59,287 |
| Source | Supplemental - 1590 | Source | Supplemental - 1590 | Source | Supplemental - 1590 |
| Budget Reference | Provide additional classroom discretionary funds to support students ($5 per student) | Budget Reference | Provide additional classroom discretionary funds to support students ($5 per student) | Budget Reference | Provide additional classroom discretionary funds to support students ($5 per student) |

## Action 7

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
|---|---|---|
| Students will receive additional support in academic expectations for themselves and their foster parents through increased home to school communication and programs. | Students will receive additional support in academic expectations for themselves and their foster parents through increased home to school communication and programs. | Students will receive additional support in academic expectations for themselves and their foster parents through increased home to school communication and programs. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $10,000 | Amount | $10,000 | Amount | $10,000 |
| Source | Supplemental - 1594 | Source | Supplemental - 1594 | Source | Supplemental - 1594 |
| Budget Reference | Maintain, review and/or update materials to inform foster youth and families about educational services avialable. | Budget Reference | Maintain, review and/or update materials to inform foster youth and families about educational services avialable. | Budget Reference | Maintain, review and/or update materials to inform foster youth and families about educational services avialable. |
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |
| Budget Reference | Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. | Budget Reference | Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. | Budget Reference | Continue to refer Foster Youth, upon registration, to the site Marriage Family Therapist (MFT) intern or district psychologist to determine needs and/or services. |

## Action 8

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

| | | | |
|---|---|---|---|
| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| Core school support staff and services. | Core school support staff and services. | Core school support staff and services. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $896,793 | Amount | $914,402 | Amount | $932,275 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Grades 4-6 Preparation Time | Budget Reference | Grades 4-6 Preparation Time | Budget Reference | Grades 4-6 Preparation Time |
| Amount | $6,482,802 | Amount | $6,626,994 | Amount | $6,773,563 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | School administration and office staff. | Budget Reference | School administration and office staff. | Budget Reference | School administration and office staff. |
| Amount | $1,103,022 | Amount | $1,128,805 | Amount | $1,155,119 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Health aides and nurses. | Budget Reference | Health aides and nurses. | Budget Reference | Health aides and nurses. |
| Amount | $2,792,347 | Amount | $2,881,605 | Amount | $2,972,617 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Custodial and grounds services and staff. This includes the increase of 1.65 FTE that began in 2015-2016. | Budget Reference | Custodial and grounds services and staff. This includes the increase of 1.65 FTE that began in 2015-2016. | Budget Reference | Custodial and grounds services and staff. This includes the increase of 1.65 FTE that began in 2015-2016. |
| Amount | $312,434 | Amount | $ 330,046 | Amount | $ 347,952 |

| | | | | | |
|---|---|---|---|---|---|
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Transportation Department | Budget Reference | Transportation Department | Budget Reference | Transportation Department |

## Action 9

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

Students to be Served: ☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| Staff, services, and program for students with disabilities. | Staff, services, and program for students with disabilities. | Staff, services, and program for students with disabilities. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $14,406,405 | Amount | $14,761,993 | Amount | $15,125,964 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | | Budget Reference | | Budget Reference | |

| | | | | | |
|---|---|---|---|---|---|
| | Staff and services for students with disabilities. | | Staff and services for students with disabilities. | | Staff and services for students with disabilities. |
| Amount | $1,378,999 | Amount | $1,419,055 | Amount | $1,467,307 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Transportation for students with disabilities. | Budget Reference | Transportation for students with disabilities. | Budget Reference | Transportation for students with disabilities. |

## Action 10

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

Students to be Served: ☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Migrant Education Students

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| Resources, programs, and staff to support students from migrant families. | Resources, programs, and staff to support students from migrant families. | Resources, programs, and staff to support students from migrant families. |

### BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |
| Budget Reference | Supports Technology at Home program, staff, summer school program, support services, and recruitment. (Program and services will be facilitated through the regional migrant education program.) | Budget Reference | Supports Technology at Home program, staff, summer school program, support services, and recruitment. (Program and services will be facilitated through the regional migrant education program.) | Budget Reference | Supports Technology at Home program, staff, summer school program, support services, and recruitment. (Program and services will be facilitated through the regional migrant education program.) |

## Action 11

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Additional support in academic expectations for students through increased parent/school communications and programs. | Additional support in academic expectations for students through increased parent/school communications and programs. | Additional support in academic expectations for students through increased parent/school communications and programs. |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $30,000 | Amount | $30,000 | Amount | $30,000 |

| | | | | | |
|---|---|---|---|---|---|
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current | Budget Reference | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current | Budget Reference | • Seek input from parents with primary languages other than English to determine need for materials and meetings in their primary languages.<br>• Identify and track data for parent participation to set a baseline and explore strategies to increase parent participation and input to support student learning.<br>• Continue to provide family programs and information for parents about student academic expectations.<br>• Provide parents and guardians with information in multiple languages on how the notification systems work and the benefits of keeping information current |

## Action 12

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) | Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) | Portion of funding will be allocated directly to schools based on unduplicated student population to enhance specific student needs at the school site to be monitored via the Single School Plan for student Achievement (SPSA) |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $1,045,914 | Amount | $1,045,721 | Amount | $1,043,712 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Allocate funding directly to schools based on student enrollment. | Budget Reference | Allocate funding directly to schools based on student enrollment. | Budget Reference | Allocate funding directly to schools based on student enrollment. |

# 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.

☒ New ☐ Modified ☐ Unchanged

## Goal 3

Achieve financial stability and sustainability

State and/or Local Priorities Addressed by this goal:

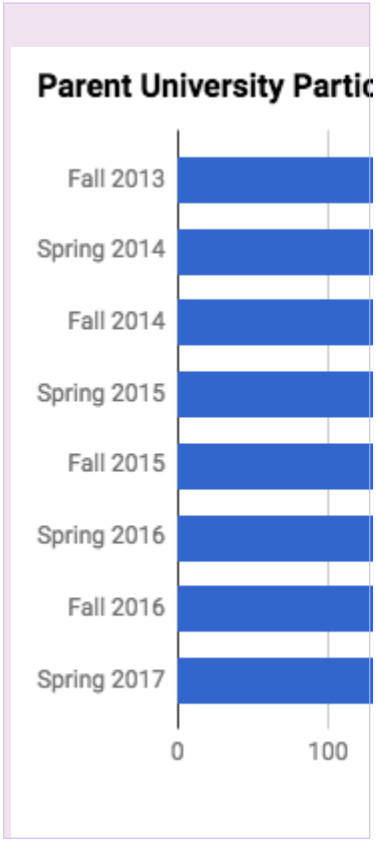
STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-1, 1A-3, 2E-1, 2E-2, 2F-1

Identified Need

With 96% of the LCFF funded and local declining enrollment, we are working to stabilize deficit spending and secure additional revenue sources.
Building and maintaining a reserve is critical to protect consistent programming during times of reduced revenues.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| • (1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams<br>• (1) Basic services/facilities are measured by the Facilities Report/Williams | • Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams<br>• Basic services/facilities are available in in good standing measured by the Facilities Report/Williams | Maintain in 2 areas. | Maintain in 2 areas. | Maintain in 2 areas. |
| • (3) Parent surveys and participation rates | Budget Advisory Committee met 5 times during the 2016-2017 school year. | Maintain Budget Advisory Committee.<br>Increase overall parent participation by 5%. | Maintain Budget Advisory Committee.<br>Increase overall parent participation by 5%. | Maintain Budget Advisory Committee.<br>Increase overall parent participation by 5%. |




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: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

| | |
|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. | The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. | The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |
| Budget Reference | The Budget Advisory Committee will meet 5 to 7 times throughout the year. | Budget Reference | The Budget Advisory Committee will meet 5 to 7 times throughout the year. | Budget Reference | The Budget Advisory Committee will meet 5 to 7 times throughout the year. |
| Amount | $200 | Amount | $200 | Amount | $200 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to confirm and implement more effective strategies that invite stakeholders's input in the budget process. | Budget Reference | Continue to confirm and implement more effective strategies that invite stakeholders's input in the budget process. | Budget Reference | Continue to confirm and implement more effective strategies that invite stakeholders's input in the budget process. |
| Amount | | Amount | | Amount | |

## Action 2

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

| | |
|---|---|
| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] |

| | |
|---|---|
| Location(s) | ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

**OR**

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

| | |
|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Maintain facilities in good repair. | Maintain facilities in good repair. | Maintain facilities in good repair. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $2,662,741 | Amount | $2,850,867 | Amount | $2,886,202 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue current service and evaluate support service for maintaining facilities in good repair. | Budget Reference | Continue current service and evaluate support service for maintaining facilities in good repair. | Budget Reference | Continue current service and evaluate support service for maintaining facilities in good repair. |

## Action 3

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

| | |
|---|---|
| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] |
| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Support Services--Instruction Department | Support Services--Instruction Department | Support Services--Instruction Department |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $833,133 | Amount | $852,462 | Amount | $872,130 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Continue to provide support services. 2.75 FTE administrators, 3.5 FTE clerical. | Budget Reference | Continue to provide support services. 2.75 FTE administrators, 3.5 FTE clerical. | Budget Reference | Continue to provide support services. 2.75 FTE administrators, 3.5 FTE clerical. |
| Amount | $79,000 | Amount | $79,000 | Amount | $79,000 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue to provide support services and pay for indirect costs (multi-funded) Indirect costs up to 3.07%, not to exceed $160,000. | Budget Reference | Continue to provide support services and pay for indirect costs (multi-funded) Indirect costs up to 3.07%, not to exceed $160,000. | Budget Reference | Continue to provide support services and pay for indirect costs (multi-funded) Indirect costs up to 3.07%, not to exceed $160,000. |

## Action 4

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| Central office administration and services | Central office administration and services | Central office administration and services |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $4,205,605 | Amount | $4,636,885 | Amount | $4,697,543 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Information Services, Insurance, Warehouse, District Office Admin, Superintendent, Board | Budget Reference | Information Services, Insurance, Warehouse, District Office Admin, Superintendent, Board | Budget Reference | Information Services, Insurance, Warehouse, District Office Admin, Superintendent, Board |

# 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.

☒ New ☐ Modified ☐ Unchanged

## Goal 4

Enhance use and integration of technology by students, teachers, staff and families.

State and/or Local Priorities Addressed by this goal:

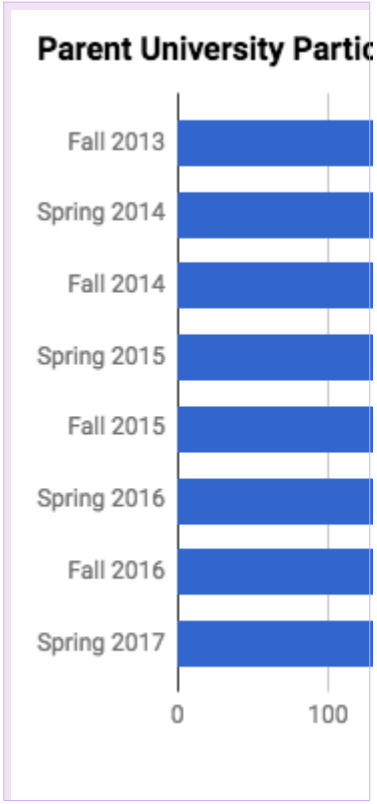
STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1E

Identified Need

We need professional learning opportunities for staff to integrate technology into teaching and learning with the vision of making "technology invisible" in our classrooms.
We need learning opportunities for parents and families on how to be active users and guides for their own children.
We need additional hardware and software, both new and for the renew of old tools, to support learning and the operation of our district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| • (1) Basic services/facilities are measured by the Facilities Report/Williams | • Basic services/facilities are available in in good standing measured by the Facilities Report/Williams | Maintain in this area. | Maintain in this area. | Maintain in this area. |
| • (3) Parent surveys and participation rates | | Increase parent participation by 5%. | Increase parent participation by 5%. | Increase parent participation by 5%. |

| | | | | |
|---|---|---|---|---|
| |  | | | |
| • (8) Other Pupil Outcomes | • Highest day use on Google Classroom is 3,000 plus users.<br>• We have 49 migrant education students participating in the "Technology at Home" program. | Will see Google Classroom use increase by 10% as measure by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. | Will see Google Classroom use increase by 10% as measure by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. | Will see Google Classroom use increase by 10% as measure by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. |

## 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 ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Additional support in academic expectations for students through increased parent/school communication programs. | Additional support in academic expectations for students through increased parent/school communication programs. | Additional support in academic expectations for students through increased parent/school communication programs. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $42,326 | Amount | $42,326 | Amount | $42,326 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Continue communication with families using multi-media including but not limited to: webinars, Twitter, Schoolloop, Parent Portal, and virtual meetings. Implementing the most effective venues, access points, and opportunity models for informing parents. | Budget Reference | Continue communication with families using multi-media including but not limited to: webinars, Twitter, Schoolloop, Parent Portal, and virtual meetings. Implementing the most effective venues, access points, and opportunity models for informing parents. | Budget Reference | Continue communication with families using multi-media including but not limited to: webinars, Twitter, Schoolloop, Parent Portal, and virtual meetings. Implementing the most effective venues, access points, and opportunity models for informing parents. |

## Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Develop student proficiency and provide supports for digital citizenship. | Develop student proficiency and provide supports for digital citizenship. | Develop student proficiency and provide supports for digital citizenship. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $6,750 | Amount | $6,750 | Amount | $6,750 |
| Source | Title II | Source | Title II | Source | Title II |
| Budget Reference | Continue to use technology proficiency tool (based on digital competencies (multi-funded)) | Budget Reference | Continue to use technology proficiency tool (based on digital competencies (multi-funded)) | Budget Reference | Continue to use technology proficiency tool (based on digital competencies (multi-funded)) |
| Amount | $5,000 | Amount | $5,000 | Amount | $5,000 |
| Source | Lottery | Source | Lottery | Source | Lottery |

| | | | | | |
|---|---|---|---|---|---|
| Budget Reference | Continue implementation of Common Sense Media and increased exposure to digital citizenship concepts, including safety and bullying. | Budget Reference | Continue implementation of Common Sense Media and increased exposure to digital citizenship concepts, including safety and bullying. | Budget Reference | Continue implementation of Common Sense Media and increased exposure to digital citizenship concepts, including safety and bullying. |
| Amount | $227,187 | Amount | $232,617 | Amount | $238,176 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to provide technology staff to support student learning. | Budget Reference | Continue to provide technology staff to support student learning. | Budget Reference | Continue to provide technology staff to support student learning. |

## Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Enhance teaching and learning with technology by providing additional hardware and technology services. | Enhance teaching and learning with technology by providing additional hardware and technology services. | Enhance teaching and learning with technology by providing additional hardware and technology services. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $256,501 | Amount | $256,501 | Amount | $256,501 |
| Source | Supplemental - 1592 | Source | Supplemental - 1592 | Source | Supplemental - 1592 |
| Budget Reference | Continue to provide direct to site technology allocations to develop and implement technology plan. | Budget Reference | Continue to provide direct to site technology allocations to develop and implement technology plan. | Budget Reference | Continue to provide direct to site technology allocations to develop and implement technology plan. |

## Action 4

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Transition to the use of LMS and analytics system to support intervention and progress monitoring | Transition to the use of LMS and analytics system to support intervention and progress monitoring | Transition to the use of LMS and analytics system to support intervention and progress monitoring |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Amount | $103,250 | Amount | $103,250 | Amount | $103,250 |
| Source | Supplemental - 1593 | Source | Supplemental - 1593 | Source | Supplemental - 1593 |
| Budget Reference | Support of Path to Excel, Inspect and PowerSchool Analytics. | Budget Reference | Support of Path to Excel, Inspect and PowerSchool Analytics. | Budget Reference | Support of Path to Excel, Inspect and PowerSchool Analytics. |

## Action 5

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

Students to be Served: ☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Migrant Education

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| Technology in the Home | Technology in the Home | Technology in the Home |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |

| | |
|---|---|
| Budget Reference | Supporting the Technology in the Home program through learning opportunities for students and families.<br>See goal 2 (mulit-funded) |

| | |
|---|---|
| Budget Reference | Supporting the Technology in the Home program through learning opportunities for students and families.<br>See goal 2 (mulit-funded) |

| | |
|---|---|
| Budget Reference | Supporting the Technology in the Home program through learning opportunities for students and families.<br>See goal 2 (mulit-funded) |

# 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.

☒ New ☐ Modified ☐ Unchanged

## Goal 5

Attract and retain teachers and staff, especially those with specialized credentials.

State and/or Local Priorities Addressed by this goal:

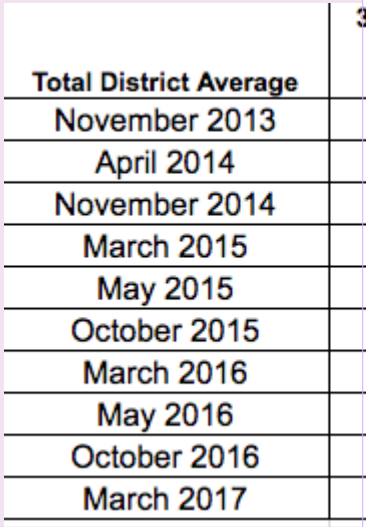
STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Aligned to Local Education Agency Plan1A-1, 1A-2, 1A-4, 1C-1, 1C-2, 1C-3, 2c-1, 2C-3, 2E-1, 2F

Identified Need

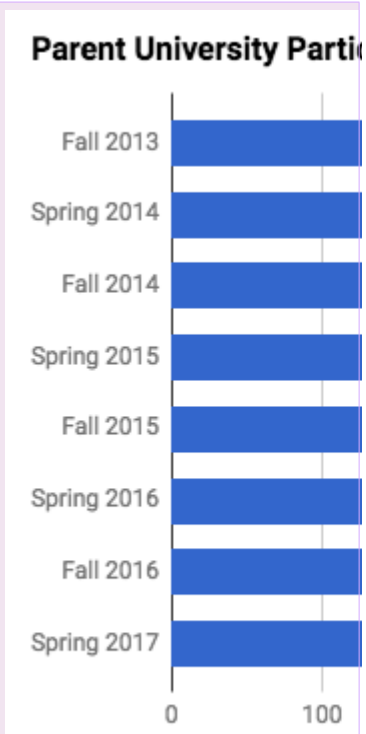
We have experienced a shortage of special education, math, science, school psychologists, language, dual immersion, and electives teachers.
Teachers with these qualifications will help the district:
To provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career.
To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

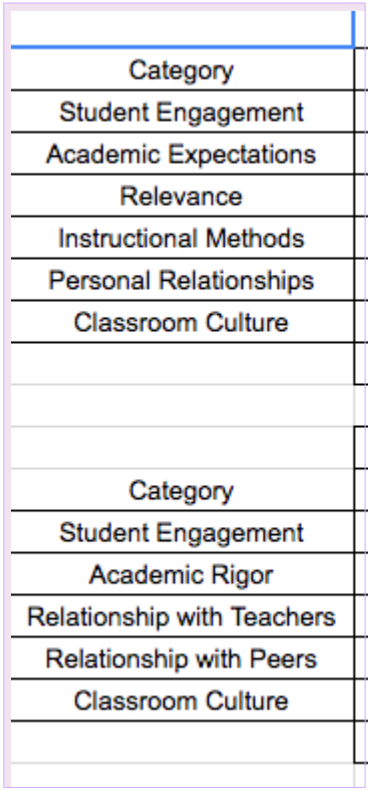
| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| • (1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams<br>• (1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams | • Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams<br>• Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams | Maintain in all 3 areas. | Maintain in all 3 areas. | Maintain in all 3 areas. |

| | | | | |
|---|---|---|---|---|
| • (1) Basic services/facilities are measured by the Facilities Report/Williams | • Basic services/facilities are available in in good standing measured by the Facilities Report/Williams | | | |
| • (2) Staff participation rates in professional learning<br>• (2) Danielson Walk-Throughs | 15-16 Days of Professional Development by topic (16-17 data is not available yet)<br>Sobrato Early Academic Language: 16<br>English Language Development Assistants: 3<br>English Language Development: 4<br>Professional learning communities/Coaching: 13<br>Next Generation Science Standards/STEAM: 9<br>Math: 50<br>21st Century Skills: 11<br>Equity/Culturally responsive instruction: 4<br>English Language Arts: 2<br>Positive Behavior Intervention Supports: 5<br>  | • Fully train staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br>3B District Average: 3.4<br>3C District Average: 2.6 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br>3B District Average: 3.45<br>3C District Average: 2.65 | • Continue to support staff at Cadwallader and Montgomery for SEAL<br>• Continue to support ELD Assistants with ongoing professional learning<br>• Maintain 21st Century, PLC, and PBIS Training levels.<br>• Increase or add Equity/CRI, NGSS, His/Social Studies, and PE training.<br>3B District Average: 3.5<br>3C District Average: 2.7 |
| • (3) Parent surveys and participation rates | | Increase parent participation by 5%. | Increase parent participation by 5%. | Increase parent participation by 5%. |

| Total District Average | 3 |
|---|---|
| November 2013 | |
| April 2014 | |
| November 2014 | |
| March 2015 | |
| May 2015 | |
| October 2015 | |
| March 2016 | |
| May 2016 | |
| October 2016 | |
| March 2017 | |

