

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Loma Elementary School District

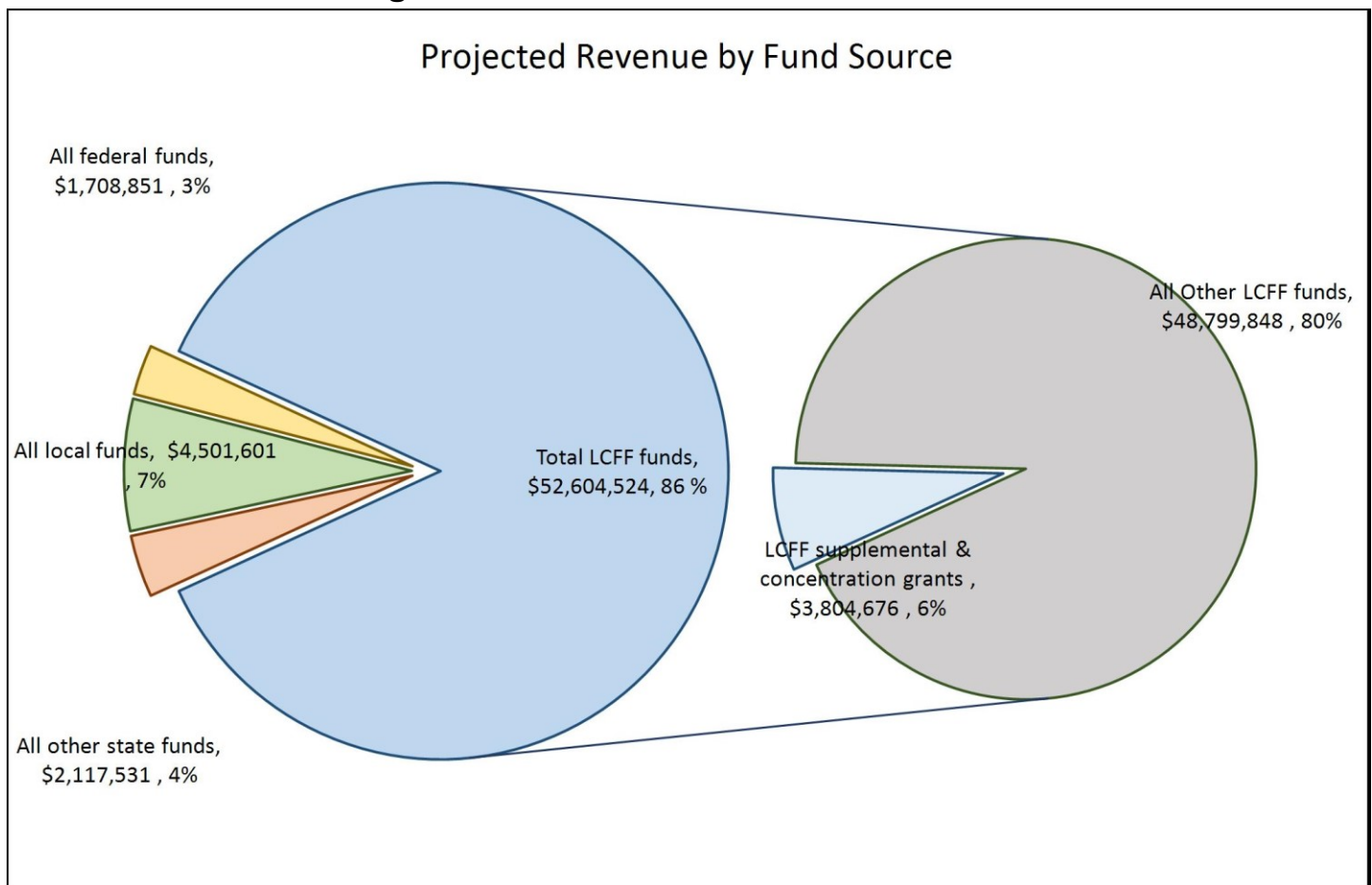
CDS Code: 36-67595-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: James Moore, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

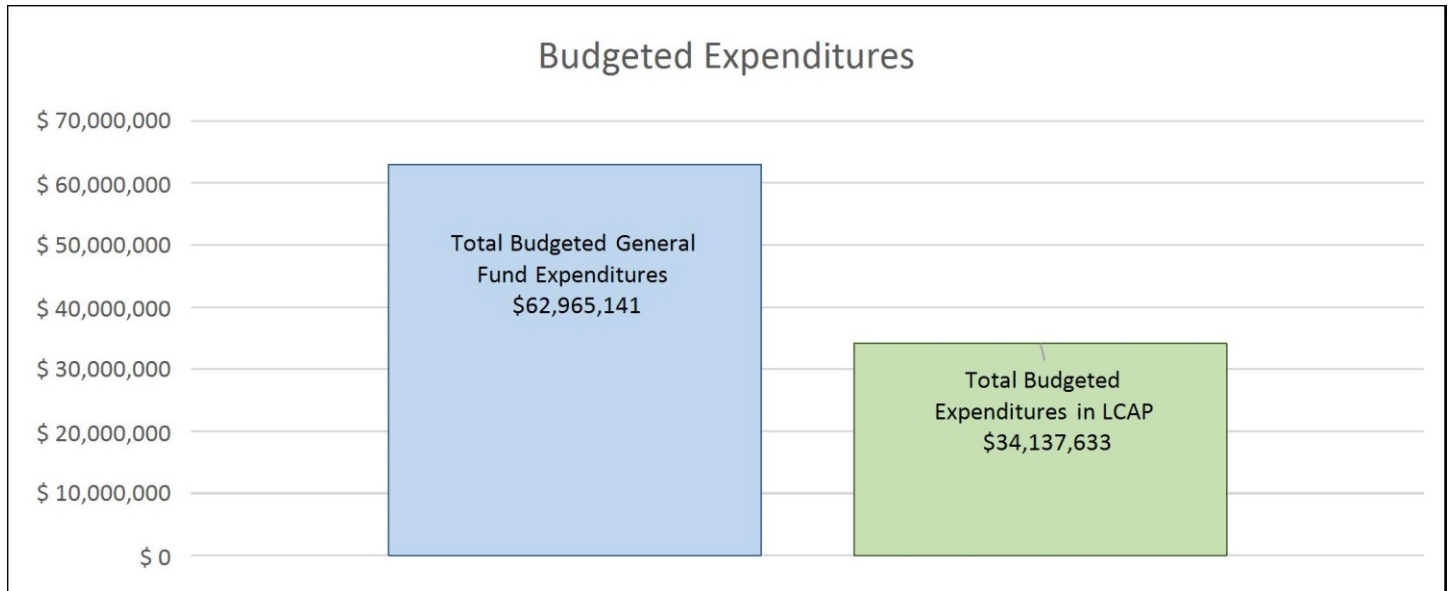


This chart shows the total general purpose revenue Alta Loma Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Alta Loma Elementary School District is \$60,932,507, of which \$52,604,524 is Local Control Funding Formula (LCFF), \$2,117,531 is other state funds, \$4,501,601 is local funds, and \$1,708,851 is federal funds. Of the \$52,604,524 in LCFF Funds, \$3,804,676 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

Alta Loma Elementary School District plans to spend \$62,965,141 for the 2019-20 school year. Of that amount, \$34,137,633 is tied to actions/services in the LCAP and \$28,827,508 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

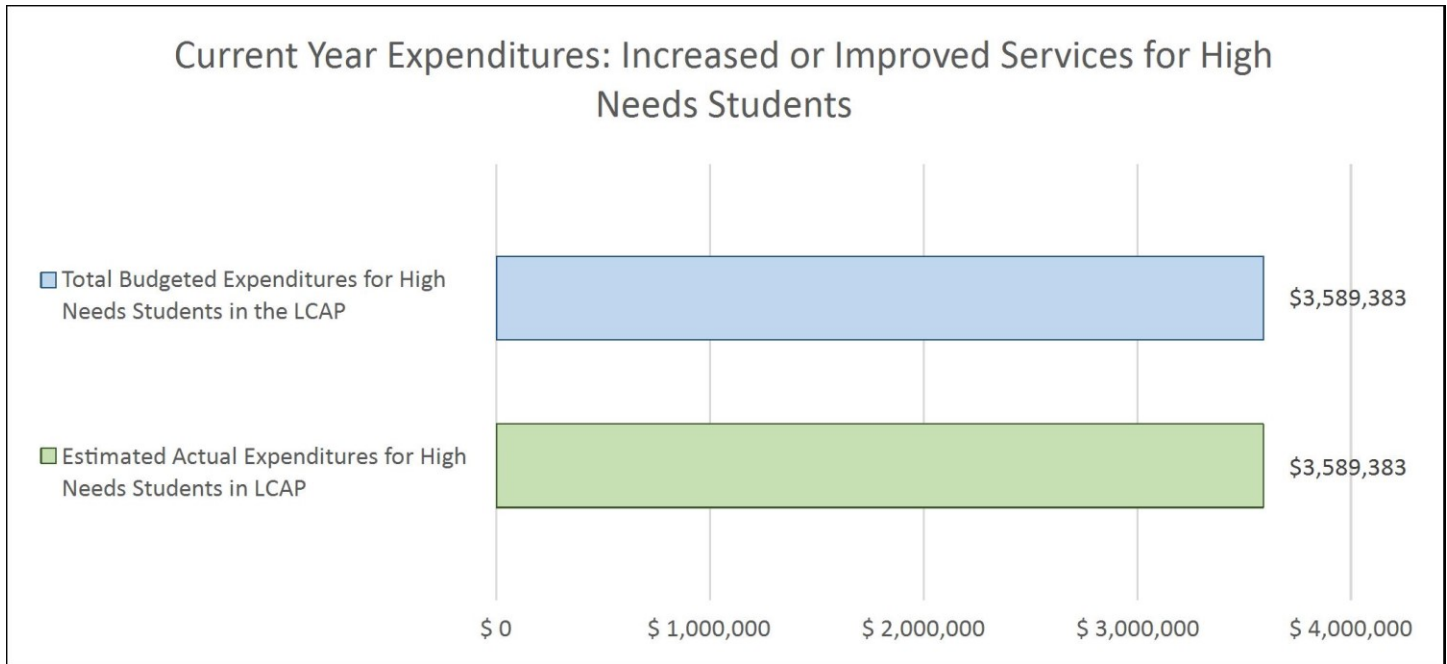
Special Education services, Administration, District Support Center Staff, Utilities, Custodial Staff, Child Care Program, School Site Office Support Staff, Retiree Health Benefits, School Site & Teacher Budgets, Capital Improvements, Home to School Transportation, Proctors, Insurance, Technology Data Lines & Support, and One-Time Funds.

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

In 2019-20, Alta Loma Elementary School District is projecting it will receive \$3,804,676 based on the enrollment of foster youth, English learner, and low-income students. Alta Loma Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Alta Loma Elementary School District plans to spend \$3,804,676 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Alta Loma Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alta Loma Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Alta Loma Elementary School District's LCAP budgeted \$3,589,383 for planned actions to increase or improve services for high needs students. Alta Loma Elementary School District estimates that it will actually spend \$3,589,383 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): 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

Alta Loma Elementary School
District

Contact Name and Title

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Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

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

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

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

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

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

LCAP Highlights

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

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

15. Family Engagement Liaison to communicate, engage, and support family engagement and assist in meeting Title I Family Engagement mandates with a focus on improving chronic absenteeism

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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

1. Improved performance in English Language Arts (ELA) and mathematics for all students. No sub groups in RED/ORANGE
2. Increased ELA (GREEN), status change/+8.3, and math (GREEN), status change/+10.6
3. Improved ELA performance for EL students (GREEN) status change/+5.8, SED (GREEN) status change/+11.5, African Americans (GREEN) status change/+8.6. Students with Disabilities increased significantly with a status change/+16.8. All other groups maintained or increased change status
4. Improved math performance for ALL students (GREEN), status change/+10.6. Improved math performance for EL students (GREEN) status change/14.5, African Americans (YELLOW) change/+9.2. Students with Disabilities increased significantly (YELLOW) with a status change/+14.6. All other groups increased change status
5. English Learner Progress Indicated 64% of students moderately or well developed
6. Implementation of Standards (met) (Staff- 97%, Students- 92%, Admin- 100%)
7. Staffing and Williams obligations (Basic-met)
8. Embedded 21st Century Skills into the learning environment, emphasis on problem based learning and student centered learning
9. Integration of technology into curriculum (97% of students grades 3- 8 report using technology weekly or more often, 98% of parents report the same)
10. On-going data driven-effective professional development and instructional coaching (Beneficial: Admin- 94%, Staff- 91%)
11. Equity and cultural proficiency training to close achievement gap (Management team training, to continue embedded in school sites) and Positive Behavior Intervention Supports (PBIS) at each site
12. Class-size reduction 24:1
13. In the area of Suspension, ALL students moved from (ORANGE) to GREEN with a decrease/-1.2%
14. Implementation of District-wide diagnostic assessments (STAR Reading and Math) and District Interim Assessments. Provided release time for on-going progress monitoring and data analysis for instructional planning
15. Collaborative structures between District and site Foster Youth and Homeless liaisons to ensure support services and to monitor progress
16. Improved engagement and input from stakeholders (1,858 student surveys, 762 parent surveys, 193 staff surveys)
17. Improved safety and security on campus (Parents-84%, Admin-100%, Staff-99%, Students-84%) School Climate-met
18. Continued school environment that is supportive and inviting (Parents- 89%, Admin-100%, Staff- 94%, Student- 98%) School Climate-met
19. Successful implementation of "LEAP into Summer" enrichment program
20. Provide a high quality education in Alta Loma (Students- 98%, Parents- 90%, Staff- 99%, Admin-100%)

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Greatest Area of Needs include:

1. ELA- Performance improvement for Students with Disabilities (YELLOW) status change/+16.8. Students with Disabilities use Tier 2 and 3 supports via Scholastic READ180 and System 44, Read Naturally, LexiaCore 5, however, continued improvements through improved first instruction pedagogy, coaching, and materials including phonemic awareness, phonics, and foundation skills. ELA adoption includes intensive support aligned to classroom core expectations. Summer tutoring using researched based literacy skills program will be made available to SWD June 3-28 with an expanded participation of general education students who are at-risk. Additional support of a District Reading Specialist to provide coaching and guidance to intervention programs with an emphasis on the primary grades. Collaborative release time for teachers to analyze data and plan instructional supports for ALL students.
2. Math Performance improvement for Students with Disabilities (YELLOW) status change/+14.6. Continued emphasis on coaching and first instruction pedagogy, as well as teacher awareness and expectations regarding rigor of expectations beyond computation to thinking, reasoning and conceptual skills. Implementation of achieve the core major standards, mathematical practices knowledge and implementation, and Number Talks in all grade levels for ALL students. Continued administrative coaching and practice in Mathematical practices in the classroom. Collaborative release time for teachers to analyze data and plan instructional supports.
3. Suspension Rate for Foster Youth slightly improved (decline/-1.9) but continues to be ORANGE. Continue to reflect on school-site suspension practices, on-going monitoring, implementation of PBIS, cultural proficiency, and restorative practices. Complete PBIS training for five school sites and continue cultural proficiency training/equity walks. Continue to provide professional development to improve student engagement in the classroom.
4. Chronic Absenteeism; Six sub groups report as RED/ORANGE in Chronic Absenteeism. (Foster Youth - RED, Homeless, Students with Disabilities, Filipino, Hispanic and Two or More races report as ORANGE). Protocols will continue to include attendance letters, consistent reporting procedures to parents, proactive SART and SARB meetings by site leadership, District-wide transportation, as well as school-wide incentives and personal contact with the District Family Engagement Coordinator.
5. Continue work to meet the social and emotional needs of students to close the achievement gap through research based strategies and informed data discussions. Increase access to counseling and mental health supports, as well as continues intervention before, during and after school.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

1. Suspension Rate: Foster Youth is ORANGE. Reflection on school-site suspension practices, ongoing monitoring, implementation of PBIS, cultural proficiency, and restorative practices. The District will employ strategies through collaborative leadership and parent inclusion to improve both out of school, and in-school suspension rates through cultural proficiency training and study, and build safer and stronger school cultures through PBIS and social and emotional curriculum District-wide. The District Family Engagement Liaison will focus efforts to build rapport with students identified as Foster Youth.

2. Chronic Absenteeism: Foster Youth is RED. Regularly scheduled collaborative analysis regarding Foster Youth and homeless student progress with District Liaison and site leadership followed by action planning to provide support services as indicated. Family meetings conducted by the Family Engagement Liaison with Foster Youth to build rapport and increase support to improve school attendance.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

We do not have any schools identified as CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

We do not have any schools identified as CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

We do not have any schools identified as CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Metric: Teacher Misassignment Rate, Highly Qualified Teacher Rate

Local Metric: Number of new teachers enrolled in an Induction Program

18-19

1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential

Misassignment Rate:
% of Induction Candidates

Baseline

1. Hired Teachers with appropriate credentials, 7% used Induction to Clear Credential

Metric/Indicator

State Metric: Students access to standards materials, Williams Report

Actual

100% of teachers are highly qualified with appropriate credentials, and 15 are in Induction to clear their credential. (10 teachers in year #1, and 5 teachers in year #2)

Stakeholder groups reported that all students receive instruction in state standards. (Parents 99%, Admin 97.4%, Students 92%)

Expected

Local Metric: Stakeholder surveys

18-19

2. All students receive instruction in state academic standards via state adopted materials and additional resources

Baseline

2. Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)

Metric/Indicator

Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards

Local Metric: Teacher Survey

18-19

3. 80% of teachers have sufficient standards aligned instructional materials to support classroom instruction

Baseline

3.73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)

Metric/Indicator

Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards

Local Metric: Parent Survey

18-19

4. 85% of parents will report that students have access to standards aligned instructional resources

Baseline

4. 96% of parents reported having access to standards instructional resources

Metric/Indicator

Local Metric: Parent, Student Survey

18-19

5. 86% of parents and students report they are satisfied with instruction

Actual

84% of teachers report they have sufficient standard aligned classroom materials to support classroom instruction

96% of parents report that students have access to standard aligned instructional resources

86% of parents reported that they are satisfied with the instruction that his/her student receives, and 87% reported that they are satisfied with the instruction they receive

Expected

Baseline

5. 81% of parents reported they are satisfied with the instructions students receive citing the need for improved instruction in math in particular
100% administrators
98% teachers
93% students

Metric/Indicator

Local Metric: Teacher and Student Survey

18-19

6. 72% of teachers and students report adequate access to the internet and devices daily

Baseline

6.New

Metric/Indicator

Local Metric:Teacher and Student Survey

18-19

7. 76% of students and teachers report use of devices for standards aligned products 3 x week (SAMR) using production programs such as Nearpod

Baseline

7.New

Metric/Indicator

Local Metric: Student and Parent Survey

18-19

8. 90% of parents and students report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAPE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)

Baseline

8.76% parents/community reported that students used digital tools at school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported that GAPE was most useful tool.

Actual

52% of teachers and 40% of students report they use devices at school daily

79% of students and 88% of teachers report the use of devices at least twice a week at school

95% of students and 99% of parents report that his/her student utilizes the digital components to complete assignments, homework, or receive extra support using learning programs at home

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Hire appropriately credentialed teachers with qualified English Learner certifications	Hired appropriately credentialed teachers with qualified English Learner certifications.	Certificated Salaries Benefits LCFF \$24,190,364	Certificated Salaries/Benefits LCFF \$24,433,780

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program <ul style="list-style-type: none">14 Support Providers20 CandidatesICT Contract (RCOE)	ICT Induction Services and Induction Support Providers were compensated and released from class to mentor beginning teachers in the Induction program <ul style="list-style-type: none">13 Support Providers15 CandidatesICT Contract (RCOE)	Certificated Salaries Benefits Conferences Supplemental \$37,500	Certificated Salaries/Benefits, Conferences Supplemental \$35,167

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Form NGSS Task Force delayed until 2019-2020 <ul style="list-style-type: none">25 teachers x 4 days	NGSS Task Force delayed until 2019-2020. Provided a 3 day NGSS Materials Adoption training to 5 potential NGSS Task Force members.	Certificated Salaries Benefits Supplemental \$15,000	Certificated Salaries/Benefits Supplemental \$3,596

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Pilot and purchase NGSS adoption delayed until 2019-2020	Purchase on NGSS adoption delayed until spring 2020	Textbooks Online learning materials	Textbooks Restricted Lottery: 6300 \$0

Restricted Lottery: 6300
\$351,028

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Improve technology infrastructure, purchase additional student devices, and expand use	Improved technology infrastructure (bond not reported), purchased additional student devices and expanded use. Added 1,535 11" and 14" Chromebooks Nearpod license 10 iPads for Preppy K (\$5,461)	Technology Inventory One-Time Funds \$437,770	Technology Inventory One-Time Funds \$442,447

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Purchase NGSS Integrated Bridge Materials (Pearson Interactive) Grades 6-8	Purchased NGSS Integrated Bridge Materials (Pearson Interactive Science grades 6-8)	Online learning materials Restricted Lottery: 6300 \$65,000	Bridge Materials for NGSS \$24,393

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District completed all of the actions as reported. We reduced the expense in Induction due to a smaller than anticipated group needing Induction services. We also did not use the fees for the NGSS Task Force release as that was delayed until 2019-20. We did use funds for an initial NGSS training for 5 staff members.

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

Annual Measurable Outcomes alignment to actions and services was consistent. Actions and services were effective in meeting the Expected Annual measurable Goals with the exception of the use of devices at school and the daily access to devices at school. Teachers are requesting more one-to-one devices, particularly in the primary grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Materials differences in budgeted expenditures and actual expenditures had to do with a reduction in the number of teachers needing induction. We will continue to purchase NGSS bridge materials for one more year until we adopt NGSS materials for the 2020-2021 school year. Added 10 iPads to one preppy K classroom as a pilot program for possible future expansion.

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

There is no change to this goal. The action to pilot and purchase an NGSS adoption will be completed in the 2019-2020 school year, with implementation beginning in the fall of 2020.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Metric: Implementation of Common Core ELA and Mathematics

Local Metric: Teacher and Administrator Survey

18-19

1. 90% of teachers and 92% of administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented.

Baseline

1.92% of teachers and 100% of administrators report that standards-based practices and strategies learned during professional development are being implemented in the classroom.

Metric/Indicator

State Metric: Implementation of Common Core ELA

Local Metrics: Teacher Survey

Actual

88% of teachers and 90% of administrators report that standards-based practices and strategies learned during professional development are being implemented in the classroom.

Parent Survey:

86% of parents reported that his/her student is being taught academic state standards. Parents feel the District should increase enrichment opportunities after school (18%), and provide additional time and support during class. (15%)

Teacher Survey:

99% of teachers report they work together to provide high quality, rigorous and engaging education that is standards based.

95% of teachers reported they received at least 3 professional development opportunities.

Expected

18-19

2. 92% of teachers will attend at least 3 professional learning opportunities during the school year.

Baseline

2.92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned.

Reported top priorities for teacher professional development continues to be state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues.

Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, Text dependent questioning, technology, differentiation, math, NGSS, facilitate 21st century learning

Metric/Indicator

Local Metric: Teacher Survey

18-19

3. 88% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups

Baseline

3.89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups

Metric/Indicator

State Metric: Implementation of Common Core ELA

Local Metrics: Teacher Survey

18-19

Actual

95% of teachers reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups

87.5% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index).

Expected

4. 85% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index).

Baseline

4.78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction
Improvement in progress toward English proficiency- 67% to 71%, however ELA SBAC scores were maintained at 28% proficiency

Metric/Indicator

Local Metric: Teacher, Student, and Administrator Survey

18-19

5. 88% of teachers, students, and 92% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy-emphasis placed on digital literacy and critical thinking)

Baseline

5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction

- Teachers report greatest challenge is critical thinking through questioning and analysis, and technology application
- Administrators report greatest challenge is critical thinking and rigor, and collaborative structures used effectively
- Students report they learn collaboratively with partner/groups: More than 1xweek: 36%, Daily-18%, Never 2%
- Favorite way for students to learn creatively is: Build models-38%, see how things work-28%, invent things-23% research topics - 19%, STEM Projects-18%, write stories, poems and songs-13% Do simulations-12%, problem based learning-7%

Metric/Indicator

Local Metric: Teacher, Student, and Administrator Survey

18-19

6. 80% of teachers, students, and 90% of administrators will report that technology to produce standards-aligned learning products is implemented more than two times per week.

Baseline

Actual

94% of students report that their teacher gives them opportunities to learn creatively.
99% of administrators reported that teachers provide opportunities for students to create and discover.
97% of teachers report they provide students with opportunities to discover concepts creatively.

Teachers report that they ask students to collaborate on learning activities daily (52%), and more than once a week (34%).

Students report that they learn collaboratively daily (24%), or more than once a week (46%).

Administrators report the greatest challenge is also critical thinking and rigor. 76% of administrators observe Project Based learning at least one a week.

80% of students and 88% of teachers report use of devices at least 2 times per week.

Expected

6. 75% of teachers and 60% of administrators report that technology to produce standards-aligned learning products is implemented at least 2 x year.

Metric/Indicator

Local Metric: Teacher, Student, and Administrator Survey

18-19

7. 80% of students, teachers, and 100% of administrators in grades 3-8 are proficient in the use of GAFE applications as well as Google collaborative writing

Baseline

7.78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE
75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents

Metric/Indicator

State Metric: Implementation of Common Core ELA

Local Metric: Student Survey

18-19

8. 80% of students will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language

Actual

80% of students, 94% of administrators and 69% of teachers in grades 6-8 are proficient in the use of Google Apps for Education as well as basic Google functions.

Student Survey:

Grade 3 - 69%

Grade 4 - 74%

Grade 5 - 85%

Grade 6 - 84%

Grade 7 - 83%

Grade 8 - 74%

Teacher Survey:

Grade K - 81%

Grade 1 - 84%

Grade 2 - 79%

Grade 3 - 83%

Grade 4 - 80%

Grade 5 - 81%

Grade 6 - 75%

Grade 7 - 64%

Grade 8 - 67%

Administrator Survey:

94%

97% of students and 100% of administrators report that students employ the shifts of English Language Arts through a balance of literature and informational text.

