

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Little Lake City Elementary

Contact Name and Title

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2017-20 Plan Summary

The Story

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

The Little Lake City School District, established in 1871, is a suburban elementary school district located in the southeastern portion of Los Angeles County. The district lies within the municipalities of Santa Fe Springs, Norwalk, and Downey. The nine schools, seven elementary and two middle, serve a diverse student population of 4,475.

The student population in Little Lake is relatively stable in terms of mobility, and is ethnically homogeneous. The ethnic distribution of the student body is approximately 91% Latino, 3% White/non-Hispanic, 2% African-American, and 4% other. English Learners account for 15% of the student population, with 96% of them speaking Spanish as their primary language. Approximately 68% of the students district-wide qualify for free/reduced lunch.

The district operates a variety of programs to enhance student achievement. All nine schools receive federal Title I, and state Local Control Funds (including supplemental and concentration funds for English learners, socioeconomically disadvantaged and foster students). In addition, GATE and English Learner services (i.e., structured English immersion/integrated English), and special education programs are offered at all sites. The district offers a full-day Transitional kindergarten and kindergarten program at all seven elementary sites. Elementary students receive specialized instruction in art, music and physical education. Technology specialists provide biweekly instruction to all K-8 students. The middle schools offer elective classes in vocal and instrumental music. Both middle schools host an AVID Program as well as an AVID Excel Program and are organized in interdisciplinary teams. An After School Education and Safety Program exists at eight of the school sites offering free, extended learning opportunities to eligible students.

The Professional Learning Communities model has been embraced by the Little Lake City School District. An emphasis on learning, collaboration, and results is reflected in many of the practices at all sites. Pacing guides and curriculum alignment documents address what our students are expected to learn. Common assessments and state tests provide formative and summative data on how students are learning. All elementary schools implement a Response to Intervention (Rtl) model in language arts and mathematics that is systematic, directive, and timely. Both middle schools implement an intervention/acceleration model that addresses students' needs in language arts, mathematics, English Language Development, history/social science, and science.

In the Little Lake City School District, where we believe in Students First, Results Matter and Whatever it Takes, student achievement is a major focus of the school district and has steadily increased as reflected in the student performance results on the most recent administration of the California Standards Tests. The following recognitions have been earned by district schools:

- Six elementary schools have been named California Distinguished Schools
- All nine schools have received recognition as California Gold Ribbon Schools
- All nine schools have received recognition as Title I Academic Achievement Schools
- Both middle school have been named a National School to Watch
- One Middle School has been recognized as an AVID School-wide Site of Distinction
- One elementary school received recognition as a National Blue Ribbon School.
- All nine schools have been named Honor Roll Schools by the Campaign for Business and Education Excellence
- Recognized as one of twenty districts "On the Go" by Michael Fullan

LCAP Highlights

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

Each year we work closely with our stakeholders throughout the district and our LCAP Committee, which consists of 34 members to review students data and identify our strengths and needs. Through this process, we identified 4 goals for this year's LCAP which serve as the frame for our instructional program. Although new actions and services were not added this year, we will highlight the most recently added actions and services.

Goal 1 Student Achievement:

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 (Dashboard Data)
2. District Assessments in ELA (DRA) and Math in grades K-2
3. Science District Benchmarks: Grades 6, 7, and 8
4. District Assessments in history/social science in grades 7-8
5. EL Progress Indicator (Dashboard Data)
6. ELs: ELA Proficiency Level on SBAC (Dashboard Data)
7. Reclassification rates for ELs

8. Pupil Academic Indicators (replaced by new accountability system)

9. Physical Fitness Tests in grades 5 and 7

Goal 2 Conditions for Learning:

Conditions for Learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

Goal 3 Stakeholder Engagement:

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Revised Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (HKS Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Goal 4 School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

2019 - 2020 LCAP Highlights - Actions and Services

- TK Support - Goal 1, Action 25 - Interventionists will continue to be hired to provide daily support in all TK classrooms. The district will ensure that TK students will receive more frequent small group and one on one instruction from the classroom teacher or interventionist resulting in increased learning opportunities for students.
- Student Conflict Support Counselor - Goal 4, Action 45 - An additional counselor will be maintained to reduce student conflict through researching and identifying potential strategies, training staff and parents, and working directly with students to empower them to solve problems independently.
- ELA/ELD Specialists - Goal 1, Action 22 - Based on our language arts data and the English Learner achievement gap, two ELA/ELD Specialists will be maintained to support teachers on specific ELA/ELD strategies. This support will be provided through small group PD, lesson demonstrations, and lesson observations to monitor the implementation these strategies.

Review of Performance

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

Greatest Progress

Areas of Greatest Progress:

In the 2018-2019 school year, the Little Lake City School District experienced growth in both English language arts and in mathematics. In ELA the District experienced growth across all grade levels from 3 - 8, in addition to an increase on the California Dashboard for our English learners, foster youth, socioeconomically disadvantaged, and students with disabilities. In the area of mathematics, there was also growth at every grade level, and an increase from yellow to green overall on the California Dashboard. ELPAC data indicated that most students scored at a level 4 and our data was higher than the state, county, and neighboring districts.

- ELA growth at all levels
 - Including SwD, LI, African American
- Math growth at all levels
 - Including SwD, LI, Filipino
- ELPAC
 - Higher than state, county, and neighboring districts
 - More students scoring at a level 4
 - Less students scoring at levels 1 and 2

Data to support:

SBAC Results:

3rd 4th 5th 6th 7th 8th SwD LI Afr Am Filipino

ELA +7 +2 +3 +1 +2 +3 +2 +3 +5

Math +4 +2 +1 +1 +6 +4 +4 +3 +3

LLCSD ELPAC Results:

- 77.4% (Levels 3 and 4)
- 44% Level 4
- 12% (55 students) Level 2
- 10% (49 students) Level 1

Other districts ELPAC Results:

- Range from 61%-74% in levels 3 and 4
- Range from 25% - 39% in level 4

How to maintain or build on success?

- Focus on balance - ELA/Math
- Laser focus on special populations
- TOSA support and PD
- DRS tied to DOK 3 and 4 tasks and practices
- Further develop and support SALT members
- Continue vertical articulation - especially 5th - 6th grade
- Integration of critical thinking skills across disciplines
- Continue Tutoring/Interventions
- Maintain RtI structures
- Offer online parent training

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

Greatest Needs

Greatest Area of Need:

Our greatest area of need is chronic absenteeism. This was the only state indicator for which the overall performance was in the "orange" category. In addition, after reviewing local data with our stakeholder group, it was determined that there is still improvement to be made based on other performance indicators including subgroup performance in mathematics, RFEP performance, History-Social Science, and DRA.

Chronic Absenteeism	ELA	Math	Other
Overall		African American	History/Social Science
Homeless	Students w/Disabilities	Students w/Disabilities	DRA (K-2)
Low Income	English Learners	English Learners	Physical Fitness
Students w/Disabilities		5th grade	

African American

RFEP

Cohort Decrease

Hispanic

K-2

Data to support:

• **Chronic Absenteeism - Orange Overall**

- o 5.4% Chronically Absent
- o Increased 0.5%
- o Red - Homeless
- o Orange - Low Income, Students with Disabilities, African American, Hispanic

ELA

Math

SwD - 16% Met/Exc

Afr Am - 29% Met/Exc

ELs - 21% Met/Exc (no growth from 16/17 to 17/18) SwD - 16% Met/Exc

ELs - 17% Met/Exc (decline from 16/17)

RFEP - 54% Met/Exc (decline from 16/17)

• **Other**

- o History/Social Science
- o Physical Fitness
- o DRA

Next steps to improve:

- Chronic Absenteeism
 - o Closely monitor identified students
 - o Family Liaison to track and support attendance of homeless and foster youth
 - o Attendance Clerk to provide Principals with attendance reports highlighting chronically absent students and those who are "at risk"
- English Learners/Students with Disabilities
 - o Identify and know students by name
 - o Data analysis by claims and targets to identify if ELs and SwD needs are the same for all students
 - o Utilize TOSAs for PD and progress monitoring
 - o Professional Development (ELD Framework, Designated ELD unit development, Integrated ELD strategies across all subject areas)
- RFEPs
 - o Monitoring and specific interventions

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance Gaps:

Based on the LCFF Evaluation Rubrics, we have a performance gap in the area of mathematics and suspensions. On the dashboard, mathematics was green for all students, while foster youth, homeless, students with disabilities, and African American students were at orange, indicating a gap of two or more performance levels. In addition, on the the dashboard, suspension was green for all students, while the white student subgroup was orange, indicating a gap of two or more performance levels

- Mathematics Overall - Green
- The following student groups were two or more performance levels below the "all student" performance:
 - o African American
 - o Students with Disabilities
 - o Homeless
 - o Foster Youth

- Suspension Overall - Green
- The following student groups were two or more performance levels below the "all student" performance:
 - o White

Data to support:

Mathematics:

- All - Green
- Foster Youth - Orange
- Homeless - Orange
- Students with Disabilities - Orange
- African American - Orange

Suspension:

- All - Green
- White - Orange

How will district address these gaps?

Overall:

- SALT Focus - DOK, Achievement Level Descriptors (ALDs)
- Alignment of pacing guides and assessments
- New DRS protocol
- Increase in rigor (DOK, ALD)
- Intervention - AVID Excel for LTELs
- Professional Development - SALT, ELD Training, Thinking Maps
- Counseling for Middle School ELs and RFEPs to monitor progress
- Use of individual student cards with photos to identify students in subgroups

Foster Youth:

- Social Emotional Learning
 - Second Step Implementation
 - PBIS (Tier II) Check in /Check out, SAIG - Student Academic Instruction Group

Homeless:

- Attendance Monitoring
 - Liaison to meet with Principals
 - Monthly homeless attendance reports with a focus on red/orange
 - Communication with parents (liaison and site)
 - Liaison to update information on log entries

Students with Disabilities:

- Alignment of Special Education to General Education
 - Utilize similar general education strategies
 - Create modified pacing guides/assessments
 - Accommodations used consistently
 - Communication between Special Education and General Educations (DRS, share goals)

African American:

- Identify as a subgroup to monitor during Data Reflection Sessions in mathematics
 - When reviewing math assessment/benchmark data, Principals will identify and review the data of their African America subgroup in mathematics with teachers and identify next steps and effective strategies to increase student achievement
 - School Connectedness
 - Explore data further to see what specific areas of mathematics is a struggle
 - Are the students a part of another subgroup?

White:

- Alternate means of suspension
 - Work with Principals, Assistant Principals, and Student Support Counselor to clearly identify Alternate Means of Suspension (Counseling Services, L.A. CADA services)
 - Ed Services and Special Ed/Pupil Services will monitor school site suspension data monthly to identify where/when additional services are needed.

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.

There are no schools 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

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

Goal 1: K-8 students will demonstrate growth and/or maintain growth as measured by the following:

A. State Indicators (California School Dashboard Data):

K-8 students will demonstrate growth and/ or maintain growth as measured by the following state measures:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 as measured by English Language Arts Assessment Report (Status and Change Report) and the Math Assessment Report (Status and Change Report)
2. Pupil Academic Indicators Dashboard District Data:
 - Suspension as measured by Suspension Rate Report
 - EL Progress (EL Progress Indicator Report Status and Change Report)
 - Chronic Absenteeism measured by Dashboard Status and Change Reports

B. Other State measures

K-8 students will demonstrate growth and/or maintain as measured by the following state measures:

1. Percentage of ELs Making Progress in Learning English based on:
 - CELDT/ELPAC
 - Percentage of ELs attaining English Proficiency Level on the CELDT/ELPAC
2. Reclassification Rates for Els
3. Physical Fitness Tests in grades 5 and 7
4. CAST in grades 5 and 8

C. K-8 students will demonstrate growth and/ or maintain as measured by the following district measures:

1. District assessments in ELA (DRA) and Math in grades K-2
2. Science District Benchmarks: grades 7 and 8
3. District assessments in history/social science in grades 7-8

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Local Governance Team Goal: #1 Strategic Goal: Strategies 2 and 3 Technology Use Plan

Annual Measurable Outcomes

Expected

Actual

2018-19
 K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- ELA Grades 3-8
- English Language Arts Assessment Report: Status and Change Report
- All: Increased, Significantly Increased, or Maintained
- Latino: Increased, Significantly Increased, or Maintained
- White: Increased, Significantly Increased, or Maintained
- Afr-Am: Increased, Significantly Increased, or Maintained
- Filipino: Increased, Significantly Increased, or Maintained
- RFEPs: Increased, Significantly Increased, or Maintained
- SWD: Increased, Significantly Increased, or Maintained
- Low Income: Increased, Significantly Increased, or Maintained
- Els: Increased, Significantly Increased, or Maintained
- EL Progress: EL Progress Indicator Report-Status and Change Report: Increased, Significantly Increased, or Maintained
- Foster Youth: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
All: Increased, Significantly Increased, or Maintained	Maintained	X	
Latino: Increased, Significantly Increased, or Maintained	Maintained	X	
White: Increased, Significantly Increased, or Maintained	Declined		X
African American: Increased, Significantly Increased, or Maintained	Maintained	X	
Filipino: Increased, Significantly Increased, or Maintained	Increased Significantly	X	
RFEPs: Increased, Significantly Increased, or Maintained	Maintained	X	

SWD: Increased, Significantly Increased, or Maintained	Increased	X	
Low Income: Increased, Significantly Increased, or Maintained	Increased	X	
ELs: Increased, Significantly Increased, or Maintained	Increased	X	
EL Progress: Increased, Significantly Increased, or Maintained	N/A		
Foster Youth Increased, Significantly Increased, or Maintained	Increased	X	

District assessments in DRA K-2 2018-19

DRA

Growth Target +5 from prior year:
(maintain at 90%)

K 86%

1st 86%

2nd 90%

Target	Actual	Met	Not Met
86%	73%		X
86%	72%		X
90%	80%		X

District assessments in history/social science in grades 7-8

2018-19
 District Assessments: History/SS.
 Growth Target 5% growth from prior year (maintain at 90%)
 7th 74%
 8th 90%

Target	Actual	Met	Not Met
74%	54%		X
90%	88%		X

EL Progress (Dashboard Data)

2018-19
 EL Progress (Dashboard Data)
EL Progress: EL Progress Indicator Report-Status and Change Report: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
Increased, Significantly Increased, or Maintained	N/A - See info below		

EL Progress: N/A - ELPI will not be available for 17/18 since two years of ELPAC scores are needed. Because of this, the District monitored EL Progress through EL performance levels on SBAC, ELPAC data, and reclassification rates. In addition, all English Learners are closely monitored by principals and teacher teams during Data Reflection Sessions. Both data and student work are analyzed and decisions are made regarding next steps to improve student achievement.