| | | | | |
|---|---|---|---|---|
| |  | | | |
| • (4) California Assessment of Student Progress and Performance (CAASPP)<br><br>• (4) English Learner Proficiency Assessment for California (ELPAC)<br><br>• (4) (ELL) reclassification | 2015-2016 DATA<br>Overall Proficiency:<br>ELA Meets or Exceeds: 63%<br>MA Meets or Exceeds: 60%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 21%<br>MA Meets or Exceeds: 25%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 38%<br>MA Meets or Exceeds: 33%<br><br>SWD Proficiency;<br>ELA Meets or Exceeds: 22%<br>MA Meets or Exceeds: 22%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 66%<br>MA Meets or Exceeds: 63%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 24%<br>MA Meets or Exceeds: 28%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 41%<br>MA Meets or Exceeds: 36%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 25%<br>MA Meets or Exceeds: 25%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 69%<br>MA Meets or Exceeds: 66%<br><br>English Language Learners Proficiency:<br>ELA Meets or Exceeds: 27%<br>MA Meets or Exceeds: 31%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 44%<br>MA Meets or Exceeds: 39%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 28%<br>MA Meets or Exceeds: 28%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA | Increase Overall Proficiency:<br>ELA Meets or Exceeds: 72%<br>MA Meets or Exceeds: 69%<br><br>English Language Learners<br>ELA Meets or Exceeds: 30%<br>MA Meets or Exceeds: 34%<br><br>Economically Disadvantaged Proficiency:<br>ELA Meets or Exceeds: 47%<br>MA Meets or Exceeds: 42%<br><br>SWD Proficiency:<br>ELA Meets or Exceeds: 31%<br>MA Meets or Exceeds: 31%<br><br>Foster Youth Proficiency:<br>ELA Meets or Exceeds: NA<br>MA Meets or Exceeds: NA<br><br>ELPAC: TBD |

| | | | | |
|---|---|---|---|---|
| | ELPAC: NA<br><br>Reclassification rate baseline is 13.7% | ELPAC: NA<br><br>Reclassification rate 15% | ELPAC: TBD<br><br>Reclassification rate baseline is 17% | Reclassification rate baseline is 20% |
| • (5) Attendance, suspension/expulsion rates, MS dropout rates | • Suspension Rate .4%<br>• Expulsion Rate 0%<br>• SWD 2% suspension rate<br>• Truancy rate baseline is 19.38%<br>• Dropout Rate in 15-16 was 6 students as reported by California Department of Education Data Reporting Office. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. | • Maintain very low rates for expulsion.<br>• SWD reduce the suspension rate by .25%.<br>• Reduce truancy rate by 1%.<br>• Dropout Rate: reduce by 1 student. |
| • (6) Social Emotional Climate measure: Youth Truth Survey | | • See 3% to 5% growth in each category percentile.<br>• Maintain or exceed participation rates. | • See 3% to 5% growth in each category percentile.<br>• Maintain or exceed participation rates. | • See 3% to 5% growth in each category percentile.<br>• Maintain or exceed participation rates. |

| | | | | |
|---|---|---|---|---|
| |  | | | |
| • (7) Broad Range of Course offerings and access | We saw an overall drop in enrollment of 400+ students<br>Career Technical Education pathway will begin at LeyVa MS for the 17-18 school year<br>17 Accelerated math pathway sections<br>15-16 SY: 790 students in band grades 5-8<br>2 sections of AVID | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have CS elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. | Enrollment reductions will slow by 1%.<br>We will have Computer Science elective classes at 90% capacity.<br>We will maintain or increase sections of the Accelerated Math Pathway<br>We will see 2% increase in band participation in grades 5-8.<br>We will maintain our 2 sections of AVID. |
| • (8) Other Pupil Outcomes<br><br>Note: Please see LCAP Appendices at the end of the document. | • Highest day use on Google Classroom is 3,000 plus users.<br>• We have 49 migrant education students participating in the "Technology at Home" program. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. | Will see Google Classroom use increase by 10% as measured by google analytics<br>3rd grade migrant education students will receive a device to take home for school use. |

## 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: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century Skills (4Cs), differentiated instruction, culturally responsive instruction, and researched based instructional strategies. Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards | Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century Skills (4Cs), differentiated instruction, culturally responsive instruction, and researched based instructional strategies. Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards | Offer professional development in technology, digital literacy, Project Based Learning, Common Core, 21st Century Skills (4Cs), differentiated instruction, culturally responsive instruction, and researched based instructional strategies. Certificated, classified and administrative staff will receive training on implementation of the aligned CCSS and ELD standards |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 50,000 | Amount | 50,000 | Amount | 50,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) |
| Source | No Specific Funding Required | Source | No Specific Funding Required | Source | No Specific Funding Required |
| Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded and see goal 1) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded and see goal 1) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded and see goal 1) |
| Amount | $40,000 | Amount | $40,000 | Amount | $40,000 |
| Source | Title II | Source | Title II | Source | Title II |
| Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff(multi-funded) |
| Amount | $50,000 | Amount | $50,000 | Amount | $50,000 |
| Source | Title III | Source | Title III | Source | Title III |
| Budget Reference | Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. | Budget Reference | Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. | Budget Reference | Provide professional development for certificated, classified and administrative staff who will receive training on how to scaffold the Common Core State Standards for English learners. |
| Amount | $6,750 | Amount | $6,750 | Amount | $6,750 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to provide professional development for certificated, classified and administrative staff for Google Educator Certification. | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff for Google Educator Certification. | Budget Reference | Continue to provide professional development for certificated, classified and administrative staff for Google Educator Certification. |

## Action 2

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students. | To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students. | To provide collaborative instructional planning time to develop high quality lessons and learning experiences for students. |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $90,795 | Amount | $92,222 | Amount | $93,650 |
| Source | Supplemental - 1597 | Source | Supplemental - 1597 | Source | Supplemental - 1597 |
| Budget Reference | Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets-direct support to site) | Budget Reference | Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets-direct support to site) | Budget Reference | Continue to determine specific needs and structures to provide collaborative planning opportunities to support student learning. (Funded from multiple budgets-direct support to site) |

## Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: K. Smith, Montgomery, Dove Hill, Quimby Oak MS, LeyVa Ms, Silver Oak, Matsumoto ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) | Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) | Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $74,332 | Amount | $76,056 | Amount | $77,811 |
| Source | Supplemental - 1591 | Source | Supplemental - 1591 | Source | Supplemental - 1591 |
| Budget Reference | Retain certification to maintain quality Induction program (including .5 FTE) | Budget Reference | Retain certification to maintain quality Induction program (including .5 FTE) | Budget Reference | Retain certification to maintain quality Induction program (including .5 FTE) |

## Action 4

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Attract and maintain a qualified pool of substitutes. | Attract and maintain a qualified pool of substitutes. | Attract and maintain a qualified pool of substitutes. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $108,709 | Amount | $108,709 | Amount | $108,709 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | Continue to evaluate the current daily rate and adjust as able based on budget availability. | Budget Reference | Continue to evaluate the current daily rate and adjust as able based on budget availability. | Budget Reference | Continue to evaluate the current daily rate and adjust as able based on budget availability. |
| Budget Reference | | Budget Reference | | Budget Reference | |

Action 5

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged | ☒ New ☐ Modified ☐ Unchanged |
| General Education Teaching Staff | General Education Teaching Staff | General Education Teaching Staff |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $59,443,180 | Amount | $60,934,575 | Amount | $63,821,560 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | TK-8 Teachers (Including STRS on-behalf contributions and Retiree Medical) | Budget Reference | TK-8 Teachers (Including STRS on-behalf contributions and Retiree Medical) | Budget Reference | TK-8 Teachers (Including STRS on-behalf contributions and Retiree Medical) |
| Amount | $1,621,775 | Amount | $1,521,766 | Amount | $1,521,766 |
| Source | Lottery | Source | Lottery | Source | Lottery |

| Budget Reference | General Education Teachers | Budget Reference | General Education Teachers | Budget Reference | General Education Teachers |
|---|---|---|---|---|---|
| Source | | Source | | Source | LCFF |

## Action 6

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) | Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) | Teacher Induction Program (Formerly Beginning Teacher Support and Assessment, BTSA) |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $65,353 | Amount | $65,353 | Amount | $65,353 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | | Budget Reference | | Budget Reference | |

| | | |
|---|---|---|
| Retain certification to maintain quality Induction program | Retain certification to maintain quality Induction program | Retain certification to maintain quality Induction program |

## Action 7

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged |

### BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

# Demonstration of Increased or Improved Services for Unduplicated Pupils

| LCAP Year | ☒ 2017–18 ☐ 2018–19 ☐ 2019–20 |
|---|---|

| Estimated Supplemental and Concentration Grant Funds: | $7,158,208 | Percentage to Increase or Improve Services: | 8.18% |
|---|---|---|---|

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).

Evergreen School District believes that a strong instructional program is the entry point for supporting all students – especially at risk students. For this reason, Evergreen has chosen to use the majority of its proportionate share of the total LCFF increase ($8 million supplemental funds for the current LCAP year) to strengthen core instructional programs. In line with Evergreen School District's core vision and goals, Evergreen will offer a variety of programs and supports specifically for English learners, low-income students and foster youth.

The District is providing services that exceed the required supplemental expenditures (Refer to Section 2 for specific details and expenses). In addition to service and actions for all students identified in Section 2 of the District's Local Control and Accountability Plan, the following service and actions for low income, foster youth and English learner pupils will be provided districtwide:

- For low income pupils, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for at-risk pupils. For example, Career Tech Education summer school, use of programs like Frontrow, SIPPs.
- The interventions/programs provided will ensure that the students will be immersed in on-going rigorous instruction to prevent gaps in learning and impact student potential and learning capabilities.

- For English learners, para-professional staff will provide supplemental instruction to students. Additional intervention programs will be provided for students who do not make expected progress. Additionally, supplemental materials will be provided to specific students as appropriate.
- These services for English language learners will enable students to feel capable in participating with the English Only peers and increase their academic language. they will also build their leadership capacity as well as enhance language development and aquisition.
- For foster youth, the district will provide individual outreach to families to coordinate services and will provide intervention if necessary. For example our Social Workers make contact to coordinate services for the student and family, including student participation in all districtwide Parent University classes like 21st Century Whole Child, Whole Family series.
- Our foster youth interventions will help provide a low stress school environment. We are hopeful that we will relieve students of emotional and psychological trauma that is very difficult to overcome. Additionally, students will become empowered and feel more confident in their school environment. Our work will provide a stable emotional, social, and educational foundation.

PART B

Evergreen Elementary School District:

The increase in proportionality for English learners, low income students and Foster Youth is 8.18%

The District's unduplicated count is 4,512 resulting in $7,158,208 for target supplemental grant funding.

Quantitatively - The expenditure of LCFF funds for additional personnel, materials or services targeted primarily to unduplicated students as detailed in 3A, provides services above and beyond those provided for all students.

- For low income pupils, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for at-risk pupils.
- For English learners, para-professional staff will provide supplemental instruction to students in conjunction with teachers. Additional intervention programs will be provided for students who do not make expected progress. Additionally, supplemental materials will be provided to specific students as appropriate.
- Provide supplemental materials specific to the needs of students.
- For Foster Youth, the District will provide individual outreach to families to coordinate services and will provide intervention if necessary.

Qualitatively – The following additional services will be provided for unduplicated students, with no additional cost:

- Enhanced opportunities for parent engagement.

In order to ensure equity, we recognize the need to improve and expand services for our students in need. Consistent with our vision and goals, the actions and services described are designed specifically to increase achievement for English learners, low income students, and Foster Youth.

Specific actions to support these key areas include, but are not limited to:

- Continuation and improvement of intervention programs
- Implementation of English Language Development (ELD) standards through the utilization of newly adopted ELA/ELD materials and the purchase of supplemental ELD materials (expository)
- Integrated ELD and Designated ELD will be provided to all English learners
- Interventions provided to students are based on the needs of the targeted subgroups at the sites.
- Professional development related to instructional strategies (i.e. SEAL program)
- Continue to strengthen the Parent University Program. Expand Parent University to include a Resource Center to further provide resources for parents who are not able to attend evening classes.

The center will also provide:

- Literacy Alive Classes for parents
- Information and referral services
- Health and Nutrition
- Behavioral, Health and Physical Screenings
- Leadership and advocacy opportunities for parents
- Resources to assist parents with the whole child development(books, pamphlets, online access)
- Instructional Coaches will provide support to teachers on best practices for English learners and Low Income students.
- District continuing collaborative work with teachers and classified to craft a relevant and meaningful Professional Learning structure that will enhance the work for teachers to meet the needs of ELs, Low Income Students and Foster Youth.(Our Curriculum and Instruction Team)
- Families will be provided increased access to counseling services as needed.

LEA Wide Services:

Supplemental allocations for local site funds, technology, and interventions are allocated LEA Wide, but distributed equitable based on individual school unduplicated counts.

Also, many  LEA wide supplemental funded services are provided by one or a very small team of staff.  This requires the staff to work across all schools and work with targeted students in our unduplicated categories. For example our counselors, may work 1/2 a day at a school with a smaller unduplicated count and spend the rest of the week at a specific school with a higher level of students in the unduplicated category.

Please note: Any funding that is connected with personnel includes salary and benefits.

# DRAFT LCAP Key Goals and Actions 2017-2018

| Strategic Plan Goals | People | Programs and Services | Resources |
|---|---|---|---|
| **Goal 1**: Retain existing students and attract new students to the District | *Counselors, Social Workers, and MFT Interns (S, MF)** <br> *Full Day TK/K with Instruction Assistants (LCFF)** <br> .4 STEAM Teacher (LCFF) <br> Noon Duty Supervisors (LCFF) <br> Two assistant principals (S) <br> **Expenditure Total: $2,053,951** | Transportation Services (S) <br> Library Services (PT, MF) <br> Project Cornerstone (S) <br> CAPP (S) <br> Project Based Learning Program (PBL) (S) <br> Academic Language program (SEAL) (S) <br> *Comp. Science/Digital Arts Pathway (MF)** <br> Parcel Tax Programs (PT) <br> **Expenditure Total: $4,122,397** | Accelerated Reader and Formative Assessment Tools (S) <br> Youth Truth (S) <br> Classroom Supplies (LCFF) <br> School Enrichment Hours (S) <br> *STEAM/STEM Resources (LCFF)** <br> Science Camp (S) <br> *PBIS (S)** <br> **Expenditure Total: $398,152** |
| **Goal 2:** Provide equitable education resources and facilities | School Site Administration (LCFF) <br> Health Services (LCFF) <br> Special Education Staff (LCFF, MF) <br> Instructional Coaches (S) <br> Class Size Staffing at Title 1 schools (S) <br> *Additional Clerical Staff at Title 1 (S)** <br> **Expenditure Total: $24,043,935** | Intervention (Title III) <br> Translation (S) <br> 4-6 Prep (LCFF) <br> Custodial Services (LCFF) <br> Special Education Transportation (LCFF) <br> ELD integrated and designated supports (S) <br> Culturally Responsive Services (S) <br> **Expenditure Total: $7,217,368** | Migrant Education (LCFF) <br> Direct Site Supports (S, MF) <br> Foster Youth Resources (S) <br> Translation Services (S) <br> *Parent University (S)** <br> Family Resource Centers (S, MF) <br> **Expenditure Total: $2,197,793** |
| **Goal 3:** Achieve financial stability and sustainability | Central office staff and services (LCFF) <br> **Expenditure Total: $4,205,605** | Instruction Department Human Resources (S, MF) <br> Communications Department, Resources and Director (S, MF) <br> **Expenditure Total: $833,133** | Survey Tool (LCFF) <br> Site Maintenance (LCFF) <br> Indirect Costs (S, MF) <br> **Expenditure Total: $2,741,941** |
| **Goal 4:** Enhance use and integration of technology by students, teachers, staff and families | Additional 2.25 FTE for Information Services Dept. (LCFF) <br> **Expenditure Total: $227,187** | Parent Notification Systems (S) <br> *Migrant Ed Technology at Home (MF)** <br> **Expenditure Total: $42,326** | Digital Citizenship (S, MF) <br> *Student Information Tool (S, MF)** <br> Technology (S) <br> **Expenditure Total: $371,501** |
| **Goal 5:** Attract and retain teachers and staff, especially those with specialized credentials | TK-8 Teaching Staff (LCFF, L) <br> **Expenditure Total: $61,064,955** | Professional Development (S, MF) <br> Teacher Induction (S) <br> **Expenditure Total: $286,435** | Substitute Release Time (MF, S) <br> Maintain Increase in Substitute Rate (LCFF) <br> **Expenditure Total: $199,504** |

Key: Supplemental (S), Multi-Funded (MF), Parcel Tax (PT), Lottery (L), Local Control Funding Formula (LCFF)
*Items in italics indicate increased or improved services

working budget total: $110,006,183
Updated 5/30/17

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

### Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

### Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

**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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**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 mark "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 selecting "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:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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** | **2016-17 Annual Update Budgeted** | **2016-17 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Funding Sources | 13,289,148.00 | 13,219,867.00 | 109,956,617.00 | 112,848,796.00 | 703,416,842.00 | 926,222,255.00 |
| | 0.00 | 23,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| LCFF | 5,097,323.00 | 5,110,086.00 | 97,072,451.00 | 99,897,147.00 | 103,624,153.00 | 300,593,751.00 |
| Lottery | 495,000.00 | 411,730.00 | 2,060,657.00 | 1,960,648.00 | 1,960,648.00 | 5,981,953.00 |
| Parcel Tax | 0.00 | 0.00 | 2,526,338.00 | 2,551,114.00 | 0.00 | 5,077,452.00 |
| Supplemental - 1590 | 698,907.00 | 698,907.00 | 642,120.00 | 645,595.00 | 589,900,938.00 | 591,188,653.00 |
| Supplemental - 1591 | 5,052,452.00 | 5,052,452.00 | 5,679,595.00 | 5,811,355.00 | 5,945,440.00 | 17,436,390.00 |
| Supplemental - 1592 | 279,084.00 | 301,084.00 | 256,501.00 | 256,501.00 | 256,501.00 | 769,503.00 |
| Supplemental - 1593 | 812,147.00 | 780,123.00 | 857,365.00 | 862,171.00 | 862,171.00 | 2,581,707.00 |
| Supplemental - 1594 | 10,000.00 | 5,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| Supplemental - 1595 | 73,430.00 | 73,430.00 | 74,630.00 | 75,878.00 | 77,176.00 | 227,684.00 |
| Supplemental - 1596 | 447,055.00 | 447,055.00 | 454,415.00 | 454,415.00 | 454,415.00 | 1,363,245.00 |
| Supplemental - 1597 | 92,000.00 | 92,000.00 | 90,795.00 | 92,222.00 | 93,650.00 | 276,667.00 |
| Title II | 46,750.00 | 40,000.00 | 46,750.00 | 46,750.00 | 46,750.00 | 140,250.00 |
| Title III | 185,000.00 | 185,000.00 | 185,000.00 | 185,000.00 | 185,000.00 | 555,000.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| **Object Type** | **2016-17 Annual Update Budgeted** | **2016-17 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | 13,289,148.00 | 13,219,867.00 | 109,956,617.00 | 112,848,796.00 | 703,416,842.00 | 926,222,255.00 |
| | 13,289,148.00 | 13,219,867.00 | 109,956,617.00 | 112,848,796.00 | 703,416,842.00 | 926,222,255.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Object Type** | **Funding Source** | **2016-17 Annual Update Budgeted** | **2016-17 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | All Funding Sources | 13,289,148.00 | 13,219,867.00 | 109,956,617.00 | 112,848,796.00 | 703,416,842.00 | 926,222,255.00 |
| | | 0.00 | 23,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | LCFF | 5,097,323.00 | 5,110,086.00 | 97,072,451.00 | 99,897,147.00 | 103,624,153.00 | 300,593,751.00 |
| | Lottery | 495,000.00 | 411,730.00 | 2,060,657.00 | 1,960,648.00 | 1,960,648.00 | 5,981,953.00 |
| | Parcel Tax | 0.00 | 0.00 | 2,526,338.00 | 2,551,114.00 | 0.00 | 5,077,452.00 |
| | Supplemental - 1590 | 698,907.00 | 698,907.00 | 642,120.00 | 645,595.00 | 589,900,938.00 | 591,188,653.00 |
| | Supplemental - 1591 | 5,052,452.00 | 5,052,452.00 | 5,679,595.00 | 5,811,355.00 | 5,945,440.00 | 17,436,390.00 |
| | Supplemental - 1592 | 279,084.00 | 301,084.00 | 256,501.00 | 256,501.00 | 256,501.00 | 769,503.00 |
| | Supplemental - 1593 | 812,147.00 | 780,123.00 | 857,365.00 | 862,171.00 | 862,171.00 | 2,581,707.00 |
| | Supplemental - 1594 | 10,000.00 | 5,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| | Supplemental - 1595 | 73,430.00 | 73,430.00 | 74,630.00 | 75,878.00 | 77,176.00 | 227,684.00 |
| | Supplemental - 1596 | 447,055.00 | 447,055.00 | 454,415.00 | 454,415.00 | 454,415.00 | 1,363,245.00 |
| | Supplemental - 1597 | 92,000.00 | 92,000.00 | 90,795.00 | 92,222.00 | 93,650.00 | 276,667.00 |
| | Title II | 46,750.00 | 40,000.00 | 46,750.00 | 46,750.00 | 46,750.00 | 140,250.00 |
| | Title III | 185,000.00 | 185,000.00 | 185,000.00 | 185,000.00 | 185,000.00 | 555,000.00 |

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

| Total Expenditures by Goal | | | | |
|---|---|---|---|---|
| **Goal** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| **Goal 1** | 6,574,500.00 | 6,649,659.00 | 4,154,624.00 | 17,378,783.00 |
| **Goal 2** | 33,409,530.00 | 34,187,848.00 | 624,239,541.00 | 691,836,919.00 |
| **Goal 3** | 7,780,679.00 | 8,419,414.00 | 8,535,075.00 | 24,735,168.00 |
| **Goal 4** | 641,014.00 | 646,444.00 | 652,003.00 | 1,939,461.00 |
| **Goal 5** | 61,550,894.00 | 62,945,431.00 | 65,835,599.00 | 190,331,924.00 |
| **Goal 6** | 0.00 | 0.00 | | |

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

**DELAC/DAC 10/26/16**

**I am happy with…**

- ❑ We are able to earn enough money to help the schools PE room and department
- ❑ With my child's teachers and surrounding staff and how hard they work for mine and all kids
- ❑ My son's ability to socialize with other students
- ❑ The way common core is evolving. More work but seeing the results
- ❑ The programs that are in school and are very good
- ❑ My child's support system
- ❑ My child's school and the improvement in English
- ❑ $5 per student in my classroom budget
- ❑ Our administration and support staff
- ❑ Our school has TK and is getting a major renovation project
- ❑ Our collaborative, professional teaching staff
- ❑ The innovation of technology
- ❑ The salad bar options
- ❑ Our FAC group
- ❑ The improvement I see in the test and survey scores, and I feel Quimby has a good amount of spirit.
- ❑ The teacher involvement and dedication
- ❑ The teaching staff my children have had. Their level of care and knowledge.
- ❑ All the teachers and LeyVa's support of my child.
- ❑ Common core--Kids are now more engaged working in groups
- ❑ The attention that the director has with students and parents
- ❑ I am really happy with the new STEM lab and teaching technology from the kinder level
- ❑ Quality of teachers
- ❑ Principal involvement on day to day student issues and ready to work on anything which helps students grow
- ❑ The transparency of our district and its efforts to promote equity
- ❑ The positive direction we are heading as a whole
- ❑ The small nurturing environment at Bulldog Tech
- ❑ Increased confidence and improvement of speaking and presentation skills
- ❑ School staff because they inform us about school activities.
- ❑ The school itself because my daughter is very happy with the professional staff.
- ❑ All the staff because they are good people.