Student Survey:

Evidence based writing - 83%

Multi-sourced reading and writing - 67%

Explicit vocabulary instruction - 81%

Close Reading - 66%

Administrator Survey:

Evidence based writing - 94%

Multi-sourced reading and writing - 82%

Explicit vocabulary instruction - 88%

Expected

Baseline

8. Students reported the following regarding shifts in English language arts implementation:

- 79% Balance of literature and information text
- 87% Evidence based reading writing
- 67% Close Reading
- 81% Thinking Maps/Notes
- 71% Vocabulary development
- 67% Multi-sourced reading/writing

Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing

Metric/Indicator

State Metric: Implementation of Common Core ELA

Local Metric: Teacher Survey

18-19

9. 85% of teachers will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language

Baseline

9. Teachers reported the following regarding shifts in English language arts implementation:

- 89% Balance of literature and information text
- 93% Evidence based reading writing
- 82% Close Reading
- 91% Thinking Maps/Notes
- 97% Vocabulary development
- 85% Multi-sourced reading/writing

Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing

Administrators reported:

- 70% Balance of literature and information text

Actual

Close Reading - 94%

76% of teachers report they employ the shifts of English Language Arts through a balance of literature and informational text.

Evidence based writing - 79%

Multi-sourced reading and writing - 66%

Explicit vocabulary instruction - 92%

Close Reading - 74%

Expected

- 100% Evidence based reading writing
- 87% Close Reading
- 100% Thinking Maps/Notes
- 75% Vocabulary development
- 100% Multi-sourced reading/writing

Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing

Metric/Indicator

State metrics: Implementation of Common Core Math

Local Metric: Student and Teacher Survey

18-19

10. 77% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons

Baseline

10.74% of students reported that they regularly utilize math practices
Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up-
82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else
86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as drawing a picture and/or modeling

Metric/Indicator

State Metric: Student access to standard aligned materials, Implementation of Standards

Local Metric: Teacher Survey

18-19

11. 95% of Grade 5 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)

Actual

76% of students and 77% of teachers report that they regularly utilize mathematical practices in daily lessons.

Students report:

Use numbers to make sense of problems - 31%

Persevere - 28%

Use mathematical tools - 13%

Patterns- 7 %

Teachers report teaching these commonly:

Modeling strategies - 21%

Fluency Practice - 16%

Number Talks - 14%

74% of teachers reported a positive impact on instructional practices in NGSS with TOSA training.

Expected

Baseline

11.80% of Grade K-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)

Metric/Indicator

State Metric: Student access to standard aligned materials

Local Metric: Teacher Survey

18-19

12. 87% of Social Studies teachers in grades 4-8 will report that they have completed one DBQ unit and use Document Based Questioning (DBQ) strategies and materials in his/her classroom.

Baseline

12.68% of social studies teachers in grades 4-8 reported completion of one complete DBQ writing unit.

Metric/Indicator

State Metric: Student access to standard aligned materials

Local Metric: Teacher, survey;

18-19

13. 75% of 6-8 Social Studies teachers will report that they have successfully implemented new social studies adoption, TCI, in his/her classroom.

Actual

79% of teachers report they have completed at least one DBQ unit for students in grades 4-8.

100% of 6-8 Social Studies teachers implemented TCI, History Alive this year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	Provided one District-wide staff development day with a focus on implementing state standards, materials and strategies on October 8, 2018.	LCFF Included in 1.1	Certificated Salaries/Benefits LCFF Included in 1.1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	Provided one District-wide staff development day with a focus on increasing student engagement for all learners including English Language Learners and students with disabilities. (Kagan)	LCFF Included in 1.1	Certificated Salaries/Benefits LCFF Included in 1.1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions <ul style="list-style-type: none"> Curriculum Council: 22 teachers X 3 days 	Curriculum Council planned, articulated and discussed curricular adoptions and needs in curriculum and materials. Met: September 11, 2018 (27 teachers) and March 12, 2019. (25 teachers) The mid-year meeting was cancelled due to a transition in leadership.	Certificated salaries Benefits LCFF \$15,000	Certificated Salaries/Benefits LCFF \$2,925

- Grade Level Study Group: 25 teachers X 3 day

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 Provide grade level training and instructional planning grade 5</p> <ul style="list-style-type: none"> • 20 teachers 5 days • NGSS Development <p>Provide follow-up NGSS assessment and instructional planning 6-8</p> <ul style="list-style-type: none"> • 11 teachers 1 day 6th grade • 9 teachers 2 day 7th & 8th grade 	<p>Provided grade level collaborative planning days.</p> <p>NGSS:</p> <p>Grade 5 NGSS Training:</p> <p>August 21, 2018 - 9 teachers</p> <p>August 28, 2018 - 9 teachers</p> <p>October 16, 2019 - 9 teachers</p> <p>October 18, 2018 - 8 teachers</p> <p>December 11, 2018 - 16 teachers</p> <p>February 12, 2019 - 17 teachers</p> <p>Grade 6-8 NGSS Training:</p> <p>September 4, 2018 - 10 teachers</p> <p>October 25, 2018 - 15 teachers</p> <p>Team of 5 staff (1 admin, 1 TOSA, 3 teachers) to NGSS TIME training (March 11,12,13, 2019) (\$1500 for team, plus 9 sub days)</p>	<p>Certificated salaries Benefits conference</p> <p>Title II: 4035 \$6,350</p>	<p>Certificated Salaries/Benefits</p> <p>Title II: 4035 \$13,935</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5 Google Apps for Education (GAPE) and UMRA account management systems are implemented for standards and digital collaboration</p> <ul style="list-style-type: none"> • UMRA annual fee-:Tools 4 Ever 	<p>Google Apps for Education (GAPE) and UMRA account management systems are implemented for standards and digital collaboration</p> <ul style="list-style-type: none"> • UMRA annual fee-:Tools 4 Ever \$8,200 	<p>Technology Services Base</p> <p>\$20,000</p>	<p>Technology Services Base</p> <p>\$24,700</p>

- Better Cloud

- Better Cloud (now GAT)
- \$3,185

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment.</p> <ul style="list-style-type: none"> • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies Adoption 6-8 	<p>Retained two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment.</p> <ul style="list-style-type: none"> • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies Adoption Implementation 6-8 	<p>Certificated salaries Benefits Supplemental \$239,650</p>	<p>Certificated Salaries/Benefits Supplemental \$258,750</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool:</p> <ul style="list-style-type: none"> • 44 days in conjunction with math training: 0 additional subs • STL's 20 days <p>Write from Beginning/Thinking Maps</p>	<p>Under the direction of the IT TOSA's, provided professional development and coaching in technology as a content learning tool:</p> <p>Grade K - 3: August 24, 2018 - 8 teachers November 6, 2018 - 8 teachers February 26, 2019 - 9 teachers</p> <p>Grades 4 - 8:</p>	<p>Certificated salaries Benefits Supplemental \$10,750</p>	<p>Certificated Salaries/Benefits Supplemental Included in 2.10</p>

New Teacher Cohort: 32 Days	August 31, 2018 - 12 teachers
	November 9, 2018 - 14 teachers
	February 28, 2019 - 12 teachers
ELA Cohort: 3rd Grade: 24 Days	STL Training:
	September 14, 2018 - 12 teachers
	January 10, 2019 - 12 teachers
	February 21, 2019 - 13 teachers
	Grade Level Study Groups:
	Grade 3 ELA Study Group (8 teachers)
	September 27, 2018
	December 6, 2018
	February 5, 2019

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Professional Development for coaches, administrators, and teacher leads	Professional Development for coaches, administrators and teacher leads	Certificated salaries Benefits Contracted Services Title II: 4035 \$22,947	Certificated Salaries/Benefits Title II: 4035 \$7,492
Social Studies Adoption Implementation 6-8 <ul style="list-style-type: none"> • Training/Consultant • \$2,500. • Pre-service • 20 x 1 day Professional Development Budget 	Social Studies Adoption Implementation - July 26, 2018 (23 teachers) and August 10, 2018 (11 teachers)		Certificated Salaries/Benefits Title I: 3010 \$4,495
Document Based Questioning: <ul style="list-style-type: none"> • Training/Consultant • \$2,500 • Grades 4-5, new teachers • 22 x 1 day 	DBQ Training - September 18, 2018 (16 teachers) (Consultant \$2,500)		Certificated Salaries/Benefits Supplemental \$6,893
ELA/ELD Adoption Implementation:	ELA/ELD - July 31, 2018 (27 new teachers) on Pre-service day Special Education Training for Math/Abilities on October 8, 2018 with follow-up coaching		

<ul style="list-style-type: none"> • \$2,500 Consultant: Pre-service Day- new teachers • Additional: Consultant • Not to exceed \$5,000. <p>Special Education: Guided/Shared Reading</p> <ul style="list-style-type: none"> • Training/Consultant • Not to exceed \$5,000. (hourly) • Read 180 refresher (2,500) • Freckle Ed (Gwen) <p>GATE</p> <ul style="list-style-type: none"> • Training/Consultant • Not to exceed \$5,000. • 25 X 2 Teachers 	<p>Consultant fee: \$4,800 on October 8, 2018, October 22, 2018, October 29, 2018</p> <p>GATE - One administrator attended CAG conference to develop training content (training for the 25 teachers postponed to 2019/20)</p> <p>GATE Coordinator Meetings: (10 teachers)</p> <p>August 8, 2018 August 30, 2018 January 29, 2019</p> <p>Thinking Maps/Write From the Beginning:</p> <p>September 20, 2018 - 14 teachers September 25, 2018 - 8 teachers January 17, 2019 - 15 teachers January 18, 2019 - 9 teachers</p>
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.9 Retain Math TOSA to provide professional development and collaborative coaching</p> <ul style="list-style-type: none"> • Cost of TOSA 	<p>Retained Math TOSA to provide professional development and collaborative coaching (Cost of TOSA)</p>	<p>Certificated salaries Benefits Supplemental \$88,988</p>	<p>Certificated Salaries/Benefits Supplemental \$96,258</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.10 Math TOSA professional development and collaborative coaching</p> <ul style="list-style-type: none"> Focus on 4th Grade Teacher Cohorts: 150 Days Focus on SWD/Gen Ed Cohort: <p>3-8 RSP: 17 days,</p> <p>RSP K-6: County Training: 24 days, \$2800 Registration fee</p> <p>SDC- Kim Sutton: 9 days, \$2700. Registration fee</p> <p>Math Resources Support Training: 10 days</p>	<p>Math TOSA professional development and collaborative coaching</p> <p>23 gen ed teachers in grade 4 trained by Math TOSA on 4 days (District paid) and 2 days (site paid)</p> <p>Special Education teachers trained by Math TOSA:</p> <ul style="list-style-type: none"> 11 teachers on August 8, 2018, 14 teachers on August 29, 2018, 17 teachers on September 12, 2018 16 teachers on January 9, 2019 <p>Special Education/SDC Teachers - 6 teachers for 1 day at Kim Sutton</p> <p>4 RSP teachers w/4 gen ed teachers attended 4 days of county math training on content standards</p>	<p>Certificated salaries Benefits Supplemental \$43,250</p>	<p>Certificated Salaries/Benefits Supplemental \$36,607</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring</p> <ul style="list-style-type: none"> \$500.00 Extra hourly 	<p>LCAP Advisory Council for Data Analysis and progress monitoring met on Sept 12, 2018 and February 13,2019.</p>	<p>Certificated salaries Benefits Base \$500</p>	<p>Certificated Salaries/Benefits Base \$3,500</p>

(Time sheets for
classified/certificated staff
attending)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Provide standards aligned software to 1-8 grade students in English language arts and math (Freckle Ed). District contribution: Freckle Ed: Sites contribution: (Costs Included in 4.5)	Provided standards aligned software to 1-8 grade students in English language arts and math (Freckle Ed) District contribution to Freckle: (\$10, 654) Site Contribution in 4.5	Technology Inventory LCFF \$25,200	Technology Inventory LCFF \$34,809 Technology Inventory Title I: 3010 \$13,800

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 Provide multi-sourced evidence-based writing resources Digital DBQ license for social studies multi-sourced writing <ul style="list-style-type: none"> District: Sites: (Included in 4.5) Consider grades 4-5 	Provided DBQ license for Social Studies multi-sourced writing for grades 4-8 On-line access and materials - \$12,121	LCFF Included in 4.5	Textbooks, Software Restricted Lottery: 6300 \$26,800

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.14 Retain Site Media Clerks to assist teachers and students in standards-based library and media skills.	Media Clerks retained at all 10 sites to assist teachers and students in standards-based library and media skills.	Classified salaries Benefits LCFF \$150,293	Classified Salaries/Benefits LCFF \$154,333
Consider updated library management system: Alexandria \$16,990. yearly, Set-up \$5,990.	Purchased and implemented new library management software system - Alexandria (\$26,655, and \$11,990 for hosting)		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District completed most actions as reported. Most notable would be the intensive work with grade 4 math teachers to plan for instruction that is aligned to student standards and emphasizes the mathematical practices. Intensive math training provided to special education teachers was provided to ensure growth of our SWD sub group. DBQ training and Thinking Map training was provided to new teachers to the District, as well as those who needed additional training mostly due to grade level changes.

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

Actions and services were effective in meeting our Annual Measurable Goals with the exception of training for GATE teachers, which has been scheduled for the fall of 2019. The state Dashboard results in ELA and Math are positive (GREEN) however a continued focus on ELA and math professional development continues as we work to increase the number of students meeting and exceeding standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditure difference in providing staff development to teachers in GATE/Differentiated instruction is due to the timing of the annual GATE training in the state and the time needed to develop a training. A decrease in budget expenditure for substitutes is due to the fact that Grade Level Study Groups for general needs were not utilized this year, rather we completed intensive work in ELA (grade 3), Math (grade 4. NGSS (grade 5) and junior high math.

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.

Action #13 was to provide multi-sourced evidence-based writing resources, specifically licenses for DBQ (Document Based Questions) were previously purchased by the sites. The expense for the licenses is now a district expense.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Metric: Student access and enrollment in all required areas of study</p> <p>Local Metric: Student Survey</p> <p>18-19 1. 95% of students will report that they participate in a broad course of study including ELA, Math, Social Studies and Science</p> <p>Baseline 1.97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science</p>	<p>98% of students reported that they participated in a broad course of study that included ELA, Math, Social Studies and Science.</p>
<p>Metric/Indicator Local Metric: Student and Administrator Survey</p> <p>Other Pupil Outcomes: Number of students performing and displaying art during District Art Festival</p>	<p>75% of students and 100% of administrators reported that students have access to visual and performing arts, digital literacy and physical education.</p>

Expected

18-19

2. 77% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.

Art Display:

Performances:

Baseline

2.73% of students, and 93% administrators report students have access to visual and performing arts, digital literacy, and physical education.

Metric/Indicator

Local Metric: Annual report from Family Engagement Liaison

Other Pupil Outcomes: Number of students who did not participate in enrichment or extra curricular activities due to financial need.

18-19

3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)

Baseline

3.100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)

Metric/Indicator

State Metric: Student access and enrollment in all required areas of study

Other Pupil Outcomes:

Number of Spanish sections offered at each junior high school as prescribed by the Board.

Local Metric: Pupil rosters, master schedule

18-19

4. Spanish course offerings at junior high schools will increase to 8

Baseline

4.Current Spanish course offerings at junior high schools: 4

Actual

100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)

Spanish course offerings at junior high schools were increased to 8

Expected

Metric/Indicator

Local Metric: Parent Teacher, and Student Survey;

Other Pupil Outcomes:

Number of students who participated in summer enrichment program.

18-19

5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)

Baseline

5. 96% Parents reported interest in enrichment program

- Launch L.E.A.P Into Summer Learning Program

Metric/Indicator

Local Metric: Parent, Student Teacher, and Administrator survey;

Other Pupil Outcomes:

Number of students actively participating in STEM Showcase

18-19

6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

STEM Showcase Participation:

Baseline

6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

- Top priorities as reported on all surveys

Metric/Indicator

State Metric: Results on Presidential Fitness Test

Other Pupil Outcomes: Students will demonstrate an improvement in Physical Fitness Assessment results

18-19

7. Student results on Physical Fitness Test will determine baseline data

Actual

Offered the LEAP into Summer Learning Program (Learning Enrichment Activities and Projects). LEAP offered 23 course sections and was attended by 98 students.

District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

Parent survey top priorities: Problem-based learning projects (13%) and evidence-based questions (15%).

Student survey reports: Building models (20%) STEM Projects (16%)

88% of administrators report that students work on problem-based learning, build models, simulations and performing at least once a month.

On the 2018 Physical Fitness Report, 65% of students in Grade 5 achieved 4 of the 6 fitness standards.

On the 2018 Physical Fitness Report, 86% of students in Grade 7 achieved 4 of the 6 fitness 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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Offer a broad course of study to all students	Offered a broad course of study to all students. Zero Period so students can access Spanish at junior high.	Included in 1.1	Certificated Salaries/Benefits LCFF Included in 1.1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Provide access to visual and performing arts, digital literacy, and physical education</p> <p>Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1x week-</p> <p>1/2 day sub at Stork 1 x week (added instructional aides)</p> <p>Two full time instrumental music teachers</p> <p>60% choral music teacher</p> <p>Computer Aides (8)</p>	<p>Provided access to visual and performing arts, digital literacy and physical education.</p> <p>Retained 2 half-time physical education teachers and four instructional aides to meet teach 4-6 grade students one time per week.</p> <p>Retained two full-time instrumental music teachers for elementary band, and a 60% FTE for elementary choral music</p> <p>All elementary schools have a computer aide.</p>	<p>Certificated Salaries Benefits Supplies Services Supplemental \$398,514</p>	<p>Certificated Salaries/Benefits, Supplies, Services Supplemental \$381,101</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework <ul style="list-style-type: none"> Basic needs for educational access (foster youth, low income) Access to Zero period (priority to at-risk and second language learners) 	Provided materials and resources to students with needs to allow for full participation in enriching coursework. Basic needs for educational access (Pupil Services) Access to zero period at the junior high - 2 periods per site	Certificated Salaries Benefits Supplemental \$44,528	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide Spanish curriculum and instructional resources. Increase number of courses (3 at ALJH, 5 at VJHS) <ul style="list-style-type: none"> \$2,000 materials Planning and Implementation collaborative 2x2 days Additional course at ALJH 	Provided Spanish instructional materials for 3 sections at ALJH and 5 sections at VJH. Materials are sufficient, purchased in advance 2 Spanish teachers received 2 planning days each for curriculum collaboration	Certificated Salaries Benefits Instructional Materials Base \$2,400	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Provide materials, training and time for teacher collaboration for	Provided a refresher of QUEST and Active Visible Learning/Project	Certificated Salaries Benefits	

District-wide instructional focus on best first instruction: Visible-Active Learning/Project/Problem Based Learning, STEM, and QUEST initiative

- 25x3 days
- Consultant Fees: \$5,000.
- Potential Associate Superintendent fees for training

Based Learning to the site administrative team

Outside Consultant
Title II: 4035 \$16,250

Action 6

Planned Actions/Services

3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer

- Materials and personnel

Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY

- 80 hours teacher x 1
- 80 hours instructional aide x 1

Actual Actions/Services

Offered LEAP Summer Enrichment Program

Offered SOAR (Summer of Accelerated Reading) Literacy to SWD not in ESY, and expanded this program to struggling general education students

Budgeted Expenditures

Certificated Salaries
Classified Support Salaries
Benefits
Instructional Materials
LCFF \$58,692

Estimated Actual Expenditures

Certificated Salaries/Benefits,
Classified Salaries/Benefits
LCFF \$19,957

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District completed nearly all actions. Spanish offerings increased to 8 sections and the sections were full; and access to visual and performing arts and physical education continued. Review of QUEST and Active Visible Learning by District staff reduced costs.

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

Annual Measurable Outcomes were aligned and consistent. 75% of students reported they had access to visual and performing arts, physical education and digital literacy. Participation for physical education is much higher, but the survey was not clearly understood. A desire for more access to Problem-based learning is shown in students requesting more opportunities to build models (21%), create STEM projects (16%) see how things work (14%) and create visual art (14%). Based on classroom observations, 88% of administrators reported that teachers are providing instruction which includes Active Visible Learning and 52% reported observing STEM project instruction. 80% of parents reported that their children have instruction in visual and performing arts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between the budgeted expenditures and and estimated actual expenditures result from a decrease in expenses in the area of Active Visible Learning and Quest, as this training was provided by the Associate Superintendent and site principals. No additional Spanish materials were needed for this school year.

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

The interest in LEAP Summer Program has slightly declined, with a reduced number of students actually participating. A review of when and how to provide extra curricular instruction will need to be conducted, as parents report an interest in more music, more technology and coding and more Foreign Language. We will maintain our zero period program at both junior high schools to ensure access to Spanish. The SOAR (Summer of Accelerated Reading) will be expanded.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Metric: CAASPP Meet or Exceed; ELA, Math, Science

18-19

1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math, ELA and science by 1%

Baseline

1. Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services

- ELA- 63% proficient Target: Reading comprehension: multi-sourced evidence based reading and writing, close read strategies
- Math-49% proficient Target: Conceptual and Procedural understanding

Actual

Improved performance in English Language Arts (ELA) 63 - 68% and mathematics 50 -54% overall

Metric/Indicator

State Metric: State Dashboard: Continuous Improvement-Status/Change

Increased ELA 63-68% (GREEN), status change of /+8.3 and Math from 50-54% (GREEN), status change/+10.6

Expected

18-19

2. 2018-2019 State Dashboard results will reflect progress in status and change for all students and reported subgroups:

- ELA: GREEN
- Math: GREEN
- English Learner Progress: GREEN-

Sub-group targets:

- ELA & Math: Students with Disabilities, growth by 2%

African Americans: growth by 2%

Homeless and Foster Youth, growth by 2%

Baseline

2.2016-2017 State Dashboard results will reflect progress in status and change for all students and reported subgroups:

- ELA: GREEN- all students
- Math: YELLOW-all students
- Suspension Rate: YELLOW-all students
- English Learner Progress: YELLOW-all students

Sub-group targets:

- ELA: Students with Disabilities (SWD)/African Americans: YELLOW
- Math: SWD RED/Two+Race ORANGE
- Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE

English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores

Metric/Indicator

Local Metric: Data Analysis of STAR District Diagnostic Assessments

Actual

Improved the ELA performance of all sub groups, and maintained the Asian subgroup (BLUE)

Improved the Math performance of all subgroups

Sub group targets:

Students with Disabilities: ELA (YELLOW) with a change /+16.8, Math (YELLOW) with a change/+14.2

African Americans: (YELLOW) ELA /+8.6, (GREEN) Math +9.2

Homeless: ELA (GREEN) +7.7, Math (YELLOW) + 3.0

Foster Youth: Not reported

2018-2019 Student reports demonstrated an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments.

SBAC Interim Assessments, IAB, ICA, Performance Tasks are assigned by the District and used for instructional purposes

Expected

18-19

3. 2018-2019 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math

SBAC Interim Assessments, IAB, ICA, Performance Tasks are assigned by the District and used for instructional purposes

- District Diagnostic and Formative Assessments
- Educational Software for Guiding Instruction-ESGI used for running records data analysis for grades K-2

Baseline

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

STAR: Early Literacy:

Trans/Prob Reader

School Aug. Jan. May

ALSD 19.6 56.4 67.3

ALE 15.6 50.5 80.7

BAN 7.1 56.9 48.8

CARN 30.6 16.6 45.8

DC - 59.7 71.7

HERM 33.4 66.7 68.9

JASPER 21.6 56.0 47.3

STORK 35.1 63.1 76.0

VG 14.1 50. 67.8

STAR Reading: PR 50% +

Actual

Educational Software for Guiding Instruction-ESGI used for running records data analysis for grades K-2

STAR Early Literacy

School Aug Jan May

ALSD 23.9 55 70.2

ALE 17.6 52.5 75.8

BAN 29 50 65.8

CAR 20.2 38 58.3

DC 22.9 56.8 72.8

HER 24.9 68.6 80

JAS 18.1 19.4 40.3

STK 23.5 64.1 77.8

VG 31.4 58.6 67.8

STAR Reading PR50%+

School Aug Jan May

ALSD 45.9 52.2 52.9

ALE 39.1 41.6 46.9

BAN 52.3 62.3 62.2

CAR 52.8 53.6 59.2

DC 47.8 59.7 58.5

HER 39.9 54.7 56.8

JAS 36.4 45.8 47.7

STK 60.2 64.9 65.6

VG 54.3 60.6 65.5

ALJH 37.9 38.6 32.9

VJH 40.6 42.9 39.2

STAR Math PR 50%+

School Aug Jan May

ALSD 60.1 68.8 68.6

ALE 48.9 60.9 55.1

BAN 69.6 80.6 80.5

CAR 63.3 71.4 75.2

DC 57 73.1 72.6

HER 58.2 64.1 71

JAS 50.3 65.7 68.9

STK 75 82.7 80.1

VG 62.3 70.9 73

ALJH 54 58.5 55.7

VJH 59 63.8 61.4

Expected

School Aug. Jan. May

ALSD 48.3 50.1 51.8

ALE 40. 41.7 38.5

BAN 58. 59. 59.9

CARN 49.9 57. 53.

DC 50.3 *60.8 55.7

HERM 41.8 *55.1 53.7

JASPER 44.1 45.6 48.5

STORK 61.1 68.8 69.0

VG 54.1 55.7 59.1

ALJH 44.9 43.5 41.4

VJH 42.8 41.9 39.8

STAR Math: PR 50%+

School Aug. Jan. May

ALSD 56.7 63.4 62.0

ALE 41.5 55.4 55.5

BAN 61.2 74.7 78.1

CARN 60.2 61.0 56.4

DC 58.4 63.7 67.0

HERM 51.1 64.6 59.1

JASPER 46.1 57.3 58.2

STORK 65.5 75.6 71.9

Actual

Expected

VG 62.4 68.2 65.3

ALJH 58.1 57.0 54.5

VJH 55.0 57.4 55.3

*Missing Scores, MEAN not

accurate

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes
- District Formative assessments created (math) using Illuminate and Key Data item bank
- ESGI used for running records data analysis for grades K-2

Metric/Indicator

State Metric: English Learner ELPI

Local Metric: Preliminary scoring of ELPAC

18-19

4. 80% of EL students assessed in annual ELPAC will make one level growth as indicated by the English Language Progress Indicator (ELPI)

Baseline

4.2015-2016: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)

- Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW

Metric/Indicator

State Metric: English Learner Reclassification Rate

Actual

English Language Progress Indicator is not yet reported on the Dashboard for status and change. However, 63.9 % of EL students scored as well developed or moderately developed.

In 2018-2019 no LEP students were reclassified. Although many students received a 4 on the ELPAC, students were placed on Maintenance and Monitoring due to a misunderstanding in the change of practice in

Expected

Local Metric: District ELPAC score

18-19

5. In 2018-2019 30% of LEP students will be reclassified RFEP as measured by the ELPAC

Baseline

5. In 2016-2017 42% of EL students will be reclassified into RFEP as measured by the CELDT (LTEL study)

Metric/Indicator

Local Metric: Student Survey

18-19

6. 80% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school

Baseline

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

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

(Students)

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

Actual

reclassification with the new ELPAC assessment. This will be corrected in 2019-2020

According to the student survey, 77% of students reported that they have an opportunity to get extra individual help before, during or after school.