EL performance on SBAC:

ELA 21% (Yellow)

Mathematics 16% (Yellow)

ELPAC Data by levels:

Level 4 - 44%

Level 3 - 34%

Level 2 - 12%

Level 1 - 10%

Reclassification Rate: 22%

Reclassification rates for ELs

2018-19
Growth Target 2% from prior year-10%

Target	Actual	Met	Not Met
10%	21.7%	X	

**Pupil Academic Indicators
(replaced by new accountability system)**

2018-19
District Status and Change Report-All Students

Suspension Rate:

Suspension Rate Report: Increased, Significantly Increased, or Maintained

English Learner Progress:

English Learner Progress Indicator Report -Status and Change Report: Increased, Significantly Increased, or Maintained

English Language Arts (3-8):

English Language Arts Assessment Report-Status and Change Report: Increased, Significantly Increased, or Maintained

Mathematics (3-8):

Mathematics Assessment Report-Status and Change Report: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
Suspension: ALL Increased, Significantly Increased, or Maintained	Maintained	X	
EL Progress: Increased, Significantly Increased, or Maintained	N/A		
ELA (3-8) Increased, Significantly Increased, or Maintained	Maintained	X	
Math (3-8) Increased, Significantly Increased, or Maintained	Increased	X	

Physical Fitness Tests in grades 52018-19 and 7

Physical Fitness Test: Target Growth 5% from prior year

5th 67%

7th 75%

Target	Actual	Met	Not Met
67%	46%		X
75%	55%		X

SBAC Math Grades 3-8

2018-19

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

Math Grades 3-8

Math Assessment Report: Status and Change Report

All: Increased, Significantly Increased, or Maintained

Latino: Increased, Significantly Increased, or Maintained

White: Increased, Significantly Increased, or Maintained

Afr-Am: Increased, Significantly Increased, or Maintained

Filipino: Increased, Significantly Increased, or Maintained

RFEPs: Increased, Significantly Increased, or Maintained

SWD: Increased, Significantly Increased, or Maintained

Low Income: Increased, Significantly Increased, or Maintained

Els: Increased, Significantly Increased, or Maintained

Foster Youth: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
All: Increased, Significantly Increased, or Maintained	Increased	X	
Latino: Increased, Significantly Increased, or Maintained	Increased	X	
White: Increased, Significantly Increased, or Maintained	Declined		X
African American: Increased, Significantly Increased, or Maintained	Maintained	X	
Filipino: Increased, Significantly Increased, or Maintained	Increased	X	

Maintained			
RFEPs: Increased, Significantly Increased, or Maintained	Maintained	X	
SWD: Increased, Significantly Increased, or Maintained	Increased	X	
Low Income: Increased, Significantly Increased, or Maintained	Increased	X	
ELs: Increased, Significantly Increased, or Maintained	Increased	X	
EL Progress: Increased, Significantly Increased, or Maintained	Declined		X

District Assessments Math K-2

2018-19
Math: +5% or maintain at 90%

Growth Target

K 90%

1st 90%

2nd 90%

Target	Actual	Met	Not Met
90%	86%		X
90%	86%		X
90%	51%		X

ELs: ELA Proficiency Level on SBAC(Dashboard)

2018-19
ELs: ELA Proficiency

English Language Arts Assessment Report-Status and Change Report

Els: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
Increased, Significantly Increased, or Maintained	Increased	X	

CAST Grades 5 and 8

2018-19
Once CAST data are available, they will be included

Once CAST data is available in 19/20, it will be included.

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CaSS Supplemental Materials</p> <p>Action: The district will identify and purchase materials to support CaSS for targeted K-8 students.</p> <p>Services: Targeted students will use materials to address their academic needs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CaSS Supplemental Materials:</p> <p>Overall, the District identified and purchased materials to support California State Standards instruction for targeted K-8 students. Supplemental materials and resources were purchased based on identified needs by school site. Materials purchased included online resources included Reading A-Z and RAZ Kids, additional sets of novels, math manipulatives, and science read alouds. Funds were also used to purchase high interest materials such as Scholastic News, Studies Weekly and materials to support NGSS implementation.</p> <p>These supplemental materials and online resources purchased by school sites based on identified need, enhanced the core program leading to increased student outcomes in English language arts and mathematics as evidenced by CA Dashboard Data (ELA - yellow,</p>	<p>\$123,165 - LCFF - 4000-4999 Books and Supplies - CaSS Supplemental Materials \$26,835 - LCFF - 5000-5999 Services and Other Operating Expenses - CaSS Supplemental Materials</p>	<p>\$121,329 - LCFF - 4000-4999 Books and Supplies - CaSS Supplemental Materials \$30,620 - LCFF - 4000-4999 Books and Supplies - CaSS Supplemental Materials</p>

mathematics - green) and annual measurable outcomes (met in ELA and met in mathematics).

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Common Core Professional Development</p> <p>Actions: The district and school sites will provide new CaSS professional development in ELA/ELD, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students.</p> <p>Services: Targeted students will receive instructional and support from highly trained teachers, administrators, and classified instructional staff.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Common Core Professional Development:</p> <p>Overall, the district and school sites provided California State Standards professional development in ELA/ELD, CELL/ExLL, Math and NGSS (e.g., conferences, district and site inservices, collaborations sessions) for all instructional staff to support targeted Tk-8 students. Targeted students received instruction and support from highly trained teachers, administrators, and classified instructional staff. Funds were distributed to sites to provide professional development based on need. Services provided include: schoolwide professional book clubs, teacher planning days, funding to allow for peer teacher observation, and various conferences (i.e. CMC, NCTM, CUE, Science Conference, AVID, Kate Kinsella ELD conferences). Funds were used to pay for conference expenses, teacher release time, and professional books.</p>	<p>\$39,887 - LCFF - 1000-1999 Certificated Salaries - Common Core Professional Development \$8,107 - LCFF - 3000-3999 Employee Benefits - Common Core Professional Development \$17,031 - LCFF - 4000-4999 Books and Supplies - Common Core Professional Development \$64,975 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Professional Development</p>	<p>\$57,573 - LCFF - 1000-1999 Certificated Salaries - Common Core Professional Development \$9,914 - LCFF - 3000-3999 Employee Benefits - Common Core Professional Development \$2,694 - LCFF - 4000-4999 Books and Supplies - Common Core Professional Development \$52,824 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Professional Development</p>

	<p>Focused professional development based on site specific needs for instructional certificated and classified staff and administrators resulted in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students, as evidenced by CA Dashboard Data (ELA - yellow, mathematics - green) and annual measurable outcomes (met in ELA and met in mathematics).</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Technology</p> <p>Actions: The district will maintain targeted students access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes.</p> <p>Actions: The district will provide professional development on the effective use of instructional technology to all teachers of targeted students. A detailed action plan will be developed and implemented.</p> <p>Services: Targeted students will receive instruction including the integration of</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional Technology:</p> <p>Overall, the district maintained targeted students access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes. This school year Chromebook carts were purchased for use in each first grade classroom. In addition, the district provided professional development on the effective use of instructional technology to all teachers of targeted students.</p> <p>Targeted students received effective instruction including the integration of current instructional technology devices to</p>	<p>\$89,777 - LCFF - 1000-1999 Certificated Salaries - Instructional Technology \$35,600 - LCFF - 3000-3999 Employee Benefits - Instructional Technology \$284,212 - LCFF - 4000-4999 Books and Supplies - Instructional Technology</p>	<p>\$92,470 - LCFF - 1000-1999 Certificated Salaries - Instructional Technology \$40,734 - LCFF - 3000-3999 Employee Benefits - Instructional Technology \$155,028 - LCFF - 4000-4999 Books and Supplies - Instructional Technology</p>

<p>current instructional technology devices to support their grade level proficiency.</p> <p>Services: Targeted students will receive effective instruction including the integration of technology designed to support their grade level proficiency in content standards.</p>	<p>support their grade level proficiency on content standards. Integrating technology into daily instruction ensured that EL, FY, and LI students had increased opportunities to use technology as a learning tool. In addition, increased opportunities with technology allowed students to practice technology strategies that were used on SBAC assessments. Technology integration and instruction continued to expand, as evidenced by the increase of technology devices district-wide.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>DRS/Arts for All</p> <p>Action: K-8 principals will schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team. DRS sessions will be conducted at each elementary site every two weeks. DRS sessions will be conducted at each middle school site for each content area every six weeks. District will maintain itinerant instructors to provide Arts for All instruction.</p> <p>Services: Interventions and support</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>DRS/Arts for All</p> <p>Overall, principals scheduled and facilitated Data Reflection Sessions for each grade level and/or subject area team. At elementary sites, DRS took place every other week, while middle school principals facilitated DRS every six weeks. All classroom teachers participated in DRS in addition to RSP teachers, Interventionists, and Think Together Site Coordinators. During DRS, teachers reviewed evidence of targeted student</p>	<p>\$169,204 - LCFF - 1000-1999 Certificated Salaries - DRS/ Arts for All \$0 - LCFF - 2000-2999 Classified Salaries - DRS/Arts for All \$34,296 - LCFF - 3000-3999 Employee Benefits - DRS/Arts for All \$10,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$148,234 - LCFF - 1000-1999 Certificated Salaries - DRS/ Arts for All \$1,195 - LCFF - 2000-2999 Classified Salaries - DRS/ Arts for All \$27,882 - LCFF - 3000-3999 Employee Benefits - DRS/ Arts for All \$0 - LCFF - 4000-4999 Books and Supplies - DRS/ Arts for All</p>

directed to meet the instructional needs of targeted students will be planned during DRS sessions.

learning, including student work and data, and identified instructional strategies and next steps to support all students. Funds were utilized to pay for Arts for All instructors at the elementary level who provided instruction in art, music, and physical education allowing teachers the time to meet together for DRS. Substitutes were provided at the middle schools allowing DRS release time for teachers.

The impact of DRS was significant for targeted students in that teachers participated in collaborative discussions on ways to improve student learning and achievement. They also received ongoing professional development in the area of data analysis, DOK levels, and ALDs. Evidence of effectiveness is demonstrated in common assessment results, student artifacts (i.e, writing samples, projects), in addition to our CA Dashboard Data and meeting our annual measurable outcomes in English - language arts and mathematics.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Grade Spans: Grades 6,7,8</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Grade Spans: Grades 6, 7, 8</p>	<p>\$6,166 - LCFF - 1000-1999 Certificated Salaries - AVID Excel \$15,944 - LCFF - 2000-2999 Classified Salaries \$2,890 - LCFF - 3000-3999 Employee Benefits - AVID Excel \$14,170 - Federal</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - AVID Excel \$6,936 - LCFF - 2000-2999 Classified Salaries - AVID Excel \$706 - LCFF - 3000-3999 Employee Benefits - AVID Excel \$8,429 - Federal Revenues</p>

<p>AVID EL Strand</p> <p>Action: Both middle schools will implement the AVID Excel Program to meet the needs of targeted English Learners.</p> <p>Services: Middle school ELs will participate in the AVID Excel Program to increase their academic achievement and prepare them for college.</p>	<p>AVID EL Strand</p> <p>Overall, the middle schools implemented AVID Excel to meet the needs of targeted English Learners. Two AVID Excel programs were implemented at each site. Teachers participated in training during the AVID Summer Institute and throughout the year with LACOE. The AVID Excel Bootcamp was launched during the summer to provide an overview of the program and to develop team building skills. The AVID Excel curriculum was purchased to ensure fidelity to the program and consistency among the classes. As a result of an FPM review, it was determined that AVID Excel is not a core ELD program. Moving forward, AVID Excel will be removed as an LCAP action and service. English 3D will be implemented as the ELD core program for 6-8. Student demonstrated growth in self confidence and self efficacy, as seen in the increase of classroom participation, such as volunteering answers and talking with peers.</p> <p>Targeted students in the AVID Excel program increased their performance on statewide assessments, allowing more students to qualify for reclassification. At Lakeside Middle School, AVID Excel students had a higher level of proficiency (+15% in 7th grade, +43% in 8th grade) than their English Learner counterparts that were not enrolled in the program. At Lake Center Middle School, English Learner AVID Excel students showed a higher rate of increase on their ELA scale score than their English</p>	<p>Revenues - Title III - 5000-5999 Services and Other Operating Expenses - AVID Excel</p>	<p>- Title III - 5000-5999 Services and Other Operating Expenses - AVID Excel</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>RSP Increase</p> <p>Actions: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have an certificated teacher on site.</p> <p>Services: Targeted students will receive additional academic support in core academic areas from specialized certificated staff.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>RSP Increase</p> <p>Overall, additional certificated staffing of a Resource Specialist Teacher was allocated to provide additional academic support to targeted students who are at risk in core academic areas. The additional staffing allowed academic (Tier 3) support to take place for our most intensive learners by a specialist trained to work with students with special needs. This additional staffing allowed every school site to have a full time RSP teacher allowing continuity of service.</p> <p>The additional services had a positive impact on targeted students who received additional support in the foundation skills of ELA and math from specialized certificated staff. According to data collected at sites, students who received this support showed growth in the targeted areas. In addition we can see overall evidence in the meeting of our annual measurable outcomes in English-language arts and mathematics.</p>	<p>\$312,132 - LCFF - 1000-1999 Certificated Salaries - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase) \$122,271 - LCFF - 3000-3999 Employee Benefits - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)</p>	<p>\$326,077 - LCFF - 1000-1999 Certificated Salaries - Tier 3 certificated increase to 1.0 FTE @ K-5 Sites and 2.0 FTE @ Middle Schools \$138,333 - LCFF - 3000-3999 Employee Benefits - Tier 3 certificated increase to 1.0 FTE @ K-5 Sites and 2.0 FTE @ Middle Schools</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

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

Scope of Service: LEA-wide

Location: Specific Grade Spans: 6-8

Increased Staffing:Middle School Team Structure

Actions: Certificated staff beyond the allocation ratio will be provided at both middle schools in order to maintain the interdisciplinary team structure.

Services: Targeted students will benefit from their participation in an interdisciplinary team structure, including increased differentiation and interdisciplinary instruction, and greater connectedness to school.