**I would like to see...improved.**

- ❑ My child improve his reading and writing skills
- ❑ Parent teacher communication
- ❑ More parental involvement

- ❑ Specialized teachers for each subject
- ❑ Safety of the students by cordoning off student area or office
- ❑ Safety around school during drop off/pick up
- ❑ Parents to get involved more with us
- ❑ The communication improve
- ❑ See after school care for middle school students. Don't like them walking home alone
- ❑ That parents get involved with us
- ❑ Parent involvement increase. A lot of time and preparation go into preparing for workshops, etc. and there is low parent turnout and that is disappointing
- ❑ The Quimby playground improved
- ❑ Parent involvement
- ❑ Parent involvement at the site
- ❑ Student enrollment improve
- ❑ School climate (improve), bullying can be a problem in this school. We just need more positive peer to peer interactions and WAY more respect.
- ❑ Improved music
- ❑ Lunch menu choices
- ❑ The fields of all ALL our schools need urgent ATTENTION!
- ❑ Nutrition service offerings improved. Salad bars are a great start!
- ❑ Performance gap between A and W and AA and Hisp students
- ❑ In achievement for Latino and ELL students
- ❑ Teacher/parent communication improve. (middle school)
- ❑ See the equity of facilities and materials between school sites actually BE equitable.
- ❑ We talk a big game, but reality is reality-there IS no equity.
- ❑ My child's math scores improve
- ❑ Large classes for educators. We need to be able to effectively communicate with our parents.
- ❑ School - our school buildings to improve and be upgraded
- ❑ Facilities/cleaner bathrooms
- ❑ Number of bilingual education programs
- ❑ My daughter's bilingual development
- ❑ My son's access to technology for use at home

**At school I want my child/student to…**

- ❑ Be happy, safe, and be given opportunities to grow, learn, and thrive
- ❑ Excel in studies
- ❑ Overall growth in personality
- ❑ Respect others and get respected
- ❑ Have coding classes included in curriculum

- ❑ Able to skip grades, if for that grade level the student proves that he/she is already proficient
- ❑ Succeed and be ready for middle school and high school
- ❑ Be eager to learn and be prepared for high school and college
- ❑ Feel welcome and involved in all activities
- ❑ Learn, but also enjoy learning. I want to learn lessons for academics and, I want to have a lot of school spirit as well
- ❑ Have tech in every class
- ❑ Get more tables for lunch outside
- ❑ My child to be challenged above her level/standard
- ❑ Get all the academic help he needs
- ❑ Be inspired
- ❑ Feel connected to our school community
- ❑ Ready to compete in a future job market
- ❑ Engaged and excel
- ❑ Have a GATE program
- ❑ Feel safe
- ❑ Be respectful
- ❑ Be valued
- ❑ Be prompted to learn
- ❑ Have safe fun
- ❑ Learn about things in a way that interests me through real world applications
- ❑ Feel that they belong and get help when needed
- ❑ Have access to use very useful paid websites (Raz-Kids, iXL)
- ❑ Free after school tutoring offered at each school site to student that scored below standard on CAASPP test
- ❑ To be prepared for their ongoing education
- ❑ Have useful effective materials
- ❑ To receive help and support at home
- ❑ Be comfortable with technology and their school work
- ❑ Feel safe and to have more access to technology for use at home.
- ❑ Feel happy and safe.
- ❑ Benefit from increased gatherings/reunions with teachers and principal every month.
- ❑ Engage in sports activities
- ❑ Have access to enrichment classes about personal development for students
- ❑ Have more access to technology for use at home

**11/29/16--Holly Oak DSLT**

**At school I want my child/students to...**

**Themes**

- Gain skills to advance successfully*
- Be excited, safe, happy at school and in learning**
- Need to enjoy it**
- Meaningful and authentic learning/activities
- Engaged in thinking and build knowledge of the world around them
- All students build meaningful and strong communication skills
- Respect each other

**Individual Responses**

- ❑ Have fun
- ❑ Be happy
- ❑ Be happy
- ❑ Read and write at grade level
- ❑ Be confident
- ❑ Be motivated
- ❑ Engage in thinking
- ❑ Build their knowledge of their world
- ❑ Learn to think for themselves
- ❑ Be excited about what they are learning/doing in class
- ❑ Be able to express what they are learning in class to their parents/family
- ❑ To help others
- ❑ See themselves as problem solvers
- ❑ Engage in meaningful learning activities
- ❑ Practice STEM strategies
- ❑ Work in more small groups
- ❑ To learn
- ❑ To succeed
- ❑ To grow
- ❑ To be engaged
- ❑ Be able to communicate at age appropriate level
- ❑ Be free from stress to perform at levels they are not capable of yet
- ❑ To want to be there
- ❑ To get more help
- ❑ Reduce class size
- ❑ Become more responsible
- ❑ To enjoy learning
- ❑ To engage in learning
- ❑ To grow academically

- ❑ To grow academically
- ❑ To have fun while learning
- ❑ To learn and understand the 3rd grade concepts being taught
- ❑ To feel safe and listened to
- ❑ To feel confident
- ❑ To learn and participate daily
- ❑ To treat each other in a respectful manner
- ❑ To feel happy and safe
- ❑ To love coming to school
- ❑ To enjoy learning and feel supported
- ❑ Feel safe enough to ask questions

**I would like to see _____ improve.**

**Themes**

- Collaboration between and among grade levels
- Decisions making should be based on educational research and teacher discussion
- Parent Involvement ***
- Technology-consistent access to devices
- Technology-Time and space to integrate well, particularly in the primary grades
- Communication with all folks including students*
- Enrollment
- Class size and student to teacher ratio*
- Reduce need for combos
- Teacher recruitment and retention
- Employee morale*
- Consistent curriculum across grades, this is particularly difficult for combo teachers*
- Cumulative impacts of the transition to common core particularly for our older students

**Individual Responses**

- ❑ Parent participation (PTA)
- ❑ Parent participation with their child
- ❑ The technology programs (need help with apps, activities in the classroom)
- ❑ Communication between staff, grade levels, office, and admin
- ❑ Consistent curriculum throughout grade levels
- ❑ Students' reading and writing abilities
- ❑ The way we test students at the end of the year
- ❑ Decisions for our district's direction to be based on educational research
- ❑ Parent involvement
- ❑ Small group instruction

- ❑ Student respect to adults
- ❑ ELD mini lessons
- ❑ Grade level planning
- ❑ Collaboration
- ❑ Morale between teachers and district office
- ❑ Motivation
- ❑ School climate
- ❑ Student performance
- ❑ Consistent parent participation
- ❑ More parent activities
- ❑ Student/teacher ratio
- ❑ More parent support
- ❑ Of a variety of activities in school
- ❑ Class size
- ❑ Volunteers
- ❑ Employee morale
- ❑ Parent involvement
- ❑ Respect
- ❑ Collaboration
- ❑ Growth mindset with staff
- ❑ Student confidence
- ❑ Student communication skills

**Community Forum #1 11/30/16**

**At school I want my child/students to...**

- ❑ Learn
- ❑ Be a better person
- ❑ Able to do research
- ❑ Able to manage himself better
- ❑ Ready for his future
- ❑ Happy and safe and learn more math
- ❑ Read, be better at math and speak fluently and go to college

**I would like to see _____ improve.**

- ❑ Activities
- ❑ Art
- ❑ Academics
- ❑ Projects
- ❑ Ratio of teachers and students
- ❑ Teacher qualification
- ❑ Kinder support programs (more of them)
- ❑ Amount of school supplies

- ❑ Dual immersion schools in Evergreen School District
- ❑ More science for little ones
- ❑ More help for kids with special needs
- ❑ More programs for my child
- ❑ More programs for the kids

**Millbrook Staff Meeting 12/7/16**
**At school I want my child/students to _____.**
**Themes**

- Safe*
- Engagement**
- Be organized
- Motivated learner
- Successful and empowered
- Problem solver*
- Apply skills*
- To feel valued
- Communicated needs
- Ask questions**
- Show growth academically, socially, and emotionally
- Participate
- Self-evaluate
- Use bathrooms at appropriate times
- Do their best

**Individual Responses**

- ❑ Learn
- ❑ Use their best listening and reading skills
- ❑ Have the social and academic skills they will need to be successful
- ❑ Be able to problem solve both academically and socially
- ❑ Participate
- ❑ Follow directions
- ❑ Be innovative
- ❑ Apply skills learned
- ❑ Learn
- ❑ Be independent, self-motivated learners
- ❑ Engage/participate in curricular activities
- ❑ Be healthy
- ❑ Find their own strengths
- ❑ Feel safe
- ❑ Have creative outlets
- ❑ Make friends

- ❑ Enjoy school
- ❑ Appreciate diversity
- ❑ Advocate for the environment
- ❑ Be compassionate towards all living things
- ❑ Develop positive social skills
- ❑ Become independent problem solvers
- ❑ Use what they learned
- ❑ Ask questions
- ❑ Be engaged
- ❑ Want to be here
- ❑ Enjoy learning
- ❑ Learn new ideas and develop good people and communication skills
- ❑ Feel safe
- ❑ Be happy and safe
- ❑ Become good listeners
- ❑ Have clean, safe, new bathrooms as well as safe, new construction to come to the school
- ❑ Student to have responsibility and independence
- ❑ Communicate well
- ❑ Self-reflect and evaluate
- ❑ Be a problem solver
- ❑ Basic foundations of skills in academics
- ❑ Enjoy learning
- ❑ Feel valued
- ❑ Feel safe
- ❑ Enjoy learning
- ❑ Be happy
- ❑ Be kind
- ❑ Use technology
- ❑ Think globally
- ❑ Explain their thinking
- ❑ Participate in class discussions
- ❑ Ask questions when given information
- ❑ Use critical thinking skills
- ❑ Challenge themselves
- ❑ Be challenged
- ❑ Make growth academically, socially, and emotionally
- ❑ Be creative
- ❑ Succeed in all they do
- ❑ Be the best they can be

- ❑ Be confident in their knowledge
- ❑ Feel successful and empowered
- ❑ Think critically
- ❑ Feel welcome to take risks
- ❑ Feel safe
- ❑ Enjoy learning
- ❑ Express themselves clearly
- ❑ Be able to communicate clearly
- ❑ Turn in their best work
- ❑ Learn necessary skills
- ❑ Use all available resources
- ❑ Active learner
- ❑ Enjoy learning
- ❑ Communicate their needs
- ❑ Ask questions
- ❑ Be independent
- ❑ Take good notes
- ❑ At school I want my student to complete tasks
- ❑ Know basic math facts
- ❑ Be responsible
- ❑ Enjoy learning
- ❑ Perform at grade level or above grade level in all academic areas
- ❑ Work collaboratively in a group
- ❑ Reach their potential
- ❑ Not self-conscious and willing to try new things and ideas
- ❑ Learn from their mistakes and attempt to improve
- ❑ Be ready for 7th grade
- ❑ Be responsible
- ❑ Be organized
- ❑ Respect other people
- ❑ Interact with others in a positive manner
- ❑ Be respectful
- ❑ Show compassion for others

**I would like to see the _____ improve.**

**Themes**

- Bathrooms*****
- School maintenance*****
- Classroom budgets*****
- Class size ***
- PE Specialist *

- Equity of funding resources, tech, programs across whole district
- Monies equally distributed for maintenance across district
- ELD specialist in all classrooms
- Meeting LTEL needs
- Computer access and instruction
- Chromebook cart per classroom...1 to 1
- Expanded psychologist services
- Increased salaries
- Communication*
- Improved written and oral communication skills for students
- Increased parent participation
- Translation/interpretation to support parent participation and outreach
- Lunch program

**Individual Responses**

- ❑ Class size smaller
- ❑ Profession development (SUTW, readers workshop)
- ❑ Students' social skills
- ❑ Parental involvement and home support
- ❑ Translators
- ❑ Support services (psychologists, MFT)
- ❑ Concrete leveled
- ❑ Bathrooms renovated
- ❑ Our facility
- ❑ Bathrooms
- ❑ School grounds
- ❑ Equity in funding across district
- ❑ Amount of technology
- ❑ Programs available at all school (not just schools with money)
- ❑ More technology
- ❑ Equity of resources
- ❑ District/school funding
- ❑ New teachers moved to probationary, less temporary teachers
- ❑ Respect towards teachers
- ❑ Respect for teachers
- ❑ Equitability
- ❑ Communication
- ❑ Trust
- ❑ Accountability
- ❑ Cohesiveness
- ❑ Our facilities

- ❑ Curriculum
- ❑ Computer access
- ❑ Classroom instruction
- ❑ Writing
- ❑ Reading comprehension
- ❑ Smaller class sizes
- ❑ Student listening skills
- ❑ ELD for every classroom on a regular basis
- ❑ Translators for families that need them
- ❑ PTA participation
- ❑ Parent support
- ❑ Parent participation
- ❑ Money equally distributed among all schools for maintenance
- ❑ School maintenance and safety issues at our school
- ❑ Increased availability of student resources
- ❑ The campus (staff restrooms, cafeteria, and offices)
- ❑ School bathrooms
- ❑ School bathrooms
- ❑ District equitability
- ❑ Meeting LTELs needs
- ❑ School meal program
- ❑ Class size
- ❑ Class size
- ❑ School campus/facilities
- ❑ School campus
- ❑ Students' attention spans and perseverance
- ❑ Some curriculum time to plan/collaborate increased
- ❑ Written and oral skills of students
- ❑ Class size (K-3 back to under 20 and 4-6 under 30)
- ❑ School grounds improve "appearance"
- ❑ Listening skills
- ❑ Written and oral expression
- ❑ Equitable and equal access to technology improve
- ❑ Focus
- ❑ Attention span
- ❑ Classroom budgets
- ❑ Facilities
- ❑ Updated media center
- ❑ School facilities
- ❑ More services

- ❑ Technology, Chromebooks in rooms
- ❑ Help, PE specialist
- ❑ Self-esteem
- ❑ Improve
- ❑ Bathrooms, clean, not dated
- ❑ Increase teacher budgets
- ❑ Bathrooms
- ❑ Prep time
- ❑ 1 to 1 tech to students
- ❑ Afterschool HW club
- ❑ Standardize start and end time for the whole district
- ❑ PE lessons or teachers or equipment

**ETA Rep Council**
**At school I want my students to _____.**
**Themes:**

- Access across the district for all students
- Social/emotional health**
- Self-sufficiency
- Support for their specific needs outside of the classroom
- Engaged citizenship
- Enrichment
- Perseverance
- More relevant and enriching electives
- Resilience
- Passionate about learning
- Prepared for real world
- Applications
- To feel safe with appropriate environment
- LeyVa side to have access to Field Trip
- Healthy buildings/environment
- Gifted and Talented educational experiences for Title I
- Primary teachers would like art prep
- Equity in arts
- PE Prep
- Enrichment

**Individual Responses**

- ❑ Be respectful
- ❑ Feel confident
- ❑ Be compassionate
- ❑ Help one another when appropriate

- ❑ Have new bathrooms
- ❑ Concrete leveled for safety
- ❑ Feel safe
- ❑ Find their own strengths
- ❑ Grow as readers and writers
- ❑ Be a self-motivated learner
- ❑ Be able to conduct (host) lessons/activities
- ❑ Equitable access with technology
- ❑ Enjoy cafeteria food
- ❑ New cafeteria with a stage
- ❑ Have a theatre/arts program after school
- ❑ Have classroom technology be equitable across the district
- ❑ PE prep
- ❑ Have time to explore and learn hands on
- ❑ Ask questions and investigate
- ❑ Be well balanced socially as well as academically
- ❑ Be happy
- ❑ Be nice
- ❑ Be happy
- ❑ Enjoy life
- ❑ Be happy
- ❑ Share their food
- ❑ Be on grade level
- ❑ At school I want my students to trust us in order to take chances
- ❑ Challenge themselves
- ❑ Persevere/try hard to learn the new material
- ❑ Lunchtime activities and something to help SDC students at lunchtime
- ❑ Healthy environment (no mold, worn down buildings, facilities)
- ❑ Have access to music, art, sports
- ❑ Receive the same resources, availability of resources as all other schools in our district
- ❑ Have more relevant and enriching electives
- ❑ Enrichment
- ❑ Have money for art supplies to do some more actual art
- ❑ Feel safe and supported
- ❑ To have field trip opportunities like at Bulldog Tech
- ❑ Experience success
- ❑ To get support for their special needs
- ❑ Access to the same resources as all the schools in the district
- ❑ Get basic skills and learn to think critically

- ❑ Treat each other with respect, not make learning a competition
- ❑ Feel safe and welcome
- ❑ Get excited about learning
- ❑ Enjoy being at school
- ❑ Develop self-sufficiency
- ❑ Take risks, fail, and learn from their mistakes
- ❑ Gain the skills and knowledge needed to help them develop into good citizens who contribute to society in an effective positive way
- ❑ Learn to read with confidence
- ❑ Be challenged, engaged, successful
- ❑ Respect all adults, not just me
- ❑ Come to school
- ❑ All improve reading skills
- ❑ Learn
- ❑ Know their math facts before coming to 6th grade
- ❑ Feel safe
- ❑ Have fun
- ❑ Build healthy, social, emotional skills
- ❑ Know what the expectations are
- ❑ Learning significant content
- ❑ Feel comfortable to share their ideas
- ❑ Become independent
- ❑ Have fun while learning
- ❑ Become an independent, confident, knowledgeable person ready for real world applications of their skill sets
- ❑ Confident
- ❑ Ready for the real world
- ❑ Independent learners
- ❑ Knowledgeable
- ❑ Think critically
- ❑ Be able to work at their highest level
- ❑ Make safe decisions

**I would like to see _____ improve.**

**Themes**

- Labor relations
- Salaries**
- Teacher morale
- Transparency
- Collaborations between staff, staff to admin, staff to district
- Administrator knowledge of Special Education laws (Site and District)

- Sub shortage
- Translators (in-person)
- Teachers who are willing to go to science camp in place of regular 5th grade teachers
- Trust
- Respect for teachers
- Playground skills
- Updated facilities
- Accountability--Responsibility for own actions
- Portable retirement plan
- Clarity and coherence of support staff (Psychologist, MFT interns, Social Workers) when working with students. Currently feels like a patchwork that is unorganized.
- Class sizes in elementary and middle school
- Appropriate inclusion of SDC
- Increased compensation of Special Education Staff
- Balanced classes--Ability levels

**Individual Responses**

- ❑ More emphasis on the whole child and less on testing improvement
- ❑ Equity between school
- ❑ Lower class size in middle school-better for students
- ❑ Accountability
- ❑ Equity
- ❑ Transparency
- ❑ Trust
- ❑ Equity between rich and poor
- ❑ Improve access to technology
- ❑ More special education aides
- ❑ Morale among the staff
- ❑ Students' access to support programs
- ❑ Respect from district to teachers improved
- ❑ Appreciation for expertise, hard work, passions by district
- ❑ Principal choices/placement for specific sites meet population needs
- ❑ Administrator knowledge of special education laws and procedures improved
- ❑ Collaboration
- ❑ Psychological support for students improved
- ❑ Parent support/involvement
- ❑ Class size improve
- ❑ Class size and environment
- ❑ Playground skills, student struggle to use monkey bars or clear hurdles--

Physically risky behaviors like being able to run, climb, flip on bars, etc.