Grade levels report that:

3rd - 64%
4th - 76%
5th - 78%
6th - 80%
7th - 89%
8th - 81%

More opportunities for extra help in Math continues to be the majority of comments by parents and students.

Expected

- After school program- human help

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

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

Parent:

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

Admin:

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

- Extra support-67%
- Progress Reports-100%
- Parent Portal and/or weekly folder-73%
- Email/Text-100%
- Phone Calls- 100%
- Intervention Class-53%
- Ability to improve grades 80%
- Teachers are provided resources to promote parental involvement and student learning at home-70% Agree

Staff:

- Teachers actively seek parent input into decisions regarding his/her child-82% Agree
- I have the information I need to determine whether a student needs intervention or enrichment- 85%
- I regularly participate in identifying students who need intervention or enrichment- 86%

Staff: How can ALSD help more students be successful at school?

- ELA Adoption
- Reduce combo classes
- Provide more technology

Actual

Expected

- Increase intervention
- Enrichment with the arts
- Better textbooks
- Limit classroom disruptions
- Firmer hand against bullying
- Behavioral supports
- After school academic support
- Updated libraries
- Hands on learning and projects
- Special Ed support
- Foundational reading and math
- Lower class size
- UDL strategies (Universal Design Learning)
- Homework help
- Counselors
- Afterschool Interventions
- Teach self-reliance
- Resources for EL's

Actual

Metric/Indicator

Local Metric: Student Survey

18-19

7. 84% of Junior High students will report that they have access to additional instructional time and support before, during, or after school

Baseline

7.79% of Junior High students reported that they have access to additional instructional time and support before, during, or after school

According to the student survey of 7th and 8th grade students, 86% of students reported that they have access to additional support before, during and after school.

Metric/Indicator

Local Metric: Analysis of effective site programs via disaggregated student performance data on CAASPP and Dashboard

18-19

8. Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets

Individual school sites monitored and reported on success of site-based programs that provide additional time and support as part of their intervention programs and multi-tiered system of support.

ELA: Percent of students meet/exceeds 2016/17 to 2017/18

ALE - 53% to 51%

BAN - 71% to 74%

CAR - 61% to 67%

Expected

Baseline

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

2016-2017

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

Actual

DC - 60% to 62 %
HER - 59% to 55 %
JAS - 49% to 57%
STORK - 76% to 77%
VGS - 61% to 67%

ALJH - 70% to 71%
VJH - 68% to 74%

Math: Percent of students meet/exceeds 2016/17 to 2017/18

ALE - 43% to 43%
BAN - 65% to 70%
CAR - 43% to 59%
DC - 50% to 53%
HER - 46% to 45%
JAS - 44% to 46%
STORK - 63% to 73%
VGS - 56% to 61%

ALJH - 46% to 46%
VJH - 44% to 50%

Alta Loma Elementary

Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Freckle and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation.

Banyan

Kindergarten provided one-to-one support and small group instruction. Student in grades 1-6 are provided pull out intervention using LexiaCore5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction. The after school programs focus on ELA and Math.

Carnelian

Literacy Lab and Math Lab serve small groups of students to bolster comprehension and strategies. Before and after school interventions provide

Expected

- Teacher keeps intervention group and releases the rest of student to additional movement time with a proctor.
- Jasper: Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week.
- Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time.
- Victoria Groves: Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach.
- ALJHS: Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students.
- VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).

Actual

research based remediation for students struggling to attain proficiency in English Language Arts and Math.

Deer Canyon

Learning lab offers reading intervention 3 x week and Math intervention 2 x week to students in grades K-6. Each intervention block is 45 minutes in length using LexiaCore5, Front Row Ed and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time.

Hermosa

Morning Learning Lab is a before school intervention using Freckle, LexiaCore5, Xtra Math and Accelerated Reader for all grades PK-6. Morning Computer Lab serves as time for any student to visit and work on their skills. Afternoon Intervention for grade 1- 2 x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the students to additional movement time with a proctor. Afternoon intervention for 2nd grade- 1 x week for 45 minutes. Teacher keeps intervention group and releases the rest of students to additional movement time with a proctor.

Jasper

Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week. Students in grades 1-6 are provided reading intervention four days a week for 30 minutes in Read Naturally and Barton Reading.

Stork

Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore5 time. After school intervention offered twice a week for students in grades 3-6.

Victoria Groves

Computer Lab is a before school intervention using LexiaCore5 and Freckle. Students can take AR tests to enhance learning. Teachers and parent volunteers provide additional intervention throughout the school day in classrooms through small groups and one-on-one instruction.

ALJHS

Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students. Learning Center is available after school. After school support is offered by teachers, as well as AVID tutorials and AVID study groups.

Expected

Actual

VJHS

SAG budget supports the following: RISE/Reading Intervention Reading Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs: LexiaCore5, Learning Upgrade, Read Naturally, Freckle, after school reading intervention)

Metric/Indicator

Local Metric:Teacher Survey.

18-19

9.80% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes

Baseline

9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes

94% of teachers report that they have regular opportunities to collaborate during professional development, staff meetings, release days and other PLC structures.

Metric/Indicator

Local Metric: Conference Summary, Administrator Survey

18-19

10. 95% of cabinet and principals will report on-going collaborative review of student progress, actions, and services

Baseline

10..All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services

Principals met with cabinet for "Data Chats" to review goals for student achievement by grade level in ELA and Math.

Staff Survey: My colleagues and I regularly review data for instructional planning and decision making

K - 87%

1 - 89%

2 - 92%

3 - 92%

4 - 91%

5 - 94%

6 - 94%

7 - 85%

8 - 77%

Administrator Survey: My staff and I review data for Instructional planning and decision making

K - 91%

1 - 91%

Expected

Actual

Metric/Indicator

State Metric: State Dashboard: Continuous Improvement-Status/Change

18-19

12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; .

ELA: -63

MATH: -95

Suspension: 2.5%

2 - 91%
3 - 91%
4 - 92%
5 - 91%
6 - 91%
7 - 75%
8 - 75%

In ELA, students with disabilities grew from (RED) to (YELLOW) with a +16.8 increase

In Math, students with disabilities grew from (RED) to (YELLOW) with a +14.6 increase

in Suspension rate, students with disabilities grew from (RED) to (GREEN) with a change of -4.1%

Actions / Services

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

Action 1

Planned Actions/Services

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services

Costs to communicate results

- Postage and envelopes

Actual Actions/Services

Students in grades 3-8 participated in CAASPP. Results will be used to measure progress and revise actions and services

Costs to communicate results

- Postage and envelopes

Budgeted Expenditures

Supplies
Postage
LCFF \$2,000

Estimated Actual Expenditures

Supplies, Postage LCFF \$2,481

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement</p> <ul style="list-style-type: none"> 2016-2019 license <p>District Report on Progress: Fall / Winter/ Spring</p> <ul style="list-style-type: none"> K/1: Early Literacy K-8: STAR Reading 2-8: STAR Math Additional Licensing: \$2,000. <p>Accelerated Reader at all sites</p>	<p>Students in K-8 were assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement</p> <ul style="list-style-type: none"> 2016-2019 license <p>District Report on Progress: Fall / Winter/ Spring</p> <ul style="list-style-type: none"> K/1: Early Literacy K-8: STAR Reading 2-8: STAR Math Additional Licensing <p>Accelerated Reader at all sites</p>	Software license LCFF \$30,000	Software License LCFF \$33,471

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards:</p> <ul style="list-style-type: none"> ESGI: K-2 to Running Records: Illuminate: DNA/Grading: Illuminate: Key Data Item Bank: Math, ELA, Writing Illuminate: Key Data Item Bank-Fluency: NGSS (NEW) 	<p>Teachers in Grades TK-8 have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards:</p> <ul style="list-style-type: none"> ESGI: K-2 to Running Records: Illuminate: DNA/Grading: Illuminate: Key Data Item Bank: Math, ELA, Writing Illuminate: Key Data Item Bank-Fluency: NGSS (NEW) 	Software license LCFF \$84,865	Software License LCFF \$68,883

- Illuminate: Student Information System
- Illuminate: Key Data Item Bank:

- Illuminate: Student Information System
- Illuminate: Key Data Item Bank:

Action 4

Planned Actions/Services

4.4 Teachers released for collaborative data analysis and instructional planning

- Elementary Teachers and Core Junior High Teachers: 1 full day

Actual Actions/Services

Teachers were released for collaborative data analysis and instructional planning
Elementary Teachers and Core Junior High Teachers: 1 full day

Budgeted Expenditures

Certificated Salaries
Benefits
Title II: 4035 \$32,856

Estimated Actual Expenditures

Certificated Salaries/Benefits
Title II: 4035 \$7,343

Action 5

Planned Actions/Services

4.5 Site Universal Access and intervention programs to close achievement gap: Student Achievement Grant as reported in School Plan for Student Achievement

- \$80.00 per student

Actual Actions/Services

Site Universal Access and intervention programs to close achievement gap: Student Achievement Grant as reported in School Plan for Student Achievement

- \$80.00 per student (Supplemental)

Budgeted Expenditures

Certificated Salaries
Classified Salaries
Benefits
Materials
Conferences
Contracted Services
Supplemental \$477,243

Estimated Actual Expenditures

Certificated Salaries/Benefits,
Classified Salaries/Benefits,
Supplies, Services, Conferences
Supplemental \$469,652

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.6 Purchase technology devices to access on-line intervention and language development programs for EL students</p> <ul style="list-style-type: none"> Devices Purchased: 	<p>Purchased technology devices to access on-line intervention and language development programs for EL students</p>	<p>Technology Inventory Title III LEP: 4203 \$5,000</p>	<p>Technology Inventory Title III LEP: 4203 \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.7 Provide level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning)</p> <ul style="list-style-type: none"> 85 Students \$12,750. 	<p>Provided level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning)</p> <p>Imagine Learning 85 students</p>	<p>Software License Title III LEP: 4203 \$12,750</p>	<p>Software License Title III LEP: 4203 \$16,025</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities</p> <ul style="list-style-type: none"> Read 180, System 44 On-going costs: Hosting \$5,000. Math Intervention: \$5,000. 	<p>Provided research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities</p> <ul style="list-style-type: none"> Read 180, System 44 On-going costs: Hosting Math Intervention/Abilities Read Naturally, RSP 	<p>Certificated salaries benefits Computer Software State Special Education \$21,000</p>	<p>Certificated Salaries/Benefits, Supplies, Software State Special Education \$16,202</p>

- Read Naturally, RSP \$3,000
- Gr. 1-5: Write in Readers: HMH \$5,000

- Grades 1-5: Write in Readers: HMH \$5,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore5 intervention home/school license	Unduplicated students and those needing phonemic awareness and foundational support were provided Lexiacore5 intervention home/school license	Software License Title III LEP: 4203 \$22,500	Certificated Salaries/Benefits Software License Title III LEP: 4203 \$19,834
<ul style="list-style-type: none"> • 600 Students (500 at-risk, 100 SWD) 	<ul style="list-style-type: none"> • 600 Students (500 at-risk, 100 SWD) 		Software License Title I: 3010 \$10,380
			Software License LCFF \$5,960

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.10 English learners provided support via instructional aides daily	English learners were provided support via instructional aides daily	Classified Salaries Benefits Supplemental \$140,129	Classified Salaries/Benefits Supplemental \$166,617
<ul style="list-style-type: none"> • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour 	<ul style="list-style-type: none"> • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hours, less than 35 students 3.5 hours daily 		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being to ensure promotion at the end of 8th grade</p> <ul style="list-style-type: none"> Cost of 2 Deans 	<p>Beginning in the 7th grade, junior high Dean monitored at-risk students in academics and social/emotional well being to ensure promotion at the end of 8th grade</p> <ul style="list-style-type: none"> Cost of 2 Deans 	<p>Certificated Salaries Benefits Supplemental \$298,609</p>	<p>Certificated Salaries/Benefits Supplemental \$308,580</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.12 District sponsored STudent Additional Time and Support (STATS) at all school sites</p> <ul style="list-style-type: none"> ALJH: THRIVE VJHS: FINO (Failure Is Not an Option) <p>Elementary: \$40,000</p> <p>Junior High: \$10,000</p>	<p>District sponsored Student Additional Time and Support (STATS) at all school sites</p> <ul style="list-style-type: none"> ALJH: THRIVE VJH: FINO (Failure Is Not an Option) <p>Elementary: \$40,000</p> <p>Junior High: \$10,000</p>	<p>Certificated Salaries Benefits Supplemental \$6,000</p>	<p>Certificated Salaries/Benefits Supplemental \$10,046</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom</p>	<p>G.A.T.E. Coordinators collaborated 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom</p>	<p>Certificated Salaries Benefits Base \$17,407</p>	<p>Certificated Salaries/Benefits, Supplies Base \$14,211</p>

- UDL (Universal Design Learning)
- STEM and engineering practices, NGSS
- STEM Showcase
- 25x2 sub

G.A.T.E. Stipend

G.A.T.E. Site budget

- UDL (Universal Design Learning)
- STEM and engineering practices, NGSS
- STEM Showcase
- 25x2 sub

Action 14

Planned Actions/Services

4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators

- 10-15 teachers 1 x year
- Assessment Needs

Actual Actions/Services

Provided GATE training to one administrator in order to design a training for 2019/20. (Attendance at CAG)

Budgeted Expenditures

Certificated Salaries
Benefits
Title II: 4035 \$2,250

Estimated Actual Expenditures

Certificated Salaries/Benefits
Base Included in 4.13

Action 15

Planned Actions/Services

4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs

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

Actual Actions/Services

Class-sizes maintained to accommodate personalized learning and individual student learning needs

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

Budgeted Expenditures

Certificated Salaries
Benefits
Supplemental \$1,942,827

Estimated Actual Expenditures

Certificated Salaries/Benefits
Supplemental \$1,676,402

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I)</p> <ul style="list-style-type: none"> Alta Loma Elementary Carnelian Elementary Deer Canyon Elementary 	<p>Targeted support programs in Math, ELA, and content related coursework were offered to close learning gaps for targeted students at qualified school sites (Title I)</p> <ul style="list-style-type: none"> Alta Loma Elementary Carnelian Elementary Deer Canyon Elementary 	<p>Certificated Salaries Classified salaries Benefits Title I: 3010 \$302,766</p>	<p>Certificated Salaries/Benefits, Classified Salaries/Benefits Title I: 3010 \$317,314</p>

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.17 School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison will monitor student academic and social/emotional progress and seek supports accordingly</p> <ul style="list-style-type: none"> Accountant clerk: Supplemental Funds 25% 	<p>School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison monitored student academic and social/emotional progress</p> <ul style="list-style-type: none"> Accountant clerk: Supplemental Funds 25% 	<p>Classified Salaries Benefits Supplemental \$38,817</p>	<p>Classified Salaries/Benefits Supplemental \$40,555</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.18 Retain and provide additional time for Teaching Assistant Principals (TAP) at each elementary to maintain support services:</p>	<p>Retained and provided additional time for Teaching Assistant Principals (TAP) at each elementary to maintain support services:</p>	<p>Certificated Salaries Benefits LCFF \$90,962</p>	<p>Certificated Salaries/Benefits LCFF \$17,478</p>

- Attendance
- GATE/Advanced Learners
- I.E.P.'s
- Progress monitor English learners
- PBIS
- Foster Youth and Homeless Liaison
- 4 TAPS x 36 weeks x 1 day +20 days
- 4 1/2 day FTE

- Attendance
- GATE/Advanced Learners
- I.E.P.'s
- Progress monitor English learners
- PBIS
- Foster Youth and Homeless Liaison
- 2 TAPS x 36 weeks x 1 day +20 days
- 6 1/2 day FTE

Action 19

Planned Actions/Services

4.19 Retain Director of HR/Pupil Services to:

- Facilitate data collection and analysis for unduplicated students
- Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups
- Direct sites in monitoring Foster Youth and Homeless and ensure supports and services
- Facilitate improvements in attendance
- 33% Supplemental

Actual Actions/Services

Retained Director of HR/Pupil Services to:

- Facilitate data collection and analysis for unduplicated students
- Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups
- Direct sites in monitoring Foster Youth and Homeless and ensure supports and services
- Facilitate improvements in attendance
- 33% Supplemental

Budgeted Expenditures

Certificated Salaries
Benefits
Supplemental \$60,145

Estimated Actual Expenditures

Certificated Salaries/Benefits
Supplemental \$63,391

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District completed most actions as planned. Outcomes reflect continuous growth in ELA, Math and ELPI at almost all schools. School sites demonstrated growth through interventions provided. Site administrators and District administrators collaborate on growth goals for each site, and site admin provide guidance and support to instructional staff and regularly planned collaborative meetings. A focus on professional development for staff supporting students with disabilities, particularly in the area of Math, has improved student outcomes. The District did not offer GATE training during the 2018-19 school year. The District did however provide training to one administrator who will develop the GATE training for the 2019-20 school year. Class size is 24:1 in the primary grades.

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

Overall effectiveness is demonstrated in the growth shown in ELA, Math and ELPI for the District, including all of the subgroup growth. All subgroups in the District in ELA and Math increased with one subgroup maintaining status. Continued analysis of required support for students with special needs has promoted staff development and general education collaboration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in budget expenditures are due to a 4% employee increase which impacted the cost of paraprofessionals (Action #10 and Action #16. The Teaching Assistant Principal expense was reduced due to a portion of the position being funded from Title 1 to reflect their work with the intervention literacy and math labs., as well as a reduction in the number of allowable release days.

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.

GATE training for teachers will take place in the 2019-20 school year. The District increased the amount of time TAPS (Teaching Assistant Principals) support schools with larger numbers of students with disabilities and students with academic needs. Action #12 will be modified to focus the STATS (Student Additional Time and Support) on students that do not meet standards on the spring administration of the state assessments in ELA and/or math.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Report of survey results to Board of Trustees</p> <p>18-19 1.Meet equivalency of one grade level on parents and student survey responses, and majority of staff on annually on stakeholder survey</p> <p>600 Responses Date of Board Report:</p>	<p>748 parents provided input on the LCAP Parent and Community Survey, which exceeds one grade level.</p> <p>Highlights include: Parents report that they are satisfied with the instruction their students receive - 86% Standards based resources are available to students - 96% Parents feel connected to school through a variety of communications and activities - 89% Students feel safe at school - 84% Schools are supportive and inviting - 89% Facilities are clean and well maintained - 91%</p>

Expected

Baseline

1.Improved stakeholder response rate on annual survey and attendance to community forums

- Direct contact and/or input comprehensive parent survey-48%
- 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input

Parent survey data identified needs regarding school/home relationship, the instructional program, information flow, and parent learning and connection opportunities:

- Offer enrichment opportunities before and after school-18%
- Additional time and support during the school day-13%
- Student instruction through Problem Based Learning projects-15%
- Most important 21st Century Skill for implementation-Critical Thinking-60%
- District should increase behavioral supports through PBIS-41%, Counseling-36%

Top priority for LCAP goals and spending:

- Academic learning support-37%
- Access to technology-14%
- 21st Century Skills-11%
- Facilities safe and in good repair-8%
- Behavior supports-7%

Other spending suggestions:

- Implement more science/STEM programs
- More emphasis on performing arts
- More technology, classroom tools
- Reduce class sizes
- Behavioral supports for students, teachers, and parents
- Afterschool programs
- More intervention opportunities
- Use ONE way to communicate to parents
- Too many worksheets and not enough problem based learning
- Writing instruction

Student engaged in learning not just passive

Actual

Expected

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input

Local Metric:

Parent Survey, contact records, calendar

18-19

2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center

Baseline

2.Improved attendance/ response rate for under-represented families

- EL-4% increase
- SWD-2% increase
- LI-2% increase
- Broadened participation of unduplicated groups into district advisory forums, outreach meetings: 13

Priorities included :

- Designated time for language instruction during the day- 23%
- Language and literacy software support that can be used both at school and at home-26%

Instructional aide support-15%

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input.

Local Metric: Parent Surveys, calendar

18-19

3. Improve District and school-based parent resources and learning opportunities

Baseline

3.Improved attendance at school functions as reported by survey:

Actual

Family Engagement Liaison made personal contact with families to improve attendance and school connections. School supplies, clothing and other basic needs provide to students by the Family Engagement Liaison.

The Family Engagement Liaison provide support to 24 families of Foster Youth and 51 families in need of support due to chronic absenteeism, Clothing and shoes were provided to 14 students, backpacks and school supplies to 25 students and meal kits to 16 students.

Improved parent learning opportunities as demonstrated by survey responses:

Parent Survey:

My school site provides training and/or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth - 56%

Activities parents have attended:

Back-to-School-Night - 89%

School Based Information Nights - 39%

Open House - 80%

Volunteers - 48%

PTA Activities - 49%

Expected

- 86% attended Back to School (compared to 82%)
- 76% Open House Participation (compared to 68%)
- 48% Volunteerism at school (compared to 41%)
- 41% School-based information nights- (compared to 40%)
- 30% Choral/band concerts (compared to 32%)
- 21% Parent University (compared to 21%)

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

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

Sites:

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

Actual

School Site Engagement Activities:

ALE

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

Banyan

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

Carnelian

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

Deer Canyon

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

Hermosa

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

Jasper

Parents serve on School Site Council, PTA hosts monthly Family Fun nights, Parent volunteers, Stem Night, choral concerts and Grandparents Tea, parents attend weekly Champion Assemblies

Stork

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

Expected

- Hermosa: Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- Jasper
- Stork: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- Victoria Groves: Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents
- ALJH: PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night
- VJHS

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input

Local Metric: Parent Surveys, calendar

18-19

4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools

Training Dates:

Baseline

4. Updated communication systems between home/school and training for parents on how to access communication systems.

- Instructional Technology TOSA training 3 x year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation)
- Most helpful messaging tool- Email-52%, smartphone-11%, Teacher website-5%

Suggestions include:

- Improve messaging regarding school tardies, absences, and when student is struggling academically

Actual

Victoria Groves

Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents

ALJH

PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night

VJH

PTSA, SSC, Parent volunteers, parent Info Nights, Food Fairs, Bubble Run, Band/Choral Concerts, Open House, meet the Teacher Night, Restaurant Nights, Field Trip Chaperones, Camp Parent Info Nights

Improved home/school communication and provided parent support on how to access the web-site, parent portal and parent app

Parent University: October 18, 2018

Parent Portal/Parent Leaders: October 26, 2018

Parents reported that the most helpful communication tool:(top 3 responses)

Email: 33%

Smartphone App: 33%

Phone: 17%

Parents reported that their school offers: (top 3 responses)

Parent Conferences: 65%

Parent Portal/Weekly Folder: 60%

Email Communications - 64%

Expected

- More on-going communication between parents and teachers

Use ONE communication system as opposed to teachers using a variety of systems and platforms

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input

Local Metric:Administrator Survey

18-19

5. All sites will report Inclusion of ELAC and Foster Youth representation on school-site decision making committees

Baseline

5.Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input

Local Metric:Calendar, Parent Survey, contact records

18-19

6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees

Parent Liaison Advisory
PTA/PTSA District Council
DELAC (District English Learner Advisory Committee)
Title I District Engagement (TIDE)
LCAP Advisory Group
Foster Youth Summit

Meeting Dates:

Contact Data:

Baseline

Actual

Inclusion of ELAC and Foster Youth representation on school-site decision making committees

Extensive recruiting of parents of unduplicated parent groups to serve on committees. SSC invited ELAC parents, foster youth parents, parents of students with disabilities and parents of homeless youth.

Family Engagement Liaison assisted membership and participation in District-wide Parent Advisory Committees, and served at the committee meetings to provide support. Family Engagement Liaison provided on -site support

Parent Liaison Advisory
PTA/PTSA District Council
DELAC (District English Learner Advisory Committee)
Title I District Engagement (TIDE)
LCAP Advisory Group
Foster Youth Summit

Expected

6. Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017-2018)

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input.

Local Metric: Parent Survey

18-19

7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input.

Local Metric: Parent Survey

18-19

8. 50% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally

Metric/Indicator

State Metric: Effort to Engage Parents and Use Input.

Local Metric: Parent Survey

18-19

9. 65% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)

Actual

63% of parents reported that they are included when school-based decisions are made related to his/her child's education

41% of parents reported that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally

57% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion <ul style="list-style-type: none"> • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited 	Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion <ul style="list-style-type: none"> • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited 	Materials and Supplies Base \$300	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families Parent liaison for Title I Engagement mandates CBET- Community Based English Tutoring Foster Youth Summit leader/organizer DELAC- District English Language Advisory Council	Family Engagement Liaison promoted outreach to unduplicated and Title I families Parent liaison for Title I Engagement mandates CBET- Community Based English Tutoring Foster Youth Summit leader/organizer DELAC- District English Language Advisory Council	Classified salaries Benefits Title I: 3010 \$25,570	Classified Salaries/Benefits Title I: 3010 Included in 4.16

Work with school sites on attendance/tardies and make parent contact
 Become a member of the Parent Engagement County Network Outreach regarding programs, supports, and needs
 Open Family Resource Center
 Assist with Stakeholder Input surveys
 Assist with updating Parent Engagement Policies

25 hours week

Work with school sites on attendance/tardies and make parent contact
 Became a member of the Parent Engagement County Network Outreach regarding programs, supports and needs
 Open Family Resource Center
 Assist with Stakeholder Input surveys
 Assist with updating Parent Engagement Policies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.3 Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils.</p> <p>Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities</p>	<p>Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils.</p> <p>Site council and ELAC committees made decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities</p>	<p>Materials and Supplies Supplemental \$300</p>	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.4 Translate necessary District documents (Doc-Tracking/other) <ul style="list-style-type: none"> • Report Cards • LCAP • I.E.P. • Other 	Translated necessary District documents (Doc-Tracking/other) <ul style="list-style-type: none"> • Report Cards • LCAP • I.E.P. • Other 	Contracted Services Base \$2,000	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.5 Update and maintain on-going communication contracts <ul style="list-style-type: none"> • Blackboard connect: \$8,859.00 • Parentlink (Social Media Manager, Mobile Communications app): \$6,000. • Blackboard web-hosting: \$9,990. • iBoss web-filtering: \$41,885. (5 yrs) • ADA Compliance: Ally for Web Community Manager: \$6,700. 	Updated and maintained on-going communication contracts <ul style="list-style-type: none"> • Blackboard connect • Parentlink (Social Media Manager, Mobile Communications app) • Blackboard web-hosting • iBoss web-filtering • ADA Compliance: Ally for Web Community 	Software License Base \$73,000	Software License Base \$21,775

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.6 Communication consultant retained	Communication consultant retained	Consultant Services Base \$24,000	Consultant Services Base \$24,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats <ul style="list-style-type: none"> • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee) • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • SWD Summit 	District provided opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats <ul style="list-style-type: none"> • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee) • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit 	Materials and Supplies Supplemental \$1,000	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.8 Increase District and site-based Family Engagement Activities <ul style="list-style-type: none"> • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS 	Increased District and site-based Family Engagement Activities <ul style="list-style-type: none"> • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival Showcase, Art Festival <ul style="list-style-type: none"> • District Spelling Bee • Math Discovery Nights 	Certificated Salaries Classified Salaries Benefits Materials and Supplies Outside Services Title I: 3010 \$39,124	Certificated Salaries/Benefits, Classified Salaries/Benefits Title I: 3010 \$20,949

- Math Discovery Night

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District completed all actions. A focus should continue to increase parent participation at events and meetings, especially for parents and guardians representing unduplicated students. A multitude of opportunities for parents and students to attend school events during the day and in the evening are offered and are typically well attended. The District should continue to look at options for a common messaging tool. Discussion should be held regarding that 41% of parents report they are contacted when their student is struggling academically, behaviorally or emotionally at school.