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

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

Scope of Service: LEA-wide

Location: Specific Grade Spans: 6-8

Increased Staffing:Middle School Team Structure:

Overall, the team structure was used to provide team based activities for targeted students to motivate them and connect them to the school culture. This structure also supported interdisciplinary projects. The team structure encouraged history and science teachers to connect with English-language arts and mathematics teachers through the literacy strategies across the disciplines. It also allowed teachers to analyze student work across the disciplines and improve instructional practice during DRS and during early release days. An additional benefit is the ease of parent teacher communication as parents can connect with all core teachers during conferences.

The impact was significant in that communication among teachers is systematic and meaningful and led to interdisciplinary instruction. Cross-curricular teaching and learning was effective in providing targeted students with rich, meaningful real-world tasks that encouraged the four C of common core and that aligned with SBAC. The California Dashboard colors (green - mathematics, yellow - ELA) and the meeting of our overall annual measurable outcomes

\$242,294 - LCFF - 1000-1999 Certificated Salaries - Increased staffing to maintain MS team structure
 \$85,650 - LCFF - 3000-3999 Employee Benefits - Increased staffing to maintain MS team structure

\$242,645 - LCFF - 1000-1999 Certificated Salaries - Increased staffing to maintain MS team structure
 \$98,431 - LCFF - 3000-3999 Employee Benefits - Increased staffing to maintain MS team structure

indicated that we are continue to make progress in our instruction.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK</p> <p>Expanded TK Grade Span Adjustment:</p> <p>Actions: The district will maintain the eligibility window for entrance into the Transitional Kindergarten (TK) Program to include students with birth dates from September 2 through March 2; additional staff will be maintained.</p> <p>Services: An increased number of targeted students will participate in the TK Program providing earlier access to school and increased academic achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK</p> <p>Expanded TK Grade Span Adjustment:</p> <p>Overall, the district maintained the expanded eligibility window for entrance to Transitional Kindergarten. This allowed an increased number of families to take advantage of the opportunity for their children to attend a TK program prior to kindergarten. The additional staffing allowed each school site to offer a TK program.</p> <p>Transitional kindergarten is effective in providing the foundational skills needed for kindergarten. It has had a positive impact on targeted students by preparing them with the academic and social-emotional skills needed for a successful transition. According to district enrollments, there was a district-wide increase in the number of students who attended our TK program due to the expanded TK window.</p>	<p>\$289,024 - LCFF - 1000-1999 Certificated Salaries - TK Funds already budgeted in GSA Actions and Services (repeated expenditure) \$124,864 - LCFF - 3000-3999 Employee Benefits - Expanded TK (included in GSA) (repeated expenditure)</p>	<p>\$297,695 - LCFF - 1000-1999 Certificated Salaries - TK Funds already budgeted in GSA Actions and Services (repeated expenditure) \$135,786 - LCFF - 3000-3999 Employee Benefits - TK Funds already budgeted in GSA Actions and Services (repeated expenditure)</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK-5</p> <p>Elementary VAPA</p> <p>Actions: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students.</p> <p>Services: Targeted students will participate in ninety minutes of art, music, and PE instruction on a biweekly basis provided by itinerant teachers.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK-5</p> <p>Elementary VAPA:</p> <p>Overall, the district hired Arts for All instructors in order to implement the Arts for All program for targeted TK-5 students all all elementary sited. The Arts for All instructors rotate between elementary sites and provide bi-weekly instruction in the areas of art, music, and physical education.</p> <p>Targeted TK-5 students were provided effective instruction in art, physical education and music. This has a positive impact on developing well-rounded students. During observations, students were engaged and increasing skills and interest in these subjects.</p>	<p>\$169,204 - LCFF - 1000-1999 Certificated Salaries - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure)</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure)</p> <p>\$34,296 - LCFF - 3000-3999 Employee Benefits - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure)</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure)</p>	<p>\$148,234 - LCFF - 1000-1999 Certificated Salaries - Expenditure already allocated in DRS/Arts for All Actions and Services (repeated expenditure)</p> <p>\$1,195 - LCFF - 2000-2999 Classified Salaries - Expenditure already allocated in DRS/Arts for All Actions and Services (repeated expenditure)</p> <p>\$27,882 - LCFF - 3000-3999 Employee Benefits - Expenditure already allocated in DRS/Arts for All Actions and Services (repeated expenditure)</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Expenditure already allocated in DRS/Arts for All Actions and Services (repeated expenditure)</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$166,032 - LCFF - 1000-1999 Certificated Salaries - Collaboration K-5</p> <p>\$62,303 - LCFF -</p>	<p>\$173,758 - LCFF - 1000-1999 Certificated Salaries - Collaboration K-5</p> <p>\$67,012 - LCFF -</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: TK-5</p> <p>Grade Level Collaboration</p> <p>Actions: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students.</p> <p>Services: Targeted TK-5 students will participate in PE instruction in order to provide teachers with additional common core planning time.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: TK-5</p> <p>Grade Level Collaboration:</p> <p>Overall, the district maintained itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. PE teachers were hired to provide physical education so that grade level teachers can have additional opportunities to collaborate. During collaboration time, teachers worked on lesson planning, grading assessments, evaluating student work, gathering supplemental materials, and sharing best practices.</p> <p>Targeted TK-5 students participated in PE instruction with highly trained, credentialed PE teachers. Teachers were provided additional common core planning time. This action has enhanced the core program leading to increased student outcomes in English Language Arts and Mathematics as evidenced by CA Dashboard Data (ELA - yellow, mathematics - green) and annual measurable outcomes.</p>	<p>3000-3999 Employee Benefits - Collaboration K-5</p>	<p>3000-3999 Employee Benefits - Collaboration K-5</p>
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as	For Actions/Services included as	\$231,438 - LCFF - 1000-1999 Certificated	\$226,043 - LCFF - 1000-1999 Certificated

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Common Planning</p> <p>Actions: The district will schedule and coordinate common grade level/subject specific planning days (3 days compensated) annually for all teachers and site administrators.</p> <p>Services: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards (CaSS) in core content areas, including ELD, physical education and arts.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Common Planning:</p> <p>Overall, the district scheduled and coordinated common grade level/subject specific planning days (3 days compensated) during the school year for all teachers and site administrators. Teachers participated in science professional development lead by the UCLA science project. In addition to professional development, the teachers were provided common planning time with grade level peers across the district to discuss and create science units that included integrated ELD.</p> <p>Targeted TK-8 students participated in an instructional program that was consistent, evidence-based, and aligned with the NGSS. Teachers increased their content knowledge of NGSS to facilitate inquiry based lessons. As a result, several schools hosted Family STEM Days led by teachers and students highlighting skills learned through professional development days. Science instruction continues to develop as evidenced by observations and evidence of student work</p>	<p>Salaries - Common Planning Time \$88,562 - LCFF - 3000-3999 Employee Benefits - Common Planning Time</p>	<p>Salaries - Common Planning Time \$93,957 - LCFF - 3000-3999 Employee Benefits - Common Planning Time</p>
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Action 12

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Summer School</p> <p>Actions: The district will design and offer a summer school program to build the academic proficiency of targeted underperforming students. The district will hire appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students.</p> <p>Services: Targeted underperforming students will attend a summer school program to assist them in attaining grade level proficiency on the new CaSS.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Summer School:</p> <p>Overall, the district designed and offered a summer school program to build the academic proficiency of targeted underperforming students. The district hired appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Targeted students received instruction in language arts, mathematics, and science. In addition, assemblies and hands-on experiences were provided to students to enhance learning. Funds were used for instructional materials, contracts for assemblies, employee salaries, and transportation.</p> <p>Targeted underperforming students attended a summer school program to assist them in attaining grade level proficiency on the CaSS. Students were provided with additional instruction to ensure that grade level expectations were achieved resulting in increased student learning as evidenced by teacher observations of student collaborative discussions and student work</p>	<p>\$67,573 - LCFF - 1000-1999 Certificated Salaries - Summer School \$3,725 - LCFF - 2000-2999 Classified Salaries - Summer School \$14,749 - LCFF - 3000-3999 Employee Benefits - Summer School \$28,953 - LCFF - 4000-4999 Books and Supplies - Summer School \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School</p>	<p>\$85,569 - LCFF - 1000-1999 Certificated Salaries - Summer School \$5,661 - LCFF - 2000-2999 Classified Salaries - Summer School \$16,498 - LCFF - 3000-3999 Employee Benefits - Summer School \$10,407 - LCFF - 4000-4999 Books and Supplies - Summer School \$1,994 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School</p>
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Action 13

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: TK-3</p> <p>Grade Span Adjustment at 24 to 1</p> <p>Actions: Hire additional TK-3rd grade classroom teachers to reduce the student:teacher ratio to an average of 24: 1. 26 FTEs above the base requirement.</p> <p>Services: Targeted students in grades TK-3rd will experience reduced class sizes and increased differentiated instruction.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: TK-3</p> <p>Grade Span Adjustment at 24 to 1:</p> <p>Overall, the district hired additional TK-3rd grade classroom teachers to reduce the student:teacher ratio to an average of 24: 1, including 26 full time educators above the base requirement.</p> <p>Targeted students in grades TK-3rd experienced reduced class sizes allowing for increased individualized instruction and differentiated instruction. This action has enhanced the core program leading to increased student outcomes as evidenced by meeting the annual measurable outcomes and the CA Dashboard (green - math, yellow - ELA).</p>	<p>\$1,705,598 - LCFF - 1000-1999 Certificated Salaries - GSA @ 24:1 \$715,556 - LCFF - 3000-3999 Employee Benefits - GSA @ 24:1</p>	<p>\$1,709,741 - LCFF - 1000-1999 Certificated Salaries - GSA @ 24:1 \$746,147 - LCFF - 3000-3999 Employee Benefits - GSA @ 24:1</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$52,543 - LCFF - 1000-1999 Certificated Salaries - Interventionist support \$15,944 - LCFF - 2000-2999 Classified Salaries - Interventionist support</p>	<p>\$162,253 - LCFF - 1000-1999 Certificated Salaries - Interventionist Support \$6,955 - LCFF - 2000-2999 Classified Salaries - Interventionist Support \$27,371 - LCFF -</p>

<p>Location: All Schools</p> <p>Interventionists Support:</p> <p>Actions: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th.</p> <p>Services: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards.</p>	<p>Location: All Schools</p> <p>Interventionists Support:</p> <p>All schools provided intervention and enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Students with more intensive needs were provided with small group instruction using research based strategies to maximize their learning opportunities. Funds were used to hire additional certificated teachers at each site to provide interventions and enrichment during the instructional day for every grade level.</p> <p>The impact was in strengthening our small group intervention and creating small group instruction. Interventionist support was effective by creating a tiered intervention program beyond core instruction based on student data. This was evidenced by intervention schedules, student growth and achievement results, assessment data and reading levels.</p>	<p>\$12,306 - LCFF - 3000-3999 Employee Benefits - Interventionist support \$0 - LCFF - 4000-4999 Books and Supplies - Interventionist Support \$614,197 - LCFF - 5000-5999 Services and Other Operating Expenses - Interventionist support \$83,882 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Interventionists \$36,390 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Interventionists \$280,011 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Interventionist</p>	<p>3000-3999 Employee Benefits - Interventionist Support \$1,741 - LCFF - 4000-4999 Books and Supplies - Interventionist Support \$375,608 - LCFF - 5000-5999 Services and Other Operating Expenses - Interventionist Support \$86,398 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Interventionists \$39,269 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Interventionists \$285,994 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Interventionists</p>
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Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Math Coaches</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Math Coaches:</p>	<p>\$277,721 - LCFF - 1000-1999 Certificated Salaries - Math Coaches (3.0 FTEs) \$103,292 - LCFF - 3000-3999 Employee Benefits - Math Coaches (3.0 FTEs) \$0 - LCFF - 4000-4999 Books and Supplies - Math Coaches (3.0 FTEs)</p>	<p>\$238,806 - LCFF - 1000-1999 Certificated Salaries - Math Coaches (3.0 FTEs) \$77,849 - LCFF - 3000-3999 Employee Benefits - Math Coaches (3.0 FTEs) \$2,171 - LCFF - 4000-4999 Books and Supplies - Math Coaches (3.0 FTEs)</p>

<p>Actions: Instructional coaches will be maintained to support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks.</p> <p>Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics instruction.</p>	<p>Two instructional math coaches supported classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and framework. The instructional coaches provided professional development, demonstrations, and engaged in a coaching cycle with teachers. While the action called for three coaches, one of the coaches was hired as a Principal at the beginning of the school year. The decision was made to not fill the third position. The funds set aside for the third coach were used to support middle school mathematics professional development, although all funds were not used.</p> <p>Focused professional development in the area of mathematics, including demonstration lessons, and the coaching cycle for teachers, resulted in the effective delivery of instruction to all of our targeted TK - 8 grade students. In addition, effective strategies were used to specifically to address the learning needs for our ELs, FY, and LI students. District-wide we increased from yellow to green CA Dashboard Data in the area of mathematics and met our annual measurable outcomes.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Math Coaches (3.0 FTEs)</p>	<p>\$3,648 - LCFF - 5000-5999 Services and Other Operating Expenses - Math Coaches (3.0 FTEs)</p>
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Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>\$183,249 - LCFF - 1000-1999 Certificated Salaries - Technology Specialist \$71,983 - LCFF -</p>	<p>\$200,136 - LCFF - 1000-1999 Certificated Salaries - Technology Specialist \$92,505 - LCFF -</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology Specialists</p> <p>Actions: The district will maintain certificated technology specialists (3.0FTEs) to provide direct instruction to students in the application of technology to their learning; and to model for classroom teachers effective practices for the integration of technology into instruction.</p> <p>Services: All targeted TK-8 students will receive instruction in the use of technology to enhance their learning in all content areas. Teachers of targeted TK-8 students will receive modeling in the effective integration of technology into the instructional program.</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology Specialists:</p> <p>The District maintained three certificated technology specialists who provided direct instruction to targeted TK-8 students in the application of technology into their learning. The technology specialists, who push into classrooms on a rotating basis, also provided modeling for teachers on the integration of technology and effective technology practices.</p> <p>The integration of technology instruction has made an impact in preparing our targeted TK-8 students with the 21st Century skills needed to be a globally productive citizen. Observation indicates that targeted TK-8 students are increasing their use of and proficiency in using their Chromebooks to create documents, slides, and presentations. In addition, there is an increase in the number of teachers using Google Classroom and integrating technology as part of their daily instruction.</p>	<p>3000-3999 Employee Benefits - Technology Specialist \$40,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Technology Specialist</p>	<p>3000-3999 Employee Benefits - Technology Specialist \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Technology Specialist</p>
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Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>\$147,795 - LCFF - 2000-2999 Classified Salaries - Library Hours/Access \$25,637 - LCFF -</p>	<p>\$147,662 - LCFF - 2000-2999 Classified Salaries - Library Hours/Access \$22,836 - LCFF -</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Library Services</p> <p>Actions: Every elementary and middle school will provide library services to all grades levels in grades TK-8.</p> <p>Services: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist.</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Library Services:</p> <p>Library services were provided to targeted students from TK-8. Each school site had a Library Media Specialist who provided read alouds to primary grades, assisted students in selecting an appropriate book, and facilitated the check in and check out procedures.</p> <p>The library services allowed each child the opportunity to take a book home at their reading level.</p>	<p>3000-3999 Employee Benefits - Library Hours/Access</p>	<p>3000-3999 Employee Benefits - Library Hours/Access</p>
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Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CaSS Supplemental Materials:</p> <p>Action: The district will identify and purchase supplemental materials.</p> <p>Service: Students will use supplemental materials. (Priority 1)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CaSS Supplemental Materials:</p> <p>Overall, the District identified and purchased materials to support California State Standards instruction for all K-8 students. Supplemental materials and resources were purchased based on identified needs by school site. Materials purchased included online resources included Reading A-Z and RAZ Kids, additional sets of novels, math</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Supplemental Materials LCFF Base (repeated expenditure)</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Supplemental Materials LCFF Base (repeated expenditure)</p>