- ❑ Students being accountable for their mistakes and not be “excused away”
- ❑ Hiring of administrators
- ❑ Morale
- ❑ Trust in educational decisions
- ❑ Class size
- ❑ Trusting the teachers to set their own thermostat
- ❑ Support staff
- ❑ Enrichment activities
- ❑ “Choice” of leadership in district
- ❑ District relationship with teachers
- ❑ Trust and respect for teachers
- ❑ Parent and district representatives respect of teachers
- ❑ Appropriate allocation of funding in district (ie pay)
- ❑ Salaries/COLA
- ❑ My pay**
- ❑ Better inclusion for special education students
- ❑ School site budgets
- ❑ The cafeteria food
- ❑ Labor relations
- ❑ School lunches, plastic wrapping heated, chemicals
- ❑ Facilities
- ❑ Salary/scale
- ❑ Fair negotiations
- ❑ Teacher morale
- ❑ Labor relations
- ❑ Respect for my professional skills
- ❑ Administrative support
- ❑ Respect for my time
- ❑ ELD program back to what it was
- ❑ When SJUSD finds money, they give it to teachers. 2 years in a row they have gotten bonuses
- ❑ Respect for teachers
- ❑ Sub shortage
- ❑ Release time for assessment
- ❑ Teacher respected at board meetings (not ignored by the Board during public comment from the public)
- ❑ Teacher/District collaboration
- ❑ District communication
- ❑ Teacher/District relationship

- ❑ Decline in health care costs
- ❑ Salaries
- ❑ Teacher salaries
- ❑ Equity across the district with all resources
- ❑ A Teacher's Edition for each subject for teachers to write in
- ❑ District support with chronic students
- ❑ Updated facilities (Retire obsolete portable classrooms)
- ❑ Bathroom improved
- ❑ PE prep
- ❑ Computer (Technology) access-equity
- ❑ Equitable technology across schools

**Montgomery**

**At school I want my students to _____.**

- ❑ Have a safe environment
- ❑ For the principal to know my child and speak to my child
- ❑ To value diversity
- ❑ To have sympathy and empathy for ELL students

**I would like to see _____ improve.**

- ❑ Parent Involvement
- ❑ How we leverage supplemental and Title I funds to improve to support underserved students
- ❑ Class size**
- ❑ Less combos**

**Silver Oak Principal Coffee**

**At school I want my students to _____.**

**Themes**

- Safe: feel and be safe
- 21st Century learning, critical thinking, supporting ideas, problem solver
- Have confidence building experiences
- Open to new things and ideas
- Academically strong in academic content areas like Language Arts, Math, Science, Social Studies
- Have support in writing and have a strong writing assessment and feedback system
- Have motivation and good habits of mind
- Growth mindset
- Be challenged
- Social/emotional skills
- Enrichment

- Have competency with technology and tools for future careers

**Individual Responses**

- ❑ Be a fast thinker
- ❑ Learn what is needed for the next level
- ❑ Excel in learning
- ❑ Challenged
- ❑ Strive
- ❑ Safe
- ❑ Feel safe
- ❑ Want to come to school
- ❑ Have competency with tech
- ❑ Faster in simple math minutes problems
- ❑ Learn critical thinking
- ❑ Learn how to explain and support her conclusions/opinions
- ❑ A resourceful problem solver
- ❑ Think outside the box
- ❑ Learn how to think clearly
- ❑ Engage in 21st century learning
- ❑ Learn a wider range of skills and subject matters
- ❑ Learn new things
- ❑ Enrichment
- ❑ Think of others and be involved in the community
- ❑ Be socially adjusted
- ❑ Be happy and excited about learning
- ❑ Encourage others
- ❑ Enjoy learning while building character and forming friendships
- ❑ Get along with others and work together
- ❑ Type fast
- ❑ Keep up with online programs
- ❑ Speak a second language
- ❑ Know programming
- ❑ Strong in science
- ❑ Strong in writing skills
- ❑ Strong in math
- ❑ Build confidence
- ❑ Be confident in writing and trying new things

**I would like to see _____ improve.**

**Themes**

- The amount of writing to allow for better expression of yourself
- Resources to teachers and students

- Teacher training
- STEM/STEAM and participation in computer science
- Less dependence on PTO funding
- Enrichment and homework help
- Competitive activities and chances for advanced learners
- Second language classes
- Smaller class size
- Corporate collaborations and community collaborations
- Parental involvement with student engagement
- Understanding of school expectations
- Planning for middle school like a shadowing program
- In school curriculum and assessments, broaden to other areas other than math and language arts
- Non-traditional teaching methods like thematic units, hands-on and away from worksheets
- Facility upkeep, particularly water fountains and bathrooms
- Safety, and adding video cameras
- Flexibility in district rules for attendance, consider independent study options, expansion of reasons for excused absences, included flexibility and discretion
- Parent engagement in academic setting, volunteering, for example helping with hour of code lessons

**Individual Responses**

- ❑ Less dependence on PTO funding
- ❑ In-school curriculum and assessment
- ❑ After school offerings
- ❑ More competition like enrichment classes
- ❑ Opportunities for advanced learners
- ❑ Foreign language classes, introduced early
- ❑ Safety, video surveillance
- ❑ Facilities upkeep, water fountains and restrooms
- ❑ Planning for middle school
- ❑ Flexibility in district rules for unexcused absences
- ❑ Community partnerships
- ❑ Community involvement
- ❑ Collaboration with corporations, panels, speakers, field trips
- ❑ Parent involvement with students (trusted adults)
- ❑ Family engagement
- ❑ Parent understanding of expectations of learning/education
- ❑ After school programs, homework help
- ❑ Enrichment opportunities

- ❑ STEM focus
- ❑ STEAM learning
- ❑ STEM program
- ❑ More STEM offerings
- ❑ Participate in competitions for STEM activities, like robotics
- ❑ Be able to explore herself in her writing, better writer
- ❑ Writing
- ❑ More writing
- ❑ Focus on writing
- ❑ Non-traditional teaching methods
- ❑ Smaller class sizes
- ❑ Teacher training, professional development
- ❑ Resources to teachers and students in the classrooms

**Dove Hill Principal Coffee**

**At school I want my students to _____.**

- ❑ Be challenged
- ❑ Be acknowledged for great work
- ❑ Be able to communicate with staff well
- ❑ Feel comfortable and supported
- ❑ Be creative to expand their imagination
- ❑ Succeed in all subjects
- ❑ Continue to be kind to teacher at school
- ❑ Have my child's individuality to be fostered. DH excels at this.
- ❑ Learn how to focus
- ❑ Have more extra-curricular activities like music and art
- ❑ Have an art class where they can go beyond their imagination or learn to be creative or music
- ❑ Do better in math and AR

**I would like to see _____ improve.**

- ❑ Street lines painted around school- improve safety
- ❑ More iPads to be used in library and classrooms*
- ❑ Increased participation of parents in meetings and events*
- ❑ Tutoring programs and afterschool programs*
- ❑ Theater or plays done by students
- ❑ Arts and student participation opportunities
- ❑ The ability to see the whole workbook for homework and keep pages together to be able to see progression of student work and allow for review
- ❑ Make homework information more available/accessible
- ❑ More talking and exposure to spoken English language

**Katherine Smith**

**At school I want my child/students to _____.**

**Themes**

- Read and understand the topic
- Learn more about coding
- Learn to speak to an audience
- Resources for emotional well being
- Collaboration with communities (Teachers, students, and families)
- Learning cafe
- Continue with PBLs
- STEM (more learning)
- Writing and comprehension
- Safety

**Individual Responses**

- ❑ Continue with learning cafe
- ❑ Continue after school activities such as basketball
- ❑ PBL projects
- ❑ Read, math, speak, write
- ❑ Read more
- ❑ Work more on writing and spelling
- ❑ Confident
- ❑ Science projects
- ❑ Increase physical activities
- ❑ Student led conferences
- ❑ Write
- ❑ Feel safe walking home
- ❑ Study well*
- ❑ Writes beautifully*
- ❑ After-school program**
- ❑ Good at math*
- ❑ Writes letters beautifully*
- ❑ Understands all subject areas*
- ❑ Wants to thank the school for taking care of their kids*
- ❑ Everything is great**

**I would like to see _____ improve.**

- ❑ School lunches
- ❑ Rewards for students (prizes, recognition)
- ❑ Learning cafe
- ❑ Reading comprehension
- ❑ Public speaking
- ❑ Cultural awareness

- ❑ Summer school (more seats/every grade)
- ❑ 0-5 services (not qualified for school)
- ❑ Thank you for the learning cafe classes
- ❑ Participate in classroom discussions, read, and work on math
- ❑ Restorative justice techniques
- ❑ To have the resources needed for emotional well being
- ❑ Family resource center
- ❑ Understand the reading materials
- ❑ Literacy programs (poems)
- ❑ Community liaison
- ❑ Continue with PBL
- ❑ Walk and roll
- ❑ Learning cafe
- ❑ Using technology in learning
- ❑ Learn more about computer programs
- ❑ Continue exhibition nights with student presenting
- ❑ Learning cafe with sports
- ❑ A collaborative community
- ❑ Learning cafe
- ❑ Student led conferences
- ❑ Engaged culturally-focused/sensitive curriculum
- ❑ Continue with PBL and exhibitions
- ❑ More STEM learning
- ❑ Learn more coding
- ❑ Continue with PBL

**Individual Responses**

- ❑ Guest speakers
- ❑ Rewards for students who got straight A's
- ❑ The habits
- ❑ Morning pride on Mondays
- ❑ Walk to school
- ❑ Better language in school, no bad words
- ❑ How parents can support at home, the problem solving strategies that are being used at school?
- ❑ Have parents/school lookout at Clarice and Huran
- ❑ More information on teen discipline
- ❑ Steps on how to get more parent involvement, communication
- ❑ Do we have any feedback on circle “problem” resolution?
- ❑ Parents involving in students’ problems
- ❑ Bullying steps

- ✓ Student is victim
- ✓ Student is bully
- ✓ Bully tiers
- ✓ Inform parents on progress
- ✓ Follow up on bully and victims and parents

- ❑ Tips/support for parents to help students communicate situations they don't feel safe, or continue to support their child deals with situations they felt unsafe
- ❑ More information for parents on school practices/policies (example: circles, tier discipline
- ❑ Students get awards they have successfully completed something
- ❑ More after-school classes
- ❑ Want more books
- ❑ Want more homework
- ❑ Summer school

**Community Forum #2**
**At school I want my child/students to_____.**
**Themes:**

- Libraries-more books and access**
- Innovate*****
- Academically and mentally strong********
- Feel safe, loved, and smart******
- Access to after school tutoring everyday
- Able to eloquently express ideas****
- Learn programming****
- More projects and student council***

**Individual Responses**

- ❑ Show empathy
- ❑ Meditate to control emotions
- ❑ Computer literate
- ❑ Healthy
- ❑ Academically, physically, and mentally grow and develop
- ❑ Recognized for honor roll and AR points online and at school
- ❑ Innovate
- ❑ Happy, maybe some creative thinking
- ❑ Master basic skills
- ❑ Safe
- ❑ Do more school projects in student council
- ❑ Involved with more after school classes
- ❑ Fix all the holes in the huge grass field

- ❑ Have access to tutoring every day after school
- ❑ Required to take a computer coding class
- ❑ Required to participate in arts
- ❑ Required to visit a local college at least once a year
- ❑ Required to learn about different careers throughout the year rather than just career day
- ❑ Required to volunteer in the community
- ❑ Required to learn a different language
- ❑ Prepared for a real world working environment
- ❑ Become literate in areas of technology
- ❑ Prepared for a real world working environment
- ❑ Have an understanding of government
- ❑ Have a general and deeper understanding of philosophy
- ❑ Learning concepts with real world tie ins
- ❑ Computer classes
- ❑ Speech and debate programs
- ❑ More Chromebooks
- ❑ Library-more books
- ❑ Core curriculum-Teachers need more training
- ❑ Parent/teacher involvement
- ❑ More conferences
- ❑ Run more
- ❑ Play group video games
- ❑ Better at math
- ❑ Teach up with different people every time to do projects
- ❑ Be able to express their ideas through whatever medium they choose
- ❑ Actually be engaged and curious about what they are learning
- ❑ Know facts and not just regurgitate them
- ❑ Be able to think out of the box when solving challenging problems
- ❑ Do more presentations
- ❑ English only math time
- ❑ Have more computers to use or be able to bring his own Chromebook
- ❑ Enjoy games during PE
- ❑ The equal opportunity that others get with using computers
- ❑ Feel safe, loved, and smart
- ❑ Learn more programming

**I would like to see _____ improve.**

**Themes**

- Student recognition (AR, honor roll)
- Quality of presentations

- Financial situation
- Science for primary**
- Public speaking*
- Teacher support and development***

**Individual responses**

- ❑ Computer literacy
- ❑ Student engagement
- ❑ Teacher computer literacy
- ❑ Community wide school-team building event
- ❑ School campuses
- ❑ Have better school lunches
- ❑ Allocation of budget
- ❑ Be able to communicate with each other
- ❑ Science education for primary grades
- ❑ Skills in all the arts
- ❑ Access to arts-music theater drawing
- ❑ More computer and computer time per student
- ❑ Teacher training improved (accountability and tracking of progress)
- ❑ Debates
- ❑ Net happiness/enjoyment
- ❑ Literacy skills
- ❑ Recognition for AR on computer from school, districts and honor roll
- ❑ Presentations
- ❑ Our district's financial situation
- ❑ Access to technology
- ❑ Math improved-English only
- ❑ The ability to buy school books easier for some of the grandparents trying to help
- ❑ Number of support personnel
- ❑ Teacher support and development
- ❑ Teacher training
- ❑ Financial support for outside tutoring
- ❑ Student involvement
- ❑ Public speaking of communication
- ❑ Science projects or programs
- ❑ Encourage use of new technology
- ❑ Have more books in the library

**Cedar Grove 1/10/17**

**At school, I want my child/students to _____.**

**Themes**

- Be excited about learning
- Have fun
- Take risks and have a safe environment *
- Ask questions
- Feel accepted
- Be the best version of themselves
- Learn, feel supported and have pride
- Be in afterschool programs
- Feel loved
- Have resources to be successful
- More connections/field trips, shadow days, connections to local companies *
- Arts, music, athletics

**Individual Responses**

- ❑ Love reading, books, and learning within a social environment
- ❑ Take risks and be confident
- ❑ Feel safe taking risks
- ❑ Read
- ❑ Have resources to be a successful student
- ❑ Learn, feel supported and thrive
- ❑ Be exposed to more extra activities like music, athletics
- ❑ Engaged in more science
- ❑ Thrive during adverse situations
- ❑ Laugh
- ❑ Have fun
- ❑ Be kind to themselves and to others
- ❑ Feel safe physically and emotionally
- ❑ Explore
- ❑ Always ask questions
- ❑ Learn
- ❑ Be academically and socially ready for the real world
- ❑ Have shadow days with local businesses and tech companies
- ❑ Use technology on a more frequent basis
- ❑ Have more educational fieldtrips and guest speakers
- ❑ Feel loved and successful
- ❑ Feel accepted, safe, and be the best versions of themselves
- ❑ Feel excited about learning

**I would like to see _____ improve.**

**Themes**

- Substitute pay
- Technology training and programs
- Availability of transportation for field trips before 9 AM and and after 1 PM
- Opportunities for parents to participate in activities training
- Communication at sites and district--website ease of use ( eg: calendars, science fair materials)
- Afterschool programs expanded
- Overcrowded in upper grades
- Healthier lunch options for hot foods
- Combos
- Common core math supports

**Individual responses**

- ❑ Learn an additional language
- ❑ Have more options for afterschool programs
- ❑ Have healthier lunch options
- ❑ See counseling services improve
- ❑ Support services (RSP) improve
- ❑ More paid professional development for teachers to inspire, teach technology, and workshops
- ❑ I would like to see community connections improve
- ❑ Differentiation workshops for teachers and resources to go with it
- ❑ Programs for the tech besides the adoption of curriculum
- ❑ iPad apps that track (eg. iXL funded by district level)
- ❑ More online assessments and programs
- ❑ The amount of resources for each student to improve
- ❑ Technology and training
- ❑ Afterschool programs
- ❑ More diverse parent involvement
- ❑ More extra-curricular programs
- ❑ More opportunities to participate in art/music programs
- ❑ Tapping into the community we live in to leverage resources of the people
- ❑ Volunteering/parent involvement
- ❑ science/tech/sport subject matter
- ❑ More parent involvement improve and support for improving ways for parents to participate
- ❑ Access to technology
- ❑ Availability of transportation
- ❑ Communication between DO and staff

- ❑ Class overcrowding in upper grades and middle school
- ❑ District communications/information found easier
- ❑ After school programs expanded
- ❑ Substitute pay
- ❑ Parent involvement/inclusion
- ❑ Parent involvement

**Cadwallader**

**At school I want my child to _____.**

**Themes**

- Have more paper homework, less online homework
- Feel safe emotionally, have a warm and welcoming environment
- More Parent University offerings
- More sports in general, including during the day
- Have someone to talk to when they need it
- Have more reading
- Smaller class sizes*
- More writing
- More public speaking with group projects and for the purpose of communicating ideas and thinking

**Individual Response**

- ❑ Have more group projects
- ❑ More writing time and public speaking
- ❑ Have smaller classes
- ❑ Be safe at school
- ❑ Express themselves through writing
- ❑ Read more
- ❑ Have more homework and less iPads
- ❑ Have projects, future goals through writing
- ❑ Do more reading and less iPads
- ❑ More parent involvement
- ❑ Do more sports
- ❑ Be safe
- ❑ Have someone to talk to when they need to
- ❑ Write more
- ❑ Feel safe
- ❑ Enjoy learning

**I would like to see _____ improve.**

**Themes**

- Lunches**

- Dog waste on the sidewalks and kinder playground
- Cleanliness of playgrounds
- Slowing of traffic in front of school

**Themes**

- School lunches
- The playground
- The bathrooms
- School lunches
- The sidewalks have less dog waste

**JFS Parent Night**

**At school I want my child to _____.**

**Themes**

- Be an active citizen
- Have friends
- Have opportunities to gain skills that are not exclusively academic
- Build interpersonal skills and work together with others
- Have more sports in school hours
- Gifted program and experiences
- Have a spelling bee
- Have second language classes
- Have public speaking and debate
- Have music, music appreciation, and music performances
- STEM and Robotics
- Smaller classes
- No combos
- Longer school days
- PD days for teachers on sensible days to support families
- More math, more math, more math, more math, more math
- Knowledge of social interactions and understanding of differences
- Value difference and recognize difference as a positive
- Come together as a community to build positive interdependence

**Individual responses**

- ❑ Feel safe
- ❑ Participate in spelling bee program, Latin language opportunities and other language opportunities like Spanish and French
- ❑ To have chance at advanced learning and gifted programs, especially in math and science
- ❑ Have debate opportunities
- ❑ Have chances to engage in public speaking and communications
- ❑ Have chances to engage in public speaking

- ❑ Have art, drama in the classroom and performing arts
- ❑ Have music appreciation
- ❑ Have music and drama
- ❑ Have longer recess
- ❑ Have more sports during school hours
- ❑ Have presidential fitness
- ❑ Have PE instructors-true PE
- ❑ Attend more grade level classes, not combo classes--there is less learning and less taxing on the teacher
- ❑ Have no combo classes
- ❑ Have lunch after play and not before
- ❑ Have reduced class sizes
- ❑ Have coding program
- ❑ Have robotics
- ❑ Have STEM lab
- ❑ Kind and safe
- ❑ Exposed to various styles of music (vocal and instrumental)
- ❑ Have the opportunity to do public speaking
- ❑ Get introduced to social media earlier
- ❑ Learn about LGBT community
- ❑ Be challenged
- ❑ Pick up a hobby/skill
- ❑ Get better math education
- ❑ Learn social interactions
- ❑ Do homework during school time
- ❑ Clearly understanding benefits of health and how to focus on health more
- ❑ Be exposed to a world view
- ❑ Learn good communication skills and develop good interactive skills like speaking in public
- ❑ Be able to attend afterschool programs
- ❑ Learn more about music
- ❑ Explore new opportunities
- ❑ Improve skills with support
- ❑ Have friends
- ❑ Feel happy to come to school and have a good school environment
- ❑ Be exposed to good STEM programs
- ❑ Learn more about hands-on activities
- ❑ Be excited about learning
- ❑ Be an active citizen

**I would like to see _____ improve.**

**Individual Responses (no themes as we ran out of time)**

- ❑ Communicate to parents via school loop
- ❑ Catering
- ❑ PE
- ❑ STEM education
- ❑ Add more music opportunities
- ❑ More involvement opportunities for parents, teachers, and students
- ❑ Stronger “pull” into afterschool activities
- ❑ Combo class 1st 2 weeks “delay” fixed
- ❑ Guest lecturers from successful established people in academia and industry
- ❑ Teachers not teaching to baseline, but pushing kids who are excelling. Challenging the students to do more
- ❑ Joint effort of teachers and parents to define PTA fundraising and local plans
- ❑ Think
- ❑ Increase their curiosity
- ❑ Input into teacher performance

**Chaboya**

**At school I want my child to _____.**

- ❑ LCAP must have goals on feedback requirements. Example: At least 50% of feedback from parents at school
- ❑ Have buses to and from school
- ❑ Be safe
- ❑ Have the GATE program
- ❑ Have honors classes
- ❑ Have more chances to try different kinds of activities and afterschool programs
- ❑ Get buses
- ❑ Go on more field trips
- ❑ Have more counseling regarding school and friends and teacher relations
- ❑ Safe
- ❑ Happy
- ❑ Eager to learn
- ❑ Challenged
- ❑ Engaged
- ❑ Comfortable
- ❑ Treated with respect
- ❑ Become more confident
- ❑ Have fun
- ❑ Proud of her school
- ❑ Be thoroughly engaged
- ❑ Be involved

- ❑ Constructive
- ❑ Be a leader
- ❑ Academically challenged
- ❑ Respected and respectable
- ❑ Be treated fairly
- ❑ Have a fun learning environment
- ❑ Be confident
- ❑ Safely arrive at school and depart school
- ❑ Feel safe
- ❑ Art and music
- ❑ GATE
- ❑ Bus options
- ❑ Technology upgrades
- ❑ Enjoy education
- ❑ Strive for great grades
- ❑ Advocate in the community
- ❑ Have afterschool programs like sports, arts, academic activities
- ❑ Strive towards college goals
- ❑ Have more science projects
- ❑ To do more writing assignments
- ❑ More parent involvement/participation by teachers
- ❑ Less bullying in elementary schools
- ❑ Be challenged
- ❑ Engaged
- ❑ Feel safe
- ❑ Surrounded by positive fun, staff

**I would like to see _____ improve.**

- ❑ Fee program to ride buses
- ❑ Common core instruction
- ❑ More funding per student
- ❑ Math department coordination with high school curriculum
- ❑ Transportation for sports
- ❑ After school help/study groups
- ❑ Technology utilized more to improve teacher to student time
- ❑ After school programs and classrooms improve
- ❑ Volunteerism
- ❑ Library selection
- ❑ Increased technology
- ❑ Sports programs/clubs
- ❑ The traffic situation around our elementary schools improved

- ❑ See funding for busses, libraries, technology, and electives improved
- ❑ Differentiated education in the classrooms

**Matsumoto**

**At school, I want my child/students to _____.**

- ❑ Be exposed to art, music, recognizing creativity and brainstorming as to hone those skills
- ❑ Debate
- ❑ Learn fundamental programming
- ❑ Negotiation skills
- ❑ Music
- ❑ Social behaviors
- ❑ Have access to all materials and technology within the classroom
- ❑ To foster learning
- ❑ Be given the opportunities to do group projects
- ❑ Present in public
- ❑ Learn/enhance working in diversity
- ❑ Learn cursive writing
- ❑ Be present and appropriately challenged throughout the day
- ❑ Practice kindness, courtesy, good manners and respect
- ❑ Learn music
- ❑ Learn art
- ❑ Learn Lego robotics
- ❑ Learn debate
- ❑ Learn socials skills
- ❑ Competence in technology

**I would like to see _____ improve.**

- ❑ Food choices improve, more healthy options
- ❑ More books in classrooms
- ❑ Written newsletters and emails to be concise
- ❑ STEAM programs
- ❑ Student enrichment activities improve
- ❑ Instructional materials improve
- ❑ Traffic safety improve
- ❑ How can we use academic/climate assessments and strengths to guide “what we are known for?”