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

The District's efforts to improve communication between home and school are on-going. Parents prefer email as a communication tool. Use of the Parent Portal has increased through an intensive approach to assist parents with how to access the portal. We have not made progress on identifying one communication tool so that parents and families are not managing multiple tools. This is an ongoing discussion. There has been a dramatic increase in school to home communication regarding absenteeism from school due to the Family Engagement Liaison.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between budget expenditures and actual expenditures in Action 5 is due to the fact that the iBoss web-filtering expense was fully paid during the prior school year.

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

There are no changes to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Metric: Student Survey</p> <p>State Metric: Facilities in good repair</p> <p>18-19 1. 84% of students will report that school facilities are clean and in good repair in annual survey</p> <p>Baseline 1.78% of students reported that school facilities are clean and in good repair in annual survey</p>	<p>87% of students reported that school facilities are clean and in good repair in annual survey</p>
<p>Metric/Indicator Local Metric: Parent/community survey</p> <p>State Metric: Facilities in good repair</p>	<p>90% of parents reported that school facilities are clean and in good repair in annual survey</p>

Expected

18-19

2. 93% of parents will report that school facilities are clean and in good repair in annual survey.

Baseline

2.91% of parents reported school facilities are clean and in good repair

Metric/Indicator

Local Metric: Staff Survey

State Metric: Facilities in good repair

18-19

3. 92% of staff will report that facilities are clean and in good repair

Baseline

3.88% of staff reported that facilities are clean and in good repair

Metric/Indicator

Local Metric: Student Survey

18-19

4. 84% of students will report that they feel safe at school

Baseline

4. 81% agree, 14% sometimes students reported that they feel safe at school

Metric/Indicator

Local Metric: Parent Survey

18-19

5. 90% of parents will report that they feel safe at school

Baseline

5. 95% of parents report that they feel safe at school

Metric/Indicator

Local Metric: Staff Survey

18-19

6. 97% of staff will report that they feel safe at school

Baseline

Actual

84% of staff reported that facilities are clean and in good repair

84% of students reported that they feel safe at school

Student Survey:

I get along well with other students - 82%

Students treat each other well - 64%

There is an adult at school who will help me if I need it - 85%

85% of parents reported that they feel safe at school

99% of staff reported that they feel safe at school

Expected

6. 96% of staff will report that they feel safe at school

Metric/Indicator

State Metric: Dashboard Attendance Rate, Chronic Absenteeism

Local Metric: Illuminate Attendance Data

18-19

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

Baseline

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

Parents

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

Administrators:

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

Staff:

How can your school improve attendance rates?

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

Site Report:

- ALE Principal writes acknowledgements, on report cards, for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance.
- Banyan: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact.

Actual

Student attendance rate for 2018-2019 District-wide: 96.43%. This is a .20% increase from the rate of 96.23% for 2017-2018

Parents reported that they receive messages from school when their child is late or absent - 79%

Administrators reported they regularly contact parents about attendance - 100%

School attendance initiatives:

ALE

Principal writes acknowledgements, on report cards, for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and school-wide incentives to help promote monthly perfect attendance.

Banyan

Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance.

Carnelian

Attendance is monitored by clerk and administration. Students with chronic absenteeism and/or tardies receive standard notifications and the SART/SARB process as necessary. Administration, in conjunction with the PTA, offers incentives and awards for outstanding attendance each month, trimester and year.

Deer Canyon

Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parents. Classroom and individual acknowledgement provided throughout the school year at monthly trimester and yearly recognition assemblies.

Hermosa

Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect

Expected

Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance.

- Carnelian: Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year.
- Deer Canyon: Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly recognition assemblies.
- Hermosa: Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance.
- Jasper
- Stork: Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year.
- Victoria Groves: Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings.
- ALJHS: 6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students
- VJHS: We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students

Attendance Rate: 96.28%

Actual

attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance.

Jasper

Student letter notifications and SART meetings held as needed; incentive awards such as HERO highlight attendance; incentives in the classroom for punctuality and attendance; perfect attendance awards per trimester. Accelerated Reader rewards each semester for meeting goals and incentives for students making growth on District assessments.

Stork

Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. School-wide acknowledgement system implemented with monthly awards and class recognition, as well as parent SART meetings.

Victoria Groves

Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings.

ALJH

6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students

VJH

We follow SART process (phone calls, letters, meetings with parents, SART Contract, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students, Homeroom incentives

Attendance rate:

2016-2017 - 96.33%

2017-2018 - 96.23%

2018-2019 - 96.43%

Expected

Metric/Indicator

State Metric: Attendance Rate, Chronic Absenteeism

Local Metric: Attendance Data

18-19

8. Chronic Absenteeism rate will be reduced by .1% from previous year

Baseline

8. Chronic Absenteeism was reduced by .2 % from previous year: 2015-2016: 5.2%

Metric/Indicator

State Metric: Middle School Dropout Rate

Local Metric: Number of Intervention conferences-, Social Promotions

18-19

9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement

Number of student conferences

Number of social promotes

Middle School Dropout Rate:

Baseline

9. Identified students at risk of not promoting or dropping out of middle school early in the school year and developed intervention plan and implement

ALJH: 19 At-Risk: 2 Non-promotes

VJHS: 34 At-Risk: 6 Non-promotes

Metric/Indicator

Local Metric: Student Survey

18-19

10. 83% of students will report that they have a variety of activities to participate in to improve connectedness to school

Actual

Chronic Absenteeism decreased to 4.5% for the 2018-2019 school year from 5.7% in the 2017-2018 school year, as of 3/22/19.

Family Engagement Liaison was added to address chronic absenteeism and transportation was made available as needed.

Identified students at risk of not promoting, socially promoting or dropping out of middle school early in the school year and developed intervention plans and implemented.

Middle School Drop-out: 0%

ALJH: 14 students At-Risk

VJHS: 27 students At-Risk (likely 2 for social promotion)

91% of students reported that their school offered engagement activities.

- Sports
- Enrichment (afterschool)
- Clubs
- Dances

Expected

Baseline

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

78% of students reported that their school offered connectedness activities

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

Our school is supportive and inviting

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

Site Connectedness Activities:

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

Actual

- Food fairs

Survey results for "Our school is supportive and inviting."

- Parents - 76% Agree
- Admin -100% Agree
- Staff - 93% Agree
- Students - 91% Agree

School Site student connection activities:

ALE

Student Council open to all 4th, 5th, & 6th grade students and continued weekly throughout each trimester. All 1st- 6th grade students participated in the fall "Meet the Masters" Art program, the opportunity to participate in spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly "individual" Chieftain Pride status within all classrooms. All ALE students participated in the annual Pennies for Patients drive, monthly Family Fun Nights, Book Fairs, and school wide annual JogAthon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities were open to all students. Upper grade students also had the opportunity to participate in the annual ALE Track team from January through April.

Banyan

Provided a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel

Carnelian

Opportunities to join Student Senate, Friends of Rachel Club, and Track Team. After school opportunities each trimester for a wide range of activities such as art, martial arts, dance, and Spanish. Students recognized for social and emotional learning progress at monthly Flag Assemblies.

Deer Canyon

The Deer Canyon Community Council planned and coordinated spirit days, Pennies for Patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students had opportunities to take part in Mad Science, Track Team, Chess Masters, and received trimester and yearly recognition.

Expected

- Carnelian: Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly
- Deer Canyon: The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive trimester and yearly recognition.
- Hermosa: Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly
- Jasper: Student Senate hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter
- Stork: Student Senate hosted activities and spirit days. After school activities, Assemblies, Monthly recognition, trimester and year-long recognition, Superstar slips, positive passes to the principal, Monthly newsletter, GATE activities, Track, STEM projects. Talent Show.
- Victoria Groves: Student Senate members plan and coordinate Community activities (Tot Drive, shoe collection, Pennies for Patients. Members greet families at site events, and plan "Wacky Wednesdays", Scripp's Spelling Bee; STEM demonstrations, and VG Talent Show allow students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment.
- Alta Loma Junior High: ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties
- Vineyard Junior High: Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily

Actual

Hermosa

Opportunities to join Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students made daily announcements, lead the monthly Flag Assembly; and were recognized for social/emotional progress at monthly Flag Assembly. Jump for Heart, Shoeboxes for Shelter and the canned food drive were held.

Jasper

Student Senate hosted many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Spelling Bee, Student honorees in Newsletter, Accelerated Reader awards.

Stork

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

Victoria Groves

Student Senate members planned and coordinated Community activities (Tot Drive, shoe collection, Pennies for Patients. Members greet families at site events, and plan "Wacky Wednesdays", Scripp's Spelling Bee; STEM demonstrations, and VG Talent Show allowed students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment.

ALJH

ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties and dances.

VJH

Expected

Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards

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

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

Sites Outreach:

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

- ALE: TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities.
- Banyan: TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate in Student Senate and all school activities.
- Carnelian: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club.
- Deer Canyon: TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from all demographics participate in the Deer Canyon Community Council and all school activities
- Hermosa: TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate

Actual

Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards

Expected

- Jasper: TAP touched base with each FY student making a rapport and checking on them; jog-a-thon includes all students; student council officers are from all demographics
- Stork: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate
- Victoria Groves: Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year.
- ALJH: Dean meet with students, all activities listed above are offered to EL
- VJHS: Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc... as listed in the Action/Services 6.5 above)

Metric/Indicator

State Metric: Suspension Rate

Local Metric: Suspension data and student participation records in youth decision making groups

18-19

11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities

Rachel's Club

Safe School Ambassador's

2017-2018: Suspension Rate: 1.27%

2018-2019: Suspension Rate: %

Baseline

11. Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1% Use of other means of correction and student

Actual

Suspension rate was reduced through Positive Behavior Intervention Supports:

2017/18: 44 Out of school suspensions, 32 In-school suspensions

2018/19: 43 Out of school suspensions, 30 In-school suspensions

Suspension Rate: 1.27% in 2017-2018

Suspension Rate: ____ in 2018-2019 (Data Quest available in August 2019)

Expected

involvement in youth decision making and empowerment strategies, and PBIS being implemented to prevent bullying and violence on campus:

- Junior High Schools: Safe School Ambassadors
- I am participating in Positive Intervention Supports and strategies-
- Students 48%.
- Teacher-76%,
- My staff has been informed of other means of correction and restorative justice practices: Admin-86%

Suspension Rate: 017%

Metric/Indicator

Local Metric: Staff Survey

18-19

12. 75% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum

Cohort II fully implement Tier 1

Cohort 1 fully implement Tier 2 and 3

Baseline

12. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier 3 training.)

Participation in Positive Intervention Supports and strategies-

- Students 48%. I have been informed of PBIS strategies;
- Teacher-76%,
- My staff has been informed of other means of correction and restorative justice practices: Admin-86%
- Facilitate Team Meetings

Actual

Implemented proactive means to reduce behaviors that could result in suspension and expulsion. This includes PBIS and Second Step, curriculum for Social Emotional Learning

100% of schools have been trained in PBIS. 50% of schools have completed the full 3-year training. 50% of schools have completed the first year of training.

100% of schools implemented Second Step, Social Emotional Curriculum.

Involve students in youth decision making and empowerment strategies to prevent bullying on campus. This includes Safe School Ambassadors, Rachel's Club, Kindness Week, School Senate.

Teacher Survey: I have been informed of PBIS strategies

K- 100%

1- 100%

2- 97%

3- 97%

4- 94%

5- 100%

6- 100%

7- 100%

8- 100%

Teacher Survey: I am implementing PBIS in and out of the classroom

K- 97%

1- 97%

2- 97%

3- 92%

4- 89%

Expected

Actual

5- 94%
6- 94%
7- 87%
8- 82%

Metric/Indicator

Local Metric: Number of students served

18-19

14. Students will have access to counseling services via referral at elementary and junior high schools

Baseline

14. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools

Referrals:

- Tier 2: 51 Agency, 11 ALSD
- Tier 3: 58 ALSD

Students have access to Tier 2 and Tier 3 counseling via a referral process or IEP

2 full-time Clinical Counselors
2 part-time Behavioral Health Therapists

Metric/Indicator

Local Metric: Number of chronically absent students who are provided District transportation

18-19

15.10% of chronically absent students will be provided home to school transportation

Baseline

15. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning.

No chronic absent students require transportation as an intervention

Metric/Indicator

Local Metric:Calendar, sign in sheet

18-19

Met with students and staff in maintaining healthy lifestyles through student wellness and nutrition programs

Expected

17. 30 students and staff will be involved in student wellness and nutrition programs:

Staff Wellness Committee

Student Nutrition Advisory Council (NAC)
Met 3 x year

Baseline

17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs:

- Staff Wellness Committee
- Student Nutrition Advisory Council (NAC)
- Met 3 x year

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	Costs included in 6.2 Routine Restrict Maintenance	Classified Salaries/Benefits Routine Restrict Maintenance Included in 6.2

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.2 Work orders and deferred maintenance projects will be completed according to schedule	6.2 Work orders and deferred maintenance projects completed according to schedule	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences	Classified Salaries/Benefits, Materials & Supplies, Non Capitalized Equip, Travel & Conferences, Operations Services, Contracted Services,

Operations Services
Contracted Services
Equipment Replacement
Indirect Costs

Routine Restrict Maintenance
\$1,792,748

Equipment Replacement, Indirect
Costs Routine Restrict
Maintenance \$2,310,454

Action 3

Planned Actions/Services

6.3 Review attendance records at sites and design a plan for student success

- Monitor incidents of chronic absenteeism
- Hold SART and SARB meetings accordingly
- Teacher Release: 10 x 3

Offer District home/school transportation, non-special ed, for chronically absent students

Actual Actions/Services

6.3 Reviewed attendance records at sites and designed a plan for student success

- Monitored incidents of chronic absenteeism
- Held SART and SARB meetings accordingly
- Teacher Release: 10 x 3

Provide District home/school transportation, non-special ed, for chronically absent students via District Transportation Dept.

Budgeted Expenditures

Certificated Salaries
Benefits
Supplemental \$4,500

Estimated Actual Expenditures

Certificated Salaries/Benefits
Supplemental \$6,224

Action 4

Planned Actions/Services

6.4 School sites develop incentives and activities to encourage outstanding attendance

- \$500.00 per site

Actual Actions/Services

6.4 School sites developed a plan for incentives and activities to encourage outstanding attendance

- \$500.00 per site

Budgeted Expenditures

Included in 4.5 Supplemental

Estimated Actual Expenditures

Materials & Supplies
Supplemental Included in 4.5

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.5 Schools will provide multiple opportunities for students to make a positive connection to school (at least one activity a trimester)	6.5 Schools provided multiple opportunities for students to make a positive connection to school (at least one activity a trimester)	Included in 4.5 Supplemental	Materials & Supplies Supplemental Included in 4.5

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports district-wide. <ul style="list-style-type: none">Sub costs: 25 teachers x 3 days	6.6 Year 2 training for 5 schools for PBIS was delayed until 2019/20	Certificated Salaries Benefits Title II: 4035 \$11,250	Certificated Salaries/Benefits Title II: 4035 \$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)	6.7 Provided TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)	Certificated Salaries Benefits Mental Health \$407,630	Certificate Salaries/Benefits EHRMS: 6512 \$280,490

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.8 Provide Tier 2 counseling for all students through a referral process	6.8 Provided Tier 2 counseling for all students through a referral process	Classified Salaries Benefits Supplemental \$120,259	Classified Salaries/Benefits Supplemental \$86,908
<ul style="list-style-type: none"> TWO 1/2 time Tier 2 Behavioral Therapists 	<ul style="list-style-type: none"> TWO 1/2 time Tier 2 Behavioral Therapists 		Classified Salaries/Benefits MBO: 5640 \$35,818

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to unduplicated students to assist in Leadership and extra-curricular participation	6.9 School sites (through site liaison and in collaboration with District liaison) provided outreach to unduplicated students to assist in Leadership and extra-curricular participation	Classified salaries Benefits Materials and Supplies Supplemental \$30,708	Classified Salaries/Benefits Supplemental \$20,334

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.10 Improve school connectedness through Junior High after-school sports program	6.10 Improved school "connections" through Junior High after-school sports program	Certificated Salaries Classified Salaries Benefits Supplemental \$60,000	Certificated Salaries/Benefits, Classified Salaries/Benefits Supplemental \$44,883

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.11 Improve school connectedness, safety, and empowerment for students,	6.11 Improve school connectedness, safety, and empowerment for students,	Certificated Salaries Benefits	Certificated Salaries/Benefits Supplemental \$4,098

parents, and staff through participation in Safe School Ambassador Program at both junior high schools

parents, and staff through participation in Safe School Ambassador Program at both junior high schools

Supplemental \$5,332

Action 12

Planned Actions/Services

- 6.12
- Health Clerk at each school
 - West-side and East-side LVN for chronic illnesses management.

Actual Actions/Services

- 6.12
- Health Clerk at each school
 - West-side and East-side LVN for chronic illnesses management
 - District-wide Wellness and student Nutrition and Advisory meets 3 times per year

Budgeted Expenditures

Certificated salaries
Classified Salaries
Benefits
Supplemental \$474,070

Estimated Actual Expenditures

Certificated Salaries/Benefits,
Classified Salaries/Benefits
Supplemental \$474,553

Action 13

Planned Actions/Services

- 6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum
- Materials/resources
 - Consultants: Generation Ready- Equity Walks: 3 Days: \$7500.

Actual Actions/Services

- 6.13 Provided on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum
- Materials/resources
 - Consultants: Generation Ready- Equity Walks: 5 Days: \$12,500 (added 2 days/4 schools)

Budgeted Expenditures

Materials and Supplies
Consultants
Base \$10,000

Estimated Actual Expenditures

Consultant Services Title II: 4035
\$12,500

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.

The District completed the actions as reported. The overall implementation of actions and services focused on support for students through staff development, engagement opportunities and direct service to students. Staff continues to focus on PBIS, Multi-tiered Systems of Supports and positive opportunities to build a connected school environment.

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

Actions were overall successful as reported on the survey with 91% of students reporting that they feel their school is inviting, and 95% of students reporting that their school offers a variety of activities for them to engage in. The addition of one Clinical Counselor and one Behavioral Health Therapist doubled our mental health supports for students in the 2018/19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in expenditures are related to the delay of 5 school sites participating in year 2 of PBIS. The number of schools participating in School Equity Walks with Generation Ready increased from 6 to 10 sites

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.

Action 6 has been modified slightly in this goal. Workshop fees for 5 schools who need to complete PBIS training have been added to the Action, and additional school site has been added as a refresher. In total 6 schools are included in workshop fees and substitute costs.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

LCAP Advisory Committee:

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

Site and District Organizations:

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

Community Outreach:

Do to the cyclical nature of the LCAP and the release of the State Dashboard, Alta Loma School District held community forums to both inform stakeholders and seek input regarding priorities, goals and actions. Meetings included open forums during District Parent Advisory and District PTA meetings, School Site Council leadership meetings, as well as open forums for discussion. Parents who participated at the Parent University event on October 18, 2019, were provided data, information, and were encouraged to provide input on LCAP actions and services. They shared and documented collaborative conversations regarding open ended, priority-based questions. The District also held open forum meetings at each school site during regularly scheduled PTA, PTSA, or Site Council meetings. As part of our LCAP outreach plan, each school included representatives from their student Foster Youth, English Learner,

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

Broad-based Survey Outreach:

Parent, staff, and community groups were emailed direct links to on-line surveys written to elicit input specific to each survey group. Paper and pencil copies of the surveys were made available for those who could not access on-line surveys. Direct email to parents has greatly improved the number of responses from all stakeholder groups. We enjoyed greater participation utilizing surveys and holding community forums at each school site throughout the year. Our Parent University event included 139 parents with 15 available presentations. Although not yet reaching our goal of receiving comprehensive survey input from 50% of our parent population, we were able to communicate and receive input from 1,858 individuals which is beyond the required one grade level equivalency range. We encouraged student input from grades three-eight. We received input from 746 students in grade 3-8 or 47% of our students in that grade range. The information provided was invaluable in developing actions and services to best meet our community. The input surveys were written to gather information regarding each of the eight priority areas, especially in regards to basic needs (standards-based materials, qualified teachers, and safe facilities), school climate, implementation of standards, and parent involvement. Results from stakeholder surveys were shared with the Board of Trustees, LCAP Advisory, and District parent groups in January, February and March of 2019.

Communication Outreach:

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

Public Hearing:

A public hearing on the goals and related actions of the 2019-2020 LCAP will be held during the Board Meeting for public comment, feedback and suggestions on June 5, 2019, at 6:00 p.m. at the District Support Center.

The Board of Trustees will approve the LCAP at the regularly scheduled Board Meeting on Wednesday, June 12, 2019, at the District Support Center.

Alta Loma School District
LCAP Stakeholder Input and Meeting Dates
2018-2019

LCAP Advisory Committee:

September 12, 2018

February 13, 2019

April 17, 2019

DELAC Advisory

October 10, 2018

February 6, 2019

April 24, 2019

GATE Advisory:

August 30, 2018

January 29, 2019

April 25, 2019

Title I Advisory:

September 6, 2018

October 11, 2019

February 21, 2019

Curriculum Council:

September 11, 2018

March 12, 2019

Curriculum and Instruction LCAP Update:

April 18, 2019

Board Meetings:

April 3, 2019 - LCAP Update

June 5, 2019 - LCAP Presentation

June 12, 2019 - LCAP Approval

Impact on LCAP and Annual Update

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

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

District Commendations from Parents:

- Parents report that students receive a quality education (92%) and are satisfied with instruction (90%)
- Standards based resources are readily available and students are receiving standards-based instruction (97%)
- Integration of technology and 21st Century learning skills has increased and are prevalent in classrooms (comments)
- Home to school communication is solid (email preferred 33%) and Back to School Night most valued connected activity with school (88%)
- Students feel safe (84%) and respected at school (89%)
- Schools are supportive and inviting (81%)
- Facilities are clean and well maintained (86%)

District Recommendations from Parents:

- Additional help for students academically before, after, and during school (40% responded neutral and 24% are requesting more academic support)
- Additional help for students with behaviors, more counseling (36% request more)
- Life skills instruction (Social and Emotional Learning-comments)
- Continued emphasis on visual and performing arts (comments)
- Professional development focus on math, science, and 21st Century Learning (comments)
- Include opportunities for parents to learn about 21st century skills (29%) and social emotional development (19%)
- Review emergency procedures with parents and students (16% neutral or feel not safe at school)
- Improve communication with parents when students struggle academically, behaviorally or emotionally. (20% report they do not receive communication). Consider Common messaging tool (ie. Class Dojo)

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

District Commendations: Teachers

- Teachers work together to provide a high quality, rigorous, and engaging education that is standards-based (99%)
- English language arts strength; provide evidence from reading passages during reading and writing activities (78%)
- Mathematical practice strength; use tools that can help solve the problem and modeling (21%)
- English learners are supported (90%)
- Parent engagement remains high (91%)
- Schools offer school connectedness activities (93%)
- Students like school and feel safe (99%)
- Schools are supportive and inviting (94%)
- My school is clean and well maintained (87%)
- Positive Behavior Intervention Supports (PBIS) has made a positive impact (comments)
- Teachers on Special Assignment (TOSA) have made a positive impact in the classroom (90%)
- Teachers help plan, implement, and evaluate instructional materials, strategies, and programs (94%)

District Recommendations: Teachers

- Increase device availability (comments)
- Increase use of data to drive instruction (comments)
- Professional development in NGSS, STEM, Student Engagement, Using Technology (comments)
- Increase after school opportunities in academics, sports and enrichment (comments)

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

Commendations:

- Technology is integrated into classroom instruction (82%) at least once a week
- TOSAs have had a positive impact in the classroom in technology (comments)
- Teachers are teaching standards in the classroom (100%)
- Students receive education in all subjects; English language arts, math, science, social studies, P.E., technology, and visual and performing arts. (100%)
- Teachers provide designated supports to English learners daily (94%)
- My students like school (100%) and are safe (100%) and good behavior is recognized at school (100%)
- PBIS is facilitated in and out of the classroom schoolwide (100%)

Recommendations:

- School and classrooms are not always in good condition (69%)
- More workshops for parents on social emotional-development (23% reported a need)

- Students need to be engaged in discussions and learning activities more often (58% report more than once a week) (comments)

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

Commendations:

- Students report that they receive a quality education (98%).
- State standards are regularly taught (92%)
- During balanced (74%) reading and writing activities, evidence for answers is provided (82%)
- Strategies taught to better understand how to solve word problems in math by taking notes (26%) and draw a model (15%)
- Students use Thinking Maps to understand what they are reading (90%)
- Students feel like they do well in school (74%), feel safe (84%), have clear rules for behavior (94%), are respected by teachers (90%), schools and classrooms are clean and in good condition (86%), and school is supportive and inviting

(91%)

Recommendations:

- More opportunities for extra help before, during, and after school, especially for math (overwhelming majority of comments) including more processing time
- Increase student collaboration opportunities in the classroom (18% report once every few weeks to once a month)
- More hands-on learning (42% report only once every few weeks to a month)
- Student report struggling in various math topics such as division, fractions, decimals and percents (comments)

Survey results and analysis by the Stakeholder groups focused on four common recommendations. Students continue to need counseling support and instruction in Social and Emotional Learning. Academic support before , during and after school must continue to be a priority for the District. The District must continue the focus to make student learning active and engaging. Finally, comments from the survey indicate an need for further professional development in the use of technology in the classroom as outlined in Goal #2 Action #6 and Action #7

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

1.Hire appropriately credentialed teachers and support credential completion through the Induction process

- Teacher Assignment: 8% of teachers are in the process of clearing their credential, 2 teachers misassigned

2. Provide adequate instructional materials to support learning for all students

- 77% of teachers reported that they have sufficient common core aligned materials