	<p>manipulatives, and science read alouds. Funds were also used to purchase high interest materials such as Scholastic News, Studies Weekly and materials to support NGSS implementation.</p> <p>These supplemental materials and online resources purchased by school sites based on identified need, enhanced the core program leading to increased student outcomes in English language arts and mathematics as evidenced by CA Dashboard Data (ELA - yellow, mathematics - green) and annual measurable outcomes (met in ELA and met in mathematics).</p>		
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Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Qualified Staff:</p> <p>Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RTI time.</p> <p>Services: All students will receive additional support or enrichment of the state standards during RTI during time. (Priority 2)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Qualified Staff:</p> <p>Action: All teachers implemented instruction of the state standards during the regular class time and provided additional support or enrichment of the standards during RTI time.</p> <p>Services: All students received additional support or enrichment of the state standards during RTI during time. (Priority 2)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Teacher's salaries are already accounted for in Goal 2. (repeated expenditure)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Teacher's salaries are already accounted for in Goal 2. (repeated expenditure)</p>

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>DRS/Arts for All</p> <p>Action: All teachers will participate in Data Reflection Session to continuously monitor student achievement by reviewing benchmark assessment data. Teachers will identify areas of need, plan and modify instruction as needed to increase student achievement.</p> <p>Services: All students will receive instruction that has been carefully planned to meet their specific needs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>DRS/Arts for All</p> <p>Overall, teachers participated in Data Reflection Sessions to continuously monitor student achievement by reviewing assessment data. Funds were utilized to pay for Arts for All instructors at the elementary level who provided instruction in art, music, and physical education allowing teachers the time to meet together for DRS. Substitutes were provided at the middle schools allowing DRS release time for teachers.</p> <p>The impact of DRS/Arts for All was significant in all students received instruction in music, art, and physical education, while teacher met for Data Reflection Sessions. Evidence of effectiveness is demonstrated in common assessment results, student artifacts (i.e, writing samples, projects), in addition to our CA Dashboard Data and meeting our annual measurable outcomes in English - language arts and mathematics.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2. (repeated expenditure)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - DRS takes place during the instructional day. Teachers salaries have already been budgeted (repeated expenditure)</p>

Action 21

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Enrichment/Extended Day</p> <p>Actions: Identified targeted students will receive extended day enrichment opportunities.</p> <p>Services: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Enrichment/Extended Day</p> <p>Overall, the identified targeted students received extended day enrichment opportunities. These opportunities included, but were not limited to field trips, Battle of the Books competition, various STEAM classes, Discovery Science Center enrichment classes, as well as technology and art instruction. Funds were used to purchase materials for classes as needed, fund outside contractors and presenters, pay for transportation and field trip expenses, and pay for teacher hourly rates.</p> <p>Targeted students were highly engaged and motivated to participate in these activities. The STEAM classes and Discovery Science Center classes provided background knowledge and hands on opportunities in preparation for CAST in grades 5 and 8. Effectiveness is evidenced by consistent student attendance in these programs, positive parent and student feedback, and CA Dashboard Data (ELA - yellow, mathematics - green) and annual measurable outcomes (met in ELA and met in mathematics).</p>	<p>\$8,716 - LCFF - 1000-1999 Certificated Salaries - Enrichment/Extended Day \$451 - LCFF - 2000-2999 Classified Salaries - Enrichment/Extended Day \$1,908 - LCFF - 3000-3999 Employee Benefits - Enrichment/Extended Day \$14,495 - LCFF - 4000-4999 Books and Supplies - Enrichment/Extended Day \$29,430 - LCFF - 5000-5999 Services and Other Operating Expenses - Enrichment/Extended Day</p>	<p>\$12,267 - LCFF - 1000-1999 Certificated Salaries - Enrichment/Extended Day \$0 - LCFF - 2000-2999 Classified Salaries - Enrichment/Extended Day \$2,442 - LCFF - 3000-3999 Employee Benefits - Enrichment/Extended Day \$12,883 - LCFF - 4000-4999 Books and Supplies - Enrichment/Extended Day \$23,043 - LCFF - 5000-5999 Services and Other Operating Expenses - Enrichment/Extended Day</p>
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Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>ELA/ELD Specialist:</p> <p>Action: The district will a total of two ELA/ELD Specialists to support classroom teachers in the implementation of the new ELA/ELD instruction in line with the California State Standards and Framework.</p> <p>Service: All EL students will receive more effective core instruction in ELD. RFPs will be monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark assessments and grades.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>ELA/ELD Specialist:</p> <p>The district hired a total of two ELA/ELD Specialists to support classroom teachers in the implementation of ELA/ELD instruction in line with the California State Standards and Framework. ELA/ELD Specialists organized and coordinated the Kindergarten through 5th grade process to revise ELA pacing plans and benchmark assessments to align with the rigor of the state assessment, while using DOK levels, Academic Level Descriptors (ALDs), and SBAC item specifications. ELA/ELD Specialists also created a monitoring document for targeted ELs journey to reclassification that clearly identifies the criteria that students have met. In addition, they worked closely with ELD teachers to create ELD lessons to strengthen ELD instruction.</p> <p>All targeted EL students received more effective core instruction in ELD. RFPs are monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark assessments and grades. ELA/ELD Specialists worked diligently with site EL coordinators to closely monitor EL</p>	<p>\$183,713 - LCFF - 1000-1999 Certificated Salaries - ELD Specialist \$74,676 - LCFF - 3000-3999 Employee Benefits - ELD Specialist</p>	<p>\$188,195 - LCFF - 1000-1999 Certificated Salaries - ELD Specialist \$79,193 - LCFF - 3000-3999 Employee Benefits - ELD Specialist</p>

progress toward reclassification, as well planned instruction for ELD.

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>STEM Specialist:</p> <p>Action: The District will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework.</p> <p>Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in science instruction.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>STEM Specialist:</p> <p>The District maintained a STEM Specialist to support classroom teachers of targeted students in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. The STEM Specialist led our District professional development in conjunction with UCLA, facilitated additional professional development with our Science Leads including lesson study, created NGSS kits, and demonstrated lessons.</p> <p>The impact of our STEM Specialist can be seen District-wide in our transition to the Next Generation Science Standards. At all levels, the distribution of kits and increased professional development has lead to an increase in effective core science instruction and an increase in teacher pedagogical content knowledge. Lesson Study was used effectively with</p>	<p>\$77,468 - LCFF - 1000-1999 Certificated Salaries - STEM Specialist \$24,262 - LCFF - 3000-3999 Employee Benefits - STEM Specialist</p>	<p>\$79,792 - LCFF - 1000-1999 Certificated Salaries - STEM Specialist \$25,665 - LCFF - 3000-3999 Employee Benefits - STEM Specialist</p>

middle school teachers to plan, teach, observe, and reflect upon . Official CAST data is not available this year.

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology To Go-Internet and Computer Access</p> <p>Action: The District will purchase additional Chromebooks and internet access.</p> <p>Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology To Go-Internet and Computer Access</p> <p>The district purchased additional Chromebooks and internet access points. Based on need, targeted students and families were referred by site staff to participate in the Tech-to-Go Chromebook loaner program. Families received a Chromebook and an internet access point allowing students to use the Chromebooks to do research online, complete assignments and homework.</p> <p>This program had a positive impact on our targeted students who were able to complete work and it also allowed families to monitor their childrens work by reviewing grades on Parent Portal and other digital monitoring programs. It also increased communication between families and staff via email, Google Classroom and other programs that increase home to school communication. Evidence of</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet and Computer Access</p>	<p>\$6,980 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet and Computer Access</p>

effectiveness includes student work completion data, communication samples, student anecdotal data, as well as check out paperwork from Ed. Services.

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK</p> <p>TK Support</p> <p>Action: The district will hire interventionists to provide daily instructional support to TK students.</p> <p>Service: The district will ensure that TK students will receive more frequent small group and one on one instruction from the classroom teacher or interventionist resulting in increased learning opportunities for students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: TK</p> <p>TK Support</p> <p>Overall, the district hired interventionists to provide daily instructional support to targeted TK students. This ensured that all students received more one on one and small group instruction to increase student learning all content areas and support student social-emotional development.</p> <p>Providing multiple opportunities for small group and one on one instruction from the classroom teacher and interventionist resulted in independent growth and increased student achievement.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - TK Support</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - TK Support</p> <p>\$114,844 - LCFF - 5000-5999 Services and Other Operating Expenses - TK Support</p>	<p>\$1,185 - LCFF - 1000-1999 Certificated Salaries - TK Support</p> <p>\$46 - LCFF - 3000-3999 Employee Benefits - TK Support</p> <p>\$105,779 - LCFF - 5000-5999 Services and Other Operating Expenses - TK Support</p>

Analysis

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

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

The actions and services for Goal 1 were generally implemented as planned to achieve the articulated goal, with two exceptions. One of the actions and services in this goal was to maintain (3) math coaches to provide support and professional development for teachers. Although we did hire the third math coach, one of our coaches was selected as a site administrator late in the summer. It didnt provide sufficient time to hire for the math coach vacancy. Math Leads at the middle schools were identified to support the middle school math teachers in the development of new common assessments. The remaining two math coaches took on all aspects of support and professional development across the District.

Another action and service in this goal was to hire an EL specialist to provide professional development for teachers and to monitor EL progress. We did not hire an EL specialist, as we did not find a viable candidate for this position. As an alternative action to carry out the intended services as specified in the plan, we used our EL coordinators and a group of core ELD teachers to train teachers in the planning and implementation of integrated and designated ELD instruction, as well as to monitor EL progress. This group was paid additional hours to carry out the plan using the funds intended for this action.

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

The overall effectiveness of planned actions/services to achieve the articulated goal as measured by the LEA, using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics indicate the following:

The actions and services proved effective in contribution to positive growth as indicated by the Dashboard data.

District-wide Positive Growth:

Mathematics: GREEN - The District improved overall in the area of mathematics moving from yellow to green on the California State Dashboard. In addition, there was an increase in SBAC data at every grade level (3-8). Actions and services that contributed to this growth include the Math TOSAs (Action 15) who supported classroom teachers in the implementation of mathematics instruction and provided grade level training on the SMPs and effective mathematics strategies. Additionally, professional development (Action 2) was provided to all school sites with some selected teachers attending the CMC math conference and many sites utilizing this service for grade level planning. To fully support the mathematics instruction, supplemental materials (Action 1) specifically math manipulatives, were purchased for classroom use.

District-wide Needs:

Language Arts: YELLOW - In the area of language arts the district maintained at yellow, and Homeless and African American subgroups remained at orange. Due to the stagnant movement in language arts, two ELA/ELD TOSAs were hired to lead the realignment of pacing guides and assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to salary negotiations, which included a pay raise and an increased contribution to medical benefits, actions and services that supported certificated salaries, classified salaries, and employee benefits saw an increase from the budgeted expenditures to the estimated actual expenditures. This has effected the following actions and services: Professional Development, Instructional Technology, Data Reflection Sessions, Additional RSP Teachers, Middle School Team Structure, Grade Level Collaboration, Interventionist and Support, Instructional Coaches (Math, ELA/ELD, Science), Technology Specialists, and Library Extra Hours.

Instructional Technology - Material differences in the estimated actual and budget expenditures were primarily due to a significant cost savings we received in the purchase of district Chromebooks.

Math Coaches - Material differences in the estimated actual and budget expenditures were primarily due to the fact that one math coach was hired as a Principal within the District at the beginning of the school year. The vacant position was not filled.

AVID Excel - Material differences in the estimated actual and budgeted expenditures were primarily due to the fact that the AVID Excel program was used as a core ELD program and the funding was moved to base.

Interventionist and Support - Material differences in the estimated actual and budgeted expenditures were primarily due to the fact that it was difficult to hire interventionists at the beginning of the year, and several started later in the 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.

Changes were made to the following action/service:

- AVID Excel - The AVID Excel program, which serves as an intervention for Long Term English Learners, will be funded from Title III moving forward. This action and service will be removed from the 2019-2020 actions and services
- .Technology Specialists - Due to a requested leave of absence, the district will support 2.0 FTEs for the 2019-2020 school year. This action and service will be modified in the 2019-2020 actions and services. This change will be reevaluated for the 2020-2021 school year based on student need and personnel.

Goal 2

Goal 2: Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of fully credentialed and appropriately assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
 Local Priorities: Local Governance Team Goal: 2

Annual Measurable Outcomes

Expected

Actual

100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2018-19
 Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating
 Growth Target: 9/9 schools

Target	Actual	Met	Not Met
9/9 schools	9/9	X	

Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 2018-19
 Qualified Staff:
 Credentialed 100%
 Assigned 100%
 Highly Qualified 100%

Target	Actual	Met	Not Met
Credentialed 100%	100%	X	
Assigned 100%	100%	X	
Highly Qualified 100%	100%	X	

Sufficiency of standards-aligned instructional materials (board resolution)

2018-19

Sufficiency of standards-aligned instructional materials (board resolution)

100% sufficiency based on William's Board Resolution

Target	Actual	Met	Not Met
100%	100%	X	

Student transportation, as required by IEPs and safety criteria

2018-19

Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.