**CSEA**

**AT school I want my child/students to _____.**

- ❑ Feel safe*****
- ❑ Enjoy more field trips

- ❑ Be safe**
- ❑ Be happy***
- ❑ Ask questions
- ❑ Feel like no question is dumb
- ❑ Have a wonderful time at school
- ❑ Have afterschool classes
- ❑ Love to read
- ❑ Ability to go to check out books at the library at all times
- ❑ Enjoy coming to my school
- ❑ Have friends
- ❑ Behave
- ❑ Learn******
- ❑ Enjoy learning
- ❑ Feel proud
- ❑ Feel equal
- ❑ Have people there for them
- ❑ Excel*
- ❑ Accelerate in math
- ❑ Polite
- ❑ Have good self esteem
- ❑ Have quality teachers
- ❑ Healthy
- ❑ Able to speak English after going through the ELD program
- ❑ Have fun*
- ❑ Try new things
- ❑ Have goals
- ❑ Laugh
- ❑ Smile
- ❑ Safe
- ❑ Improve and succeed
- ❑ Engaged in learning
- ❑ Have technology
- ❑ Encouraged to be creative
- ❑ Enjoy learning
- ❑ Learn team work
- ❑ Participate
- ❑ Good in math and science
- ❑ Happy
- ❑ Respect others
- ❑ Like school

- ❑ Love school
- ❑ Eat healthy*
- ❑ Make friends**
- ❑ Feel comfortable
- ❑ Liked
- ❑ Engaged**
- ❑ Educated*
- ❑ Learn at their level
- ❑ Enjoy the learning process
- ❑ Have good behavior
- ❑ Not afraid to ask for help
- ❑ Accepted
- ❑ Healthy
- ❑ Succeed

**I would like to see _____ improve.**

- ❑ Break rooms
- ❑ Campus
- ❑ Library
- ❑ Restrooms
- ❑ Eating more healthy foods
- ❑ Teaching tools
- ❑ Technology
- ❑ Education
- ❑ Textbooks
- ❑ Materials
- ❑ Equipment-chairs/desks
- ❑ Technology tools
- ❑ Students feeling of success
- ❑ More school busses
- ❑ Class size
- ❑ Habits
- ❑ Higher learning achievement
- ❑ Salaries
- ❑ Classified salaries
- ❑ Benefits
- ❑ Collaboration from top down
- ❑ Classified salaries
- ❑ Transportation
- ❑ Discipline
- ❑ More happy staff

- ❑ District communication
- ❑ Better working conditions
- ❑ Student participation
- ❑ Textbook delivery system
- ❑ Facilities
- ❑ More noon time supervisors
- ❑ Teachers*
- ❑ Cleaner campuses
- ❑ Collaboration between teachers and classified
- ❑ Classified salaries
- ❑ Be respected
- ❑ More discipline
- ❑ Test scores*
- ❑ Communication between DO and schools
- ❑ More appreciation
- ❑ Classified salaries
- ❑ Better communication
- ❑ Communication

**Laurelwood**

**At school I want my child to _____.**

**Themes**

- Music
- Dual immersion programming
- Safety-how to stay safe
- Math
- Self-directed
- Healthier lunch choices
- Character building
- Respecting/understanding other cultures
- Group work, public speaking, hands on learning
- Civic leadership

**Individual Responses**

- ❑ Enjoy a healthier lunch menu
- ❑ Have more diverse enrichment programs
- ❑ Make friends
- ❑ Excel academically
- ❑ Balance school and fun activities, sports
- ❑ More knowledgeable about college readiness
- ❑ Become a math expert

- ❑ Feel inspired to try new skills (coding or science)
- ❑ Require electives such as coding and science
- ❑ Every student has a laptop and uses it everyday
- ❑ Good behaviors
- ❑ Be more knowledgeable about other cultures and humanitarian responsibilities
- ❑ See her school as part of the community not just Monday through Friday
- ❑ More hands on projects
- ❑ Be encouraged
- ❑ Speak publically and be engaged with school more than just a student
- ❑ More group projects
- ❑ Learn a second language
- ❑ Immersion study options
- ❑ Learn how to play an instrument
- ❑ More music/art and class projects
- ❑ Eat healthy fresh food
- ❑ Character building
- ❑ Be happy
- ❑ Develop resilience to failure
- ❑ Work on self confidence
- ❑ Build confidence
- ❑ Work as a team with others (collaborate)
- ❑ Develop social skills
- ❑ Be able to express himself
- ❑ To cope with stress
- ❑ Learn
- ❑ Become passionate about their learning
- ❑ Think creatively
- ❑ Care more about ideas than grades
- ❑ Academically focused
- ❑ Become great problem solver
- ❑ Learn in a safe environment
- ❑ Excel in math and English language arts
- ❑ Prepared for next grade level
- ❑ To be ready for tomorrow
- ❑ To be challenged academically
- ❑ Participate in activities
- ❑ Be more excited about homework
- ❑ Open to tell me how his day at school was.  No more “Its school”
- ❑ Be motivated
- ❑ Be good citizens who are kind to their peers and stand up for each other

- ❑ Take responsibility for their learning

**I would like to see _____ improve.**

**Themes**

- School/campus security
- Technology equity
- Math expansion
- School not to close
- More resources and support for English language learners
- More library and media center resources-update
- Include TK and K in library services
- Differentiated instruction to meet the needs of different learning styles
- Leadership and civic sense development
- Promoting community service and change advocacy
- More options for electives at middle school
- Hands-on learning increased awareness of LGBTQ needs services

**Individual Responses**

- ❑ Options for hands on electives at junior highs
- ❑ More creative outlets (arts, dance, music)
- ❑ Improved security, too open, no cameras
- ❑ Access to more laptops technology
- ❑ More computer skills offered
- ❑ Arts and music clubs at school art and music courses at school
- ❑ More afterschool things like music and drama
- ❑ The school won't be closed
- ❑ Math expansion
- ❑ Community outreach
- ❑ School name recognition
- ❑ Science education for lower grades
- ❑ Improve healthy options
- ❑ Leadership and civic sense development
- ❑ Differentiated instruction
- ❑ In depth STEAM programs
- ❑ Detailed feedback from teachers
- ❑ More focus on specialty programs: accelerated, STEAM, technology, magnet
- ❑ Advanced and adaptive facilities
- ❑ Library/reading multimedia materials
- ❑ Technology equity
- ❑ More community service
- ❑ Change advocates
- ❑ Safety

- ❑ Buses return
- ❑ Traffic safety and crossing guards
- ❑ Resources and support for EL students

**Evergreen School**
**At school I want my child/student to _____.**

- ❑ Have vegetarian options for lunch
- ❑ Have more involvement in arts, music, PE
- ❑ Feel welcome
- ❑ Have computer lab
- ❑ Have more educational field trips
- ❑ More time in class
- ❑ Enjoy coming to school
- ❑ Learn science
- ❑ Have activities and PE
- ❑ Have more science programs
- ❑ Progress all around
- ❑ Have STEM/STEAM program
- ❑ Be prepared for college
- ❑ Have more training to teach IEP students in the classroom
- ❑ Collaborate and create
- ❑ Learn music
- ❑ Creativity and innovate
- ❑ More active in sports
- ❑ Extra activities
- ❑ To have a homework center with after school tutors
- ❑ More art programs
- ❑ Project based learning
- ❑ More training for teachers
- ❑ Walk a thon or similar events
- ❑ Learn science with hands-on activities
- ❑ Debate and public speaking
- ❑ After school activities and speech and debate
- ❑ After school tutoring help
- ❑ Modified curriculum for students with special needs
- ❑ Group activities
- ❑ More aides in the classroom for kids with IEPs
- ❑ More trained teachers for special needs
- ❑ Make my child enjoy learning
- ❑ Demonstration/public speaking
- ❑ Feel safe*

- ❑ IEP students more homework help is expected

**I want to see _____ improve.**

- ❑ Fun
- ❑ Communication between teachers and parents
- ❑ Service for special needs children
- ❑ Special education program
- ❑ STEAM program
- ❑ Teachers websites so that they can connect with parents
- ❑ Smaller teacher student ratio
- ❑ Music program
- ❑ After school program
- ❑ Interactions with teachers
- ❑ Parent/teacher communication
- ❑ Teacher improvement
- ❑ More clubs
- ❑ More teacher/parent meetings
- ❑ Have more mentoring
- ❑ More field trips
- ❑ Have drama class or program
- ❑ In depth learning
- ❑ Smaller teacher student ratio
- ❑ More student enrichment programs after school
- ❑ Science

**PAC at LeyVa**

**At school I want our students to _____.**

**Themes**

- Academics and social emotional learning
- Teacher attitudes and temperament
- Substitute attitudes and temperament
- Services to be successful
- Access to independent study
- Real life/hands-on learning
- Public speaking
- Academically challenged in classroom
- Holistic learning experience
- Develop passion for lifelong learning
- Key concepts reinforcement in all areas
- Teamwork and friendship
- Use of STEM lab with a plan
- Global Minded (encourage students to travel abroad without inflexible attendance

rules
- Re-examine truancy rules
- Require Independent study

**Individual responses**

- ❑ Be challenged academically at their current level in the classroom with reasonable reinforcement homework assigned
- ❑ Play a team sport
- ❑ Do more public speaking
- ❑ Have independent work study
- ❑ Academically challenged
- ❑ Professional
- ❑ STEAM
- ❑ Globalization
- ❑ To have a holistic learning experience and personal growth
- ❑ To build teamwork skills with others and develop good friendships
- ❑ To build a lifelong passion for learning and fundamental skills set to achieve academically
- ❑ Receive the services he needs to be successful
- ❑ Given opportunities for hands on experiences and real life experiences
- ❑ Academically challenged
- ❑ Encouraged to try new things outside his comfort zone
- ❑ Be successful
- ❑ Become a global citizen. Not just pay lip-service. Allow them and encourage them to travel the world.
- ❑ Have a full-time teacher through the entire school year. No substitute round robin.
- ❑ Have a teacher who has the right aptitude and temperament for the class she/he is teaching.

**I would like to see _____ improve.**

**Themes**

- Professional development for teachers.
- Better recruitment (teacher evaluations)
- District staff involvement with IEPs for students who are in our county programs
- More training for staff before they start teaching or when a new program comes out
- STEM education, get it going, this was a big investment in the classrooms

**Individual Responses**

- ❑ Training for staff to improve so they are better prepared to teach.
- ❑ STEM lab staffing to support full lab utilization.
- ❑ See advanced students getting more challenging assignments

- ❑ Teacher preparedness improve
- ❑ Differentiated learning
- ❑ See the district's involvement with the IEP improve
- ❑ Teacher professional development, recruitment, evaluation, rules and seniority and regulations

**Migrant Ed PAC**
**At school I want my child to _____.**

**I would like to see _____ improve.**

**Carolyn Clark Principal Coffee**
**At school I want my child to _____.**

- ❑ Be able to initiate and participate well (actively) in the school programs.
- ❑ Learn skills to support him and engage him in the community
- ❑ How to behave/manners positively in every situation
- ❑ Have more electives in middle schools and all schools should have some similarities.
- ❑ More personal development-focused mental strengths
- ❑ Be offered more classes in the computer science IT area
- ❑ More (lots more) hands-on science projects and writing about what they've learned
- ❑ Treat all people with respect
- ❑ Learn to concentrate on his tasks without distraction
- ❑ Improve reading and writing skills

**I would like to see _____ improve.**

- ❑ Personal growth, children are left behind and the teacher does not have training to care about each child. See it more in upper grade.
- ❑ For kids to have more opportunity to work in groups and speaking and presentations
- ❑ PBL to occur more often to promote critical thinking, public speaking skills, and collaboration skills
- ❑ The depth at which subjects are discussed increased
- ❑ See more physical activity
- ❑ Communication
- ❑ School lunches

**Norwood Creek Staff**
**At school I want my students to _____.**

**Themes**

- Social emotional learning
- Science lab or teacher available
- Use tech regularly
- Feel successful*
- Feel safe
- Feel accepted
- Feel motivated*
- To have multicultural events to bring to community together like fashion shows and assemblies
- Think critically, give feedback, ask questions
- Variety of ways to learn
- Choice in learning/self-advocate
- Responsibility
- Feel included-feel accepted
- Be respectful and empathetic, student to student, staff to staff, staff to student, and student to staff

**Individual Responses**

- ❑ Multicultural activities
- ❑ Be excited to learn and a part of the Norwood Creek Community
- ❑ Feel included
- ❑ Have science lab available to them (kinder)
- ❑ Have access to a variety of learning opportunities
- ❑ Be actively engaged
- ❑ Be creative and innovative
- ❑ Have opportunities to participate in “extra” activities
- ❑ Involved in decision making
- ❑ Have hope
- ❑ Have advocates
- ❑ Make responsible choices to ensure that they are successful, safe, and happy
- ❑ Learn how to problem solve successfully
- ❑ Be engaged and have responsibility put on them
- ❑ Have access to the latest learning tools
- ❑ Participate in science experiments
- ❑ Have daily experiences where they get to learn in a variety of ways
- ❑ Feel like they have choice in what they learn
- ❑ Have full access to a computer lab
- ❑ Art time
- ❑ PE teacher with designated time each week
- ❑ Support in areas of need

- ❑ To have regular access to STEAM activities
- ❑ Try STEM lab
- ❑ Have a science lab and teacher use technology regularly
- ❑ Learn to communicate adequately and appropriately
- ❑ Confident
- ❑ Feel accepted and wanted
- ❑ Successful
- ❑ Feel motivated to learn and put in work
- ❑ Want to earn and do well
- ❑ Motivated
- ❑ Feel empowered, safe
- ❑ Feel safe**
- ❑ Be respectful and empathetic to one another
- ❑ Allow me to teach by being respectful
- ❑ Feel safe and respected
- ❑ Emotionally be able to achieve at/on the grade level
- ❑ Be respectful and kind
- ❑ Think critically and ask questions
- ❑ Respected by staff and students
- ❑ Included
- ❑ Learn to be cooperative with each other
- ❑ Engaged and love learning
- ❑ At school I want my students to empathize with others.
- ❑ Persistent and never give up
- ❑ Active listeners
- ❑ Use their imaginations
- ❑ Think freely
- ❑ Feel successful
- ❑ Learn and listen
- ❑ Nurtured and supported to research their potential
- ❑ To not disrupt my classroom
- ❑ Have daily art, music, PE, science instruction by qualified staff
- ❑ Well rounded
- ❑ Instructors for PE, art, science
- ❑ Opportunities in all areas

**At school I would like to see _____ improve.**

**Themes**

- Consistent interventions for Kinders, particularly students without Pre K or TK experience
- Class size**********

- Math and reading intervention at early age and systematic
- Bring in more subs, increase daily rate
- More social workers-1 per site
- Instructional assistant support with high need students in mainstream (not related to students who have IEPs)***
- Support for combo classes
- Math fluency expectations at all levels
- Curriculum integration of content
- Workgroups for cross school and grade level work
- Increasing hours for LMAs
- Availability of advanced learning opportunities

**Individual responses**

- ❑ More classroom funds for SDC
- ❑ Specialized funding for field trips for special needs students
- ❑ The lunch entrees
- ❑ Class size****
- ❑ Social worker at each site
- ❑ More parenting workshops and classes
- ❑ Intervention services for students
- ❑ Library lessons return and more hours for the LMAs
- ❑ Hire PE teacher for all grades
- ❑ Art and music embedded in the curriculum
- ❑ Fewer combos
- ❑ Smaller sized classes (20 at most)
- ❑ Reading intervention at early grades and all grades
- ❑ Math fluency skills
- ❑ Math intervention at early grades and all grades
- ❑ Parent training for behavior problems
- ❑ Social emotional support
- ❑ More subs
- ❑ Consistent interventions for Kinders, particularly students without Pre K or TK experience
- ❑ Curriculum gaps integration
- ❑ The math program improve (Bridges)
- ❑ Teacher autonomy
- ❑ Professional development opportunities
- ❑ Community participation
- ❑ Sharing and communication within the district sites
- ❑ Support for teachers driven/initiated growth
- ❑ Support for individual student needs

- ❑ Prep time in primary grades
- ❑ Curriculum support
- ❑ Interventions
- ❑ Follow direction more the first time
- ❑ Primary intervention
- ❑ Class size to return to 20 to 1
- ❑ More support for teachers, release time, PE and art teacher
- ❑ Respect towards adults*
- ❑ Directions followed quickly
- ❑ Students respond and not remain silent
- ❑ See the availability of advanced opportunities improve-GATE

Migrant Education PAC

At school I want my child to_____

- ❑ I want my child to improve his reading and writing skills (3)
- ❑ I want my child to improve his writing and math skills (6)
- ❑ I want my child to be prepared for college
- ❑ I want my child to have more academic support
- ❑ I want my child to learn more science
- ❑ I want my child to reach the writing, reading and math standard
- ❑ I want my child to have tutoring at school (2)
- ❑ I want my child to have A&B grades on math
- ❑ I want my child to have sports at school
- ❑ I want my child to have more before/afterschool academic programs (2)
- ❑ I want my child to have more communication with the teacher
- ❑ I want my child to have a counselor
- ❑ I want my child to have art, dance and music classes
- ❑ I want my child to have a computer and better learning programs
- ❑ I want my child to read book from the library assigned by the teacher

I would like to see_____improve

- ❑ I would like to see the math and reading programs improve (4)
- ❑ I would like to see homework programs improve
- ❑ I would like to see better relationship of teacher and students (2)
- ❑ I would like to see English classes in the afternoons (3)
- ❑ I would like to see the communication between parents and teacher improve
- ❑ I would like to see sports programs improve
- ❑ I would like for the school to announce the daily school activities on a board (3)
- ❑ I would like to see smaller number of students per class
- ❑ I would like to see after school programs improve
- ❑ I would like to see if the students is not doing well give them more support in all subjects

- ❑ I would like to see music classes in elementary schools

Whaley Parent Coffee
At school I want my child to _____.
Themes

- Increased learning in Spanish, Reading, Writing *
- English/Reading
- Increased Technology
- Attend College
- Math
- Sports
- Read more books/ more essay writing
- Continue to have Mrs. Trim and Mrs. Green and caring teachers
- Love to read
- Gain confidence in public speaking
- Summer school

Individual Responses

- ❑ Set goals and open up
- ❑ Learn to read and write well
- ❑ Read more books and know how to write essays
- ❑ Understand the books he reads and to write essays
- ❑ Be more confident to break out
- ❑ Know more math
- ❑ Speak more and help in math class.
- ❑ Summer school
- ❑ A bilingual class for kinder to 3rd grade
- ❑ LEarn more about sciences
- ❑ get more support in math
- ❑ play sports
- ❑ Have more events that students can participate in.
- ❑ For our students to feel safe at school.
- ❑ Talk more about safety. Have more physical and art activities.
- ❑ To have more enrichment classes after-school.