3. Provide a high quality engaged, rigorous, and interactive education for all students

- Parents/community: 89%, Administration-100%, Staff-98%, Students-92%

4. Ensure access to technology

- Parent/Community: Access to digital tools at home/school more than once a week 97%, students use technology for standards-aligned products more than once a week 76%- chrome book to student ratio: 1:2 All computers ratio: 1:1.5

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Metric: Teacher Misassignment Rate, Highly Qualified Teacher Rate</p> <p>Local Metric: Number of new teachers enrolled in an Induction Program</p>	<p>1. Hired Teachers with appropriate credentials, 7% used Induction to Clear Credential</p>	<p>1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction to obtain a clear credential</p>	<p>1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential</p> <p>Misassignment Rate: % of Induction Candidates</p>	<p>1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential</p> <p>Misassignment Rate: % of Induction Candidates</p>
<p>State Metric: Students access to standards materials, Williams Report</p> <p>Local Metric: Stakeholder surveys</p>	<p>2. Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)</p>	<p>2. All students receive instruction in state academic standards via state adopted materials and additional resources</p>	<p>2. All students receive instruction in state academic standards via state adopted materials and additional resources</p>	<p>2. All students receive instruction in state academic standards via state adopted materials and additional resources</p>
<p>Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards</p> <p>Local Metric: Teacher Survey</p>	<p>3. 73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)</p>	<p>3. 78% of teachers have sufficient standards aligned instructional materials to support classroom instruction</p>	<p>3. 80% of teachers have sufficient standards aligned instructional materials to support classroom instruction</p>	<p>3. 82% of teachers have sufficient standards aligned instructional materials to support classroom instruction</p>
<p>Metric/Indicator State Metric: Student access to standard aligned</p>	<p>4. 96% of parents reported having access</p>	<p>4. 84% of parents will report that students have access to</p>	<p>4. 85% of parents will report that students have access to</p>	<p>4. 88% of parents will report that students have access to</p>

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1 Hire appropriately credentialed teachers with qualified English Learner certifications

1.1 Hire appropriately credentialed teachers with qualified English Learner certifications

1.1 Hire appropriately credentialed teachers with qualified English Learner certifications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,793,702	\$24,190,364	24,636,590
Source	LCFF	LCFF	LCFF
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.2 ICT Induction Services and Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program

- 10 Support Providers
- ICT Contract (RCOE)

2018-19 Actions/Services

1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program

- 14 Support Providers
- 20 Candidates
- ICT Contract (RCOE)

2019-20 Actions/Services

1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program

- 14 Support Providers
- 20 Candidates
- ICT Contract (RCOE)

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.3 Form History/Social Studies Task Force in grades 6-8

- 25 teachers x 4 days

2018-19 Actions/Services

1.3 Form NGSS Task Force delayed until 2019-2020

- 25 teachers x 4 days

2019-20 Actions/Services

1.3 Form NGSS Task Force in grades K-8

- 30 teachers x 4 days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,800	\$15,000	\$18,015
Source	Unrestricted Lottery: 1100	Supplemental	Title II: 4035
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

1.4 Pilot and purchase History/Social Studies adoption in grades 6-8 for implementation in 2018-2019

2018-19 Actions/Services

1.4 Pilot and purchase NGSS adoption delayed until 2019-2020

2019-20 Actions/Services

1.4 Pilot and purchase NGSS adoption in grades K-8 for implementation in 2020-2021

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$351,028	\$1,050,000
Source	Restricted Lottery: 6300	Restricted Lottery: 6300	One-Time Funds
Budget Reference	Textbooks	Textbooks Online learning materials	Textbooks Online learning materials

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.5 Improve technology infrastructure, purchase additional student devices, and expand use

2018-19 Actions/Services

1.5 Improve technology infrastructure, purchase additional student devices, and expand use

2019-20 Actions/Services

1.5 Improve technology infrastructure, purchase additional student devices, and expand use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$350,000	\$437,770	\$450,000
Source	One-Time Funds	One-Time Funds	One-Time Funds
Budget Reference	Technology Inventory	Technology Inventory	Technology Inventory

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

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

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

- District EL progress: ELPI 83% Green

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

- Student, Staff, and parents ranked 21st Century Learning Skills as high priority- 89% on surveys. Highest priority; Critical Thinking through questioning and analysis and Digital Literacy
5. Increase student engagement and standard-based learning through the effective use of technology in daily instruction.
- 85%% of students in grades 6-8 indicate that they are proficient on the basic functions of the chrome book and are proficient in collaborating digitally using Google shared documents-67% , while 78% of teachers indicate they are proficient in shared documents
- 6..Provide instructional coaching at the point of first instruction
- 100% Administration, 89% Teachers Agree beneficial
- 7.Focus on literacy anchor standards and instructional strategies in Social Studies and Science (NGSS) in grades K-8
- 4-8 Implementation of state literacy standards in Science and Social Studies
 - 6-8 NGSS Bridge Material-Writing integration using Interactive Science (NGSS Integration)
 - 4-8 Document Based Questioning (DBQ Project) Social Studies writing integration
 - K-5: Integrated standards-based non-fiction into ELA
 - K-8: Provide collaborative release time for curricular planning and implementation
- 8.Provide college and career preparedness through shifts in ELA, math, NGSS/STEM, inquiry, research and writing (evidence based analysis, close reading, non-fiction reading comprehension, writing)
- Teachers: Challenges in ELA- Analysis and writing from multiple sources-38%, Reading and writing in textual evidence-12%, Close Reading-9% Range of Reading of Text Complexity-23%, Math Challenges Math include translations into lists, graphs, and tables
 - Admin: Challenges in ELA- Analysis and writing from multiple sources-50%, Text complexity-27%, Math-Explain thinking to someone else- 21%
 - Students: Challenges in ELA- Multi-sourced evidence based reading/writing-65%, Non-fiction comprehension
 - District CAASPP: ELA: Reading Comprehension, Math: Concepts and Procedures

Expected Annual Measurable Outcomes

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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Teacher, Student, and Administrator Survey	<p>5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction</p> <ul style="list-style-type: none"> Teachers report greatest challenge is critical thinking through questioning and analysis, and technology application Administrators report greatest challenge is critical thinking and rigor, and collaborative structures used effectively Students report they learn collaboratively with partner/groups: More than 1xweek: 36%, Daily-18%, Never 2% Favorite way for students to learn creatively is: Build models-38%, see how things 	<p>5. 86% of teachers and 90% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)</p>	<p>5. 88% of teachers, students, and 92% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)</p>	<p>5. 90% of teachers, students, and 94% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)</p>

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Metric: Implementation of Common Core ELA</p> <p>Local Metric: Student Survey</p>	<p>8. Students reported the following regarding shifts in English language arts implementation:</p> <ul style="list-style-type: none"> • 79% Balance of literature and information text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing <p>Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing</p>	<p>8. 75% of students will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language</p>	<p>8. 80% of students will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language</p>	<p>8. 82% of students will report that they employ the shifts in English language arts: build knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language</p>
<p>State Metric: Implementation of Common Core ELA</p>	<p>9. Teachers reported the following regarding shifts in English language arts implementation:</p>	<p>9. 87% of teachers report that they employ the shifts in English language arts including building knowledge</p>	<p>9. 85% of teachers will report that they employ the shifts in English language arts including building knowledge</p>	<p>9. 87% of teachers will report that they employ the shifts in English language arts including building knowledge</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Teacher Survey	<ul style="list-style-type: none"> • 89% Balance of literature and information text • 93% Evidence based reading writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing <p>Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing</p> <p>Administrators reported:</p> <ul style="list-style-type: none"> • 70% Balance of literature and information text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development 	through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> 100% Multi-sourced reading/writing <p>Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing</p>			
<p>State metrics: Implementation of Common Core Math</p> <p>Local Metric: Student and Teacher Survey</p>	<p>10.74% of students reported that they regularly utilize math practices</p> <p>Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up- 82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else</p> <p>86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as</p>	<p>10. 75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons</p>	<p>10. 77% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons</p>	<p>10. 79% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons</p>

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies

2018-19 Actions/Services

2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies

2019-20 Actions/Services

2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies

Budgeted Expenditures

Year 2017-18

Amount \$128,615

Source LCFF

Budget Reference Included in 1.1

2018-19

Included in 1.1

LCFF

2019-20

Included in 1.1

LCFF

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment

2018-19 Actions/Services

2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment

2019-20 Actions/Services

2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions

- Curriculum Council: 25 teachers X 3 days
- Grade Level Study Group: 25 teachers X 3 day

2018-19 Actions/Services

2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions

- Curriculum Council: 22 teachers X 3 days
- Grade Level Study Group: 25 teachers X 3 day

2019-20 Actions/Services

2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions

- Curriculum Council: 22 teachers X 3 days
- Grade Level Study Group: 25 teachers X 3 day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,500	\$15,000	\$2,882
Source	Title I: 3010	LCFF	LCFF
Budget Reference	Certificated salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.4 Provide grade level collaborative planning days for instructional planning

- 30 teachers 2 days (6-8)
- NGSS Development
- Cohorts: K-2, 3-5, 6-8

2018-19 Actions/Services

2.4 Provide grade level training and instructional planning grade 5

- 20 teachers 5 days
- NGSS Development

2019-20 Actions/Services

2.4 Provide grade level training and instructional planning grade 3 and 4

- 24 teachers 3 days, 24 teachers 1 day
- NGSS Development

- 3x8 for each cohort (24x3)x\$150. (\$10,800.)
- Registration \$19,000

Provide follow-up NGSS assessment and instructional planning 6-8

- 11 teachers 1 day 6th grade
- 9 teachers 2 day 7th & 8th grade

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,536	\$6,350	Included in 1.3
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher's Salaries Benefits Conference	Certificated salaries Benefits conference	Certificated salaries Benefits conference

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration

- UMRA annual fee: Tools 4 Ever

2018-19 Actions/Services

2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for standards and digital collaboration

- UMRA annual fee-:Tools 4 Ever
- Better Cloud

2019-20 Actions/Services

2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for standards and digital collaboration

- UMRA annual fee- Tools 4 Ever
- Better Cloud

Budgeted Expenditures

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

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment.</p> <ul style="list-style-type: none"> • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies 	<p>2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment.</p> <ul style="list-style-type: none"> • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies Adoption 6-8 	<p>2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment.</p> <ul style="list-style-type: none"> • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM adoption 6-8, Social Studies 6-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$235,856	\$239,650	\$266,841
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.7 Under the direction of the IT TOSA's, provide professional development and coaching using technology as a content learning tool: SAMR progress

- 125 Substitutes

2018-19 Actions/Services

2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool:

- 44 days in conjunction with math training: 0 additional subs
- STL's 20 days

Write from Beginning/Thinking Maps

New Teacher Cohort: 32 Days

ELA Cohort: 3rd Grade: 24 Days

2019-20 Actions/Services

2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool:

- 125 Substitutes -tech
- Write From Beginning/Thinking Maps - Subs16 teachers 2 days
- ELA Cohort - 32 sub days (Grade 2)
- New Teacher Cohort - 32 days
- ELA/IAB Training - 8 days (Grade 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,500	\$10,750	\$14,412
Source	Title I: 3010	Supplemental	Supplemental

Budget
Reference

Teacher Salaries
Benefits

Certificated salaries
Benefits

Certificated salaries
Benefits

Action 8

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.8 Professional Development for coaches, administrators, and teacher leads:

Contract services in writing instruction:

- Thinking Maps, Write from the Beginning and Beyond- Writing from Text for Admin and Teacher Leads
- Contract: \$9,000.

2018-19 Actions/Services

2.8 Professional Development for coaches, administrators, and teacher leads

Social Studies Adoption Implementation 6-8

- Training/Consultant
- \$2,500.
- Pre-service

2019-20 Actions/Services

2.8 Professional Development for coaches, administrators, and teacher leads

Science Adoption Training Gr 5-8

- Training/Consultant/Publisher
- \$2,500.
- 35 teachers x 1 day Professional Development Budget

Document Based Questioning:

- 25X4 days teacher release

ELA/ELD Adoption Implementation:

- \$2,500 (New teachers)

Special Education: Guided/Shared Reading

- Training/Consultant
- \$5,000.

Document Based Questioning:

- Training/Consultant
- \$2,500 (new teachers)

- 20 x 1 day Professional Development Budget

Document Based Questioning:

- Training/Consultant
- \$2,500
- Grades 4-5, new teachers
- 22 x 1 day

ELA/ELD Adoption Implementation:

- \$2,500 Consultant: Pre-service Day- new teachers
- Additional: Consultant
- Not to exceed \$5,000.

Special Education: Guided/Shared Reading

- Training/Consultant
- Not to exceed \$5,000. (hourly)
- Read 180 refresher (2,500)
- Freckle Ed (Gwen)

GATE

- Training/Consultant
- Not to exceed \$5,000.
- 25 X 2 Teachers

- Training/Consultant
- \$2,500
- Grades 4-5, new teachers
- 22 teachers x 1 day

ELA/ELD Adoption Implementation:

- Articulation/Review of Study Sync - Gr 6
- Consultant
- Not to exceed \$5,000.

Special Education: Guided/Shared Reading

- Training/Consultant
- Not to exceed \$5,000. (hourly)
- Read 180 refresher (2,500)
- Freckle Ed (Gwen)

GATE

- Training/Consultant
- Not to exceed \$5,000.
- 25 X 2 Teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,800	\$22,947	\$9,908
Source	Title I: 3010	Title II: 4035	LCFF
Budget Reference	Teacher Salaries Benefits Contracted Services	Certificated salaries Benefits Contracted Services	Certificated salaries Benefits Contracted Services

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.9 Retain Math TOSA to provide professional development and collaborative coaching

- Cost of TOSA

2.9 Retain Math TOSA to provide professional development and collaborative coaching

- Cost of TOSA

2.9 Retain Math TOSA to provide professional development and collaborative coaching

- Cost of TOSA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,556	\$88,988	\$98,753
Source	Educator Effectiveness	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.10 Math TOSA professional development and collaborative coaching <ul style="list-style-type: none"> • Focus on SWD, at-risk student groups • 200 Substitute release days total 	2.10 Math TOSA professional development and collaborative coaching <ul style="list-style-type: none"> • Focus on 4th Grade Teacher Cohorts: 150 Days • Focus on SWD/Gen Ed Cohort: 3-8 RSP: 17 days, RSP K-6: County Training: 24 days, \$2800 Registration fee SDC- Kim Sutton: 9 days, \$2700. Registration fee Math Resources Support Training: 10 days	2.10 Math TOSA professional development and collaborative coaching <ul style="list-style-type: none"> • 200 Substitute release days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,600	\$43,250	\$34,229
Source	Title II: 4035	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring

- \$500.00 Extra hourly

2018-19 Actions/Services

2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring

- \$500.00 Extra hourly

2019-20 Actions/Services

2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring

- \$500.00 Extra hourly

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500	\$961
Source	LCFF	Base	Base
Budget Reference	Teacher Salaries Benefits	Certificated salaries Benefits	Certificated salaries Benefits

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

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

New Action

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

Modified Action

2017-18 Actions/Services

2.12 Immigrant student devices for Google Translator and educational software (LEP)

- 5 Tablets
- 10 chrome books

2018-19 Actions/Services

2.12 Provide standards aligned software to 1-8 grade students in English language arts and math (Freckle Ed).

District contribution: Freckle Ed:
Sites contribution: (Costs Included in 4.5)

2019-20 Actions/Services

2.12 Provided standards aligned software, Front Row Ed (Freckle) to 1-8 grade students in English language arts and math.

District contribution: Freckle Ed:
Sites contribution:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$25,200	\$84,150
Source	Title III LEP: 4203	LCFF	LCFF
Budget Reference	Technology Inventory	Technology Inventory	5000-5999: Services And Other Operating Expenditures Technology Inventory

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.13 Provide Digital DBQ license for Social Studies Multi-Sourced writing

- District: \$3750.
- Sites: \$375 each (Included in 4.5)

2018-19 Actions/Services

2.13 Provide multi-sourced evidence-based writing resources

2019-20 Actions/Services

2.13 Provide multi-sourced evidence-based writing resources

- Consultant: \$2,500. (new teachers 4-8-Included in 2.8)

Digital DBQ license for social studies multi-sourced writing

- District:
- Sites: (Included in 4.5)
- Consider grades 4-5

Digital DBQ license for social studies multi-sourced writing

- District:
- Sites: (Included in 4.5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 4.5	\$1,501
Source		LCFF	Title II: 4035
Budget Reference	Included in 2.8 and 4.5		1000-1999: Certificated Personnel Salaries

Action 14

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

Actions/Services

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

Budgeted Expenditures

Amount		\$150,293	\$157,197
Source		LCFF	LCFF
Budget Reference		Classified salaries Benefits	Classified salaries Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

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

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

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

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

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

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

- Parent Survey, high interest- college and career preparedness

6.Continue Project Based Learning, STEM, and Visible/Active Learning practices District-wide under QUEST initiative and LEAP into Summer Enrichment Program

- Parent survey, high priority-engaged PBL, STEM learning, enrichment
- Student survey, preferred learning strategies, project-based

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
did not participate in enrichment or extra curricular activities due to financial need.	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)	as documented by District liaison (services/resources provided)
<p>State Metric: Student access and enrollment in all required areas of study</p> <p>Other Pupil Outcomes: Number of Spanish sections offered at each junior high school as prescribed by the Board.</p> <p>Local Metric: Pupil rosters, master schedule</p>	4.Current Spanish course offerings at junior high schools: 4	4. Spanish course offerings at junior high schools will increase to: 6	4. Spanish course offerings at junior high schools will increase to 8	4. Spanish course offerings at junior high schools will be maintained at 8
<p>Local Metric: Parent Teacher, and Student Survey;</p> <p>Other Pupil Outcomes: Number of students who participated in summer enrichment program.</p>	<p>5. 96% Parents reported interest in enrichment program</p> <ul style="list-style-type: none"> Launch L.E.A.P Into Summer Learning Program 	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	5. Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)
<p>Local Metric: Parent, Student Teacher, and Administrator survey;</p> <p>Other Pupil Outcomes: Number of students actively participating in STEM Showcase</p>	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Top priorities as reported on all surveys 	<ul style="list-style-type: none"> Top priorities reported on all surveys 	STEM Showcase Participation:	STEM Showcase Participation:
<p>State Metric: Results on Presidential Fitness Test</p> <p>Other Pupil Outcomes: Students will demonstrate an improvement in Physical Fitness Assessment results</p>			7. Student results on Physical Fitness Test will determine baseline data	7. Student results on Physical Fitness Test will demonstrate a 2% improvement over baseline data

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Offer a broad course of study to all students

2018-19 Actions/Services

3.1 Offer a broad course of study to all students

2019-20 Actions/Services

3.1 Offer a broad course of study to all students

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>3.2 Provide access to visual and performing arts, digital literacy, and physical education</p> <p>Retain 2 half time physical education teachers to meet with all 4-6 grade students 1x week, two full time instrumental music teachers, 60% choral music teacher</p> <ul style="list-style-type: none"> • ½ time sub for Stork 1x week 	<p>3.2 Provide access to visual and performing arts, digital literacy, and physical education</p> <p>Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1x week-</p> <p>1/2 day sub at Stork 1 x week (added instructional aides)</p> <p>Two full time instrumental music teachers</p> <p>60% choral music teacher</p> <p>Computer Aides (8)</p>	<p>3.2 Provide access to visual and performing arts, digital literacy, and physical education</p> <p>Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1x week-</p> <p>1/2 day sub at Stork 1 x week (added instructional aides)</p> <p>Two full time instrumental music teachers</p> <p>60% choral music teacher</p> <p>Computer Aides (8)</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$281,715	\$398,514	\$415,081
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits Supplies Services	Certificated Salaries Benefits Supplies Services

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Schools: Zero Period: ALJH, VJHS
Specific Grade Spans: ZERO Period 7/8

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.3 Provide materials and resources to students with needs to fully participate in enriching coursework

- Basic needs for educational access
- Access to Zero period (costs)

2018-19 Actions/Services

3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework

- Basic needs for educational access (foster youth, low income)
- Access to Zero period (priority to at-risk and second language learners)

2019-20 Actions/Services

3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework

- Basic needs for educational access
- Access to Zero period

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,846	\$44,528	\$44,197
Source	One-Time Funds	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.4 Provide Spanish curriculum and instructional resources

- \$10,000
- Planning and Implementation collaborative 2x 3 days

2018-19 Actions/Services

3.4 Provide Spanish curriculum and instructional resources. Increase number of courses (3 at ALJH, 5 at VJHS)

- \$2,000 materials
- Planning and Implementation collaborative 2x2 days

2019-20 Actions/Services

3.4 Provide Spanish curriculum and instructional resources and potentially increase number of courses at ALJH

- \$2,000 materials
- Planning and Implementation collaborative 2 x 2 days

- Additional course at ALJH

- Potential additional course at ALJH

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$2,400	\$0
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Teacher Salaries Benefits Instructional Materials	Certificated Salaries Benefits Instructional Materials	Certificated Salaries Benefits Instructional Materials

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative

- 25x3 days
- Consultant Fees: \$5,000.

3.5 Provide materials, training and time for teacher collaboration for District-wide instructional focus on best first instruction: Visible-Active Learning/Project/Problem Based Learning, STEM, and QUEST initiative

- 25x3 days
- Consultant Fees: \$5,000.
- Potential Associate Superintendent fees for training

3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative

- 25 x 3 days
- Consultant Fees:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,100	\$16,250	\$49,020
Source	Title II: 4035	Title II: 4035	LCFF
Budget Reference	Teacher Salaries Benefits Outside Consultant	Certificated Salaries Benefits Outside Consultant	1000-1999: Certificated Personnel Salaries Certificated Salaries Benefits Outside Consultant

Action 6

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

Students to be Served:

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

Students with Disabilities

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

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

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

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

New Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

3.6 Offer Summer Enrichment Program: L.E.A.P. into Summer

- Enrichment materials cost: \$3,000.

2018-19 Actions/Services

3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer

- Materials and personnel

Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY

- 80 hours teacher x 1
- 80 hours instructional aide x 1

2019-20 Actions/Services

3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer

- Materials and personnel

Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY

- 80 hours teacher x 1
- 80 hours instructional aide x 1

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

- Results from CAASPP, District Formative Assessments Illuminate, District Diagnostic Assessments (STAR):
- 2015-2016: SBAC: ELA-59% Math: 49% proficient 2016-2017: SBAC: ELA- 63% (GREEN), status change/ 5.1+, MATH 50% (GREEN) status change/3.1+

2. CAASPP and State Dashboard results will reflect progress in status and change for all students and reported subgroups:

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

Sub-group targets:

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

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

4.Systems to monitor on-going student progress using District-Wide Diagnostic assessment: STAR Early Literacy, STAR Reading, and STAR Math analysis, SBAC correlation to standards, Freckle Ed analysis, collaborative planning and instructional outcomes- on-going progress monitoring

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes as defined by District pace and scope and sequence
- District Formative assessments- Illuminate and Key Data item bank
- ESGI used for running records data analysis for grades K-2

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

Sub-group targets:

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

6.Classrooms engage in regularly scheduled Universal Access Choice and Challenge (UACC) to differentiate student learner needs and supports during, before, and after school

- Top academic support priority for students and parents
- Student survey: 76% report that teacher/school provides opportunities to get extra help before, during, or afterschool
- Admin survey: 77% reported that school offered extra support

7.Support research-based effective practices and strategies to encourage college and career preparedness

- AVID: 2 sections at ALJH, UACC structure at elementary schools
- Close Reading Strategies: Students: 64% Almost always, 18% Sometimes/ Teachers: Almost always, 81%
- Students use notes/Thinking Maps: 91%
- Evidence-based reading and writing using multiple sources-65%

8.Increase percentage of students making progress towards learning English and provide system for monitoring Long Term EL's

- English Learner Progress: GREEN-all students
- EL Reclassification Rate: 98/323 LEP students reclassified (30%)

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: CAASPP Meet or Exceed; ELA, Math, Science	<p>1. Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services</p> <ul style="list-style-type: none"> • ELA- 63% proficient Target: Reading comprehension : multi-sourced evidence based reading and writing, close read strategies • Math-49% proficient Target: Conceptual and Procedural understanding 	<p>1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math and ELA by 1%</p>	<p>1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math, ELA and science by 1%</p>	<p>1. The percent of students meeting or exceeding expectations as measured by the 2016-2017 CAASPP will exceed proficiency in math, ELA and science by 1%</p>
State Metric: State Dashboard: Continuous Improvement- Status/Change	<p>2. 2016-2017 State Dashboard results will reflect progress in status and change for all students and reported subgroups:</p>	<p>2. Spring 2017-2018 State Dashboard results will reflect progress in status and change for all students and reported subgroups:</p>	<p>2. 2018-2019 State Dashboard results will reflect progress in status and change for all students and reported subgroups:</p> <ul style="list-style-type: none"> • ELA: GREEN 	<p>2. 2019-2020 State Dashboard results will reflect progress in status and change for all students and reported subgroups:</p> <ul style="list-style-type: none"> • ELA: GREEN

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • ELA: GREEN-all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students <p>Sub-group targets:</p> <ul style="list-style-type: none"> • ELA: Students with Disabilities (SWD)/African Americans: YELLOW • Math: SWD RED/Two+Race ORANGE • Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE <p>English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores</p>	<ul style="list-style-type: none"> • ELA: GREEN-all students • Math: Green-all students • Suspension Rate: GREEN-all students • English Learner Progress: GREEN-all students <p>Sub-group targets:</p> <ul style="list-style-type: none"> • ELA: Students with Disabilities (SWD)/African Americans: YELLOW: 5 point growth • Math: SWD RED: 5 point growth <p>Two+Race ORANGE: 5 point growth</p> <ul style="list-style-type: none"> • Suspension Rate: SWD/African American/Pacific Islander YELLOW 	<ul style="list-style-type: none"> • Math: GREEN • English Learner Progress: GREEN- <p>Sub-group targets:</p> <ul style="list-style-type: none"> • ELA & Math: Students with Disabilities, growth by 2% <p>African Americans: growth by 2%</p> <p>Homeless and Foster Youth, growth by 2%</p>	<ul style="list-style-type: none"> • Math: GREEN • English Learner Progress: GREEN- <p>Sub-group targets:</p> <ul style="list-style-type: none"> • ELA & Math: Students with Disabilities, growth by 2% <p>African Americans: growth by 2%</p> <p>Homeless and Foster Youth, growth by 2%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Data Analysis of STAR District Diagnostic Assessments	<p>3.2016-2017 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring</p> <p>STAR: Early Literacy:</p> <p>Trans/Prob Reader</p> <p>School Aug. Jan. May</p> <p>ALSD 19.6 56.4 67.3</p> <p>ALE 15.6 50.5 80.7</p> <p>BAN 7.1 56.9 48.8</p> <p>CARN 30.6 16.6 45.8</p> <p>DC - 59.7 71.7</p> <p>HERM 33.4 66.7 68.9</p> <p>JASPER 21.6 56.0 47.3</p> <p>STORK 35.1 63.1 76.0</p> <p>VG 14.1 50. 67.8</p>	<p>3. 2017-2018 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math</p> <p>SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes</p> <ul style="list-style-type: none"> • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2 	<p>3. 2018-2019 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math</p> <p>SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes</p> <ul style="list-style-type: none"> • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2 	<p>3. 2019-2020</p> <p>Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math</p> <p>SBAC Interim Assessments, IAB, ICA, Performace Tasks are assigned by the District and used for instructional purposes</p> <ul style="list-style-type: none"> • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction- ESGI used for running records data analysis for grades K-2