Target	Actual	Met	Not Met
100%	100%	X	

Basic Supplies and Services

2018-19

100% of sites have basic supplies and services based on allocated base funds.

Target	Actual	Met	Not Met
100%	100%	X	

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
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Standards Aligned Instructional Materials:</p> <p>Action: The district will select, adopt and purchase standards aligned instructional materials for grades K-8.</p> <p>Service: All K-8 students will have the use of standards aligned instructional materials.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Standards Aligned Instructional Materials:</p> <p>Action: The district selected, adopted and purchased standards aligned instructional materials for grades K-8.</p> <p>Service: All K-8 students used standards aligned instructional materials.</p>	<p>\$10,000 - Other State Revenues - 4000-4999 Books and Supplies - Textbooks</p>	<p>\$218,184 - Other State Revenues - 4000-4999 Books and Supplies - Textbooks</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintenance of Facilities</p> <p>Action: The district will complete facilities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintenance of Facilities</p> <p>Action: The district completed facilities</p>	<p>\$401,102 - LCFF - 2000-2999 Classified Salaries - Maintenance of Facilities \$210,355 - LCFF - 3000-3999 Employee Benefits - Maintenance of Facilities \$148,000 - LCFF - 4000-4999 Books and Supplies - Maintenance of</p>	<p>\$417,344 - LCFF - 2000-2999 Classified Salaries - Maintenance of Facilities \$217,687 - LCFF - 3000-3999 Employee Benefits - Maintenance of Facilities \$140,295 - LCFF - 4000-4999 Books and Supplies - Maintenance of</p>

<p>maintenance projects according to the Five-Year Deferred Maintenance Plan.</p> <p>Services: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.</p>	<p>maintenance projects according to the Five-Year Deferred Maintenance Plan.</p> <p>Services: School staff and students worked in facilities that rated good to excellent on the OPSC Facilities Inspection Tool.</p>	<p>Facilities \$330,847 - LCFF - 5000-5999 Services and Other Operating Expenses - Maintenance of Facilities \$0 - LCFF - 7000-7499 Other - Maintenance of Facilities</p>	<p>Facilities \$181,279 - LCFF - 5000-5999 Services and Other Operating Expenses - Maintenance of Facilities \$44,960 - LCFF - 7000-7499 Other - Maintenance of Facilities</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Qualified Staff</p> <p>Action: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions.</p> <p>Services: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Qualified Staff</p> <p>Action: The district attracted and retained qualified general and special education teachers, administrators, and classified staff. These employees provided research-based CaSS instruction, monitored growth, and provided differentiated support and enrichment to all TK-8 students, as appropriate. The district provided competitive compensation and satisfactory working conditions.</p> <p>Services: All TK-8 students received research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.</p>	<p>\$17,186,071 - LCFF - 1000-1999 Certificated Salaries - Qualified Staff \$4,719,990 - LCFF - 2000-2999 Classified Salaries - Qualified Staff \$8,670,116 - LCFF - 3000-3999 Employee Benefits - Qualified Staff</p>	<p>\$17,488,316 - LCFF - 1000-1999 Certificated Salaries - Qualified Staff \$4,854,139 - LCFF - 2000-2999 Classified Salaries - Qualified Staff \$9,090,018 - LCFF - 3000-3999 Employee Benefits - Qualified Staff</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Basic Supplies and Services</p> <p>Action: The district will provide sufficient supplies to support daily operations and instruction.</p> <p>Services: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Basic Supplies and Services</p> <p>Action: The district provided sufficient supplies to support daily operations and instruction.</p> <p>Services: Supplies necessary to support daily operations and instruction for students were provided to schools and the district.</p>	<p>\$381,497 - LCFF - 4000-4999 Books and Supplies - Basic Supplies and Services \$4,187,024 - LCFF - 5000-5999 Services and Other Operating Expenses - Basic Supplies and Services</p>	<p>\$404,319 - LCFF - 4000-4999 Books and Supplies - Basic Supplies and Services \$4,268,431 - LCFF - 5000-5999 Services and Other Operating Expenses - Basic Supplies and Services</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Transportation</p> <p>Action: The district will provide busing services to selected groups of general and special education students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Transportation</p> <p>Action: The district provided busing services for selected groups of general and special education students.</p>	<p>\$1,033,121 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Transportation</p>	<p>\$967,408 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Transportation</p>

Service: Eligible general and special education students will be safely transported to and from school.

Service: Eligible general and special education students were safely transported to and from school.

Analysis

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

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

Actions and services for this goal were implemented as planned to achieve the articulated goal. The District completed facilities maintenance projects according to the Five-Year Deferred Maintenance Plan to ensure safe facilities. In addition, the District retained and hired qualified general and special education teachers, as well as classified staff. Transportation was provided to special education students and selected groups of general education students. The District also provided sufficient supplies to support the daily operations and instruction.

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

The overall effectiveness of planned actions/services to achieve the articulated goal as measured by the LEA, using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics indicate the following:

Overall effectiveness was achieved as indicated by the following:

1. 9/9 sites received a Good/Excellent rating on the FIT.
2. 100% of teachers, classified, and administrative staff are appropriately assigned and credentialed. There are 0% of certificated vacancies or misalignments.
3. 100% of students have use of current CaSS aligned textbooks.
4. 100% of of special education and eligible general education students received transportation to and from school.
5. All sites received basic supplies and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district did not purchase ELA Textbooks. It only purchased Supplemental materials to support the core.

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

No changes were made to this goal.

Goal 3

Goal 3: School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
 Local Priorities: Local Governance Team Goal: 4

Annual Measurable Outcomes

Expected		Actual			
Suspension Rate < than 1%	2018-19 Dashboard Suspension Rate Report- Status and Change Report	Target	Actual	Met	Not Met
	All Students: Increased Significantly, Increased, or Maintained.	All Students: Increased Significantly, Increased, or Maintained	Decreased		X
Expulsion Rate	2018-19 Expulsion Rate	Target	Actual	Met	Not Met
	Growth Target: <1%	<1%	<1%	X	

Student School Safety Survey Rates (Grades 5 and 7)

2018-19

Student School Safety Survey Rates (Grades 5 and 7)

Increase + 1 until rate is at/or above 90%

Growth Target:

5th grade: 90%

7th grade: 90%

Target	Actual	Met	Not Met
5 th : 90%	93%	X	
7 th : 90%	90%	X	

Parent Safety Survey Rate

2018-19

Parent Safety Survey Rate

Maintain at/or above 95%

Growth Target:

95%

Target	Actual	Met	Not Met
95%	95%	X	

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Alternatives to Suspension</p> <p>Action:</p> <p>Three schools will begin year two of PBIS training. The other six schools will begin full implementation.</p> <p>Services: Target students at all nine schools will benefit from a tiered system of behavioral supports, thereby increasing their safety and connectedness to school.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Alternatives to Suspension</p> <p>Action: All schools fully implemented PBIS.</p> <p>Services: Targeted students at all nine schools benefited from the tiered system of behavioral supports, which also increased their safety and connectedness to school.</p>	<p>\$18,957 - LCFF - 1000-1999 Certificated Salaries - Alternatives to Suspension (PBIS) \$3,843 - LCFF - 3000-3999 Employee Benefits - Alternatives to Suspension (PBIS) \$37,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternatives to Suspension (PBIS)</p>	<p>\$24,745 - LCFF - 1000-1999 Certificated Salaries - Alternatives to Suspension (PBIS) \$3,719 - LCFF - 3000-3999 Employee Benefits - Alternatives to Suspension (PBIS) \$40,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternatives to Suspension (PBIS)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$369,300 - LCFF - 1000-1999 Certificated Salaries - ES/MS Counselors (4.0 FTE)</p>	<p>\$387,228 - LCFF - 1000-1999 Certificated Salaries - ES/MS Counselors (4.0 FTE)</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Counselors</p> <p>Action: The district will maintain itinerant elementary/middle school counselors (4FTEs) to support targeted students.</p> <p>Services: Increased counseling services will be provided to meet targeted students' academic, social and personal needs.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Counselors</p> <p>Actions: The district maintained itinerant elementary/middle school counselors (4FTEs) to support targeted students.</p> <p>Services: Increased counseling services were provided to meet targeted students academic, social and personal needs.</p>	<p>\$143,278 - LCFF - 3000-3999 Employee Benefits - ES/MS Counselors</p>	<p>\$154,929 - LCFF - 3000-3999 Employee Benefits - ES/MS Counselors</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Pupil Engagement/School Climate</p> <p>Action: District and site specific plans (School Plans for Student Achievement) will be developed to address: 1. Suspension Rate 2. Expulsion Rate 3. Student Survey safety (Grade 5) 4. Student Survey safety (Grade 7) 5. Parent Survey safety (Question #2)</p> <p>Services: All students will benefit from a safe school environment and time spent</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Pupil Engagement/School Climate</p> <p>Action: District and site specific plans (Single Plans for Student Achievement) were developed to address: 1. Suspension Rate 2. Expulsion Rate 3. Student Survey safety (Grade 5) 4. Student Survey safety (Grade 7) 5. Parent Survey safety (Question #2)</p> <p>Services: All students benefited from a</p>	<p>\$100,563 - LCFF - 1000-1999 Certificated Salaries - School Climate \$14,928 - LCFF - 2000-2999 Classified Salaries - School Climate \$41,596 - LCFF - 3000-3999 Employee Benefits - School Climate \$22,394 - LCFF - 4000-4999 Books and Supplies - School Climate \$52,400 - LCFF - 5000-5999 Services and Other Operating Expenses - School Climate</p>	<p>\$92,656 - LCFF - 1000-1999 Certificated Salaries - School Climate \$13,401 - LCFF - 2000-2999 Classified Salaries - School Climate \$41,698 - LCFF - 3000-3999 Employee Benefits - School Climate \$82,894 - LCFF - 4000-4999 Books and Supplies - School Climate \$3,730 - LCFF - 5000-5999 Services and Other Operating Expenses - School Climate</p>

out of school due to suspension/expulsion will be decreased as outlined and reflected in district and site plans (Single Plans for Student Achievement).

safe school environment and time spent out of school due to suspension/expulsion was limited as outlined and reflected in district and site plans.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student Motivation</p> <p>Action: Each school will provide student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate.</p> <p>Service: Targeted student participation in motivational activities will increase school connectedness.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student Motivation</p> <p>Action: Each school provided student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate.</p> <p>Service: Targeted students participated in motivational activities and increased school connectedness.</p>	<p>\$20,070 - LCFF - 1000-1999 Certificated Salaries - Student Motivation</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Student Motivation</p> <p>\$4,081 - LCFF - 3000-3999 Employee Benefits - Student Motivation</p> <p>\$51,255 - LCFF - 4000-4999 Books and Supplies - Student Motivation</p> <p>\$31,594 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Motivation</p>	<p>\$19,905 - LCFF - 1000-1999 Certificated Salaries - Student Motivation</p> <p>\$1,107 - LCFF - 2000-2999 Classified Salaries - Student Motivation</p> <p>\$4,069 - LCFF - 3000-3999 Employee Benefits - Student Motivation</p> <p>\$46,238 - LCFF - 4000-4999 Books and Supplies - Student Motivation</p> <p>\$24,546 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Motivation</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$92,326 - Other State Revenues - 1000-1999</p>	<p>\$96,807 - Other State Revenues - 1000-1999</p>

Improved Services Requirement Students to be Served: All Location: All Schools Counselors Action: The district will maintain an additional itinerant elementary/middle school counselor (1FTE) to support all students. Service: Increased counseling services will be provided to meet the academic and social emotional needs of all students.	Improved Services Requirement Students to be Served: All Location: All Schools Counselors Action: The district maintained an additional itinerant elementary/middle school counselor (1FTE) to support all students. Service: Increased counseling services were provided to meet the academic and social emotional needs of all students.	Certificated Salaries - Counselor 1 FTE \$45,871 - Other State Revenues - 3000-3999 Employee Benefits - Counselor 1 FTE	Certificated Salaries - Counselor 1 FTE \$38,732 - Other State Revenues - 3000-3999 Employee Benefits - Counselor 1 FTE

Analysis

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

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

Actions and services were implemented as planned to achieve the articulated goal. Each school provided student motivational activities before, during, and after school for students throughout the school year. In addition, itinerant elementary/middle school counselors were maintained to service all school sites to provide support to all targeted students. All nine schools continued on the path toward full PBIS implementation including attending various trainings at LACOE. Finally, the district maintained one additional itinerant elementary/middle school counselor (Student Support Counselor) who worked directly with students and identified a Tier I program to reduce student conflict.

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

The overall effectiveness of the planned actions/services to achieve this goal were achieved:

Metrics:

1. Suspension rate: .7%
2. Expulsion rate: District had an actual <1% and met its goal.
3. Student safety metric: Grade 5 Goal was to increase by 1% from prior year. The goal was 90% or greater. The actual was 93%. Goal Met
4. Student safety metric: Grade 7 Goal was to increase by 1% from prior year. The goal was 90% or greater. The actual was 90%. Goal Met
5. Parent safety metric: Goal was to increase by 1 point until rate is 95%. The goal was to maintain at 95% or above. The actual was 95%. Goal Met

Dashboard:
Suspension Rate: GREEN
Orange - White

Yellow - English Learners, Students with Disabilities
Green - African American, Hispanic, Homeless, LI
Blue - Asian, Filipino, Foster Youth, Two or More Races

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

No changes were made.