I would like to see _____ improve.
Themes

- Writing/implementation of high tech/STEAM
- Recreation (afterschool)
- Security
- Safety (immigration conversation)

Individual responses

- ❑ The security of the cars around the school and traffic
- ❑ Writing essays, better achievement and learn more science
- ❑ better parking and TK

- ❑ Substitute quality for teachers on leave
- ❑ Better security for the students about immigration rights and scares
- ❑ Confident to speak out more
- ❑ Confident to speak in school
- ❑ Technology
- ❑ Have a path to college / university
- ❑ Reading
- ❑ Language
- ❑ I want my children to have a better concept in writing, mathematics and English language.
- ❑ Want to learn how to speak and read better in English.
- ❑ Want my children to have a better understanding of mathematics. How to collaborate with others. To have confidence. To develop a joy for reading.

| *I like…* | *I wish…* | *I wonder…* |
|---|---|---|
| • teachers who teach us in a way we can understand.<br>• some teachers<br>• Domino Pizza<br>• leadership program<br>• sports programs<br>• art program<br>• how each class teacher treats me well<br>• that my school has a nice environment around us<br>• how we have a variety of books to choose from in the library<br>• our school mascot<br>• the dances<br>• the sports games<br>• the P.E. teachers<br>• that my teacher is fun<br>• some of the other teachers<br>• sports at our school diversity of Quimby Oak<br>• some of the teachers<br>• how most of P.E. is taught<br>• some of the electives<br>• leadership<br>• speed lines<br>• some of the teachers<br>• leadership<br>• my friends<br>• food<br>• the sports in P.E.<br>• that my school allow computer and iPads in almost all classes<br>• my leadership class and my responsibilities as dance manager | • teachers would teach students about depression, anxiety so they would know how it feels.<br>• APs won't talk to student like they are being blamed when they need help.<br>• that the school murals and other art to make the school more colorful and unique.<br>• the food was a little bit better and there are places to sit when it's cold and raining.<br>• we had more school field trips.<br>• our school wasn't so blah!<br>• our teachers and staff could have more personal connections with the students<br>• people don't waste their food.<br>• they had better hot lunches<br>• we have cheer and football and more sports in general<br>• we had more fieldtrips<br>• better / more technology<br>• new books<br>• more clubs<br>• we had a more funding for dances<br>• we had a more non-sexist dress-code<br>• they sold food at the speed lines after school<br>• they're was a soda machine that works<br>• the teachers would get paid better because they have such important jobs<br>• that there was less homework at the same time<br>• every teacher gave out study guides for tests.<br>that homework could be fun<br>that the school doesn't spend money on the things that are not that important | • what the extra money in the student activities fund does to.<br>• if our school spends money on things that don't benefit the student<br>• if students ever get to say what our money goes to.<br>• if we can do more fundraising<br>• how much money they spend on what items<br>• how many chrome books we have<br>• how teachers are selected<br>• if teachers would give us more time to work on homework at school<br>• if we get healthy lunch<br>• if I can learn more thins<br>• how much the teacher and APs get paid<br>• how much teachers get paid<br>• where our pizza comes from<br>• if in P.E. there could better sports or better equipment<br>• how teacher are selected<br>• how P.E. teachers are chosen<br>• what happens to kids if they're in a gang<br>• if the school could sue a parent<br>• what happens if a student searches up something bad on the school computers<br>• if it is necessary to have an iPad and chrome book for each student instead can we not share with each other?<br>• how many teachers we have<br>• how teachers are selected<br>• how much profit our school makes from lunch lines<br>• how much teachers get paid |

| | | |
|---|---|---|
| • how we are going to have new PE equipment soon<br>• the gym cleanliness<br>• the stage<br>• our library<br>• the fact that we have lots of technology<br>• teachers<br>• laptops and technology provided<br>• learning we been taught<br>• that teachers are very open about if you need help<br>• that we are very serious about bullying and drugs (etc.)<br>• that I can express myself and have fun at school<br>• the PBLs<br>• science<br>• social studies<br>• the nice teachers<br>• teachers<br>• a lot of stuff at school<br>• our end of the year field trips<br>• how our promotion ceremony is really fun<br>• that we have access to technology<br>• that we can sit wherever we want at lunch<br>• that our passing period are 5 minutes<br>• that we have a lot of technology<br>• most teachers are nice<br>• that we have dance etc.<br>• having access to laptops and iPads<br>• being able to start and run clubs<br>• having sports teams<br>• my teachers and their lessons<br>• class is fun<br>• that I feel safe at school | • Quimby had a track team we had more PE sports<br>• we had a larger variety of food (bigger portions)<br>• when we had homework, it wouldn't be a butt load of it<br>• the food portions would be equivalent to how much we're paying<br>• there would be more food options<br>• we had a tennis team<br>• had better hot lunches<br>• less homework<br>• fun teachers<br>• there were more snacks in the snack line<br>• there were more electives to choose from<br>• science was easier<br>• the lunches were less expensive or higher quality<br>• we had more freedom in our ways of learning and have more projects<br>• we had more spirit rallies<br>• we had healthier lunches<br>• being anti-bully/drug free were viewed as more positive<br>• vending machines in gym worked<br>• we have new bleachers in the gym<br>• locker rooms were cleaned more often<br>• more bathrooms around campus<br>• fountain water was cleaner<br>• people in the from office were more welcoming and friendly<br>• we had more electives<br>• there were less gum on the ground<br>• more clubs, programs, extra curriculum activities | • why can't other students advance too, like advance math<br>• how would students learn without common core<br>• how would students learn without common core<br>• how teachers are selected<br>• if bullying is secretly happening in the school but nobody knows yet<br>• why we have common core<br>• if we can learn things differently<br>• can we get healthier lunches<br>• could hold district wide events<br>• remove the gum on the floor of campus<br>• all / encourage middle schoolers to host star clubs<br>• remove peer advisory (double electives)<br>• how teachers are selected<br>• how much teachers are paid<br>• if money is going into unnecessary things<br>• if we can have a cleaner school<br>• if we could do more science experiments<br>• if our campus could be decorated more<br>• if we can add a bigger variety of higher level books to our library (I can never find any books over a 9th grade reading level that I find interesting.)<br>• why we have only 5 electives<br>• if the school's budget is being wasted or abused in any way<br>• how our placement in classes is determined<br>• if all the homework we get is useful. Street sign aren't like x = 9 x 5 mph or mph = x (-5 x +.9 x)<br>• If we really use our school budget on important things |

| | | |
|---|---|---|
| • how we are taught math (it's about understanding instead of just drills)<br>• being able to give my feedback<br>• that we had nicer teachers<br>• that our schools has enough money for MacBooks and chrome books<br>• the lunches here<br>• the newer technology we have<br>• freedom Fridays<br>• spirit rallies<br>• school dances<br>• my teachers<br>• the engagement with students and teachers<br>• how the staff treats me<br>• the updated technology<br>• clean environment of the school<br>• the community around the school<br>• the events that take place in the school<br>• the amount of homework, not to much not to little<br>• the activities everyone can be a part of<br>• the class and teacher<br>• everyone is treated equally<br>• we have a lot more laptops<br>• being in leadership especially working in the lunch line<br>• our spirit rallies<br>• how we have technology such as MacBooks, iPads, etc.<br>• that the classrooms are clean<br>• the lunch we have<br>• that we have teacher teams<br>• that we can use computers<br>• sports events and dances<br>• the technology | • I wish that teachers wouldn't give multiple projects at the same time (from different classes)<br>• that teachers wouldn't give homework from different classes all at once (and a lot of it)<br>• that teachers would sometimes explain more about projects, assignments, etc. (sometimes they say they already explained when you try to ask them :( )<br>• that we didn't have to have useless assignment that don't help us at all (copying from something, memorizing small unimportant things)<br>• we can do more of STEM<br>• we had better lunch varieties<br>• that we should stick to regular math<br>• new message board (Quimby)<br>• science Olympiad<br>• more books in the library<br>• umbrellas on table (Quimby)<br>• more iPads<br>• middle school fieldtrips<br>• new mascot costume<br>• race track on the field<br>• have movies on campus<br>• our school was cleaner<br>• we were able to transfer to a different PE class that has our friends<br>• we didn't have to do wrestling as a sport in PE<br>• we didn't have to do the science project because it's unnecessary<br>• harsher discipline for those who have broken multiple rules<br>• we could make LIFTT more important<br>• we had better school lunches | • if food could be better here<br>• why teachers are nice in the beginning and mean later in the year<br>• all the material we learn is necessary<br>• if we can get healthier lunches<br>• if we could learn using only technology<br>• if I could learn more things<br>• if the school spends too much money on non-important items<br>• if we could get better P.E. supplies<br>• how advanced we are compared to other schools in the district<br>• how many extra curricular activities there are on campus<br>• how old some of the supplies or resources we use<br>• how much litter is on campus, the rooms, etc.<br>• how advanced we are compared to other schools in the district<br>• how school lunches are chosen<br>• how the schools get their food<br>• how students get their teacher<br>• how teachers are chosen<br>• if we could get more technology<br>• if we can get more technology<br>• if the teachers here know that some students have a busy schedule (extra-curricular classes, etc.) outside of school when they assign lots of homework and big projects<br>• if when students throw away their food or wreck their things, there are so many people out in the world that aren't fortunate enough to be able to have such things : ( |

| | | |
|---|---|---|
| • the library<br>• the gym<br>• the worm cookies<br>• learning<br>• the extra curricular activities<br>• we learn about current events in social studies<br>• school events such as dances, carnival, talent shows, etc.<br>• that you are taking our time in supporting our student body<br>• the different modern technology<br>• the different programs and sports<br>• how the library is so organized<br>• our school environment is so clean<br>• how we have a freedom of not wearing any uniforms<br>• all the Freedom Fridays we have<br>• all the dances<br>• all the games (sports)<br>• the way leadership run<br>• the enforced rules<br>• the use of PBL<br>• the freedom given to students<br>• the use of technology for daily activities<br>• the friendly staff on campus<br>• the curriculum and application of curriculum to actual life<br>• the support systems at Quimby<br>• the teachers<br>• the sports available<br>• the electives<br>• the teachers and there teaching style<br>• how we have safe environment<br>• how we have internet access | • we had different field trips<br>• some teachers were better<br>• we could learn more about things that will affect us as adults<br>• we had more electives<br>• we could have healthier lunches<br>• we could add in more extra curricular activities<br>• people recycled and put their trash in the correct place<br>• we could have more tech-based and hands-on activities or PBLs<br>• students participated more in fundraisers or spirit activities<br>• teachers were nicer and more patient<br>• teachers had better explaining skills<br>• we had better school<br>• easier homework<br>• a free period<br>• more freedom<br>• we had gum<br>• we could hug and greet our friends without getting in trouble<br>• the sports coaches didn't pick favorites for the team<br>• we had PE once a week<br>• less homework<br>• teachers would stop complaining about time when they talk for most of the period<br>• I could be myself without being judged<br>• that homework could be fun<br>• people didn't waste food<br>• PBL's would be easier<br>• break was longer<br>• classes were shorter<br>• we could get more classroom resources | • if teachers knew how much stress and how many headaches I get (I'm an A+ student!) every single day; I wonder how OTHERS students who are struggling deal with all of it when I barely can<br>• if teachers know that we appreciate them because I know they do a lot / all they hear is a bunch of complaints : (<br>• if home economics can be established again<br>• how much money teachers / staff spend on "luxuries" for themselves<br>• staff takes out their anger on the colored racial students<br>• why most of the PE teachers act like they don't care<br>• what it like if students were more in valued with the planning of social events at school<br>• how teachers are chosen<br>• if we could learn more about street smarts<br>• where you get the money<br>• if you are spending your time on things that are not important<br>• how much time you guys spend every day just to support us<br>• why there is no food or drinks are allowed in the library<br>• if we could create more social studies project<br>• why we had 7th graders go against 8th graders during spirit rallies<br>• if all clubs can be run properly because one had to shut down<br>• if rules about PE clothes weren't so strict<br>• if we had more places to sit at lunch<br>• why we changed to common core and |

| | | |
|---|---|---|
| • how we have after school programs such as LIFFT or the magnet program<br>• how the staff treats us students<br>• that our is school is very organized and active such as having rallies and spirit days<br>• we can get extra help if we need it<br>• how our school has sports team<br>• our school menu<br>• that we have break<br>• that we have different types of food<br>• the teachers at Quimby<br>• clean environment<br>• kind people<br>• that we have Macbooks<br>• organized<br>• speed lines<br>• extra curricular<br>• P.E. teachers provide / sell water<br>• Spirit rallies<br>• wrestling games<br>• the teachers at Quimby<br>• the extra curricular activities<br>• how our school is really clean<br>• the Chrome book and iPads<br>• learning here<br>• the staff here<br>• how we have access to technology<br>• how supportive my teachers are<br>• the design of the school<br>• that we get to use iPads and laptops<br>• that we get to work in group and independently<br>• that we have chance to do what we want during break<br>• the improved technology access ability<br>• the facilities our school maintains | • the campus could be cleaner<br>• the food would taste better<br>• everyone would stop wasting food<br>• we had more books (new) in the libraries<br>• teachers get more money to spend on classroom needs<br>• people would clean up after themselves more<br>• our campus was cleaner<br>• we could do some beautification<br>• rules were enforced better<br>• there were more lunch choices<br>• we had a closed campus (gates)<br>• we used laptops more<br>• we could get better and healthier school food<br>• that school lunch is better people didn't waste their food<br>• the teachers were more professional<br>• there were more books (Young Adult) in the library<br>• we didn't have AR<br>• dress codes were less strict<br>• we had more electives<br>• that PE teachers couldn't make you run (mile) in the rain or in 90°F + weather<br>• we didn't have Common Core (I know you can't change that but still)<br>• better technology<br>• better lunch<br>• better table and chairs<br>• personal laptop<br>• for more break / lunch time<br>• teachers knew that some students have lots of other classes and extra curricular outside of school, so finishing homework and projects make them stay up very late | didn't just stay to the regular math book<br>• if we could learn more about technology<br>• if the school uses money on non-important things<br>• if the school spends a lot on dances<br>• if break could be extended a few minutes<br>• how much money the school spends on technology<br>• if our locker room restrooms could have more stalls? (there is always a line)<br>• if the school could improve internet connection since it's always down<br>• how old the school building is<br>• we could be more transparent on how we allocate our budget<br>• if there could be more attention / funding to non-athletic after school activities<br>• if we could send text alerts to parents for important events<br>• if Quimby Oak can have a pool (for P.E. purposes)<br>• if you could distribute lunch in 2 different places so kids in lower campus don't run up to the lunch lines<br>• the school could offer more healthy options into speed line<br>• whether they are actually going to listen to any of the suggestions…I saw better hot lunch in the presentation, but it hasn't really become better<br>• if we can get can get healthier lunches<br>• if we can have a wall filled with student handprints (paint) or inspiring murals<br>• if we can get lockers that we can use throughout the day and not just during PE<br>• how much money actually goes to teachers for resources towards the classroom |

| | | |
|---|---|---|
| • the communication of the Evergreen School District<br>• the energy and passion of some of my teachers and APs<br>• that the district is making an effort to get feedback<br>• the breakdown of the LCAP<br>• to read<br>• the progress the district has for parent involvement<br>• the large number of books available<br>• the teachers and their personality<br>• the office staff<br>• the school's events<br>• the school's classrooms<br>• that we have a good amount of technology, and access to computer labs, iPads, etc.;<br>• that the school lunches are actually very good<br>• that we have freedom at lunch to eat where we wish<br>• that a majority of the staff and teachers are very supportive and kind<br>• the school food better than at elementary school<br>• the P.E. system<br>• that homework isn't as long or hard as expected<br>• that we have taptops to use<br>• my teachers are fun and teat me nicely<br>• the school events<br>• the technology at school like the Chrome books and iPads<br>• the interactive activities between students and teachers<br>• PBLs<br>• the spirit rallies | each night<br>• students would learn to stop littering and realize how terrible it really is / how filthy it makes our school look<br>• there were vending machines<br>• people didn't waste their food<br>• they made the dress code a little less strict (oh no! you see my shoulder! IT's THE END OF THE WORLD! Like really?)<br>• teachers knew that some of us are having trouble and need help; putting too much stress on us is sometimes too hard to handle<br>• that our school was cleaner<br>• that I could feel safer in school<br>• that our school could be more organized<br>• that I can have a non-racist (biased as well) teacher<br>• that our PE teachers didn't grade us for exercise on miles / not doing activities<br>• that Latino students would be welcomed and treated to succeed like everyone else<br>• our lunch staff didn't yell at us<br>• they had better hot lunches<br>• there was more freedom in the dress code<br>• teachers could get new white boards, computers, etc.<br>• there were more field trips<br>• we could learn more life skills<br>• there was more variety in books in class / library<br>• there weren't that much PBL<br>• more new books keep coming in<br>• we knew your names so we could thank you by your names<br>• we had more door safety<br>• science project were optional<br>• bullying problem were more controlled | • how teachers are selected<br>• if all P.E. teachers could have learned more fun sports<br>• why the school food isn't as good as I imagined<br>• if anybody is bullied<br>• why schools have homework if research shows that homework has no effect on students<br>• how many laptops we have<br>• how many teachers there are in this school district<br>• if the school pays for non-important things<br>• if we can get rid of the seagulls from coming to school<br>• how teachers are selected<br>• if we can get better grass<br>• if the teachers were actually students at the schools they teach<br>• if money goes to important things<br>• who chose our teachers<br>• if the lunches could be healthier and tastier<br>• if we can put more fruits in the school lunch<br>• if the lunch line could be faster<br>• who pays for all the books in our library<br>• who drew the murals in our gym and library<br>• how teachers get chosen<br>• where our food came from<br>• how many community service ours leadership does each semester<br>• if our tests could be like it was before smarter balance<br>• if everyone could treated the same<br>• if teachers wouldn't have projects at the |

| | | |
|---|---|---|
| • noon time activities<br>• new technology at school<br>• the library with tons of books<br>• some of the teachers<br>• the staff<br>• minimum days<br>• having speakers come to our school<br>• school activities that everyone can play<br>• science camp<br>• library<br>• my teachers<br>• food<br>• science lab experiments<br>• friends<br>• recess<br>• our murals in our gym and library<br>• books<br>• sitting near my friends<br>• Mr. Wilbon<br>• Mr. Neiser<br>• peer advisory class<br>• the fact that we have a clean working environment<br>• my teacher team<br>• our school's staff and teachers<br>• the idea of taking a trip to learn more of something in a fun way (like science camp)<br>• the engagement of students w / teachers / staff<br>• how you guys organize what periods you go to at what time<br>• how the teachers fit perfectly into a kids strong / weak subjects<br>• the fact that the teachers at Quimby Oak are kind but straight forward during important projects | • school lunch was better<br>• more spirit activities were going on<br>• we had more dances<br>• we had more electives, with shorter periods<br>• we had more commits in leadership<br>• we had more door safety<br>• the teachers had a better way of teaching subjects<br>• people weren't treated badly because of appearance<br>• some classes such as Language Arts were a bit more engaging and fun<br>• the P.E. equipment was better<br>• you could bring back the drama elective<br>• we had less stuff to carry in our backpacks (leave more at school)<br>• we had less homework<br>• they told us where the money went too such as supplies we get on<br>• we had more assembles or more talent shows<br>• more sport options: softball, baseball, football etc.<br>• more electives such as, home etc. and cooking class<br>• there was better school lunches<br>• there were no rule-breaks<br>• that school could be fun<br>• we could use technology more often<br>• we would have more field trips<br>• there was better P.E. equipment<br>• better snacks<br>• cleaner gym<br>• more qualified nurses<br>• less art, more writing | same<br>• if we can get balanced meals<br>• if tickets for events would be cheaper |

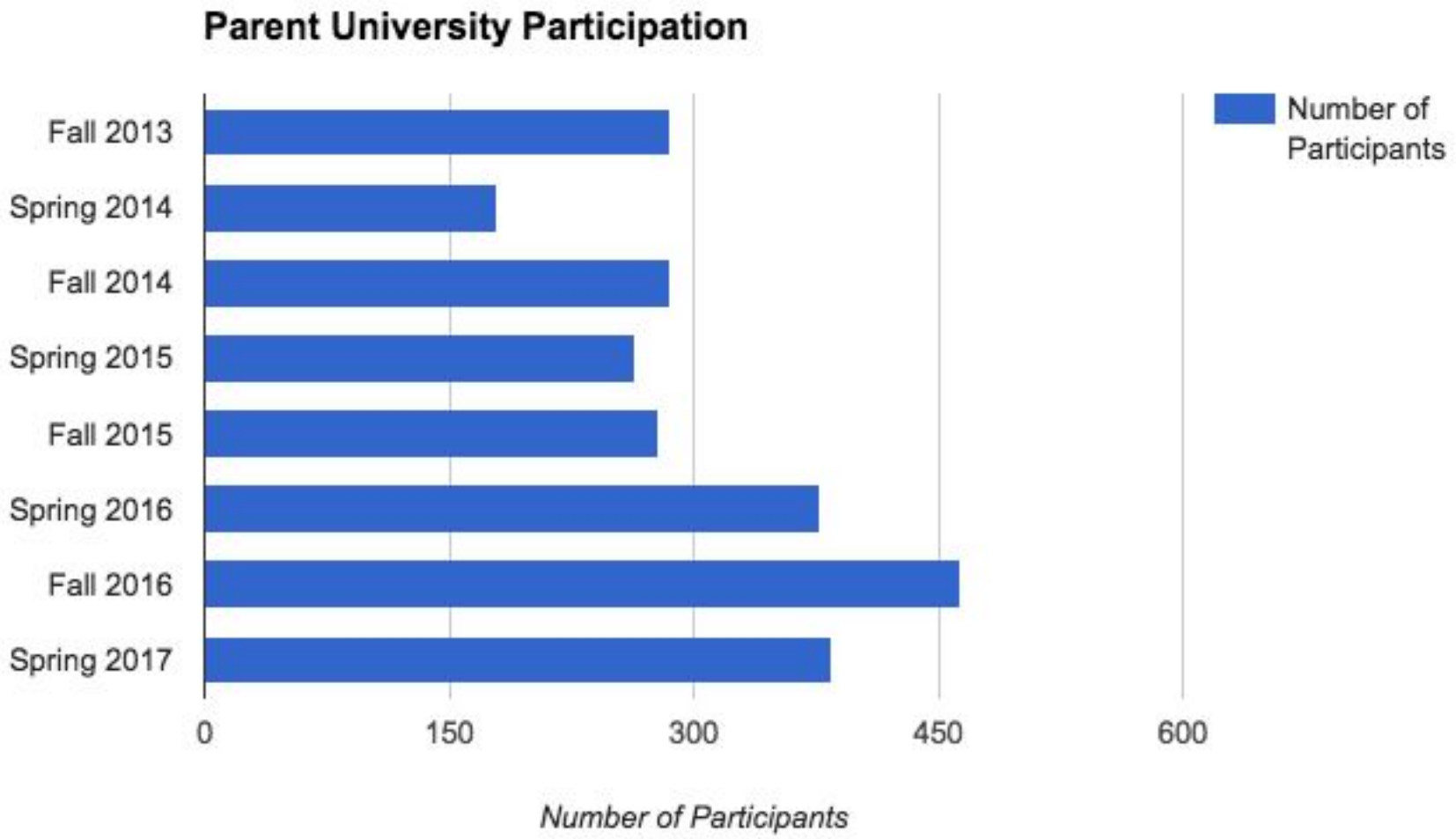
| | | |
|---|---|---|
| • the fact that we have door safety | • the school had better lighting<br>• the vending machines worked<br>• people didn't waste food<br>• we had better hot lunch<br>• the didn't title the math book Common Core course 1, 2, 3, etc. and we had Algebra 1, Geometry and Algebra 2 back<br>• our campus was cleaner<br>• that the school lunch is better<br>• we could have more fun activities during the week<br>• the teacher budgets could be higher<br>• school lunches could be more nutritious<br>• teachers all knew how to competently use computers<br>• computer programming was an elective in school<br>• every student had access to technology at home<br>• we had a larger variety of electives<br>• there are more variety of foods at the cafeteria<br>• we could get longer lunch time<br>• if school could start later and we could choose our schedules<br>• there were more interactive activities like spirit rallies<br>• that the school lunch line went faster<br>• that there were more educational field trips<br>• that the school started an hour later that way people could get more sleep<br>• that there were more elective choices<br>• that school assignments were less art based<br>• the hot lunch portions were bigger<br>• school would start later | |