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	CARN 60.2 61.0 56.4			
	DC 58.4 63.7 67.0			
	HERM 51.1 64.6 59.1			
	JASPER 46.1 57.3 58.2			
	STORK 65.5 75.6 71.9			
	VG 62.4 68.2 65.3			
	ALJH 58.1 57.0 54.5			
	VJH 55.0 57.4 55.3			
	*Missing Scores, MEAN not accurate			
	<ul style="list-style-type: none"> • SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes • District Formative assessments created (math) using Illuminate 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>and Key Data item bank</p> <ul style="list-style-type: none"> ESGI used for running records data analysis for grades K-2 			
<p>State Metric: English Learner ELPI</p> <p>Local Metric: Preliminary scoring of ELPAC</p>	<p>4.2015-2016: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)</p> <ul style="list-style-type: none"> Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW 	<p>4. 79% of EL students assessed in annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)</p>	<p>4. 80% of EL students assessed in annual ELPAC will make one level growth as indicated by the English Language Progress Indicator (ELPI)</p>	<p>4. 81% of EL students assessed in annual ELPAC assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)</p>
<p>State Metric: English Learner Reclassification Rate</p> <p>Local Metric: District ELPAC score</p>	<p>5. In 2016-2017 42% of EL students will be reclassified into RFEP as measured by the CELDT (LTEL study)</p>	<p>5. In 2017-2018 98/323 or 30% of EL students were reclassified as measured by the CELDT/ELPAC</p>	<p>5. In 2018-2019 30% of LEP students will be reclassified RFEP as measured by the ELPAC</p>	<p>5. In 2018-2019 32% of LEP students will be reclassified RFEP as measured by the ELPAC</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Student Survey	<p>6.73% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool</p> <p>What is one thing that would help you better achieve all of your learning goals?</p> <p>(Students)</p> <ul style="list-style-type: none"> • How do study • Technology • More help in math • Reading • Teachers explain more about certain things-slow down • Time in class to practice and answer questions • Interactive learning • More hands-on activities • Writing • Positive Attitudes • Projects 	<p>6. 75% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool</p>	<p>6. 80% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school</p>	<p>6. 85% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • After school program-human help <p>My school works with my parents/guardian to help me do my best by offering</p> <ul style="list-style-type: none"> • Parent conferences-55% • Ability to make corrections to improve grade-52% • Email/text communication-48% • Extra support after school-43% • Updated information on website-37% • Phone calls-33% • Intervention classes 17% <p>Parent:</p> <p>Do you receive messages from school if your child is struggling academically? 37% Agree</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Admin:</p> <p>My school works with parents/guardians of students to do best by offering</p> <ul style="list-style-type: none"> • Extra support-67% • Progress Reports-100% • Parent Portal and/or weekly folder-73% • Email/Text-100% • Phone Calls-100% • Intervention Class-53% • Ability to improve grades 80% • Teachers are provided resources to promote parental involvement and student learning at home-70% <p>Agree</p> <p>Staff:</p> <ul style="list-style-type: none"> • Teachers actively seek parent input 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>into decisions regarding his/her child- 82% Agree</p> <ul style="list-style-type: none"> • I have the information I need to determine whether a student needs intervention or enrichment- 85% • I regularly participate in identifying students who need intervention or enrichment- 86% <p>Staff: How can ALSD help more students be successful at school?</p> <ul style="list-style-type: none"> • ELA Adoption • Reduce combo classes • Provide more technology • Increase intervention • Enrichment with the arts • Better textbooks 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Limit classroom disruptions • Firmer hand against bullying • Behavioral supports • After school academic support • Updated libraries • Hands on learning and projects • Special Ed support • Foundational reading and math • Lower class size • UDL strategies (Universal Design Learning) • Homework help • Counselors • Afterschool Interventions • Teach self-reliance • Resources for EL's 			
Local Metric:. Student Survey	7.79% of Junior High students reported that	7. 80% of Junior High students reported that	7. 84% of Junior High students will report that	7. 86% of Junior High students will report that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school	they have access to additional instructional time and support before, during, or after school
Local Metric: Analysis of effective site programs via disaggregated student performance data on CAASPP and Dashboard	<p>8. Individual school sites monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the School Plan for Student Achievement or SPSA)</p> <p>2016-2017</p> <ul style="list-style-type: none"> • ALE: Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based 	8. Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets	8. Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets	8. Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation.</p> <ul style="list-style-type: none"> • Banyan: Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>intervention throughout the school day in classrooms through small group and one to one instruction.</p> <ul style="list-style-type: none"> • Carnelian: Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach • Deer Canyon: Learning lab offers reading intervention 3 x week and Math intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>length using LexiaCore, FrontRow Ed and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors.</p> <ul style="list-style-type: none"> • Hermosa: Morning Learning Lab is a before school intervention 			

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>releases the rest of student to additional movement time with a proctor.</p> <ul style="list-style-type: none"> • Jasper: Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week. • Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>support. Aide supported LexiaCore time.</p> <ul style="list-style-type: none"> Victoria Groves: Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach. ALJHS: Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>support for at-risk students.</p> <ul style="list-style-type: none"> VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed). 			
Local Metric:Teacher Survey.	9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.80% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	9.83% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes
Local Metric: Conference Summary, Administrator Survey	10..All site leaders and District designated staff will participate in on-going regular review of	10. All site leaders and District designated staff will participate in on-going review of student	10. 95% of cabinet and principals will report on-going collaborative review of student	10. 95% of cabinet and principals will report on-going collaborative review of student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	student data for decision making on needed actions and services	data to monitor progress and make decisions on actions and services	progress, actions, and services	progress, actions, and services
State Metric: State Dashboard: Continuous Improvement-Status/Change		<p>12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; .</p> <p>ELA: RED; -66.5 MATH: RED; -98.7 Suspension: RED 4.3%</p>	<p>12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; .</p> <p>ELA: -63 MATH: -95 Suspension: 2.5%</p>	<p>12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; .</p> <ul style="list-style-type: none"> • ELA: • MATH: • Suspension:

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services:

Costs to communicate results

- Postage and envelopes

2018-19 Actions/Services

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services

Costs to communicate results

- Postage and envelopes

2019-20 Actions/Services

4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services

Costs to communicate results

- Postage and envelopes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$86,000
Source	LCFF	LCFF	LCFF
Budget Reference	Supplies Postage	Supplies Postage	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

4.2 Students in K-8 will be assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement

- 2016-2018 District license

District Report on Progress: Fall / Winter/ Spring

- K/1: Early Literacy
- K-8: STAR Reading
- 2-8: STAR Math
- Additional Licensing: \$2,000.

2018-19 Actions/Services

4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement

- 2016-2019 license

District Report on Progress: Fall / Winter/ Spring

- K/1: Early Literacy
- K-8: STAR Reading
- 2-8: STAR Math
- Additional Licensing: \$2,000.

Accelerated Reader at all sites

2019-20 Actions/Services

4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan for continuous improvement

License ends 18-19
Consider renewal

Accelerated Reader at all sites

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards:

- ESGI: K-2 to Running Records \$ 8,109.00
- Illuminate: DNA/Grading: \$47,336. (2yrs)
- Illuminate: Key Data Item Bank: \$17,751. (2yrs)

2018-19 Actions/Services

4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards:

- ESGI: K-2 to Running Records:
- Illuminate: DNA/Grading:
- Illuminate: Key Data Item Bank: Math, ELA, Writing
- Illuminate: Key Data Item Bank- Fluency: NGSS (NEW)
- Illuminate: Student Information System
- Illuminate: Key Data Item Bank:

2019-20 Actions/Services

4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards:

- ESGI: K-2 to Running Records:
- Illuminate: DNA/Grading:
- Illuminate: Key Data Item Bank: Math, ELA, Writing
- Illuminate: Key Data Item Bank: NGSS
- Illuminate: Student Information System
- Illuminate: Key Data Item Bank:

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- 4.4 Teachers released for collaborative analysis and instructional planning
- Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject 1 x year)
 - Elementary teachers; ½ 1 x year (unless content sharing, full day)

2018-19 Actions/Services

- 4.4 Teachers released for collaborative data analysis and instructional planning
- Elementary Teachers and Core Junior High Teachers: 1 full day

2019-20 Actions/Services

- 4.4 Teachers released for collaborative data analysis and instructional planning
- Elementary Teachers and Core Junior High Teachers: 1 full day
 - Kindergarten Teachers 2 additional days for data collection/assessment

- First Grade Teachers 2 additional days for data collection/assessment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$32,856	\$30,000
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated salaries Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.5 Site Universal Access and intervention programs before, during, and/or after school: School Plan for Student Achievement

- \$80.00 per student

2018-19 Actions/Services

4.5 Site Universal Access and intervention programs to close achievement gap: Student Achievement Grant as reported in School Plan for Student Achievement

- \$80.00 per student

2019-20 Actions/Services

4.5 Site Universal Access and intervention programs to close achievement gap: Student Achievement Grant as reported in School Plan for Student Achievement

- \$80.00 per student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$476,800	\$477,243	\$483,749
Source	LCFF	Supplemental	LCFF
Budget Reference	Teacher Salaries Instructional Aide Salaries Benefits Materials Conferences Contracted Services	Certificated Salaries Classified Salaries Benefits Materials Conferences Contracted Services	Certificated Salaries Classified Salaries Benefits Materials Conferences Contracted Services

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners	Limited to Unduplicated Student Group(s)	All Schools
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Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

4.6 Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students

- Devices Purchased: \$3,000.(LEP)

2018-19 Actions/Services

4.6 Purchase technology devices to access on-line intervention and language development programs for EL students

- Devices Purchased:

2019-20 Actions/Services

4.6 Purchase technology devices to access on-line intervention and language development programs for EL students

- Devices Purchased:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$5,000	\$22,500
Source	Title III LEP: 4203	Title III LEP: 4203	Supplemental
Budget Reference	Technology Inventory	Technology Inventory	Technology Inventory

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

4.7 Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning)

- 85 Students \$12,750. (Immigrant/Title III)

2018-19 Actions/Services

4.7 Provide level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning)

- 85 Students
- \$12,750.

2019-20 Actions/Services

4.7 Provide level I and II English learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning)

- 85 Students (Imagine Learning)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,750	\$12,750	\$1,220
Source	Title III LEP: 4203	Title III LEP: 4203	Title III LEP: 4203
Budget Reference	Computer Software	Software License	Software license

Action 8

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.8 Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities

- Read 180, System 44
- On-going costs: Hosting \$5,000.
- Investigate Math Intervention \$5,000
- Read Naturally, RSP: \$3,000.

2018-19 Actions/Services

4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities

- Read 180, System 44
- On-going costs: Hosting \$5,000.
- Math Intervention: \$5,000.
- Read Naturally, RSP \$3,000
- Gr. 1-5: Write in Readers: HMH \$5,000

2019-20 Actions/Services

4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities

- Read 180, System 44
- On-going costs: Hosting \$5,000.
- Math Intervention: \$5,000.
- Read Naturally, RSP \$3,000
- Gr. 1-5: Write in Readers: HMH, \$5,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$21,000	\$47,706
Source	State Special Education	State Special Education	State Special Education
Budget Reference	Computer Software	Certificated salaries benefits Computer Software	Certificated salaries benefits Computer Software

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.9 English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license

- 600 Students

2018-19 Actions/Services

4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore5 intervention home/school license

- 600 Students (500 at-risk, 100 SWD)

2019-20 Actions/Services

4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore5 intervention home/school license

- 700 Students (500 at-risk, 200 SWD)

Budgeted Expenditures

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

Budget
Reference

Computer Software

Software License

Software License

Action 10

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.10 English learners provided access to instructional aides for extra support daily

- Increase in aide hours to reflect number of LEP students at individual sites
- 35 students = 5 hour

2018-19 Actions/Services

4.10 English learners provided support via instructional aides daily

- Aide hours to reflect number of LEP students at individual sites
- 35 students = 5 hour

2019-20 Actions/Services

4.10 English learners provided support via instructional aides daily

- Aide hours to reflect number of LEP students at individual sites
- 35 students = 5 hour

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$132,578	\$140,129	\$168,247
Source	LCFF	Supplemental	Supplemental
Budget Reference	Classified Aide Salaries Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.11 Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and

2018-19 Actions/Services

4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being

2019-20 Actions/Services

4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being

social/emotional well-being to ensure successful promotion at the end of 8th grade

- Cost of 2 Deans
- Target groups: Suspension: SWD/African Americans/ORANGE
- Target groups: Math: SWD RED/2+ races/ORANGE

to ensure promotion at the end of 8th grade

- Cost of 2 Deans

to ensure promotion at the end of 8th grade

- Cost of 2 Deans

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$281,013	\$298,609	\$313,298
Source	LCFF	Supplemental	Supplemental
Budget Reference	Administrator Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

- 4.12 District sponsored intervention at the two junior high schools
- ALJH: THRIVE
 - VJHS: FINO (Failure Is Not an Option)
 - \$6,000. (total)

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

Modified Action

2018-19 Actions/Services

- 4.12 District sponsored STudent Additional Time and Support (STATS) at all school sites
- ALJH: THRIVE
 - VJHS: FINO (Failure Is Not an Option)
- Elementary: \$40,000
- Junior High: \$10,000

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

Modified Action

2019-20 Actions/Services

- 4.12 District sponsored STudent Additional Time and Support (STATS) at all school sites
- ALJH: THRIVE
 - VJHS: FINO (Failure Is Not an Option)
 - SSP: Student Success Plans to focus on student "Not meeting ELA/Math" on SBAC
- Elementary: \$40,000
- Junior High: \$10,000
- Assigned based on student data: \$40,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$50,000
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 13

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

Students to be Served:

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

Location(s):

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

Specific Student Groups: Gifted and Talented

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom

- UDL (Universal Design Learning)
- STEM and engineering practices, NGSS
- STEM Showcase
- 25x2 Days

2018-19 Actions/Services

4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom

- UDL (Universal Design Learning)
- STEM and engineering practices, NGSS
- STEM Showcase
- 25x2 sub

G.A.T.E. Stipend

G.A.T.E. Site budget

2019-20 Actions/Services

4.13 G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom

- UDL (Universal Design Learning)
- STEM and engineering practices, NGSS
- STEM Showcase
- 25x2 sub

G.A.T.E. Stipend

G.A.T.E. Site budget

STEM Stipend

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,400	\$17,407	\$13,003
Source	LCFF	Base	Base
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 14

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

Students to be Served:

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

Location(s):

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

Specific Student Groups: Gifted and Talented Students

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators

- 10-15 teachers 1 x year
- Assessment Needs

2018-19 Actions/Services

4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators

- 10-15 teachers 1 x year
- Assessment Needs

2019-20 Actions/Services

4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators

- 10-15 teachers 1 x year
- Assessment Needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,220	\$2,250	\$6,756
Source	Title II: 4035	Title II: 4035	LCFF
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 15

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

4.15 Class-sizes reduced to accommodate personalized learning and individual student learning needs

- TK-3 24:1

4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs

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

4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,675,000	\$1,942,827	\$1,676,402
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 16

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Alta Loma Elementary,
Carnelian, Deer Canyon

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.16 Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA

- ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1)
- VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE

2018-19 Actions/Services

4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I)

- Alta Loma Elementary
- Carnelian Elementary
- Deer Canyon Elementary

2019-20 Actions/Services

4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I)

- Alta Loma Elementary
- Carnelian Elementary
- Deer Canyon Elementary

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,257	\$302,766	\$435,088
Source	Title I: 3010	Title I: 3010	Title I: 3010
Budget Reference	Certificated Salaries Benefits	Certificated Salaries Classified salaries Benefits	Certificated Salaries Classified salaries Benefits

Action 17

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.17 School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly

- Accountant clerk: Supplemental Funds 25%

2018-19 Actions/Services

4.17 School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison will monitor student academic and social/emotional progress and seek supports accordingly

- Accountant clerk: Supplemental Funds 25%

2019-20 Actions/Services

4.17 School Site FY & Homeless liaison (TAP) in conjunction with District Foster Youth & Homeless liaison will monitor student academic and social/emotional progress and seek supports accordingly

- Accountant clerk: Supplemental Funds 25%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,268	\$38,817	\$41,134
Source	LCFF	Supplemental	Supplemental
Budget Reference	Classified Office Salaries Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 18

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services:

- Attendance
- GATE/Advanced Learners
- I.E.P.'s
- Progress monitor English learners
- PBIS
- Foster Youth and Homeless Liaison
- 8 TAPS x 36 weeks 1 day a week
Stork: 3 days a week

2018-19 Actions/Services

4.18 Retain and provide additional time for Teaching Assistant Principals (TAP) at each elementary to maintain support services:

- Attendance
- GATE/Advanced Learners
- I.E.P.'s
- Progress monitor English learners
- PBIS
- Foster Youth and Homeless Liaison
- 4 TAPS x 36 weeks x 1 day +20 days

2019-20 Actions/Services

4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services:

- Attendance
- GATE/Advanced Learners
- I.E.P.'s
- Progress monitor English learners
- PBIS
- Foster Youth and Homeless Liaison
- 8 TAPS (50%)

- 4 1/2 day FTE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,280	\$90,962	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 19

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

4.19 Retain Director of HR/Pupil Services to:

- Facilitate data collection and analysis unduplicated
- Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups
- Direct sites in monitoring Foster Youth and Homeless and ensure supports and services
- Facilitate improvements in attendance
- 33% Supplemental

4.19 Retain Director of HR/Pupil Services to:

- Facilitate data collection and analysis for unduplicated students
- Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups
- Direct sites in monitoring Foster Youth and Homeless and ensure supports and services
- Facilitate improvements in attendance
- 33% Supplemental

4.19 Retain Director of HR/Pupil Services to:

- Facilitate data collection and analysis unduplicated
- Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups
- Direct sites in monitoring Foster Youth and Homeless and ensure supports and services
- Facilitate improvements in attendance
- 33% Supplemental

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,300	\$60,145	\$63,206
Source	LCFF	Supplemental	Supplemental
Budget Reference	Administrator Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

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

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

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

- State metric, stakeholder input

3. Continually improve home/school communication system and provide parents on-going training on system use

- Parent survey results: Unduplicated priority-parent communication and participation. General survey: 37% reported that they were notified by the school when students began to struggle academically.
- Parents preferred the following messaging tools: email-52%, phone-11%, and website-5%.
- State Metric: Effort to Engage Parents and Use Input

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

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

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

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Report of survey results to Board of Trustees</p>	<p>1.Improved stakeholder response rate on annual survey and attendance to community forums</p> <ul style="list-style-type: none"> • Direct contact and/or input comprehensive parent survey- 48% • 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input <p>Parent survey data identified needs regarding school/home relationship, the</p>	<p>1.Improve student, staff, and parent quality of input by 1% on annually updated surveys</p>	<p>1.Meet equivalency of one grade level on parents and student survey responses, and majority of staff on annually on stakeholder survey</p> <p>600 Responses Date of Board Report:</p>	<p>1.Meet equivalency of one grade level on parents and student survey responses, and majority of staff on annually on stakeholder survey</p> <p>600 Responses Date of Board Report:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>instructional program, information flow, and parent learning and connection opportunities:</p> <ul style="list-style-type: none"> • Offer enrichment opportunities before and after school-18% • Additional time and support during the school day-13% • Student instruction through Problem Based Learning projects-15% • Most important 21st Century Skill for implementation -Critical Thinking-60% • District should increase behavioral supports through PBIS-41%, Counseling-36% 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Top priority for LCAP goals and spending:</p> <ul style="list-style-type: none"> • Academic learning support-37% • Access to technology-14% • 21st Century Skills-11% • Facilities safe and in good repair-8% • Behavior supports-7% <p>Other spending suggestions:</p> <ul style="list-style-type: none"> • Implement more science/STEM programs • More emphasis on performing arts • More technology, classroom tools • Reduce class sizes • Behavioral supports for students, teachers, and parents • Afterschool programs 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • More intervention opportunities • Use ONE way to communicate to parents • Too many worksheets and not enough problem based learning • Writing instruction <p>Student engaged in learning not just passive</p>			
<p>State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Parent Survey, contact records, calendar</p>	<p>2.Improved attendance/ response rate for under-represented families</p> <ul style="list-style-type: none"> • EL-4% increase • SWD-2% increase • LI-2% increase • Broadened participation of unduplicated groups into district advisory forums, outreach meetings: 13 <p>Priorities included :</p> <ul style="list-style-type: none"> • Designated time for 	<p>2. Improve attendance from parents of under-represented parent groups to meetings, district Advisory groups, and parent information opportunities.</p>	<p>2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center</p>	<p>2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>language instruction during the day-23%</p> <ul style="list-style-type: none"> Language and literacy software support that can be used both at school and at home-26% <p>Instructional aide support-15%</p>			
<p>State Metric: Effort to Engage Parents and Use Input.</p> <p>Local Metric: Parent Surveys, calendar</p>	<p>3.Improved attendance at school functions as reported by survey:</p> <ul style="list-style-type: none"> 86% attended Back to School (compared to 82%) 76% Open House Participation (compared to 68%) 48% Volunteerism at school (compared to 41%) 41% School-based information nights- 	<p>3. Improve school-based parent learning opportunities and attendance and at school functions</p>	<p>3. Improve District and school-based parent resources and learning opportunities</p>	<p>3. Improve District and school-based parent resources and learning opportunities</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>(compared to 40%)</p> <ul style="list-style-type: none"> • 30% Choral/band concerts (compared to 32%) • 21% Parent University (compared to 21%) <p>Teachers: How can ALSD help more parents become involved in our schools?</p> <ul style="list-style-type: none"> • Easier to navigate website • Information Evenings • Parent training days • Fun Events • Parent Volunteers • Newsletters • On-site support • After school tutoring <p>Sites:</p> <ul style="list-style-type: none"> • ALE: PTA, Site Council, volunteer opportunities, Back to School 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th Grade parent Science Camp meetings, Library Readers, Monthly Family Fun Nights, JogAThon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1st-6th grade Spring Choral Concerts, 4th Grade Western Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K Grandparent's Day,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Kindergarten & Preppy-K Winter Choral concert, Parent Information</p> <ul style="list-style-type: none"> • Banyan: PTS, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Carnelian: PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences • Deer Canyon: Parents are provided opportunities to 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences.</p> <ul style="list-style-type: none"> Hermosa: Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA Jasper 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Stork: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Victoria Groves: Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents • ALJH: PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Warrior Pride Night, Back to School Night <ul style="list-style-type: none"> VJHS 			
<p>State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Parent Surveys, calendar</p>	<p>4.Updated communication systems between home/school and training for parents on how to access communication systems.</p> <ul style="list-style-type: none"> Instructional Technology TOSA training 3 x year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation) Most helpful messaging tool- Email- 52%, smartphone- 11%, Teacher website-5% <p>Suggestions include:</p> <ul style="list-style-type: none"> Improve messaging regarding school tardies, absences, and when student is 	<p>4. Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff</p> <ul style="list-style-type: none"> Focus on ONE parent/teacher communication system 	<p>4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools</p> <p>Training Dates:</p>	<p>4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools</p> <p>Training Dates:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>struggling academically</p> <ul style="list-style-type: none"> • More on-going communication between parents and teachers <p>Use ONE communication system as opposed to teachers using a variety of systems and platforms</p>			
<p>State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Administrator Survey</p>	5. Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups	5. All sites will report Inclusion of ELAC and Foster Youth representation on school-site decision making committees	5. All sites will report Inclusion of ELAC and Foster Youth representation on school-site decision making committees	5. Inclusion of ELAC and Foster Youth representation on District and school-site decision making committees
<p>State Metric: Effort to Engage Parents and Use Input</p> <p>Local Metric: Calendar, Parent Survey, contact records</p>	6. Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017-2018)	<p>6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees</p> <p>Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)</p>	<p>6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees</p> <p>Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)</p>	<p>6. Family Engagement Liaison assists membership and participation in District-wide Parent Advisory Committees</p> <p>Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit</p> <p>Meeting Dates: Contact Data:</p>	<p>Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit</p> <p>Meeting Dates: Contact Data:</p>	<p>Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit</p> <p>Meeting Dates: Contact Data:</p>
<p>State Metric: Effort to Engage Parents and Use Input.</p> <p>Local Metric: Parent Survey</p>			<p>7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education</p>	<p>7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education</p>
<p>State Metric: Effort to Engage Parents and Use Input.</p> <p>Local Metric: Parent Survey</p>			<p>8. 50% of parents will report that they receive messages from school when his/her child is struggling academically, behaviorally, or emotionally</p>	<p>8. 55% of parents will report that they receive messages from school when his/her child is struggling academically, behaviorally, or emotionally</p>
<p>State Metric: Effort to Engage Parents and Use Input.</p> <p>Local Metric: Parent Survey</p>			<p>9. 65% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)</p>	<p>9. 70% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion

- Chrome books available during Parent/Teacher conference weeks-link sent directly to home
- Paper Pencil copies for alternate use during conferences
- LCAP Pictograph sent home via email and input solicited

2018-19 Actions/Services

5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion

- Chrome books available during Parent/Teacher conference weeks-link sent directly to home
- Paper Pencil copies for alternate use during conferences
- LCAP Pictograph sent home via email and input solicited

2019-20 Actions/Services

5.1. Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion

- Chrome books available during Parent/Teacher conference weeks-link

sent directly to home

- Paper Pencil copies for alternate use during conferences

- LCAP Pictograph sent home via email and input solicited

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300	\$300	\$300
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

New Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

5.2 Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services

- Foster Youth Summit
- Community/Site Forums
- Update Students in Transition Handbook and distribute
- “Resource of the week” distributed
- Liaison meeting 3 x year

5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families

Parent liaison for Title I Engagement mandates
 CBET- Community Based English Tutoring
 Foster Youth Summit leader/organizer
 DELAC- District English Language Advisory Council
 Work with school sites on attendance/tardies and make parent contact
 Become a member of the Parent Engagement County Network
 Outreach regarding programs, supports, and needs
 Open Family Resource Center
 Assist with Stakeholder Input surveys
 Assist with updating Parent Engagement Policies

25 hours week

5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families

Parent liaison for Title I Engagement mandates
 CBET- Community Based English Tutoring
 Foster Youth Summit leader/organizer
 DELAC- District English Language Advisory Council
 Work with school sites on attendance/tardies and make parent contact
 Become a member of the Parent Engagement County Network
 Outreach regarding programs, supports, and needs
 Family Resource Center
 Assist with Stakeholder Input surveys
 Assist with updating Parent Engagement Policies

25 hours week

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300.00	\$25,570	\$21,877
Source	LCFF	Title I: 3010	Title I: 3010
Budget Reference	Materials and Supplies	Classified salaries Benefits	Classified salaries benefits

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.3 Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities

2018-19 Actions/Services

5.3 Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils.

Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities

2019-20 Actions/Services

5.3 Inclusion of Foster Youth, English learners, Homeless, and students with disabilities representation on School Site Councils.

Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300.00	\$300	\$300
Source	LCFF	Supplemental	Supplemental
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.4 Translate necessary District documents (Doc-Tracking)

- Report Cards
- LCAP
- I.E.P.
- Other

2018-19 Actions/Services

5.4 Translate necessary District documents (Doc-Tracking/other)

- Report Cards
- LCAP
- I.E.P.
- Other

2019-20 Actions/Services

5.4 Translate necessary District documents (Doc-Tracking)

- Report Cards
- LCAP
- I.E.P.
- Other

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	Base	Base
Budget Reference	Contracted Services	Contracted Services	Contracted Services

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.5 Update and maintain on-going communication contracts

- Blackboard connect: \$8,859.00
- Parentlink (app): \$6,000.
- Blackboard web-hosting: \$7,297.
- iBoss web-filtering: \$41,885. (5 yrs)
- SonicWall Firewall: \$5,498.

2018-19 Actions/Services

5.5 Update and maintain on-going communication contracts

- Blackboard connect: \$8,859.00
- Parentlink (Social Media Manager, Mobile Communications app): \$6,000.
- Blackboard web-hosting: \$9.990.

2019-20 Actions/Services

5.5 Update and maintain on-going communication contracts

- Blackboard connect: \$8,859.00
- Parentlink (Social Media Manager, Mobile Communications app): \$6,000.
- Blackboard web-hosting: \$9.990.

- EXPLOR LMS (build into web-site solution)

- iBoss web-filtering: \$41,885. (5 yrs)
- ADA Compliance: Ally for Web Community Manager: \$6,700.

- iBoss web-filtering: \$41,885. (5 yrs)
- ADA Compliance: Ally for Web Community Manager: \$6,700.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$69,539	\$73,000	\$30,000
Source	Unrestricted Lottery: 1100	Base	Base
Budget Reference	Computer Software	Software License	Software License

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.6 Communication consultant retained

2018-19 Actions/Services

5.6 Communication consultant retained

2019-20 Actions/Services

5.6 Communication consultant retained

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$24,000	\$24,000
Source	LCFF	Base	Base
Budget Reference	Consultant Services	Consultant Services	Consultant Services

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,

2018-19 Actions/Services

5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,

2019-20 Actions/Services

5.7 District to provide opportunities for community input through Stakeholder events such as Community Forums,

committees, informational meetings, and open discussion formats

- Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees:
- Parent Liaison Advisory
- PTA/PTSA District Council
- DELAC (District English Learner Advisory Committee)
- Title I District Engagement (TIDE)
- LCAP Advisory Group
- Foster Youth Summit
- Investigate SWD Summit

committees, informational meetings, and open discussion formats

- Parent Liaison Advisory
- PTA/PTSA District Council
- DELAC (District English Learner Advisory Committee)
- Title I District Engagement (TIDE)
- LCAP Advisory Group
- Foster Youth Summit
- SWD Summit

committees, informational meetings, and open discussion formats

- Expand opportunities for under-represented parent groups to serve on

district-wide Advisory Committees:

- Parent Liaison Advisory
- PTA/PTSA District Council
- DELAC (District English Learner Advisory Committee)
- Title I District Engagement (TIDE)
- LCAP Advisory Group
- Foster Youth Summit
- SWD Summit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$0
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	5.7 Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services**5.8 Increase District and site-based Family Engagement Activities**

- CBET maintained
- Parent University
- Site-based engagement activity 1 x trimester
- Preppy K Parent Night
- GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival
- District Spelling Bee
- PBIS
- Math Discovery Night

2018-19 Actions/Services**5.8 Increase District and site-based Family Engagement Activities**

- CBET maintained
- Parent University
- Site-based engagement activity 1 x trimester
- Preppy K Parent Night
- GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival
- District Spelling Bee
- PBIS
- Math Discovery Night

2019-20 Actions/Services**5.8 Increase District and site-based Family Engagement Activities**

- CBET maintained
- Parent University
- Site-based engagement activity 1 x trimester
- Preppy K Parent Night
- GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival
- District Spelling Bee
- Math Discovery Night

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,820	\$39,124	\$7,813
Source	Title I: 3010	Title I: 3010	Title I: 3010
Budget Reference	Teacher Salaries	Certificated Salaries	Certificated Salaries

Classified Aide Salaries
Other Classified Salaries
Benefits
Materials and Supplies
Outside Services

Classified Salaries
Benefits
Materials and Supplies
Outside Services

Classified Salaries
Benefits
Materials and Supplies
Outside Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

1. Maintain facilities to provide a safe and productive learning environment through systematic procedures
 - Parent Survey: Facilities are safe and in good repair-89%; Teacher Survey: 87%
 - State Metric: Facilities in good repair
2. Conduct an annual school climate and safety assessment among parents, students, and staff to be shared with all stakeholders
 - State Metric: Effort to Engage and Use Input
3. Utilize multi-tiered system of supports to improve school climate, safety, and overall student wellness
 - Behavioral Support Team
 - Positive Behavior Intervention Supports (PBIS)
 - Social/emotional instruction District-wide
 - Youth decision making and empowerment strategies
 - State Metric: Effort to Engage and Use Input

- Survey results: 84% of parents, 91% staff, and 83% students report feeling safe at school

4. Provide Clinical Counselors- Tier 3 services for SWD

- State Metric: Middle School Dropout, Suspension, Expulsion

5. Provide access to Tier 2 counseling for all students

- Parent and staff priority-Additional comments

6. Embed Positive Behavior Intervention Supports to reduce incidents of bullying, build student resourcefulness, and problem solving

- State Metric: Middle School Dropout, Suspension, Expulsion
- Parent, student and staff priority: Additional comments

7. Continue high attendance rate for all students through attendance review procedures and routines

- Illuminate student information system: district-wide 2014-2015-96.5%, 2015-2016-96.17%, 2016-2017-96.33%, 2017-2018-96.23 %

8. Maintain low incidents of chronic absenteeism through systematic attendance monitoring and supports

- Illuminate student information system: 2014-2015-2.2%, significant rise in 2015-2016-5.2%, 2016-2017- 5.9%, 2017-2018 5.7 %

9. Offer incentives and a variety of student activities to encourage attendance and a sense of connectedness to school

- Illuminate student information: attendance rosters, activity sign-in : to encourage and celebrate excellent attendance
- State Metric: Attendance

10. Provide opportunities for under-represented student groups, LI, FY, EL, students with disabilities to participate in decision making and empowerment strategies

- Ensure representation in Student Senate, Safe School Ambassador and other student leadership groups, sign-in sheets, rosters, administrator survey, reporting of opportunities and participation- 100% of schools reported that unduplicated students participated in groups
- State Metric: Middle School Dropout, Suspension Rate, Expulsion Rate

11. Reduce the rate of suspensions and continue the low incidences of expulsions through other means of correction, academic interventions, behavior supports, and PBIS

- State Metric: Suspense Rate/Middle School Dropout

12. Involve students in maintaining a healthy lifestyle through student wellness and nutrition programs

- Parent and staff priority- additional comments

13. Provide on-going professional development and curriculum in cultural proficiency, social and emotional learning.

- Parent and staff priority- additional comments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Student Survey State Metric: Facilities in good repair	1.78% of students reported that school facilities are clean and in good repair in annual survey	1. 79% of students will report that school facilities are clean and in good repair in annual survey	1. 84% of students will report that school facilities are clean and in good repair in annual survey	1. 85% of students will report that school facilities are clean and in good repair in annual survey
Local Metric: Parent/community survey State Metric: Facilities in good repair	2.91% of parents reported school facilities are clean and in good repair	2. 92% of parents will report school facilities are clean and in good repair	2. 93% of parents will report that school facilities are clean and in good repair in annual survey.	2. 94% of parents will report school facilities are clean and in good repair
Local Metric: Staff Survey State Metric: Facilities in good repair	3.88% of staff reported that facilities are clean and in good repair	3. 89% of staff will report that facilities are clean and in good repair	3. 92% of staff will report that facilities are clean and in good repair	3. 93% of staff will report that facilities are clean and in good repair
Local Metric: Student Survey	4. 81% agree, 14% sometimes students	4. 82% of students will report that they feel safe at school	4. 84% of students will report that they feel safe at school	4. 85% of students will report that they feel safe at school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	reported that they feel safe at school			
Local Metric: Parent Survey	5. 95% of parents report that they feel safe at school	5. 95% of parents will report that they feel safe at school	5. 90% of parents will report that they feel safe at school	5. 92% of parents will report that they feel safe at school
Local Metric: Staff Survey	6. 96% of staff will report that they feel safe at school	6. 96% of staff will report that they feel safe at school	6. 97% of staff will report that they feel safe at school	6. 98% of staff will report that they feel safe at school
State Metric: Dashboard Attendance Rate, Chronic Absenteeism	7. Increase student attendance rate by .01% from previous year.	7. Increase student attendance rate by .01% from previous year	7. Increase student attendance rate by .01% from previous year	7. Increase student attendance rate by .01% from previous year
Local Metric: Illuminate Attendance Data	Parents <ul style="list-style-type: none"> Do you receive messages from school if your child is late to school or absent? 63% agree Does the District/School effectively address attendance, dropout and absenteeism?- 83% agree Administrators: <ul style="list-style-type: none"> My school effectively address attendance, dropout, and 	2016-17: 96.33% 2017-18: 96.23%		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>absenteeism- 93% agree</p> <ul style="list-style-type: none"> • Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism-100% agree • Offer attendance incentives: 100% <p>Staff:</p> <p>How can your school improve attendance rates?</p> <p>Incentives, resources, nurse or attendance liaison, make school more inviting, establish consequences</p> <p>Site Report:</p> <ul style="list-style-type: none"> • ALE Principal writes acknowledgements, on report cards, for attendance goals. Awards 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance.</p> <ul style="list-style-type: none"> • Banyan: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance.</p> <ul style="list-style-type: none"> • Carnelian: Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year.</p> <ul style="list-style-type: none"> Deer Canyon: Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>recognition assemblies.</p> <ul style="list-style-type: none"> Hermosa: Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance. Jasper Stork: Standard letter notifications. Principal meets 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year.</p> <ul style="list-style-type: none"> • Victoria Groves: Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. • ALJHS: 6 week drawing for perfect attendance, 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students</p> <ul style="list-style-type: none"> VJHS: We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students <p>Attendance Rate: 96.28%</p>			
State Metric: Attendance Rate, Chronic Absenteeism	8. Chronic Absenteeism was reduced by .2 % from previous year: 2015-2016: 5.2%	8. Chronic Absenteeism rate will be reduced by .5% from previous year	8. Chronic Absenteeism rate will be reduced by .1% from previous year	8. Chronic Absenteeism rate will be reduced by .1% from previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Attendance Data		2016-17: 5.9% 2017-18: 5.7%		
State Metric: Middle School Dropout Rate Local Metric: Number of Intervention conferences-, Social Promotions	9. Identified students at risk of not promoting or dropping out of middle school early in the school year and developed intervention plan and implement ALJH: 19 At-Risk: 2 Non-promotes VJHS: 34 At-Risk: 6 Non-promotes	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement ALJH: 11 At-Risk: 3 Non-promotes VJHS: 29 At-Risk: 11 Social Promotes Middle School Dropout Rate: 0	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement Number of student conferences Number of social promotes Middle School Dropout Rate:	9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement Number of student conferences Number of social promotes Middle School Dropout Rate:
Local Metric: Student Survey	10.Students will report that they have a variety of activities to participate in to improve connectedness to school 78% of students reported that their school offered connectedness activities <ul style="list-style-type: none"> • Sports • Enrichment (afterschool) 	10. 80% of students will report that they have a variety of activities to participate in to improve connectedness to school	10. 83% of students will report that they have a variety of activities to participate in to improve connectedness to school	10. 85% of students will report that they have a variety of activities to participate in to improve connectedness to school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • District Nutrition Advisory Committee • Clubs <p>Our school is supportive and inviting</p> <ul style="list-style-type: none"> • Parents: 92% Agree • Admin-100% Agree • Staff- 99% Agree • Students- 75% Agree, 17% "Don't know" <p>Site Connectedness Activities:</p> <ul style="list-style-type: none"> • ALE: ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>throughout each trimester. All 1st- 6th grade students participate in the fall “Meet the Masters” Art program, the opportunity to participate in spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly “individual” Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for Patients drive, monthly Family Fun Nights, Book Fairs, and school</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>wide annual JogAThon.</p> <p>“Lunch Bunch” social group meets weekly each trimester (based on teacher recommendation).</p> <p>Extracurricular activities are open to all students and include afterschool Chess Masters class and a teacher sponsored “Hair/Bow” craft club.</p> <p>Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April.</p> <p>All 5th Graders participate in band appreciation classes and 6th graders may</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>choose to participate in the year-long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school.</p> <ul style="list-style-type: none"> • Banyan: Provide a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel • Carnelian: Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly</p> <ul style="list-style-type: none"> Deer Canyon: The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>trimester and yearly recognition.</p> <ul style="list-style-type: none"> Hermosa: Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly Jasper: Student Senate hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter</p> <ul style="list-style-type: none"> • Stork: Student Senate hosted activities and spirit days. After school activities, Assemblies, Monthly recognition, trimester and year-long recognition, Superstar slips, positive passes to the principal, Monthly newsletter, GATE activities, Track, STEM projects. Talent Show. • Victoria Groves: Student Senate 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>members plan and coordinate Community activities (Tot Drive, shoe collection, Pennies for Patients. Members greet families at site events, and plan “Wacky Wednesdays”, Scripp’s Spelling Bee; STEM demonstrations , and VG Talent Show allow students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment.</p> <ul style="list-style-type: none"> Alta Loma Junior High: ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, Awards assemblies, Talent Show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight A Parties</p> <ul style="list-style-type: none"> • Vineyard Junior High: Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcement s, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc.),			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Renaissance Rewards</p> <p>Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD-</p> <ul style="list-style-type: none"> • 100% of administrators reported student groups represented in student senate and other decision making groups <p>Sites Outreach:</p> <p>100% of administrators reported unduplicated student groups represented in student senate and other decision making committees</p> <ul style="list-style-type: none"> • ALE: TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities.</p> <ul style="list-style-type: none"> • Banyan: TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>participate in Student Senate and all school activities.</p> <ul style="list-style-type: none"> • Carnelian: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club. • Deer Canyon: TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>all demographics participate in the Deer Canyon Community Council and all school activities</p> <ul style="list-style-type: none"> • Hermosa: TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate • Jasper: TAP touched base with each FY student making a rapport and checking on them; jog-a-thon includes all students; student council officers are from all demographics 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Stork: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate • Victoria Groves: Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • ALJH: Dean meet with students, all activities listed above are offered to EL 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> VJHS: Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc... as listed in the Action/Services 6.5 above) 			
<p>State Metric: Suspension Rate</p> <p>Local Metric: Suspension data and student participation records in youth decision making groups</p>	<p>11. Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1% Use of other means of correction and student involvement in youth decision making and empowerment strategies, and PBIS</p>	<p>11. Student suspension rate will be reduced by .3% through PBIS, other means of correction, and student informed decision making opportunities</p> <p>Rachel's Club Safe School Ambassador's</p>	<p>11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities</p> <p>Rachel's Club Safe School Ambassador's</p>	<p>11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities</p> <p>Rachel's Club Safe School Ambassador's</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>being implemented to prevent bullying and violence on campus:</p> <ul style="list-style-type: none"> • Junior High Schools: Safe School Ambassadors • I am participating in Positive Intervention Supports and strategies- • Students 48%. • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% <p>Suspension Rate: 017%</p>	<p>2016-2017: Suspension Rate: 2.4%</p> <p>2017-2018: Suspension Rate: 1.27%</p>	<p>2017-2018: Suspension Rate: 1.27%</p> <p>2018-2019: Suspension Rate: %</p>	
Local Metric:Staff Survey	<p>12. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue</p>	<p>12. 70% of teachers have been trained to implement Positive Behavior Intervention Supports</p>	<p>12. 75% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum</p> <p>Cohort II fully implement Tier 1</p>	<p>12. 80% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum</p> <p>Cohort II fully implement Tier 1</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>implementation of Tier 3 training.)</p> <p>Participation in Positive Intervention Supports and strategies-</p> <ul style="list-style-type: none"> • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Facilitate Team Meetings 		Cohort 1 fully implement Tier 2 and 3	Cohort 1 fully implement Tier 2 and 3
Local Metric: Number of students served	<p>14. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools</p> <p>Referrals:</p> <ul style="list-style-type: none"> • Tier 2: 51 Agency, 11 ALSD • Tier 3: 58 ALSD 	14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools	14. Students will have access to counseling services via referral at elementary and junior high schools	14. Students will have access to counseling services via referral at elementary and junior high schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Number of chronically absent students who are provided District transportation	15. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning.	15. Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. (Remove Repeat)	15.10% of chronically absent students will be provided home to school transportation	15.12% of chronically absent students will be provided home to school transportation
Local Metric:Calendar, sign in sheet	17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: <ul style="list-style-type: none"> • Staff Wellness Committee • Student Nutrition Advisory Council (NAC) • Met 3 x year 	17. 25 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year	17. 30 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year	17. 35 students and staff will be involved in student wellness and nutrition programs: Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 x year

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.1 Regular implementation of Facility Inspection Tool (FIT) for every school

2018-19 Actions/Services

6.1 Regular implementation of Facility Inspection Tool (FIT) for every school

2019-20 Actions/Services

6.1 Regular implementation of Facility Inspection Tool (FIT) for every school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 6.2
Source		Routine Restrict Maintenance	Routine Restrict Maintenance
Budget Reference	Costs included in contractual duties	Costs included in 6.2	Costs included in 6.2

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.2 Work orders and deferred maintenance projects will be completed according to schedule

2018-19 Actions/Services

6.2 Work orders and deferred maintenance projects will be completed according to schedule

2019-20 Actions/Services

6.2 Work orders and deferred maintenance projects will be completed according to schedule

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,649,766	\$1,792,748	\$1,858,746
Source	Routine Restrict Maintenance	Routine Restrict Maintenance	Routine Restrict Maintenance
Budget Reference	Classified Support Salaries \$356,677 Classified Admin Support Salaries: \$41,852 Classified Clerical Support \$40,257 Benefits: \$228,580 Materials and Supplies \$321,500 Non Capitalized Equip \$3,000 Travel and Conferences \$3,000 Operations Services \$5,000 Rents, Leases, Repairs \$450,000 Contracted Services \$95,900 Equipment Replacement \$10,000 Indirect Costs \$94,000	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences Operations Services Contracted Services Equipment Replacement Indirect Costs	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences Operations Services Contracted Services Equipment Replacement Indirect Costs

Action 3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.3 Review attendance records at sites and design a plan for student success <ul style="list-style-type: none">Monitor incidents of chronic absenteeismHold SART and SARB meetings accordinglyTeacher Release: 10 x 3	6.3 Review attendance records at sites and design a plan for student success <ul style="list-style-type: none">Monitor incidents of chronic absenteeismHold SART and SARB meetings accordinglyTeacher Release: 10 x 3 Offer District home/school transportation, non-special ed, for chronically absent students	6.3 Review attendance records at sites and design a plan for student success <ul style="list-style-type: none">Monitor incidents of chronic absenteeismHold SART and SARB meetings accordinglyTeacher Release: 10 x 3 Offer District home/school transportation, non-special ed, for chronically absent students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,400	\$4,500	\$12,010
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

6.4 School sites develop a plan of incentives and activities to encourage outstanding attendance

- \$500.00 per site

6.4 School sites develop incentives and activities to encourage outstanding attendance

- \$500.00 per site

6.4 School sites develop incentives and activities to encourage outstanding attendance

- \$500.00 per site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 4.5
Source		Supplemental	Supplemental
Budget Reference	Included in 4.5	Included in 4.5	Included in 4.5

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.5 Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester)

2018-19 Actions/Services

6.5 Schools will provide multiple opportunities for students to make a positive connection to school (at least one activity a trimester)

2019-20 Actions/Services

6.5 Schools will provide multiple opportunities for students to make a positive connection to school (at least one activity a trimester)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 4.5
Source		Supplemental	Supplemental
Budget Reference	No cost	Included in 4.5	Included in 4.5

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

6.6 Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide.

- Sub costs: 25 teachers x 3 days

6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports district-wide.

- Sub costs: 25 teachers x 3 days

6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports district-wide.

- Sub costs: 24 teachers x 3 days
- Sub costs: 6 teacher/coaches x 2 days
- Workshop Fees \$6,500 x 6 schools = \$39,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,100	\$11,250	\$55,514
Source	Title II: 4035	Title II: 4035	Title II: 4035
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	5800: Professional/Consulting Services And Operating Expenditures Certificated Salaries Benefits Supplemental Funds

Action 7

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.7 Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD)

Provide Behavioral Specialist for Tier 3 support to SWD

2018-19 Actions/Services

6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)

2019-20 Actions/Services

6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$117,641	\$407,630	\$371,159
Source	Mental Health	Mental Health	Mental Health
Budget Reference	Certificated Pupil Support Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

6.8 Provide Tier 2 counseling services for all students through a referral process

2018-19 Actions/Services

6.8 Provide Tier 2 counseling for all students through a referral process

- TWO 1/2 time Tier 2 Behavioral Therapists

2019-20 Actions/Services

6.8 Provide Tier 2 counseling for all students through a referral process

- TWO 1/2 time Tier 2 Behavioral Therapists

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,865	\$120,259	\$83,496
Source	LCFF	Supplemental	Supplemental
Budget Reference	MBO Classified Pupil support Benefits	Classified Salaries Benefits	Classified Salaries Benefits

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs

2018-19 Actions/Services

6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to unduplicated students to assist in Leadership and extra-curricular participation

2019-20 Actions/Services

6.9 School sites (through site liaison and in collaboration with district liaison) will provide outreach to unduplicated students to assist in Leadership and extra-curricular participation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$30,708	\$20,567
Source	Unrestricted Lottery: 1100	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Classified salaries Benefits	Classified salaries Benefits

Materials and Supplies

Materials and Supplies

Action 10

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Alta Loma Junior High,
Vineyard Junior High
Specific Grade Spans: Grade 7, 8

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6.10 Improve school connectedness for students and community through Junior High after-school sports program

2018-19 Actions/Services

6.10 Improve school connectedness through Junior High after-school sports program

2019-20 Actions/Services

6.10 Improved school connectedness through Junior High after-school sports program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Other Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Alta Loma Junior High,
Vineyard Junior High
Specific Grade Spans: Grade 7, 8

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools

6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools

6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,332	\$5,405
Source	LCFF	Supplemental	Supplemental
Budget Reference	Teacher Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ul style="list-style-type: none"> 6.12 Health Clerk at each school West-side and East-side LVN for chronic illnesses management. District-Wide Wellness and student Nutrition and Advisory meets 3 x's year 	6.12 <ul style="list-style-type: none"> Health Clerk at each school West-side and East-side LVN for chronic illnesses management. 	6.12 <ul style="list-style-type: none"> Health Clerk at each school West-side and East-side LVN for chronic illnesses management.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$280,090	\$474,070	\$571,208
Source	LCFF	Supplemental	Supplemental
Budget Reference	6.12 Classified Pupil Support Salaries Benefits	Certificated salaries Classified Salaries Benefits	Certificated salaries Classified Salaries Benefits

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
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2017-18 Actions/Services

6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. <ul style="list-style-type: none"> Materials/resources Consultants
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2018-19 Actions/Services

6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum <ul style="list-style-type: none"> Materials/resources Consultants: Generation Ready-Equity Walks: 3 Days: \$7500.

2019-20 Actions/Services

6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum <ul style="list-style-type: none"> Materials/resources Consultants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$26,000
Source	Unrestricted Lottery: 1100	Base	LCFF
Budget Reference	Materials and Supplies Consultants	Materials and Supplies Consultants	Materials and Supplies Consultants

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$3,804,676

Percentage to Increase or Improve Services

7.95%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 1.2 Offer Induction to clear teacher credentials
- 2.2 Provide one District-wide staff development day on differentiated materials and strategies to support English learners, students who are at risk, students with disabilities.
- 2.6 Retained two TOSA's: Instructional technology to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis
- 2.7 Provide professional development and coaching using technology as a content learning tool
- 2.9 Retain math TOSA to provide professional development and collaborative coaching
- 2.10 Math TOSA professional development and collaborative coaching
- 2.12 Provide standards aligned software in English language arts and mathematics
- 2.13 Provide multi-sourced evidence based reading and writing resources
- 3.2 Provide access to visual and performing arts, and digital literacy
- 3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework
- 3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer
- 4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan
- 4.5 Site Universal Access and intervention programs to close the achievement gap.
- 4.6 Purchase technology devices to access on-line intervention and language development programs for EL students: Title III
- 4.7 Provide level 1 and 11 English learners access to online reading and language development intervention programs: Title III

- 4.9 Unduplicated students and those needing phonemic awareness support are provided LexiaCore5 Intervention home/school license: Title III
- 4.10 English learners provided support via instructional aides
- 4.11 Dean of Students monitors academics and social/emotional well-being to ensure promotion at the junior high schools
- 4.12 District sponsored STudent Additional Time and Support (STATS) program at each site with a focus on students who do not meet standards in ELA and math
- 4.15 Class size reduction to accommodate personalized learning and individual student needs
- 4.16 Targeted support in math and English language arts- Title I at qualified schools
- 4.17 Foster Youth and Homeless liaison (TAP) in conjunction with District Foster Youth and Homeless liaison monitor student academic and social/emotional progress
- 4.19 Maintain Director of Pupil Services as Foster Youth and Homeless liaison (portion)
- 5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families: Title I
- 5.3 Inclusion of Foster Youth, English Learners, Homeless, and Students with Disabilities on School Site Councils
- 5.7 District Stakeholder events, committees, informational meetings
- 5.8 Increase District and site-based Family Engagement Activities:
- 6.3 Review attendance records, hold SART and SARB meetings, offer home/school transportation to chronically absent students
- 6.4 Attendance activities and incentives
- 6.5 School site opportunities for students to make positive connections to school
- 6.8 Provide Tier 2 counseling for all students through a referral process
- 6.9 Site liaisons outreach to unduplicated students for leadership opportunities
- 6.10 Offer after school sports at junior high schools to improve school connectedness
- 6.11 Offer Safe School Ambassador Program at both junior high school to improve safety and student empowerment
- 6.12 Improve health services with health clerks at each site, 2 District nurses, and LVN's to manage chronic illnesses

All actions listed above are performed District-wide and are meant to increase or improve services, supplement core academic, social and emotional actions and services principally directed towards unduplicated students. These include supplemental curriculum, professional development, intervention, counseling and student enrichment opportunities for unduplicated student groups with the greatest needs. Actions to highlight include 4.12 which has been increased in order to develop Student Success Plans (SSP) for students who have not met the ELA and/or math standards as reported on their CAASPP results. This will include a specialized conference with the student's teacher, parents and site administrator to develop a plan to coordinate all available intervention opportunities over the course of the year. Additionally, Action 5.2 should be noted. During this second year of the Family Engagement Liaison, a proactive approach to chronic absenteeism will be implemented, as well as continued strategies to improve the attendance of families of unduplicated students at District events. Support for Foster Youth and Homeless families are a focus of this position. Action 2.6 refers to two Technology Teachers on Assignment. In addition to technology coaching in the classroom, the content areas

of Language Arts and NGSS are emphasized. This includes specific grade level coaching in the ELA claims, ELA instructional pacing and the shifts of NGSS. Action 2.9 refers to the Math Teacher on Assignment, who provides grade level intense coaching and planning to enhance instruction in the mathematical practices and content standards. Action 4.4 which allows for teacher release time to analyze student data to plan for instruction and intervention has been modified to allow for added days for kindergarten and first grade teachers to administer the one-to-one assessments. Action 6.6 has been modified for the purpose of completing PBIS TIER 2 training for 5 of our schools and providing a refresher training to an additional school site.