Goal 4

Goal 4: Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Revised Parent Satisfaction Survey Rate
3. Revised Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (HKS Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
 Local Priorities: Local Governance Team Goal: 3

Annual Measurable Outcomes

Expected

Actual

Parent Survey Response Rate

2018-19

Parent Survey Response Rate

Growth Target Maintain at/or above 80%

Growth Target: 80%

Target	Actual	Met	Not Met
80%	80%	X	

Parent Satisfaction Survey Rate

2018-19

Parent Satisfaction Survey Rate

Maintain at/or above 95%

Growth Target 95%

Target	Actual	Met	Not Met
95%	96%	X	

**Revised Parent Engagement Rate 2018-19
(District and Site SMART Goals)**

Parent Engagement Rate
(District and Site SMART
Goals)

Growth Target: Narrow the gap
between Level of Engagement
and Level of Priority

**Baseline data with new
measures**

1. Communication with
teacher or other school
personnel:

Level of Engagement: 85%

Level of Priority: 90%

Gap: 11%

2. Attendance at school
events:

Level of Engagement: 87%

Level of Priority: 83%

Gap: +4

3. Participation in parent
education opportunities:

Level of Engagement: 53%

Level of Priority: 74%

Gap: 21%

Target	Actual	Met	Not Met
1. Level of Engagement: 85% Level of Priority: 90% Gap: 11%	1. Level of Engagement: 92% Level of Priority: 98% Gap: 6%	X	
2. Level of Engagement: 87% Level of Priority: 83% Gap: +4	2. Level of Engagement: 91% Level of Priority: 91% Gap: 0	X	
3. Level of Engagement: 53% Level of Priority: 74% Gap: 21%	3. Level of Engagement: 43% Level of Priority: 74% Gap: 31%		X
4. Level of Engagement: 59% Level of Priority: 72% Gap: 13%	4. Level of Engagement: 60% Level of Priority: 73% Gap: 13%	X	

4. Awareness of opportunities for Parent Leadership/Decision Making role:

Level of Engagement: 59%

Level of Priority: 72%

Gap: 13%

Student School Connectedness Rate (HKS Grades 5 and 7) 2018-19

Student School Connectedness Rate (HKS Grades 5 and 7)

Growth Target: +1 until rate is at 90% or greater

Grade 5: 87%

Grade 7: 77%

Target	Actual	Met	Not Met
Grade 5: 87%	90%	X	
Grade 7: 77%	78%	X	

Attendance Rate

2018-19
Growth Target: Maintain at 97%

Growth Target: 97%

Target	Actual	Met	Not Met
97%	96.54%		X

Chronic Absenteeism Rate**2018-19**

Chronic Absenteeism Rate:

Dashboard District Baseline
Data: 4.9%

Target:

Decrease by 1%

3.9%

Target	Actual	Met	Not Met
3.9%	5.4%		X

Middle School Dropout Rate**2018-19**Middle School Dropout Rate:
Maintain at 0%

Growth Target: 0%

Target	Actual	Met	Not Met
0%	0%	X	

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement</p> <p>Action: Each school site will develop and implement a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students as measured by Parent Engagement Survey.</p> <p>Services: Targeted students will benefit from increased opportunities for their parents to be engaged with the school through: effective home-school communication; participation in site workshops; school events, and leadership/decision-making activities.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement</p> <p>Action: Each school site developed and implemented a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students as measured by Parent Engagement Survey.</p> <p>Services: Targeted students benefited from increased opportunities for their parents to be engaged with the school through: effective home-school communication; participation in site workshops; school events, and leadership/decision-making activities.</p>	<p>\$3,215 - LCFF - 1000-1999 Certificated Salaries - Parent Involvement \$28,597 - LCFF - 2000-2999 Classified Salaries - Parent Involvement \$9,265 - LCFF - 3000-3999 Employee Benefits - Parent Involvement \$10,682 - LCFF - 4000-4999 Books and Supplies - Parent Involvement \$3,741 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Involvement</p>	<p>\$3,367 - LCFF - 1000-1999 Certificated Salaries - Parent Involvement \$30,393 - LCFF - 2000-2999 Classified Salaries - Parent Involvement \$13,441 - LCFF - 3000-3999 Employee Benefits - Parent Involvement \$11,261 - LCFF - 4000-4999 Books and Supplies - Parent Involvement \$3,080 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Involvement</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>\$100,563 - LCFF -</p>	<p>\$92,656 - LCFF -</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Pupil Engagement/School Climate</p> <p>Action: District and site plans (SPSA) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: 1. WEB implementation at both middle schools, 2. "No Bully" program implementation and support at all schools, 3. District elementary attendance clerk services for TK-5 schools. 4. The District will hire an additional (1FTE) counselor to focus on supporting students, staff, and parents when dealing with student conflict. The counselor will research effective programs and strategies to meet our student needs.</p> <p>Services: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Pupil Engagement/School Climate</p> <p>Action: District and site plans (Single Plans for Student Achievement) included programs designed to increase stakeholder engagement, such as: 1. WEB implementation at both middle schools, 2 "No Bully" program implementation and support at all schools, 3. District elementary attendance clerk services for TK-5 schools.</p> <p>Services: Targeted students experienced increased engagement through programs designed to build a stronger school community, resulting in more regular attendance.</p>	<p>1000-1999 Certificated Salaries - Pupil Engagement/School Climate (repeated expenditure) \$14,928 - LCFF - 2000-2999 Classified Salaries - Pupil Engagement/School Climate (repeated expenditure) \$41,596 - LCFF - 3000-3999 Employee Benefits - Pupil Engagement/School Climate (repeated expenditure) \$22,394 - LCFF - 4000-4999 Books and Supplies - Pupil Engagement/School Climate (repeated expenditure) \$52,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Pupil Engagement/School Climate (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - Pupil Engagement/School Climate (repeated expenditure) \$13,401 - LCFF - 2000-2999 Classified Salaries - Pupil Engagement/School Climate (repeated expenditure) \$41,698 - LCFF - 3000-3999 Employee Benefits - Pupil Engagement/School Climate (repeated expenditure) \$82,894 - LCFF - 4000-4999 Books and Supplies - Pupil Engagement/School Climate (repeated expenditure) \$3,730 - LCFF - 5000-5999 Services and Other Operating Expenses - Pupil Engagement/School Climate (repeated expenditure)</p>
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Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement:</p> <p>Action: The district will develop parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, and Civic Leadership offered through the school year as measured by the Parent Engagement Survey.</p> <p>Services: Parents will be able to attend a variety of courses in our district and will receive college credit through Cerritos Community College.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement:</p> <p>Action: The district developed parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, and Civic Leadership offered through the school year as measured by the Parent Engagement Survey.</p> <p>Services: Parents of targeted students attended a variety of courses in our district and received college credit through Cerritos Community College.</p>	<p>\$30,018 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Parent Involvement \$20,251 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Parent Involvement \$5,400 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parent Involvement \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Involvement</p>	<p>\$30,195 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Parent Involvement \$21,358 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Parent Involvement \$2,680 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parent Involvement \$1,125 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Involvement</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Involvement</p> <p>Action and Service: Parent Involvement is site specific to include such activities as:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent Involvement</p> <p>Action: Site specific parent involvement included such activities as: 1. Science</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Sessions were procured at zero cost. \$9,773 - Other State Revenues - 2000-2999 Classified Salaries \$6,684 - Other State Revenues - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Sessions were procured at zero cost \$10,065 - Other State Revenues - 2000-2999 Classified Salaries \$7,120 - Other State Revenues - 3000-3999 Employee Benefits</p>

1. Science Night, 2. Reading on the Green, 3. Mom's and Muffins, 4. Dads and Donuts, 5. Back to School Night, and 6. Open House which do not require funding.

Night, 2. Reading on the Green, 3. Mom's and Muffins, 4. Dads and Donuts, 5. Back to School Night, and 6. Open House which do not require funding.

Services: Parents were involved in school-based activities which built a sense of community, trust, and belonging.

Analysis

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

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

Actions and services were implemented as planned to achieve the articulated goal. Several programs designed to increase stakeholder engagement were fully implemented including, Where Everybody Belongs (WEB) implementation at both middle schools, "No Bully" program implementation and support at all schools, and a District elementary attendance clerk to assist TK-5 schools. In addition, each school site held one to two parent events highlighting science, math, and/or literacy. The district office also provided several parent education opportunities including CPR, ESL, and GED courses.

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

The overall effectiveness of the planned actions/services to achieve the articulated goal is measured as follows:

Data indicates an increase in Chronic Absenteeism. Subgroups that increased are as follows: English Learners, Homeless, Low Income, Socio Economically Disadvantaged, Students with Disabilities and Hispanic. This is the first year that Chronic Absenteeism is reflected on the Dashboard. We are continuing to develop and systemize procedures to monitor all students, in addition to our subgroups, who are identified or who are at risk of being identified as chronically absent. The District Attendance Clerk and Family Liaisons are working together to develop strategies and supports specific to our Homeless population. District-wide, the LLCSD received an ORANGE. Site specific data indicate 3 of 9 schools at ORANGE and 1 of 9 schools at RED.

Metrics:

1. Attendance Rate: The goal is to maintain at 97%. Actual was 96.54%. Not Met
- 2 Chronic absenteeism: The goal is to decrease by 1% for all students. Actual was 5.4%. The Target was 3.9%. Not Met
3. Middle School dropout rate: The goal is to maintain at 0%. The actual was 0%. Goal Met.
4. Student Connectedness: Grade 5 goal is to improve by 1% until rate is at 90% or greater. The goal was 87%. The actual was 90%. Goal Met.
5. Student Connectedness: Grade 7 goal is to improve by 1% until rate is at 90% or greater. The goal was 77%. The actual was 78%. Goal Met.

6. Parent Satisfaction Rate: The goal is to maintain at 95%. The actual was 96%. Goal Met.

7. Parent Engagement Rate: The goal is to narrow the gap between Level of Engagement and Level of Priority.

Parent Engagement	Target	Actual	Met?
Communication with teacher or other school personnel	Engagement:85% Priority:90% Gap:11%	Engagement:92% Priority:98% Gap:6%	Met
Attendance at school events	Engagement:87% Priority:83% Gap:+4%	Engagement:91% Priority:91% Gap:0	Met
Participation in parent education opportunities	Engagement:53% Priority:74% Gap:21%	Engagement:43% Priority:74% Gap:31%	Not Met
Awareness of opportunities for Parent Leadership/Decision Making role	Engagement:59% Priority:72% Gap:13%	Engagement:60% Priority:73% Gap:13%	Met

Dashboard: Chronic Absenteeism

All - Orange

English Learners -Yellow

Homeless - Red

Socioeconomic Disadvantaged - Orange

Students with Disabilities - Orange

Hispanic - Orange

African American - Orange

Filipino - Green

Foster Youth - Green

White - Green

Asian - Blue

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

We will continue to use the Parent Satisfaction Survey and the Parent Engagement Survey used the previous year. Now that we have two years of Parent Engagement Survey data, we plan to expand the survey to reach a larger representative population across grade levels. In addition, we plan to use an electronic format to administer the survey in order to increase participation and collect data efficiently.

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?

The stakeholder involvement has been inclusive and ongoing throughout the development of the LCAP/Annual Review and Analysis. An LCAP Central Committee was convened in November 2018 and included representative teachers, bargaining unit officers, parents, community members, board members, Assistant Superintendents of Business, Educational Services and Personnel, the Directors of Fiscal Services, Curriculum, Special Education and Pupil Services, principals, and the Superintendent. Throughout the LCAP planning process the LCAP Central Committee reviewed assessment data relative to each of the eight State Priorities, identified key findings (i.e., needs) based on the data, reviewed drafted goals, actions/services, timeline and budget based on the needs assessment, reviewed input from broader groups of stakeholders and ranked the identified needs. Copies of relevant documents from the LCAP Central Committee were posted on a link on the district's website. Included in the documents were the membership list of the committee members, summaries of each committee meeting, and other information regarding LCAP requirements. A public report on each of the Central Committee's meetings was made at the regular Board meeting immediately following.

Concurrent with the LCAP Central Committee meetings, consultation meetings were held with the following groups: District Advisory Council; District English Learners Advisory Committee; LLEA (teachers' association); CSEA (classified employees' association), the Administrative Team inclusive of all K-8 principals, and WACSEP (Whittier Area Cooperative Special Education Program. In addition, LCAP focus questions were used to solicit input on student needs and suggested actions/services from all schools' English Learners Advisory Committees, School Site Councils, PTA unit boards, school staffs, and students.

Following completion of a draft LCAP by the Central Committee, it was presented for review and comment to the DELAC and DAC on May 2, 2019 and also to the employee associations (LLEA, CSEA), and the Administrative Team. In addition, on June 11 the draft plan was presented to the Board of Education and a public hearing was held. The Superintendent's designee, the Assistant Superintendent of Educational Services, responded in writing to all comments received from the DAC and DELAC. The minutes reflect the questions that were asked and the responses given to the parents. Minutes are posted on our website in the LCAP section. The Superintendent or designee responded to all comments from the public hearing. The final plan was presented to the Board of Education and approved on June 25. The approved plan was posted on the district website.

The schools' Single Plans for Student Achievement for 2018-2019 were referenced when developing the LCAP. As site plans are revised for 2019-2020, alignment between them and the LCAP will be systematically addressed. The annual review process will begin again in September 2019 as additional data on student needs and LCAP goal attainment becomes available.

Impact on LCAP and Annual Update

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

The result of stakeholder engagement in the development, review, and implementation of the LCAP has been shared understanding and support of the plan. The LCAP addresses the needs of students overall, as well as those of the unduplicated target groups and all numerically significant subgroups of the district, as identified and ranked by the LCAP Central Committee. Comments from various stakeholder groups were considered in making revisions to the LCAP while in the developmental stage. As a result of the inclusive process in identifying needs and priorities, in setting goals, and developing actions and services, there is district-wide commitment to implementation of the LCAP.