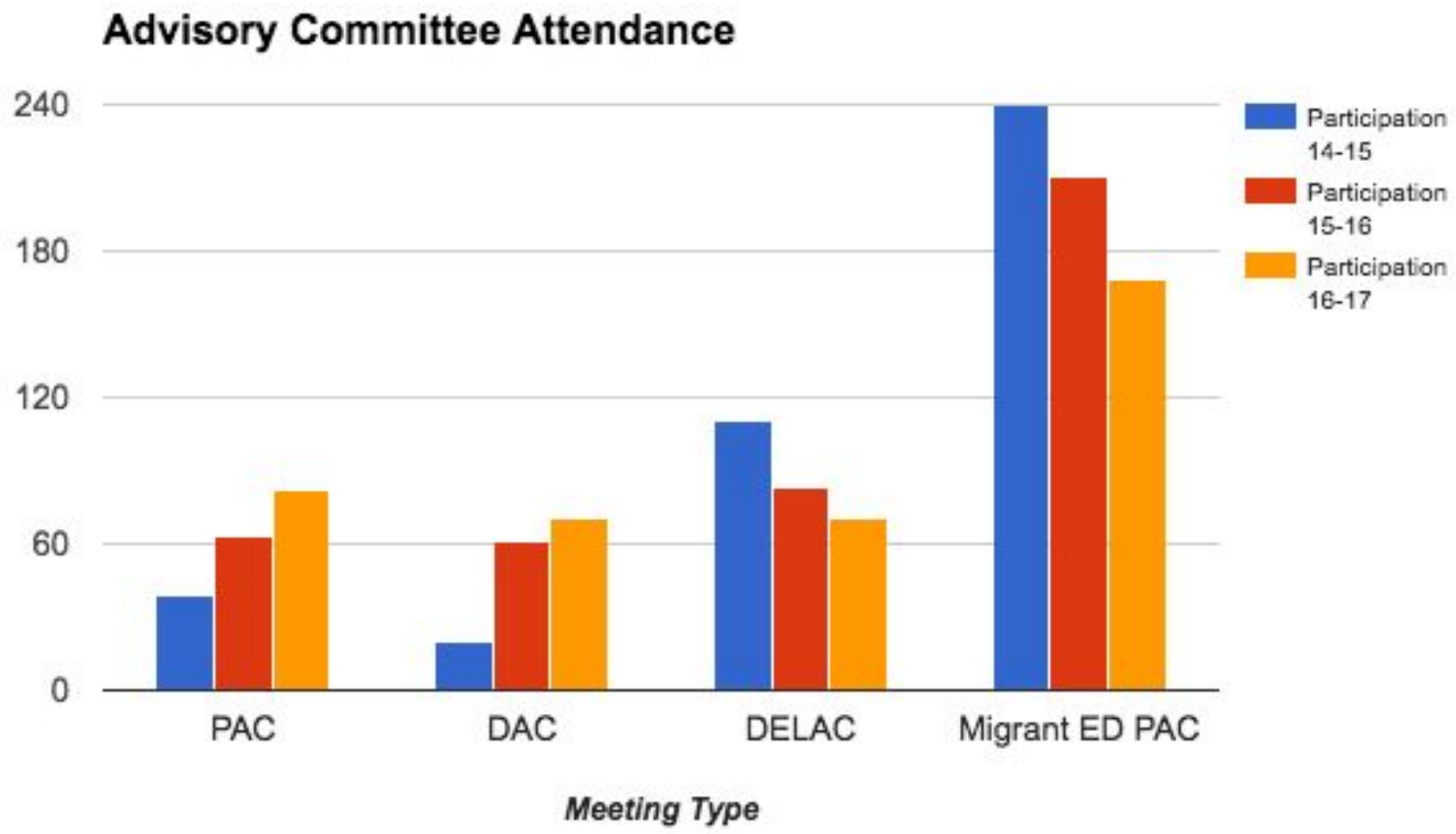
| | | |
|---|---|---|
| | • we could choose our schedules, like high school<br>• teachers would get paid more<br>• school lunch should taste better<br>• the walls at our school weren't so dull and plain<br>• the walls would be colorful and full of murals<br>• the school can be more environmentally greener because the floors are mostly dirt / mud and concrete<br>• there was more spirit<br>• there was more spirit<br>• the library doors would be less confusing (put the "IN" sign on the front of the door not inside)<br>• that we had a little less homework so that we could afford to spend more time and effort on each and every assignment<br>• we had better P.E. equipment<br>• we could also learn things that pertain to everyday life, aside from academics<br>• that we could have fun school days<br>• the food was better<br>• that everyone was treated equally<br>• that school had no homework<br>• there was candy to buy<br>• that we can learn in a fun way<br>• that our school can have more murals to make it look more inviting<br>• teachers wouldn't assign too many projects at once<br>• we can learn about real world situations, for example, learning what a credit card / debit card is<br>• for Quimby Oak to have more exterior protection like closed gates and fences | |

| | | |
|---|---|---|
| | • there was better, healthier, and more authentic school lunches<br>• there were more extra curricular activities or sports at Quimby<br>• for cleaner bathrooms, if there is a mess the janitor should clean it right away<br>• healthier food<br>• that there were a few more informational books in the library<br>• that slackers would come to realization that they should work hard<br>• more door safety<br>• there is no homework<br>• longer breaks / lunch<br>• less time in class periods<br>• longer breaks ((winter break, spring etc.)<br>• more minimum days<br>• more sports<br>• no STAR test<br>• no tests<br>• that all schools have similar hot lunches (i.e. Carolyn Clark's hot lunches taste way worse that Quimby Oak's hot lunch)<br>• there were more/better elective choices (there used to be cooking, drama)<br>• the P.E. clothes came in smaller / better fitting sizes<br>• the bathrooms were cleaner<br>• that the school food would improve<br>• there were more sport after school<br>• our school benches can be repainted<br>• our school can have more electives<br>• there can be more field trips<br>• P.E. had better equipment<br>• the bathrooms are cleaner<br>• we had junk food again | |

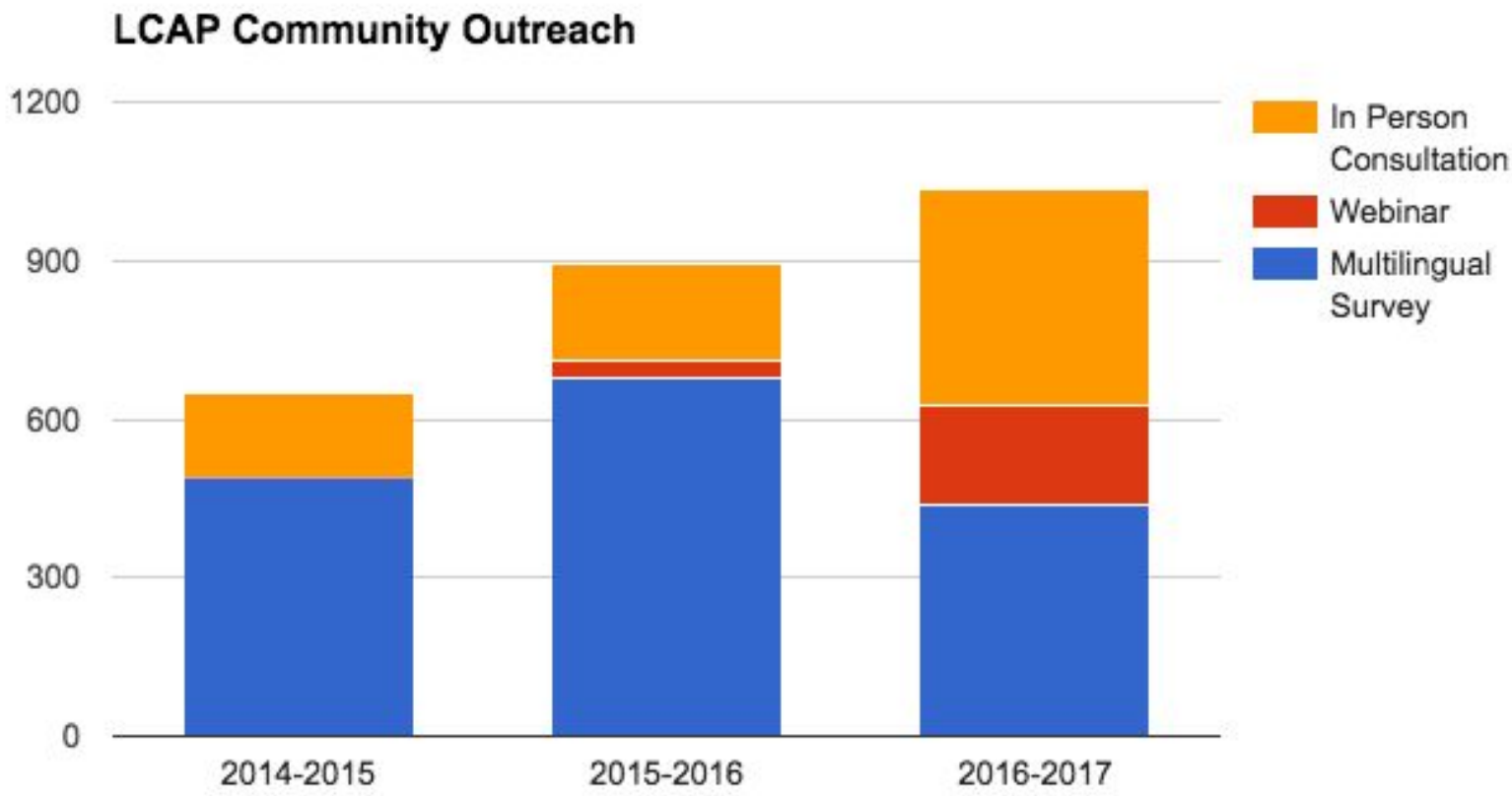
| | | |
|---|---|---|
| | • we have more time in between periods lines were shorter<br>• we could see our ID before they print it out so we can take a retake if we want<br>• we can choose what order we want our periods<br>• we had food in class<br>• we could have door safety (Mrs. Radle)<br>• we could have the chairs we have in the library in our classrooms<br>• we didn't have to run a mile every week<br>• that we would have more spirit rallies<br>• we could have more of a variety of electives<br>• that our school would reinstall vending machines<br>• we had less homework<br>• the homework would be as interesting / fun as it is in Germany<br>• had more break time (increase by 5 minutes)<br>• we were allowed to use electronics (only during break and lunch)<br>• our school QO could be cleaner<br>• QO would be less seagull infested<br>• we had more experimental activities<br>• if we could start school later (8 am)<br>• there is more activities<br>• we have more electives<br>• that the school would sell better hot foods | |

# LCAP Appendices 2017-2018


Parent University Participation
Fall 2013
Spring 2014
Fall 2014
Spring 2015
Fall 2015
Spring 2016
Fall 2016
Spring 2017
0
150
300
450
600
Number of Participants
Number of Participants




Key: Parent Advisory Committee (PAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Migrant Education Parent ADvisory Committee (Migrant ED PAC)


LCAP Community Outreach
1200
900
600
300
0
2014-2015
2015-2016
2016-2017
In Person Consultation
Webinar
Multilingual Survey

# 2017-2018 LCAP Survey Summary_Artifact

| LCAP Survey Summary | 2014 AVERAGE | 2015 AVERAGE | 2016 AVERAGE |
|---|---|---|---|
| | | | |
| ability to use technology as a tools for learning has increased | 3.91 | 3.85 | 3.9 |
| can read, write, apply, and articulate an understanding across content areas | 3.11 | 3.82 | 3.99 |
| is developing his/her ability to collaborate with others | 4.05 | 3.95 | 4.05 |
| is developing his/her critical thinking abilities | 3.96 | 3.88 | 3.97 |
| is developing his/her creative side | 3.84 | 3.83 | 3.95 |
| is able to effectively communicate with others | 3.98 | 3.86 | 4.01 |
| is applying their learning to real world scenarios | 3.72 | 3.67 | 3.78 |
| takes pride in his/her learning | 4.09 | 3.96 | 4.12 |
| | | | |
| am aware of opportunities to learn more about the district budget | 3.01 | 2.94 | 3.52 |
| understand how the district allocates financial resources | 2.51 | 2.53 | 2.67 |
| understand how the site allocates financial resource | 2.64 | 2.78 | 2.78 |
| | | | |
| understand the academic expectation for my child/student | 4.09 | 4.06 | 4.15 |
| has been exposed to community service learning opportunities | 3.2 | 3.26 | 3.16 |
| recongizes that their work will help them become college and career ready | 3.89 | 3.79 | 3.94 |
| I receive sufficient information about my child's school/district | 3.51 | 3.59 | 3.63 |
| I know where to go to find information about budgets, school happenings, district happenings | 3.23 | 3.29 | 3.3 |
| | | | |
| feels valued by the school district | 2.98 | 3.01 | 3.12 |
| feels valued by the school | 3.62 | 3.72 | 3.58 |
| feels valued by our child's teacher | 4 | 4.15 | 4.07 |
| when I have a question for a teacher, principal, or district staff I am able to get a response and I feel my concerns are taken seriously. | 3.74 | 3.87 | 3.79 |
| | | | |
| | 4.13 | 4.14 | 4.17 |
| I understand how the school will keep my child safe in an emergency | 3.97 | 3.99 | 3.97 |
| is able to travel to and from school safely | 3.94 | 4.02 | 3.93 |
| is able to adapt to change | 3.97 | 3.96 | 3.99 |
| feels welcome at school | 4.21 | 4.24 | 4.2 |
| I feel welcome at school | 3.99 | 4.09 | 4.05 |
| is engageing academically | 4.12 | 4.14 | 4.11 |
| my child's school encourages my son/daughter to his/her best | 4.14 | 4.26 | 4.11 |
| Scale 1 to 5, 1 strongly disagree, 5 strongly agree | N=448 | N=633 | N=414 |

# Evergreen Elementary - Santa Clara County

**Enrollment:** 12,282 **Socioeconomically Disadvantaged:** 33% **English Learners:** 24% **Foster Youth:** N/A **Reporting Year:** Spring 2017

**Grade Span:** K-8 **Charter School:** No

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students Performance | Total Student Groups | Student Groups in Red/Orange |
|---|---|---|---|
| Chronic Absenteeism | N/A | N/A | N/A |
| Suspension Rate (K-12) | | 11 | 1 |
| English Learner Progress (K-12) | | 1 | 1 |
| English Language Arts (3-8) | | 10 | 1 |
| Mathematics (3-8) | | 10 | 0 |

| Local Indicators | Ratings |
|---|---|
| Basics (Teachers, Instructional Materials, Facilities) | N/A |
| Implementation of Academic Standards | N/A |
| Parent Engagement | N/A |
| Local Climate Survey | N/A |

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# Evergreen Elementary - Santa Clara County

**Enrollment:** 12,282 **Socioeconomically Disadvantaged:** 33% **English Learners:** 24% **Foster Youth:** N/A **Reporting Year:** Spring 2017

**Grade Span:** K-8 **Charter School:** No

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | American Indian | Asian | African American | Filipino | Hispanic | Pacific Islander | Two or More Races | White |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chronic Absenteeism | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Suspension Rate (K-12) | | | N/A | N/A | | | | | | | | | | |
| English Learner Progress (K-12) | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Language Arts (3-8) | | | N/A | N/A | | | * | | | | | | | |
| Mathematics (3-8) | | | N/A | N/A | | | * | | | | | | | |

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

# CAASPP 2015-2016 DATA ANALYSIS AND COMPARISON

## OVERALL

| ENGLISH LANGUAGE ARTS | OVERALL 2015 | | OVERALL 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 31% | 61% | 63% | 33% |
| Standard Met: Level 3 | 30% | | | 30% |
| Standard Nearly Met: Level 2 | 19% | 39% | 37% | 18% |
| Standard Not Met: Level 1 | 20% | | | 19% |

| MATHEMATICS | OVERALL 2015 | | OVERALL 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 34% | 57% | 60% | 37% |
| Standard Met: Level 3 | 23% | | | 23% |
| Standard Nearly Met: Level 2 | 22% | 44% | 41% | 21% |
| Standard Not Met: Level 1 | 22% | | | 20% |

## SUB-GROUPS

| ENGLISH LANGUAGE ARTS | ENGLISH LANGUAGE LEARNERS 2015 | | ENGLISH LANGUAGE LEARNERS 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 9% | 25% | 21% | 7% |
| Standard Met: Level 3 | 16% | | | 14% |
| Standard Nearly Met: Level 2 | 26% | 75% | 79% | 28% |
| Standard Not Met: Level 1 | 49% | | | 51% |

| MATHEMATICS | ENGLISH LANGUAGE LEARNERS 2015 | | ENGLISH LANGUAGE LEARNERS 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 11% | 26% | 25% | 9% |
| Standard Met: Level 3 | 15% | | | 16% |
| Standard Nearly Met: Level 2 | 27% | 74% | 75% | 28% |
| Standard Not Met: Level 1 | 47% | | | 47% |

| ENGLISH LANGUAGE ARTS | ECONOMICALLY DISADVANTAGED 2015 | | ECONOMICALLY DISADVANTAGED 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 7% | 29% | 38% | 12% |
| Standard Met: Level 3 | 22% | | | 26% |
| Standard Nearly Met: Level 2 | 26% | 71% | 62% | 25% |
| Standard Not Met: Level 1 | 45% | | | 37% |

| MATHEMATICS | ECONOMICALLY DISADVANTAGED 2015 | | ECONOMICALLY DISADVANTAGED 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 8% | 22% | 33% | 14% |
| Standard Met: Level 3 | 14% | | | 19% |
| Standard Nearly Met: Level 2 | 28% | 77% | 68% | 29% |
| Standard Not Met: Level 1 | 49% | | | 39% |

| ENGLISH LANGUAGE ARTS | NOT ECONOMICALLY DISADVANTAGED 2015 | | NOT ECONOMICALLY DISADVANTAGED 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 36% | 68% | 76% | 44% |
| Standard Met: Level 3 | 32% | | | 32% |
| Standard Nearly Met: Level 2 | 17% | 32% | 24% | 14% |
| Standard Not Met: Level 1 | 15% | | | 10% |

| MATHEMATICS | NOT ECONOMICALLY DISADVANTAGED 2015 | | NOT ECONOMICALLY DISADVANTAGED 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 39% | 64% | 74% | 49% |
| Standard Met: Level 3 | 25% | | | 25% |
| Standard Nearly Met: Level 2 | 20% | 36% | 27% | 17% |
| Standard Not Met: Level 1 | 16% | | | 10% |

| ENGLISH LANGUAGE ARTS | STUDENT WITH DISABILITIES 2015 | | STUDENT WITH DISABILITIES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 8% | 19% | 22% | 11% |
| Standard Met: Level 3 | 11% | | | 11% |
| Standard Nearly Met: Level 2 | 17% | 81% | 78% | 16% |
| Standard Not Met: Level 1 | 64% | | | 62% |

| MATHEMATICS | STUDENTS WITH DISABILITIES 2015 | | STUDENTS WITH DISABILITIES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 9% | 19% | 22% | 11% |
| Standard Met: Level 3 | 10% | | | 11% |
| Standard Nearly Met: Level 2 | 17% | 81% | 78% | 15% |
| Standard Not Met: Level 1 | 64% | | | 63% |