These increased or improved actions will allow the District to meet its 7.95% Minimum Proportionality Percentage for 2019-20.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$3,607,854	7.92%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1.2 Offer Induction to clear teacher credentials

2.2 Provide one District-wide staff development day on differentiated materials and strategies to support English learners, students who are at risk, students with disabilities.

2.6 Retained two TOSA's: Instructional technology to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis

2.7 Provide professional development and coaching using technology as a content learning tool

2.9 Retain math TOSA to provide professional development and collaborative coaching

2.10 Math TOSA professional development and collaborative coaching

2.12 Provide standards aligned software in English language arts and mathematics

2.13 Provide multi-sourced evidence based reading and writing resources

3.2 Provide access to visual and performing arts, and digital literacy

3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework

3.6 Continue to offer Summer Enrichment Program: L.E.A.P. into Summer

4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and collaboratively action plan

4.5 Site Universal Access and intervention programs to close the achievement gap.

4.6 Purchase technology devices to access on-line intervention and language development programs for EL students: Title III

4.7 Provide level 1 and 11 English learners access to online reading and language development intervention programs: Title III

- 4.9 Unduplicated students and those needing phonemic awareness support are provided LexiaCore5 Intervention home/school license: Title III
- 4.10 English learners provided support via instructional aides
- 4.11 Dean of Students monitors academics and social/emotional well-being to ensure promotion at the junior high schools
- 4.12 District sponsored STudent Additional Time and Support (STATS) program at each site with a focus on students who do not meet standards in ELA and math
- 4.15 Class size reduction to accommodate personalized learning and individual student needs
- 4.16 Targeted support in math and English language arts- Title I at qualified schools
- 4.17 Foster Youth and Homeless liaison (TAP) in conjunction with District Foster Youth and Homeless liaison monitor student academic and social/emotional progress
- 4.19 Maintain Director of Pupil Services as Foster Youth and Homeless liaison (portion)
- 5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families: Title I
- 5.3 Inclusion of Foster Youth, English Learners, Homeless, and Students with Disabilities on School Site Councils
- 5.7 District Stakeholder events, committees, informational meetings
- 5.8 Increase District and site-based Family Engagement Activities:
- 6.3 Review attendance records, hold SART and SARB meetings, offer home/school transportation to chronically absent students
- 6.4 Attendance activities and incentives
- 6.5 School site opportunities for students to make positive connections to school

6.8 Provide Tier 2 counseling for all students through a referral process

6.9 Site liaisons outreach to unduplicated students for leadership opportunities

6.10 Offer after school sports at junior high schools to improve school connectedness

6.11 Offer Safe School Ambassador Program at both junior high school to improve safety and student empowerment

6.12 Improve health services with health clerks at each site, 2 District nurses, and LVN's to manage chronic illnesses

All actions listed above are meant to supplement core academic, social and emotional actions and services principally directed towards unduplicated students. These include supplemental curriculum, professional development, intervention, counseling, student empowerment and enrichment opportunities for unduplicated student groups with the greatest needs. Alta Loma School District's approach is an integrated system of learning supports focused on closing the achievement gap and ensuring continuous growth and improvement for students academically, socially, and emotionally, largely through continuous professional learning, classroom coaching, intervention, and opportunities that encourage a connection with school. Professional development planning begins with the formal analysis of data surrounding the performance and needs of students and educators. Established decision making groups that encompass administrators, teachers, support staff, parents, and students, collaborate to determine District initiatives and directions based on data outcomes. Using multiple measures such as State Dashboard data, District Formative Assessments, District Diagnostic Assessments, Teacher Evaluations, and Stakeholder input surveys, analysis of the effectiveness of school and District initiatives and the accompanying needed professional development is considered. Simply stated, collaborative groups analyze multiple measures of data to determine the academic and social needs of students. Decisions regarding initiatives to fill the gaps in learning or build proficiency are determined and professional learning opportunities are established. Once initiatives are put into place and professional learning takes place, the effectiveness of the professional learning is established via a new review of data. This data-informed cycle ensures that students and educators continue to grow and improve. .

Funds are used that are principally directed toward unduplicated students to ensure individual learning through reduced class-sizes and highly prepared teachers. Our goal is to ensure students have an excellent teacher, not by choice, but by design. In order to support effective instruction required for at-risk unduplicated students, teachers who enter the District without a clear credential are offered a two-year Induction program through Riverside County of Education. New teachers are assigned an Induction coach, preferably a qualified teacher on his/her school site, who will mentor them through the two year program. Induction candidates and coaches attend professional learning together and use digital supports for personal learning. Candidates and coaches train and implement the California Standards for the Teaching Profession and focus on strategies to successfully meet individual student needs. New teachers are provided coaches/mentors through both the formal Induction process and also through a less formal school buddy system. All new teachers are assigned to the District New Teacher Cohort for two years. Teachers participate in professional

development and Professional Learning Communities facilitated by instructional coaches and administrators. Teachers also participate in school-based PLC's on early release Wednesdays. Administrators are careful during the student placement process to ensure equity in student distribution in regards to ineffective or inexperienced teachers.

The Districts most powerful professional learning develops through the relationship between TOSAs, administrators, teacher leads, teachers and students. Using data to drive decisions, TOSA support is principally directed and prioritized towards unduplicated students. All TOSA's utilize technology as an instructional tool while demonstrating standards based strategies in English language arts, mathematics, Next Generation Science Standards, and social studies. Using production tools such as Google Apps for Education and Nearpod, TOSA's demonstrate 21st Century Skills during the process. The Language Arts TOSA specializes in literacy and writing instruction utilizing English Language Development Standards. She is the expert in language arts curriculum and facilitates the New Teacher Cohort's mastery of Thinking Maps and Write from the Beginning and Beyond writing structures. The Math TOSA develops collaborative grade level teams who meet to identify primary and secondary focus standards using hand-on conceptual means, and how to implement mathematical practices. Collaborative groups observe TOSA demonstrated lessons followed by professional discourse on what was observed and how to implement strategies in the classroom. The third TOSA is an expert in inquiry, Document Based Instruction, and Next Generation Standards. The TOSA has systematically facilitated grade level groups through standards, instructional planning, and standard implementation. She has also facilitated cohort groups through intensive training, especially in NGSS, starting with grades 6-8, then moving to 5th grade, etc. All TOSA's coordinate technology use through the SAMR process and use consistent software and application tools.

The Alta Loma School District has roughly 360 English learners which is a little more than 6% of the student population. Of the 6% of students identified as EL, 44% are Spanish speakers, 21% Mandarin, 11% Arabic, 5% Farsi, 3% Korean, 4% Urdu, and 2% Thai. Professional development for language acquisition and academic proficiency in the Alta Loma School District is on-going and designed to improve instruction and assessment results. English learners are students who are still developing reading, writing, listening, and speaking skills. All domains need to be addressed in a comprehensive professional development program. The EL population is made up of students with varying degrees of exposure to English and levels of competence in their first language. Regardless of the language literacy background, ELs must acquire foundational reading, academic language, and conversation skills in English in order to be successful in school. PD enhances the ability of teachers, principals, instructional aides, and other school leaders to understand the research behind language acquisition and how to utilize research-based practices and strategies for student success. Along with understanding the core elements of an effective ELD program, educators need to understand the roll assessment plays in the continuous progress process and how to successfully assess students using multiple tools and state assessments.

Professional development is effective in increasing English language proficiency for students and pedagogy knowledge for teachers in all four of the language domains. Focuses on foundational reading skills, academic language/vocabulary, and conversation skills, are the filters from which professional development is determined. One of the two all day District-wide professional development days is reserved for PD on differentiating needs of at-risk student groups. District initiatives surrounding English learner language acquisition and proficiency are regular features of the training for that day, however to ensure the intensity and duration necessary to have a positive impact on teachers' performance in the classroom, the professional learning is revisited consistently during staff meetings,

Extended Professional Development (EPD), as part of classroom modeling and coaching by District TOSA's, and as a regular feature of principal and assistant principal Curriculum and Instruction meetings.

Professional development surrounding integrated ELD services is emphasized and supported via curriculum that includes foundational skills and academic language. The new state approved curriculum for English language arts includes ELD components integrated with core subject knowledge. Teachers receive training on how to access the ELD supports and utilize them consistently. Training in collaborative strategies such as Kagan ensures that EL students take part in collaborative discussions and thinking during the learning process, regardless of their language proficiency.

Teachers and ELD aides work together to ensure students receive prioritized support during designated language acquisition time. ELD aides and the classroom teacher work together to provide specific foundational skills, academic language, and conversational practice through either a push-in, or in some cases, a push-out model. ELD aides receive professional development in the same strategies, programs, and practices as classroom teachers. In several instances, ELD aides are the expert in an area and are tasked with training the classroom teachers they support. Because aides generally facilitate state assessments such as the ELPAC, aides are heavily trained each year in the nuances of the assessment. Blended learning also plays a role in designated instruction. Depending on the language proficiency level, students access language programs; Imagine Learning and LexiaCore5 at both home and school.

Embedded professional development that addresses foundational skills, academic language/vocabulary, and conversational skills are research based and documented to support language and academic proficiency. They include:

GLAD: Guided Language Acquisition Design is used for academic and vocabulary acquisition

SIOP: Sheltered Instruction Observation Protocol is an instructional model used to address academic needs of English learners. The SIOP Model demonstrates 8 components: Lesson preparation; interaction, building background, practice and application, comprehensible input, lesson delivery, strategies, and review and assessment.

Thinking Maps: District-wide initiative used for myriad of thinking and language constructs; academic and vocabulary acquisition, foundational skills, and academic learning. Thinking Maps are at the cornerstone of our critical thinking, writing, and active visible learning initiative.

Write from the Beginning and Beyond: District writing initiative utilizing Thinking Maps (graphic organizers) and peer oral story telling before learning to write in a framework that supports events and details.

Visible Active Learning: District initiative that encourages collaborative conversations, allows opportunities for real-time teacher feedback and formative assessment during student processing

Kagan Strategies: Instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidences and engage students in the learning.

ELA and Math: Explicit Vocabulary Instruction as part of the integrated ELA/ELD and math curriculum. Focus on mathematical discourse and application of mathematical practices

Release time for teachers and instructional aides for training, collaboration, and data analysis is provided.

School site principals participate in teacher professional development and ensure staff participation and implementation of learned strategies and programs. Principals utilize collected data through an established walk-thru protocol and record practices and strategies observed. These observations become collaborative conferences as part of the continuous improvement cycle.

The Alta Loma School District recognizes that our foster/homeless youth may face significant barriers in achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social and other health needs. To support these students the Director of Pupil Services and a school site designee (usually the Teacher Assistant Principal and or Dean of Students) provide foster/homeless youth with full access to the District's educational program and will implement strategies identified as necessary for student success. Assistant principals/Deans of Students (designee) ensure that placement decisions for foster/homeless youth are based on the students' best interests as defined in law and administrative regulation. The Alta Loma School District provides our foster/homeless youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The designee at each school site develops strategies to build these student's feelings of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or caretakers in school programs and activities. The Site Liaison monitors academic achievement of students and connects them to available supports during and beyond the school day. The addition of a "zero period" is principally directed toward unduplicated students to allow them to access an elective of choice and still attend intervention support. Participation in decision making and empowerment committees and advisory groups are prioritized to fully include unduplicated students. School connection activities such as clubs, electives, and after school sports are also principally directed to unduplicated student group participation.

The administrative school site liaison for foster/homeless youth ensure the following actions:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school for foster/homeless youth. Schools seek strategies to ensure attendance by offering District transportation, institute check in and check out practices, and recognition for improvement.

2. Meet with the foster/homeless youth at least once a trimester to discuss attendance and academic, social and emotional needs.
3. Monitor the educational progress of foster/homeless youth and provide reports to the District office on Illuminate.
4. Make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
5. Ensure that foster/homeless youth receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Facilitate access to programs such as after school sports and after/in school enrichment opportunities and ensure that financial constraints do not limit a foster/homeless youths opportunity to participate.
7. Develop protocols and procedures for creating awareness for attendance clerks of the requirements for the proper enrollment, placement, and transfer of foster/homeless youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the District's foster/homeless youth.
9. Ensure proper transfer of credits, records, and grades when foster/homeless youth transfer from one school to another or from one district to another.
10. Notify the foster youth's attorney and the representative of the appropriate county child welfare agency when required by law when the foster youth is undergoing any expulsion or other disciplinary proceedings, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability.

Foster and homeless student rights are reviewed with parents/guardians, office employees, teachers, and administrators. Title I and LCFF supplemental funds are used to ensure that the established rights of students are implemented.

Foster Youth Educational Rights

- School stability: remain in their original school and school feeder pattern as long as they are in foster care (if in their best interests).
- Immediate enrollment: be immediately enrolled in a new school (even without uniforms or health/education records)
- Partial Credit: receive partial or full credit for work completed at other schools (all students have this right)

- Fairness: not be punished or have grades lowered for court-related absences.
- Modified graduation requirements: be exempt from school district graduation requirements that exceed state graduation requirements IF:

Foster youth transfers to the District, or transfers from one high school to another within a district, after their 2nd year of high school; Is unable to complete the additional district requirements while eligible for foster care.

- Equal access to activities and resources: access educational services and participate in extracurricular and enrichment activities available to all students.
- Least restrictive placement: remain in their local public school or school of origin, unless they have an IEP requiring a different placement or the education rights holder determines a different program is in the child's best interest.
- Speedy transfer of records: have their records transfer to their new school within 2 business days
- Allow county placing agencies to access students' records.
- Designate an AB 490 educational liaison for every district and county office of education to help foster youth directly.

Homeless Students' Rights

- Right to be immediately enrolled in school without a permanent address.
- Right to remain in his or her school of origin that the student attended before becoming homeless, if it is in the student's best interest.
- Right to go to school, no matter where the student lives or how long he or she has lived there.
- Right to enroll and attend classes while the school arranges for the transfer of required school records or documents, i.e., shot records, birth certificates, or an address.
- Right to enroll and attend classes even while the school and parent seek to resolve a dispute over enrollment.
- Right to receive transportation to his or her school of origin as long as he or she is homeless, or if the student becomes permanently housed, receive transportation until the end of the academic year.
- Right to participate in tutoring, school-related activities, and/or receive other support services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$3,387,006

Percentage to Increase or Improve Services

7.92%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- 2.2 Provide one District-wide staff development day on differentiated materials and strategies to support English learners, students who are at risk, students with disabilities.
- 2.6 Retained two TOSA's: Instructional technology to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Content driven emphasis
- 2.7 Provide professional development and coaching using technology as a content learning tool
- 2.10 Math TOSA professional development and collaborative coaching
- 3.2 Provide access to visual and performing arts, and digital literacy
- 4.5 Site Universal Access and intervention programs to close the achievement gap.
- 4.6 Purchase technology devices to access on-line intervention and language development programs for EL students
- 4.7 Provide level 1 and 11 English learners access to online reading and language development intervention programs
- 4.9 Unduplicated students and those needing phonemic awareness support are provided LexiaCore5 Intervention home/school license
- 4.10 English learners provided support via instructional aides
- 4.11 Dean of Students monitors academics and social/emotional well-being to ensure promotion at the junior high schools
- 4.12 District sponsored STudent Additional Time and Support (STATS) program at each site
- 4.15 Class size reduction to accommodate personalized learning and individual student needs
- 4.16 Targeted support in math and English language arts- Title I at qualified schools
- 4.17 Foster Youth and Homeless liaison (TAP) in conjunction with District Foster Youth and Homeless liaison monitor student academic and social/emotional progress
- 4.18 Retain Teaching Assistant Principals at each elementary to maintain support services
- 4.19 Maintain Director of Pupil Services as Foster Youth and Homeless liaison (portion)
- 5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families
- 5.3 Inclusion of FY, EL, Homeless, and SWD on School Site Councils
- 5.8 Increase District and site-based Family Engagement Activities
- 6.3 Review attendance records, hold SART and SARB meetings, off home/school transportation to chronically absent students
- 6.5 School site opportunities for students to make positive connections to school

- 6.8 Provide Tier 2 counseling for all students through a referral process
- 6.9 Site and District liaison assist students in leadership and extra-curricular programs
- 6.10 Offer after school sports at junior high schools to improve school connectedness
- 6.11 Offer Safe School Ambassador Program at both junior high school to improve safety and student empowerment

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	32,909,891.00	32,633,549.00	31,077,106.00	32,909,891.00	34,137,634.00	98,124,631.00
	0.00	24,393.00	0.00	0.00	0.00	0.00
Base	149,607.00	88,186.00	0.00	149,607.00	90,264.00	239,871.00
Educator Effectiveness	0.00	0.00	122,334.00	0.00	0.00	122,334.00
EHRMS: 6512	0.00	280,490.00	0.00	0.00	0.00	0.00
LCFF	24,647,376.00	24,774,077.00	27,804,297.00	24,647,376.00	25,642,445.00	78,094,118.00
MBO: 5640	0.00	35,818.00	0.00	0.00	0.00	0.00
Mental Health	407,630.00	0.00	117,641.00	407,630.00	371,159.00	896,430.00
One-Time Funds	437,770.00	442,447.00	393,846.00	437,770.00	1,500,000.00	2,331,616.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Restricted Lottery: 6300	416,028.00	26,800.00	522,000.00	416,028.00	35,000.00	973,028.00
Routine Restrict Maintenance	1,792,748.00	2,310,454.00	1,649,766.00	1,792,748.00	1,858,746.00	5,301,260.00
State Special Education	21,000.00	16,202.00	13,000.00	21,000.00	47,706.00	81,706.00
Supplemental	4,538,119.00	4,190,615.00	0.00	4,538,119.00	4,021,286.00	8,559,405.00
Title I: 3010	367,460.00	366,938.00	171,877.00	367,460.00	464,778.00	1,004,115.00
Title II: 4035	91,903.00	41,270.00	117,556.00	91,903.00	105,030.00	314,489.00
Title III LEP: 4203	40,250.00	35,859.00	25,750.00	40,250.00	1,220.00	67,220.00
Unrestricted Lottery: 1100	0.00	0.00	139,039.00	0.00	0.00	139,039.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	32,909,891.00	32,633,549.00	31,077,106.00	32,909,891.00	34,137,634.00	98,124,631.00
	32,909,891.00	32,633,549.00	31,061,306.00	32,909,891.00	33,861,449.00	97,832,646.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	14,800.00	0.00	50,521.00	65,321.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	170,150.00	170,150.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	55,514.00	55,514.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	32,909,891.00	32,633,549.00	31,077,106.00	32,909,891.00	34,137,634.00	98,124,631.00
		0.00	24,393.00	0.00	0.00	0.00	0.00
	Base	149,607.00	88,186.00	0.00	149,607.00	90,264.00	239,871.00
	Educator Effectiveness	0.00	0.00	122,334.00	0.00	0.00	122,334.00
	EHRMS: 6512	0.00	280,490.00	0.00	0.00	0.00	0.00
	LCFF	24,647,376.00	24,774,077.00	27,804,297.00	24,647,376.00	25,423,275.00	77,874,948.00
	MBO: 5640	0.00	35,818.00	0.00	0.00	0.00	0.00
	Mental Health	407,630.00	0.00	117,641.00	407,630.00	371,159.00	896,430.00
	One-Time Funds	437,770.00	442,447.00	393,846.00	437,770.00	1,500,000.00	2,331,616.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Restricted Lottery: 6300	416,028.00	26,800.00	522,000.00	416,028.00	35,000.00	973,028.00
	Routine Restrict Maintenance	1,792,748.00	2,310,454.00	1,649,766.00	1,792,748.00	1,858,746.00	5,301,260.00
	State Special Education	21,000.00	16,202.00	13,000.00	21,000.00	47,706.00	81,706.00
	Supplemental	4,538,119.00	4,190,615.00	0.00	4,538,119.00	4,021,286.00	8,559,405.00
	Title I: 3010	367,460.00	366,938.00	171,877.00	367,460.00	464,778.00	1,004,115.00
	Title II: 4035	91,903.00	41,270.00	117,556.00	91,903.00	48,015.00	257,474.00
	Title III LEP: 4203	40,250.00	35,859.00	25,750.00	40,250.00	1,220.00	67,220.00
	Unrestricted Lottery: 1100	0.00	0.00	123,239.00	0.00	0.00	123,239.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	EHRMS: 6512	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	49,020.00	49,020.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	State Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I: 3010	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
1000-1999: Certificated Personnel Salaries	Title II: 4035	0.00	0.00	0.00	0.00	1,501.00	1,501.00
1000-1999: Certificated Personnel Salaries	Title III LEP: 4203	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery: 1100	0.00	0.00	14,800.00	0.00	0.00	14,800.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	MBO: 5640	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Routine Restrict Maintenance	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I: 3010	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Restricted Lottery: 6300	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Routine Restrict Maintenance	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title III LEP: 4203	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Unrestricted Lottery: 1100	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	170,150.00	170,150.00
5000-5999: Services And Other Operating Expenditures	Routine Restrict Maintenance	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	State Special Education	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I: 3010	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II: 4035	0.00	0.00	0.00	0.00	55,514.00	55,514.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP: 4203	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery: 1100	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	25,096,662.00	24,939,383.00	24,716,280.00	25,096,662.00	26,227,105.00	76,040,047.00
Goal 2	622,928.00	685,297.00	732,178.00	622,928.00	690,834.00	2,045,940.00
Goal 3	520,384.00	401,058.00	379,661.00	520,384.00	558,491.00	1,458,536.00
Goal 4	3,588,126.00	3,264,825.00	2,943,866.00	3,588,126.00	3,510,809.00	10,042,801.00
Goal 5	165,294.00	66,724.00	109,259.00	165,294.00	86,290.00	360,843.00
Goal 6	2,916,497.00	3,276,262.00	2,195,862.00	2,916,497.00	3,064,105.00	8,176,464.00
Goal 7			0.00	0.00		
Goal 8			0.00	0.00		

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	6,976,431.00	7,097,283.00	3,116,285.00	6,976,431.00	7,293,869.00
	0.00	0.00	0.00	0.00	0.00
Base	10,000.00	0.00	0.00	10,000.00	961.00
Educator Effectiveness	0.00	0.00	35,778.00	0.00	0.00
EHRMS: 6512	0.00	0.00	0.00	0.00	0.00
LCFF	221,854.00	117,081.00	2,845,454.00	221,854.00	920,171.00
MBO: 5640	0.00	35,818.00	0.00	0.00	0.00
Mental Health	0.00	0.00	0.00	0.00	0.00
One-Time Funds	0.00	0.00	43,846.00	0.00	0.00
Restricted Lottery: 6300	0.00	26,800.00	0.00	0.00	0.00
Routine Restrict Maintenance	1,792,748.00	2,310,454.00	0.00	1,792,748.00	1,858,746.00
State Special Education	21,000.00	16,202.00	13,000.00	21,000.00	47,706.00
Supplemental	4,523,119.00	4,180,126.00	0.00	4,523,119.00	3,998,786.00
Title I: 3010	367,460.00	362,443.00	89,257.00	367,460.00	464,778.00
Title II: 4035	0.00	12,500.00	27,200.00	0.00	1,501.00
Title III LEP: 4203	40,250.00	35,859.00	25,750.00	40,250.00	1,220.00
Unrestricted Lottery: 1100	0.00	0.00	36,000.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	28,742,373.00	28,782,035.00	30,981,442.00	28,742,373.00	29,996,362.00
	0.00	24,393.00	0.00	0.00	0.00
Base	149,607.00	88,186.00	0.00	149,607.00	90,264.00
Educator Effectiveness	0.00	0.00	122,334.00	0.00	0.00
EHRMS: 6512	0.00	280,490.00	0.00	0.00	0.00
LCFF	24,622,176.00	24,733,308.00	27,784,729.00	24,622,176.00	25,048,546.00
MBO: 5640	0.00	0.00	0.00	0.00	0.00
Mental Health	407,630.00	0.00	117,641.00	407,630.00	371,159.00
One-Time Funds	437,770.00	442,447.00	350,000.00	437,770.00	1,500,000.00
Restricted Lottery: 6300	416,028.00	26,800.00	522,000.00	416,028.00	35,000.00
Routine Restrict Maintenance	1,792,748.00	2,310,454.00	1,649,766.00	1,792,748.00	1,858,746.00
State Special Education	21,000.00	16,202.00	13,000.00	21,000.00	47,706.00
Supplemental	803,511.00	813,990.00	0.00	803,511.00	939,911.00
Title I: 3010	0.00	4,495.00	153,377.00	0.00	0.00
Title II: 4035	91,903.00	41,270.00	117,556.00	91,903.00	105,030.00
Title III LEP: 4203	0.00	0.00	13,000.00	0.00	0.00
Unrestricted Lottery: 1100	0.00	0.00	138,039.00	0.00	0.00