The LCAP development process is ongoing in that the strengths and needs of the district and our students are identified using the qualitative and quantitative data gathered and presented to the stakeholder group charged with drafting the LCAP. Following consultation sessions with the employee association leadership groups, the principals, DAC and DELAC parents, the additional strengths and needs are incorporated into the assessment summary and addressed in priority order. In addition, focus questions posed to middle school student groups, school site faculty and staffs, SSCs and ELACs, and PTA boards added input to the assessment of district strengths and needs for consideration in establishing priorities for goals and expenditures. Finally, the public hearing process enabled any members of the public to comment on the draft LCAP. This input was considered in making final revisions to the LCAP prior to local board approval. The qualitative and quantitative data made available to stakeholders charged with developing the LCAP was comprehensive and organized according to the eight state priorities. The data summary enabled the stakeholders to identify strengths and needs in the district, to rank the needs, and to establish goals, actions/services, a timeline, and an expenditure plan to attain the goals. The process of gathering widespread stakeholder input into the LCAP was effective in ensuring a document that accurately encompasses salient strengths and needs of the district and our students. The resulting impact on the LCAP is a document that reflects and addresses the district community's highest needs relative to the eight state and other local priorities. In addition, there is shared commitment to effective implementation of the LCAP and to its ongoing revision.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Goal 1: K-8 students will demonstrate growth and/or maintain growth as measured by the following:

A. State Indicators (California School Dashboard Data):

K-8 students will demonstrate growth **and/ or maintain growth** as measured by **the following state measures:**

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 as **measured by English Language Arts Assessment Report (Status and Change Report) and the Math Assessment Report (Status and Change Report)**

2. Pupil Academic Indicators Dashboard District Data:

- Suspension as **measured by Suspension Rate Report**
- EL Progress (EL Progress Indicator Report Status and Change Report)
- **Chronic Absenteeism measured by Dashboard Status and Change Reports**

B. Other State measures

K-8 students will demonstrate growth and/ or maintain as measured by the following state measures:

1. Percentage of ELs Making Progress in Learning English based on:

- **CELDT/ELPAC**
- Percentage of ELs attaining English Proficiency Level on the **CELDT/ELPAC**

2. Reclassification Rates for ELs

3. Physical Fitness Tests in grades 5 and 7

4. CAST in grades 5 and 8

C. K-8 students will demonstrate growth and/ or maintain as measured by the following district measures:

1. District assessments in ELA (DRA) and Math in grades K-2

2. Science District Benchmarks: grades 7 and 8
3. District assessments in history/social science in grades 7-8

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Local Governance Team Goal: #1 Strategic Goal: Strategies 2 and 3 Technology Use Plan

Identified Need:

As a result of the analysis of the data by the various Stakeholder groups and the LCAP Central Committee, provided in the LCFF Evaluation Rubrics, the following recommendations/changes were made to this goal, to include expected outcomes, metrics, or actions and services to achieve this goal. (The changes can be found in the LCAP and are noted).

Based on the analysis of data the stakeholders recommended that we modify Goal 1 and align our metrics as follows:

1. Modified Goal 1 and metrics to align with the State Indicators (Dashboard Data) and other State Measures. The stakeholder group recommended that the district move away from the previous growth indicator of growing by +7 points. This prior indicator did not align with current Dashboard Data or State Measures of growth. The modified Goal 1 and Metrics continue to measure growth/maintenance. Stakeholder input felt that our prior metrics were not aligned with the State Indicators and other State Measures. Stakeholder input felt it necessary to accurately reflect the data as reflected on the Dashboard and other State Measures:
 - The goal was modified (re-organized) to reflect three specific areas to demonstrate growth/maintenance
 - A. State Indicators (California School Dashboard Data)
 - ELA and Math as measured by Status and Change Reports
 - El Progress as measured by Status and Change Report
 - Chronic Absenteeism as measured by Status and Change Report
 - B. Other State Measures
 - Percentage of Els making progress in learning English and attaining English proficiency as measured by
 - CELDT/ELPAC
 - Reclassification Rates for Els as measured by DATAQuest-CALPADS
 - Physical Fitness Test in grades 5 and 7 as measured by the HFZ
 - K-8 students will demonstrate growth and/or maintain on District measures
 - ELA (DRA) and Math (K-2)
 - Science benchmark assessments in grades 6,7,8 will be replaced by CAST data in grades 5 and 8.
 - History/Social Studies benchmark assessments in grades 7-8

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA Grades 3-8	<p>District Dashboard Baseline Data: Status and Change:</p> <p>Baseline Report Year: 2016</p> <p>SBAC ELA Grades 3-8:</p> <p>ELA:</p> <p>All: 8.9 pts above Level 3 -Green</p> <p>Latino: 7.7 pts above Level 3 -Green</p> <p>White: 17.6.pts above Level 3 - Green</p> <p>Afr-Am: 5.5 pts below Level 3 - Yellow</p> <p>Filipino: 59.2 pts above Level 3 - Blue</p> <p>RFEPs: 40.7 above Level 3 High (no color)</p> <p>SWD: 69.5 pts below Level 3 -Yellow</p> <p>Low Income: .8 pts above Level 3 - Green</p> <p>Els: 15.2 points below Level 3 - Yellow</p> <p>EL Progress: 69% -Green</p> <p>Foster Youth:NA</p>	<p>SBAC ELA Grades 3-8: Expected growth 7 pts from prior year</p> <p>ELA:</p> <p>All: 15.9 pts above Level 3 -Green</p> <p>Latino: 14.7 pts above Level 3 -Green</p> <p>White: 24.6.pts above Level 3 - Green</p> <p>Afr-Am: 1.5 pts above Level 3 - Green</p> <p>Filipino: 66.2 pts above Level 3 - Blue</p> <p>RFEPs: 47.7 above Level 3 High (no color)</p> <p>SWD: 62.5 pts below Level 3 -Yellow</p> <p>Low Income: 7.8 pts above Level 3 - Green</p> <p>Els: 8.2 points below Level 3 - Yellow</p> <p>EL Progress: 76% -Green</p> <p>Foster Youth:NA</p>	<p>K-8 students will demonstrate growth and/or maintain growth as measured by the following:</p> <p>ELA Grades 3-8</p> <p>English Language Arts Assessment Report: Status and Change Report</p> <p>All: Increased, Significantly Increased, or Maintained</p> <p>Latino: Increased, Significantly Increased, or Maintained</p> <p>White: Increased, Significantly Increased, or Maintained</p> <p>Afr-Am: Increased, Significantly Increased, or Maintained</p> <p>Filipino: Increased, Significantly Increased, or Maintained</p> <p>RFEPs: Increased, Significantly Increased, or Maintained</p> <p>SWD: Increased, Significantly Increased, or Maintained</p> <p>Low Income:Increased, Significantly Increased, or Maintained</p> <p>Els: Increased, Significantly</p>	<p>K-8 students will demonstrate growth and/or maintain growth as measured by the following:</p> <p>ELA Grades 3-8</p> <p>English Language Arts Assessment Report: Status and Change Report</p> <p>All: Increased, Significantly Increased, or Maintained</p> <p>Latino: Increased, Significantly Increased, or Maintained</p> <p>White: Increased, Significantly Increased, or Maintained</p> <p>Afr-Am: Increased, Significantly Increased, or Maintained</p> <p>Filipino: Increased, Significantly Increased, or Maintained</p> <p>RFEPs: Increased, Significantly Increased, or Maintained</p> <p>SWD: Increased, Significantly Increased, or Maintained</p> <p>Low Income:Increased, Significantly Increased, or Maintained</p> <p>Els: Increased, Significantly</p>

			Increased, or Maintained EL Progress: EL Progress Indicator Report-Status and Change Report: Increased, Significantly Increased, or Maintained Foster Youth: Increased, Significantly Increased, or Maintained	Increased, or Maintained EL Progress: EL Progress Indicator Report-Status and Change Report: Increased, Significantly Increased, or Maintained Foster Youth: Increased, Significantly Increased, or Maintained
District assessments in DRA K-2	DRA Target +5 from prior year (maintain at 90%) Baseline: 2016 K 76% 1st 76% 2nd 82%	DRA Growth Target +5 from prior year: (maintain at 90%) K 81% 1st 81% 2nd 87%	DRA Growth Target +5 from prior year: (maintain at 90%) K 73% 1st 72% 2nd 80%	DRA Growth Target +5 from prior year: (maintain at 90%) K 78% 1st 77% 2nd 85%
District assessments in history/social science in grades 7-8	District Assessments: History/SS. Growth Target 5% growth from prior year (maintain at 90%) Baseline: 2016 7th 64% 8th 85%	District Assessments: History/SS. Growth Target 5% growth from prior year (maintain at 90%) 7th 69% 8th 90%	District Assessments: History/SS. Growth Target 5% growth from prior year (maintain at 90%) 7th 54% 8th 88%	District Assessments: History/SS. Growth Target 5% growth from prior year (maintain at 90%) 7th 59% 8th 90%
EL Progress (Dashboard	EL Progress (Dashboard	EL Progress (Dashboard	EL Progress: N/A - ELPI will	EL Progress (Dashboard

Data)	Data) Year 2016 Baseline: 69% Yellow	Data) Growth Target: 7 pts from prior year 76% Green	not be available for 17/18 since two years of ELPAC scores are needed. ELPAC Data by levels Level 4 - 44% Level 3 - 34% Level 2 - 12% Level 1 - 10%	Data) EL Progress: EL Progress Indicator Report - Status and Change Report: Increased , Significantly Increased, or Maintained
Reclassification rates for ELs	Growth Target growth 2% from prior year 2016: Baseline 6%	Growth Target 2% from prior year 8%	Growth Target 2% from prior year 10%	Growth Target 2% from prior year 12%
Pupil Academic Indicators (replaced by new accountability system)	2016 District Status and Change Report-All Students Suspension Rate: Blue English Learner Progress: Yellow English Language Arts (3-8): Green Mathematics (3-8): Yellow	District Status and Change Report-All Students Suspension Rate: Blue English Learner Progress: Yellow English Language Arts (3-8): Green Mathematics (3-8): Yellow	District Status and Change Report-All Students Suspension Rate: Suspension Rate Report: Increased, Significantly Increased, or Maintained English Learner Progress: English Learner Progress Indicator Report -Status and Change Report: Increased, Significantly Increased, or Maintained English Language Arts (3-8): English Language Arts Assessment Report-Status and Change Report: Increased, Significantly Increased,	District Status and Change Report-All Students Suspension Rate: Suspension Rate Report: Increased, Significantly Increased, or Maintained English Learner Progress: English Learner Progress Indicator Report -Status and Change Report: Increased, Significantly Increased, or Maintained English Language Arts (3-8): English Language Arts Assessment Report-Status and Change Report: Increased, Significantly Increased,

			or Maintained Mathematics (3-8): Mathematics Assessment Report-Status and Change Report: Increased, Significantly Increased, or Maintained	or Maintained Mathematics (3-8): Mathematics Assessment Report-Status and Change Report: Increased, Significantly Increased, or Maintained
Physical Fitness Tests in grades 5 and 7	Physical Fitness Test: Target Growth 5% from prior year Baseline: 2016 5th 57% 7th 65%	Physical Fitness Test: Target Growth 5% from prior year 5th 62% 7th 70%	Physical Fitness Test: Target Growth 5% from prior year 5th 67% 7th 75%	Physical Fitness Test: Target Growth 5% from prior year 5th 72% 7th 80%
SBAC Math Grades 3-8	District Dashboard Baseline Data: Status and Change Baseline Report Year: 2016 SBAC Math Grades 3-8: Math: All: 31 pts below Level 3 - Yellow Latino: 32.2 pts below Level 3 - Yellow White: 27.8 pts below Level 3 - Yellow Afr-Am: 42.6 pts below Level 3 - Yellow Filipino: 2.6 pts above Level 3 - No color, RFEPs: 10.6 pts below Level 3 - Medium (no	SBAC Math Grades 3-8: Expected growth 7 pts from prior year Math: All: 24 pts below Level 3 - Yellow Latino: 25.2 pts below Level 3 - Yellow White: 20.8 pts below Level 3 - Yellow Afr-Am: 35.6 pts below Level 3 - Yellow Filipino: 9.6 pts above Level 3 No color,	K-8 students will demonstrate growth and/or maintain growth as measured by the following: Math Grades 3-8 Math Assessment Report: Status and Change Report All: Increased, Significantly Increased, or Maintained Latino: Increased, Significantly Increased, or Maintained White: Increased, Significantly Increased, or Maintained Afr-Am: Increased, Significantly Increased, or Maintained	K-8 students will demonstrate growth and/or maintain growth as measured by the following: Math Grades 3-8 Math Assessment Report: Status and Change Report All: Increased, Significantly Increased, or Maintained Latino: Increased, Significantly Increased, or Maintained White: Increased, Significantly Increased, or Maintained Afr-Am: Increased, Significantly Increased, or Maintained Filipino: Increased,

	<p>color),</p> <p>SWD: 102.5 pts below Level 3 - Orange,</p> <p>Low Income: 38.6 pts below Level 3 - Yellow</p> <p>Els: 52.8 pts below Level 3 - Yellow,</p> <p>Foster Youth:NA</p>	<p>RFEPs: 3.6 pts below Level 3 - Medium (no color),</p> <p>SWD: 95.5 pts below Level 3 - Orange</p> <p>Low Income: 31.6 pts below Level 3 - Yellow</p> <p>Els: 45.8 pts below Level 3 - Yellow,</p> <p>Foster Youth:NA</p>	<p>Filipino: Increased, Significantly Increased, or Maintained</p> <p>RFEPs: Increased, Significantly Increased, or Maintained</p> <p>SWD: Increased, Significantly Increased, or Maintained</p> <p>Low Income:Increased, Significantly Increased, or Maintained</p> <p>Els: Increased, Significantly Increased, or Maintained</p> <p>Foster Youth: Increased, Significantly Increased, or Maintained</p>	<p>Significantly Increased, or Maintained</p> <p>RFEPs: Increased, Significantly Increased, or Maintained</p> <p>SWD: Increased, Significantly Increased, or Maintained</p> <p>Low Income:Increased, Significantly Increased, or Maintained</p> <p>Els: Increased, Significantly Increased, or Maintained</p> <p>Foster Youth: Increased, Significantly Increased, or Maintained</p>
District Assessments Math K-2	<p>Math: +5% or maintain at 90%</p> <p>2016 Baseline:</p> <p>K 90%</p> <p>1st 85%</p> <p>2nd 90%</p>	<p>Math: +5% or maintain at 90%</p> <p>Growth Target</p> <p>K 90%</p> <p>1st 90%</p> <p>2nd 90%</p>	<p>Math: +5% or maintain at 90%</p> <p>Growth Target</p> <p>K 90%</p> <p>1st 90%</p> <p>2nd 90%</p>	<p>Math: +5% or maintain at 90%</p> <p>Growth Target</p> <p>K 90%</p> <p>1st 90%</p> <p>2nd 90%</p>
ELs: ELA Proficiency Level on SBAC(Dashboard)	<p>ELs: ELA Proficiency Dashboard Baseline: year 2016</p> <p>15.2 pts below Level 3</p> <p>Yellow</p>	<p>ELs: ELA Proficiency 7pts growth from prior year</p> <p>Growth Target:</p> <p>8.2 pts below Level 3</p> <p>Yellow</p>	<p>ELs: ELA Proficiency English Language Arts Assessment Report-Status and Change Report</p> <p>Els: Increased, Significantly Increased, or Maintained</p>	<p>ELs: ELA Proficiency English Language Arts Assessment Report-Status and Change Report</p> <p>Els: Increased, Significantly Increased, or Maintained</p>
CAST Grades 5 and 8	Once CAST data are	Once CAST data are	Once CAST data are	Once CAST data are

available, they will be included

available, they will be included

available, they will be included

available, they will be included

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

CaSS Supplemental Materials Actions: The district will identify and purchase materials to support CaSS for targeted K-8 students.
Services: Targeted students will use materials to address their academic needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$122,552	\$123,165	\$114,076
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; CaSS Supplemental Materials	4000-4999 Books and Supplies; CaSS Supplemental Materials	4000-4999 Books and Supplies; CaSS Supplemental Materials
Amount	\$27,448	\$26,835	\$35,924
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; CaSS Supplemental Materials	5000-5999 Services and Other Operating Expenses; CaSS Supplemental Materials	5000-5999 Services and Other Operating Expenses; CaSS Supplemental Materials