## ETHNICITY

| ENGLISH LANGUAGE ARTS | BLACK OR AFRICAN AMERICAN 2015 | | BLACK OR AFRICAN AMERICAN 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 13% | 42% | 44% | 16% |
| Standard Met: Level 3 | 29% | | | 28% |
| Standard Nearly Met: Level 2 | 25% | 58% | 56% | 25% |
| Standard Not Met: Level 1 | 33% | | | 31% |

| MATHEMATICS | BLACK OR AFRICAN AMERICAN 2015 | | BLACK OR AFRICAN AMERICAN 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 13% | 28% | 37% | 15% |
| Standard Met: Level 3 | 15% | | | 22% |
| Standard Nearly Met: Level 2 | 31% | 72% | 63% | 28% |
| Standard Not Met: Level 1 | 41% | | | 35% |

| ENGLISH LANGUAGE ARTS | AMERICAN INDIAN OR ALASKA NATIVE 2015 | | AMERICAN INDIAN OR ALASKA NATIVE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 16% | 36% | 52% | 32% |
| Standard Met: Level 3 | 20% | | | 20% |
| Standard Nearly Met: Level 2 | 24% | 64% | 48% | 24% |
| Standard Not Met: Level 1 | 40% | | | 24% |

| MATHEMATICS | AMERICAN INDIAN OR ALASKA NATIVE 2015 | | AMERICAN INDIAN OR ALASKA NATIVE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 12% | 32% | 43% | 31% |
| Standard Met: Level 3 | 20% | | | 12% |
| Standard Nearly Met: Level 2 | 28% | 68% | 57% | 19% |
| Standard Not Met: Level 1 | 40% | | | 38% |

| ENGLISH LANGUAGE ARTS | ASIAN 2015 | | ASIAN 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 44% | 78% | 79% | 47% |
| Standard Met: Level 3 | 34% | | | 32% |
| Standard Nearly Met: Level 2 | 14% | 22% | 21% | 13% |
| Standard Not Met: Level 1 | 8% | | | 8% |

| MATHEMATICS | ASIAN 2015 | | ASIAN 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 51% | 77% | 79% | 54% |
| Standard Met: Level 3 | 26% | | | 25% |
| Standard Nearly Met: Level 2 | 16% | 23% | 20% | 14% |
| Standard Not Met: Level 1 | 7% | | | 6% |

| ENGLISH LANGUAGE ARTS | FILIPINO 2015 | | FILIPINO 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 23% | 59% | 61% | 25% |
| Standard Met: Level 3 | 36% | | | 36% |
| Standard Nearly Met: Level 2 | 22% | 41% | 39% | 21% |
| Standard Not Met: Level 1 | 19% | | | 18% |

| MATHEMATICS | FILIPINO 2015 | | FILIPINO 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 19% | 45% | 51% | 23% |
| Standard Met: Level 3 | 26% | | | 28% |
| Standard Nearly Met: Level 2 | 30% | 54% | 50% | 32% |
| Standard Not Met: Level 1 | 24% | | | 18% |

| ENGLISH LANGUAGE ARTS | HISPANIC OR LATINO 2015 | | HISPANIC OR LATINO 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 7% | 29% | 30% | 9% |
| Standard Met: Level 3 | 22% | | | 21% |
| Standard Nearly Met: Level 2 | 27% | 72% | 70% | 27% |
| Standard Not Met: Level 1 | 45% | | | 43% |

| MATHEMATICS | HISPANIC OR LATINO 2015 | | HISPANIC OR LATINO 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 6% | 20% | 22% | 7% |
| Standard Met: Level 3 | 14% | | | 15% |
| Standard Nearly Met: Level 2 | 30% | 80% | 78% | 30% |
| Standard Not Met: Level 1 | 50% | | | 48% |

| ENGLISH LANGUAGE ARTS | NATIVE HAWAIIAN OR PACIFIC ISLANDER 2015 | | NATIVE HAWAIIAN OR PACIFIC ISLANDER 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 15% | 44% | 44% | 11% |
| Standard Met: Level 3 | 29% | | | 33% |
| Standard Nearly Met: Level 2 | 29% | 56% | 55% | 33% |
| Standard Not Met: Level 1 | 27% | | | 22% |

| MATHEMATICS | NATIVE HAWAIIAN OR PACIFIC ISLANDER 2015 | | NATIVE HAWAIIAN OR PACIFIC ISLANDER 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 12% | 33% | 33% | 11% |
| Standard Met: Level 3 | 21% | | | 22% |
| Standard Nearly Met: Level 2 | 37% | 68% | 67% | 38% |
| Standard Not Met: Level 1 | 31% | | | 29% |

| ENGLISH LANGUAGE ARTS | WHITE 2015 | | WHITE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 35% | 69% | 71% | 34% |
| Standard Met: Level 3 | 34% | | | 37% |
| Standard Nearly Met: Level 2 | 16% | 31% | 29% | 15% |
| Standard Not Met: Level 1 | 15% | | | 14% |

| MATHEMATICS | WHITE 2015 | | WHITE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 34% | 62% | 68% | 38% |
| Standard Met: Level 3 | 28% | | | 30% |
| Standard Nearly Met: Level 2 | 22% | 38% | 32% | 20% |
| Standard Not Met: Level 1 | 16% | | | 12% |

| ENGLISH LANGUAGE ARTS | ETHNICITY--TWO OR MORE 2015 | | ETHNICITY--TWO OR MORE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 37% | 65% | 68% | 38% |
| Standard Met: Level 3 | 28% | | | 30% |
| Standard Nearly Met: Level 2 | 19% | 35% | 32% | 16% |
| Standard Not Met: Level 1 | 16% | | | 16% |

| MATHEMATICS | ETHNICITY--TWO OR MORE 2015 | | ETHNICITY--TWO OR MORE 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 30% | 59% | 63% | 34% |
| Standard Met: Level 3 | 29% | | | 29% |
| Standard Nearly Met: Level 2 | 23% | 42% | 37% | 19% |
| Standard Not Met: Level 1 | 19% | | | 18% |

## GENDER

| ENGLISH LANGUAGE ARTS | MALES 2015 | | MALES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 26% | 55% | 58% | 29% |
| Standard Met: Level 3 | 29% | | | 29% |
| Standard Nearly Met: Level 2 | 20% | 44% | 42% | 19% |
| Standard Not Met: Level 1 | 24% | | | 23% |

| MATHEMATICS | MALES 2015 | | MALES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 33% | 55% | 59% | 37% |
| Standard Met: Level 3 | 22% | | | 22% |
| Standard Nearly Met: Level 2 | 21% | 44% | 41% | 20% |
| Standard Not Met: Level 1 | 23% | | | 21% |

| ENGLISH LANGUAGE ARTS | FEMALES 2015 | | FEMALES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 36% | 68% | 69% | 38% |
| Standard Met: Level 3 | 32% | | | 31% |
| Standard Nearly Met: Level 2 | 17% | 33% | 31% | 16% |
| Standard Not Met: Level 1 | 16% | | | 15% |

| MATHEMATICS | FEMALES 2015 | | FEMALES 2016 | |
|---|---|---|---|---|
| Standard Exceeded: Level 4 | 34% | 58% | 60% | 37% |
| Standard Met: Level 3 | 24% | | | 23% |
| Standard Nearly Met: Level 2 | 22% | 42% | 39% | 21% |
| Standard Not Met: Level 1 | 20% | | | 18% |

Signifies an increase in proficiency or a decrease in non-proficiency.

Signifies a decrease in proficiency or an increase in non-proficiency.

CREATED 8/30/16

| EESD | | | | | |
|---|---|---|---|---|---|
| | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** |
| **Suspension Rate*** | 1.6 | 0.8 | 0.8 | 0.4 | NA |
| **Expulsion Rate*** | 0 | 0 | 0 | 0 | NA |
| **Truancy Rate** | 19.3 | 16.49 | 14.42 | 19.38 | NA |
| **ELD Reclass. Rate** | 15.8 | 20.2 | 21.4 | 18.5 | 13.7 |

| State of California | | | | | |
|---|---|---|---|---|---|
| | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** |
| **Suspension Rate*** | 5.7 | 5.1 | 4.4 | 3.8 | NA |
| **Expulsion Rate*** | 0.1 | 0.1 | 0.1 | 0.1 | NA |
| **Truancy Rate** | 28.5 | 29.28 | 31.14 | | NA |
| **ELD Reclass. Rates** | 16.3 | 12.2 | 12 | 11 | 11.2 |

# YouthTruth Survey Results

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|---|---|---|---|---|
| Category | Average | Percentile | Average | Percentile | Average | Percentile |
| Student Engagement | 2.74 | 78th | 2.77 | 85th | 2.78 | 89th |
| Academic Expectations | 2.69 | 33rd | 2.71 | 48th | 2.7 | 45th |
| Relevance | 2.31 | 48th | 2.22 | 62nd | 2.32 | 59th |
| Instructional Methods | 2.68 | 73rd | 2.7 | 80th | 2.7 | 73rd |
| Personal Relationships | 2.73 | 56th | 2.76 | 79th | 2.75 | 66th |
| Classroom Culture | 2.42 | 79th | 2.43 | 82nd | 2.43 | 78th |
| | 82% Participation Rate | | 89% Participation Rate | | 87% Participation Rate | |

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|---|---|---|---|---|
| Category | Average | Percentile | Average | Percentile | Average | Percentile |
| Student Engagement | 3.61 | 40th | 3.65 | 49th | 3.71 | 63rd |
| Academic Rigor | 3.8 | 19th | 3.87 | 36th | 3.92 | 47th |
| Relationship with Teachers | 3.47 | 35th | 3.54 | 44th | 3.53 | 48th |
| Relationship with Peers | 3.62 | 70th | 3.61 | 65th | 3.66 | 79th |
| Classroom Culture | 3.36 | 46th | 3.49 | 59th | 3.58 | 76th |
| | 78% Participation Rate | | 92% Participation Rate | | 94% Participation Rate | |

# Developmental Asset Data Summary

| | Grades 4 and 5 | 2011 | 2016 |
|---|---|---|---|
| | **SUPPORT** | | |
| 1 | FAMILY SUPPORT | 86 | 88 |
| 2 | POSITIVE FAMILY COMMUNICATION | 61 | 65 |
| 3 | OTHER ADULT RELATIONSHIPS | 50 | 57 |
| 4 | CARING NEIGHBORHOOD | 41 | 41 |
| 5 | CARING SCHOOL CLIMATE | 61 | 70 |
| 6 | PARENT INVOLVEMENT IN SCHOOLING | 47 | 52 |
| | **EMPOWERMENT** | | |
| 7 | COMMUNITY VALUES YOUTH | 28 | 25 |
| 8 | YOUTH AS RESOURCES | 50 | 56 |
| 9 | SERVICE TO OTHERS | 33 | 26 |
| 10 | SAFETY | 51 | 57 |
| | **BOUNDARIES AND EXPECTATIONS** | | |
| 11 | FAMILY BOUNDARIES | 56 | 65 |
| 12 | SCHOOL BOUNDARIES | 88 | 91 |
| 13 | NEIGHBORHOOD BOUNDARIES | 47 | 39 |
| 14 | ADULT ROLE MODELS | 54 | 59 |
| 15 | POSITIVE PEER INFLUENCE | 90 | 91 |
| 16 | HIGH EXPECTATIONS | 93 | 94 |
| | **CONSTRUCTIVE USE OF TIME** | | |
| 17 | CREATIVE ACTIVITIES | 62 | 65 |
| 18 | YOUTH PROGRAMS | 45 | 45 |
| 19 | RELIGIOUS COMMUNITY | 57 | 53 |
| 20 | TIME AT HOME | 27 | 27 |
| | **COMMITMENT TO LEARNING** | | |
| 21 | ACHIEVEMENT MOTIVATION | 82 | 81 |
| 22 | SCHOOL ENGAGEMENT | 65 | 66 |
| 23 | HOMEWORK | 81 | 83 |
| 24 | BONDING TO SCHOOL | 82 | 88 |
| 25 | READING FOR PLEASURE | 60 | 57 |
| | **POSITIVE VALUES** | | |
| 26 | CARING | 87 | 87 |
| 27 | EQUALITY AND SOCIAL JUSTICE | 70 | 72 |
| 28 | INTEGRITY | 82 | 81 |
| 29 | HONESTY | 88 | 89 |
| 30 | RESPONSIBILITY | 83 | 86 |
| 31 | HEALTHY LIFESTYLE (ELEM) | 82 | 81 |
| 31 | RESTRAINT (MS & HS) | | |
| | **SOCIAL COMPETENCIES** | | |
| 32 | PLANNING AND DECISION MAKING | 59 | 61 |
| 33 | INTERPERSONAL COMPETENCE | 54 | 60 |
| 34 | CULTURAL COMPETENCE | 67 | 73 |
| 35 | RESISTANCE SKILLS | 80 | 81 |
| 36 | PEACEFUL CONFLICT RESOLUTION | 89 | 92 |
| | **POSITIVE IDENTITY** | | |
| 37 | PERSONAL POWER | 60 | 63 |
| 38 | SELF-ESTEEM | 60 | 64 |
| 39 | SENSE OF PURPOSE | 49 | 54 |
| 40 | POSITIVE VIEW OF PERSONAL FUTURE | 63 | 66 |

Signifies an increase of 5 or more percent.

| | Middle School | 2011 (GR 6 & 7) | 2016 (GR 7) |
|---|---|---|---|
| | **SUPPORT** | | |
| 1 | FAMILY SUPPORT | 75 | 80 |
| 2 | POSITIVE FAMILY COMMUNICATION | 36 | 42 |
| 3 | OTHER ADULT RELATIONSHIPS | 46 | 48 |
| 4 | CARING NEIGHBORHOOD | 35 | 35 |
| 5 | CARING SCHOOL CLIMATE | 45 | 48 |
| 6 | PARENT INVOLVEMENT IN SCHOOLING | 37 | 44 |
| | **EMPOWERMENT** | | |
| 7 | COMMUNITY VALUES YOUTH | 27 | 29 |
| 8 | YOUTH AS RESOURCES | 39 | 45 |
| 9 | SERVICE TO OTHERS | 49 | 39 |
| 10 | SAFETY | 35 | 32 |
| | **BOUNDARIES AND EXPECTATIONS** | | |
| 11 | FAMILY BOUNDARIES | 48 | 52 |
| 12 | SCHOOL BOUNDARIES | 78 | 82 |
| 13 | NEIGHBORHOOD BOUNDARIES | 50 | 49 |
| 14 | ADULT ROLE MODELS | 35 | 40 |
| 15 | POSITIVE PEER INFLUENCE | 87 | 95 |
| 16 | HIGH EXPECTATIONS | 68 | 74 |
| | **CONSTRUCTIVE USE OF TIME** | | |
| 17 | CREATIVE ACTIVITIES | 22 | 26 |
| 18 | YOUTH PROGRAMS | 54 | 50 |
| 19 | RELIGIOUS COMMUNITY | 57 | 52 |
| 20 | TIME AT HOME | 77 | 85 |
| | **COMMITMENT TO LEARNING** | | |
| 21 | ACHIEVEMENT MOTIVATION | 83 | 85 |
| 22 | SCHOOL ENGAGEMENT | 78 | 49 |
| 23 | HOMEWORK | 82 | 67 |
| 24 | BONDING TO SCHOOL | 82 | 85 |
| 25 | READING FOR PLEASURE | 28 | 38 |
| | **POSITIVE VALUES** | | |
| 26 | CARING | 68 | 77 |
| 27 | EQUALITY AND SOCIAL JUSTICE | 71 | 81 |
| 28 | INTEGRITY | 70 | 79 |
| 29 | HONESTY | 74 | 80 |
| 30 | RESPONSIBILITY | 72 | 79 |
| 31 | HEALTHY LIFESTYLE (ELEM) | | |
| 31 | RESTRAINT (MS & HS) | 72 | 78 |
| | **SOCIAL COMPETENCIES** | | |
| 32 | PLANNING AND DECISION MAKING | 36 | 42 |
| 33 | INTERPERSONAL COMPETENCE | 53 | 59 |
| 34 | CULTURAL COMPETENCE | 54 | 63 |
| 35 | RESISTANCE SKILLS | 59 | 67 |
| 36 | PEACEFUL CONFLICT RESOLUTION | 62 | 74 |
| | **POSITIVE IDENTITY** | | |
| 37 | PERSONAL POWER | 37 | 36 |
| 38 | SELF-ESTEEM | 46 | 43 |
| 39 | SENSE OF PURPOSE | 57 | 55 |
| 40 | POSITIVE VIEW OF PERSONAL FUTURE | 76 | 72 |

Signifies a decrease of 5 or more percent.

Developmental Asset Data Summary

# Project Cornerstone Survey Risk Indicators

**Grade 4 and 5**

| Category | Definition | Percentage 2011 | Percentage 2016 |
|---|---|---|---|
| Alone at Home | Less than 1 hour per day of adult supervision after school | 34 | 32 |
| TV Overexposure | Watches TV or videos 2 or more hours per school day | 44 | 40 |
| Victim of Violence | Reports yes to "In the last year, has anyone hurt you by punching, hitting, slapping or scratching you?" | 37 | 30 |

**Grade 7 only**

| Category | Definition | Percentage 2011 | Percentage 2016 |
|---|---|---|---|
| Alone at home | Spends 2 or more hours along per school day | 22 | 19 |
| TV overexposure | Watches TV or videos 3 or more hours per school day | 23 | 22 |
| Physical Abuse | Reports once or more, "Have you ever been physically harmed (that is, where someone caused you to have a scar, black & blue marks, welts, bleeding, or a broken bone) welts, bleeding, or a broken bone) by someone living with you?" | 26 | 23 |
| Victim of Violence | Reports once or more, "How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?" | 26 | 22 |
| Drinking Parties | Reports attending one or more parties in the last year "where other kids your age were drinking?" | 15 | 5 |

**Grade 4 and 5**

| Category | Definition | Percentage 2011 | Percentage 2016 |
|---|---|---|---|
| Alcohol | Has used alcohol more than once during the last year | 4 | 3 |
| Tobacco | Has smoked cigarettes more than once during the last year | 2 | 2 |
| Marijuana | Has used marijuana more than once during the last year | 2 | 3 |
| Anti-social behavior | Has damaged property just for fun more than once during the last year | 3 | 3 |
| Physical Aggression/Violence | Has hit or beat someone up more than once during the last year | 9 | 6 |
| Sadness | has felt sad or depressed a few or more times during the last month | 39 | 36 |

**Grade 7 only**

| Category | Definition | Percentage 2011 | Percentage 2016 |
|---|---|---|---|
| Alcohol | Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks | 5 | 2 |
| Tobacco | Smokes one or more cigarettes every day or uses chewing tobacco frequently | 1 | 0 |
| Illicit Drugs | Used heroin or other narcotics multiple times in the last 12 months | 2 | 0 |
| Sexual Intercourse | Has had sexual intercourse three or more times in lifetime | 2 | 1 |
| Depression Suicide | Is frequently depressed and/or has attempted suicide | 20 | 23 |
| Anti-Social Behaviors | Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months | 7 | 3 |
| Violence | Has been engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months | 19 | 10 |
| School Problems | Has skipped school two or more days in the last four weeks and/or has below a C average | 6 | 5 |
| Driving and Alcohol | Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months | 7 | 5 |
| Gambling | has gambled three or more times in the last 12 months | 6 | 5 |

# Danielson's Framework of Teaching Walkthroughs

| Total District Average | 3B/Using Questions and Discussion Techniques | 3C/Engaging Students in Learning |
|---|---|---|
| November 2013 | 1.86 | 2.04 |
| April 2014 | 2.33 | 2.52 |
| November 2014 | 2.53 | 2.75 |
| March 2015 | 2.52 | 2.74 |
| May 2015 | 2.51 | 2.75 |
| October 2015 | 2.29 | 2.44 |
| March 2016 | 2.48 | 2.64 |
| May 2016 | 2.47 | 2.57 |
| October 2016 | 2.33 | 2.43 |
| March 2017 | 2.35 | 2.56 |

# DRAFT LCAP Key Goals and Actions 2017-2018

| Strategic Plan Goals | People | Programs and Services | Resources |
|---|---|---|---|
| **Goal 1**: Retain existing students and attract new students to the District | *Counselors, Social Workers, and MFT Interns (S, MF)** <br> *Full Day TK/K with Instruction Assistants (LCFF)** <br> .4 STEAM Teacher (LCFF) <br> Noon Duty Supervisors (LCFF) <br> Two assistant principals (S) <br> **Expenditure Total: $2,053,951** | Transportation Services (S) <br> Library Services (PT, MF) <br> Project Cornerstone (S) <br> CAPP (S) <br> Project Based Learning Program (PBL) (S) <br> Academic Language program (SEAL) (S) <br> *Comp. Science/Digital Arts Pathway (MF)** <br> Parcel Tax Programs (PT) <br> **Expenditure Total: $4,122,397** | Accelerated Reader and Formative Assessment Tools (S) <br> Youth Truth (S) <br> Classroom Supplies (LCFF) <br> School Enrichment Hours (S) <br> *STEAM/STEM Resources (LCFF)** <br> Science Camp (S) <br> *PBIS (S)** <br> **Expenditure Total: $398,152** |
| **Goal 2:** Provide equitable education resources and facilities | School Site Administration (LCFF) <br> Health Services (LCFF) <br> Special Education Staff (LCFF, MF) <br> Instructional Coaches (S) <br> Class Size Staffing at Title 1 schools (S) <br> *Additional Clerical Staff at Title 1 (S)** <br> **Expenditure Total: $24,043,935** | Intervention (Title III) <br> Translation (S) <br> 4-6 Prep (LCFF) <br> Custodial Services (LCFF) <br> Special Education Transportation (LCFF) <br> ELD integrated and designated supports (S) <br> Culturally Responsive Services (S) <br> **Expenditure Total: $7,217,368** | Migrant Education (LCFF) <br> Direct Site Supports (S, MF) <br> Foster Youth Resources (S) <br> Translation Services (S) <br> *Parent University (S)** <br> Family Resource Centers (S, MF) <br> **Expenditure Total: $2,148,227** |
| **Goal 3:** Achieve financial stability and sustainability | Central office staff and services (LCFF) <br> **Expenditure Total: $4,205,605** | Instruction Department Human Resources (S, MF) <br> Communications Department, Resources and Director (S, MF) <br> **Expenditure Total: $833,133** | Survey Tool (LCFF) <br> Site Maintenance (LCFF) <br> Indirect Costs (S, MF) <br> **Expenditure Total: $2,741,941** |
| **Goal 4:** Enhance use and integration of technology by students, teachers, staff and families | Additional 2.25 FTE for Information Services Dept. (LCFF) <br> **Expenditure Total: $227,187** | Parent Notification Systems (S) <br> *Migrant Ed Technology at Home (MF)** <br> **Expenditure Total: $42,326** | Digital Citizenship (S, MF) <br> *Student Information Tool (S, MF)** <br> Technology (S) <br> **Expenditure Total: $371,501** |
| **Goal 5:** Attract and retain teachers and staff, especially those with specialized credentials | TK-8 Teaching Staff (LCFF, L) <br> **Expenditure Total: $61,064,955** | Professional Development (S, MF) <br> Teacher Induction (S) <br> **Expenditure Total: $286,435** | Substitute Release Time (MF, S) <br> Maintain Increase in Substitute Rate (LCFF) <br> **Expenditure Total: $199,504** |

Key: Supplemental (S), Multi-Funded (MF), Parcel Tax (PT), Lottery (L), Local Control Funding Formula (LCFF)
*Items in italics indicate increased or improved services

working budget total: $109,956,617
Updated 6/2/17