Action 2

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Common Core Professional Development Actions: The district and school sites will provide new CaSS professional development in ELA/ELD, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students. Services: Targeted students will receive instructional and support from highly trained teachers, administrators, and classified instructional staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,964	\$39,887	\$52,347
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Common Core Professional Development	1000-1999 Certificated Salaries; Common Core Professional Development	1000-1999 Certificated Salaries; Common Core Professional Development
Amount	\$9,040	\$8,107	\$10,596
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Common Core Professional Development	3000-3999 Employee Benefits; Common Core Professional Development	3000-3999 Employee Benefits; Common Core Professional Development
Amount	\$877	\$17,031	\$5,246
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Common Core Professional Development	4000-4999 Books and Supplies; Common Core Professional Development	4000-4999 Books and Supplies; Common Core Professional Development
Amount	\$71,119	\$64,975	\$61,811
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Common Core Professional Development	5000-5999 Services and Other Operating Expenses; Common Core Professional Development	5000-5999 Services and Other Operating Expenses; Common Core Professional Development

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Instructional Technology Actions: The district will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes. Actions: The district will provide professional development on the effective use of instructional technology to all teachers of targeted students. A detailed action plan will be developed and implemented. Services: Targeted students will receive instruction including the integration of current instructional technology devices to support their grade level proficiency.

Services: Targeted students will receive effective instruction including the integration of technology designed to support their grade level proficiency in content standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$83,653	\$89,777	\$92,470
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Instructional Technology	1000-1999 Certificated Salaries; Instructional Technology	1000-1999 Certificated Salaries; Instructional Technology
Amount	\$35,509	\$35,600	\$38,586
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Instructional Technology	3000-3999 Employee Benefits; Instructional Technology	3000-3999 Employee Benefits; Instructional Technology
Amount	\$55,838	\$284,212	\$75,035
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Instructional Technology	4000-4999 Books and Supplies; Instructional Technology	4000-4999 Books and Supplies; Instructional Technology

Action 4

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

DRS/Arts for All Actions: K-8 principals will schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team. DRS sessions will be conducted at each elementary site every two weeks. DRS sessions will be conducted at each middle school site for each content area every six weeks. District will maintain itinerant instructors to provide Arts for All instruction. Services: Interventions and support directed to meet the instructional needs of targeted

students will be planned during DRS sessions.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$184,516	\$169,204	\$169,288
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; DRS/ Arts for All	1000-1999 Certificated Salaries; DRS/ Arts for All	1000-1999 Certificated Salaries; DRS/ Arts for All
Amount	\$7,936	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; DRS/Arts for All	2000-2999 Classified Salaries; DRS/Arts for All	2000-2999 Classified Salaries; DRS/Arts for All
Amount	\$36,048	\$34,296	\$34,212
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; DRS/Arts for All	3000-3999 Employee Benefits; DRS/Arts for All	3000-3999 Employee Benefits; DRS/Arts for All
Amount	\$0	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Unchanged Action
<p>RSP Increase Actions: Additional RSP certificated staffing (3.5 FTEs) will be allocated to all schools to provide additional proactive academic support to targeted students who are at risk in core academic areas. 1.0 FTE @ larger K-5 schools and 2.0 FTE @ 6-8 schools. Services: Targeted students will receive additional academic support in core academic areas from specialized certificated staff.</p>	<p>Tier 3 Increased Support</p> <p>Actions: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have an certificated teacher on site. Services: Targeted students will receive additional academic support in core academic areas from specialized certificated staff.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$210,661	\$312,132	\$327,010
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; RSP increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)	1000-1999 Certificated Salaries; Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)	1000-1999 Certificated Salaries; Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)
Amount	\$90,620	\$122,271	\$134,867
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; RSP increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)	3000-3999 Employee Benefits; Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)	3000-3999 Employee Benefits; Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Grade Spans: Grades 6,7,8

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increased Staffing: Middle School Team Structure Actions: Certificated staff beyond the allocation ratio will be provided at both middle schools in order to maintain the interdisciplinary team structure. Services: Targeted students will benefit from their participation in an interdisciplinary team structure, including increased differentiation and interdisciplinary instruction, and greater connectedness to school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$169,085	\$242,294	\$252,103
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Increased staffing to maintain MS team structure	1000-1999 Certificated Salaries; Increased staffing to maintain MS team structure	1000-1999 Certificated Salaries; Increased staffing to maintain MS team structure
Amount	\$52,303	\$85,650	\$98,199
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Increased staffing to maintain MS team structure	3000-3999 Employee Benefits; Increased staffing to maintain MS team structure	3000-3999 Employee Benefits; Increased staffing to maintain MS team structure

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Grade Spans: TK

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Unchanged Action
Expanded TK Actions: The district will expand the eligibility window for entrance into the Transitional Kindergarten (TK) Program to include students with birth dates from September 2 through March 2; additional certificated staff will be hired. Services: An increased number of targeted students will participate in the TK Program providing earlier access to school and increased academic achievement.	Grade Span Adjustment: Actions: The district will Maintain the eligibility window for entrance into the Transitional Kindergarten (TK) Program to include students with birth dates from September 2 through March 2; additional staff will be Maintained . Services: An increase number of targeted students will participate in the TK Program providing earlier access to school and increased academic achievement.	.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$281,635 (repeat expenditure)	\$289,024 (repeat expenditure)	\$302,769 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; TK Funds already budgeted in GSA Actions and Services	1000-1999 Certificated Salaries; TK Funds already budgeted in GSA Actions and Services	1000-1999 Certificated Salaries; TK Funds already budgeted in GSA Actions and Services
Amount	\$120,903 (repeat expenditure)	\$124,864 (repeat expenditure)	\$129,567 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Expanded TK (included in GSA)	3000-3999 Employee Benefits; Expanded TK (included in GSA)	3000-3999 Employee Benefits; Expanded TK (included in GSA)

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Elementary VAPA Actions: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Services: Targeted students will participate in ninety minutes of art, music, and PE instruction on a biweekly basis provided by itinerant teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$184,516 (repeat expenditure)	\$169,204 (repeat expenditure)	\$169,288 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Expenditure already allocated in DRS/Arts for All Action and Service	1000-1999 Certificated Salaries; Expenditure already allocated in DRS/Arts for All Action and Service	1000-1999 Certificated Salaries; Expenditure already allocated in DRS/Arts for All Action and Service
Amount	\$7,936 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Expenditure already allocated in DRS/Arts for All Action and Service	2000-2999 Classified Salaries; Expenditure already allocated in DRS/Arts for All Action and Service	2000-2999 Classified Salaries; Expenditure already allocated in DRS/Arts for All Action and Service
Amount	\$36,048 (repeat expenditure)	\$34,296 (repeat expenditure)	\$34,212 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Expenditure already allocated in DRS/Arts for All Action and Service	3000-3999 Employee Benefits; Expenditure already allocated in DRS/Arts for All Action and Service	3000-3999 Employee Benefits; Expenditure already allocated in DRS/Arts for All Action and Service
Amount	\$0	\$10,000 (repeat expenditure)	\$10,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Expenditure already allocated in DRS/Arts for All Action and Service	4000-4999 Books and Supplies; Expenditure already allocated in DRS/Arts for All Action and Service

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Grade Level Collaboration Actions: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Services: Targeted TK-5 students will participate in PE instruction in order to provide teachers with additional common core planning time.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$190,019	\$166,032	\$182,401
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Collaboration K-5	1000-1999 Certificated Salaries; Collaboration K-5	1000-1999 Certificated Salaries; Collaboration K-5
Amount	\$63,805	\$62,303	\$66,189
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Collaboration K-5	3000-3999 Employee Benefits; Collaboration K-5	3000-3999 Employee Benefits; Collaboration K-5

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Common Planning Actions: The district will schedule and coordinate common grade level/subject specific planning days (3 days compensated) annually for all teachers and site administrators. Services: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards (CaSS) in core content areas, including ELD, physical education and arts.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$237,909	\$231,438	\$226,043
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Common Planning Time	1000-1999 Certificated Salaries; Common Planning Time	1000-1999 Certificated Salaries; Common Planning Time
Amount	\$87,091	\$88,562	\$93,957
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Common Planning Time	3000-3999 Employee Benefits; Common Planning Time	3000-3999 Employee Benefits; Common Planning Time

Action 11

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<p>Summer School Actions: The district will design and offer a summer school program to build the academic proficiency of targeted underperforming students. The district will hire appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Services: Targeted underperforming students will attend a summer school program to assist them in attaining grade level proficiency on the new CaSS.</p>		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$69,020	\$67,573	\$67,573
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Summer School	1000-1999 Certificated Salaries; Summer School	1000-1999 Certificated Salaries; Summer School
Amount	\$4,010	\$3,725	\$3,725
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Summer School	2000-2999 Classified Salaries; Summer School	2000-2999 Classified Salaries; Summer School
Amount	\$18,025	\$14,749	\$14,789
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Summer School	3000-3999 Employee Benefits; Summer School	3000-3999 Employee Benefits; Summer School
Amount	\$8,336	\$28,953	\$23,913
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Summer School	4000-4999 Books and Supplies; Summer School	4000-4999 Books and Supplies; Summer School
Amount	\$25,609	\$10,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Summer School	5000-5999 Services and Other Operating Expenses; Summer School	5000-5999 Services and Other Operating Expenses; Summer School

Action 12

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

GSA @ 24 to 1 Actions: Hire additional TK-3rd grade classroom teachers to reduce the student: teacher ratio to an average of 24: 1. 26 FTEs above the base requirement. Services: Targeted students in grades TK-3rd will experience reduced class sizes and increased differentiated instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,701,731	\$1,705,598	\$1,801,879
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; GSA @ 24:1	1000-1999 Certificated Salaries; GSA @ 24:1	1000-1999 Certificated Salaries; GSA @ 24:1
Amount	\$659,937	\$715,556	\$730,888
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; GSA @ 24:1	3000-3999 Employee Benefits; GSA @ 24:1	3000-3999 Employee Benefits; GSA @ 24:1

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Interventionists Support: Actions: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Services: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$49,834	\$52,543	\$44,325
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Interventionist support	1000-1999 Certificated Salaries; Interventionist support	1000-1999 Certificated Salaries; Interventionist support
Amount	\$31,077	\$15,944	\$22,404
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Interventionist support	2000-2999 Classified Salaries; Interventionist support	2000-2999 Classified Salaries; Interventionist support
Amount	\$12,921	\$12,306	\$11,157
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Interventionist support	3000-3999 Employee Benefits; Interventionist support	3000-3999 Employee Benefits; Interventionist support
Amount	\$0	\$0	\$9,514
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Interventionist Support	4000-4999 Books and Supplies; Interventionist Support	4000-4999 Books and Supplies; Interventionist Support
Amount	\$509,824	\$614,197	\$607,590
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Interventionist support	5000-5999 Services and Other Operating Expenses; Interventionist support	5000-5999 Services and Other Operating Expenses; Interventionist support
Amount	\$81,419	\$83,882	\$87,919
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	1000-1999 Certificated Salaries; Interventionists	1000-1999 Certificated Salaries; Interventionists	1000-1999 Certificated Salaries; Interventionists
Amount	\$34,037	\$36,390	\$37,414
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Interventionists	3000-3999 Employee Benefits; Interventionists	3000-3999 Employee Benefits; Interventionists
Amount	\$147,127	\$280,011	\$280,011
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Interventionist	5000-5999 Services and Other Operating Expenses; Interventionist	5000-5999 Services and Other Operating Expenses; Interventionist

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Math Coaches Actions: Instructional coaches will be maintained to support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks. Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$261,005	\$277,721	\$192,552
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Math Coaches (3.0 FTEs)	1000-1999 Certificated Salaries; Math Coaches (3.0 FTEs)	1000-1999 Certificated Salaries; Math Coaches (2.0 FTEs)
Amount	\$108,375	\$103,292	\$67,561
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Math Coaches (3.0 FTEs)	3000-3999 Employee Benefits; Math Coaches (3.0 FTEs)	3000-3999 Employee Benefits; Math Coaches (2.0 FTEs)

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)

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Technology Specialists Actions: The district will maintain certificated technology specialists (3.0FTEs) to provide direct instruction to students in the application of technology to their learning; and to model for classroom teachers effective practices for the integration of technology into instruction. Services: All targeted TK-8 students will receive instruction in the use of technology to enhance their learning in all content areas. Teachers of targeted TK-8 students will receive modeling in the effective

Technology Specialists Actions: The district will support certificated technology specialists (2.6 FTEs) to provide direct instruction to students in the application of technology to their learning; and to model for classroom teachers effective practices for the integration of technology into instruction. Services: All targeted TK-8 students will receive instruction in the use of technology to enhance their learning in all content areas. Teachers of targeted TK-8 students will receive modeling in the effective integration of

integration of technology into the instructional program.		<p>technology into the instructional program.</p> <p>Due to a requested leave of absence, the district will maintain 2.0 FTEs for the 2019-2020 school year.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$214,115	\$183,249	\$149,434
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Technology Specialist	1000-1999 Certificated Salaries; Technology Specialist	1000-1999 Certificated Salaries; Technology Specialist
Amount	\$81,158	\$71,983	\$65,329
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Technology Specialist	3000-3999 Employee Benefits; Technology Specialist	3000-3999 Employee Benefits; Technology Specialist
Amount	\$0	\$40,000	\$0
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Technology Specialist	5000-5999 Services and Other Operating Expenses; Technology Specialist

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)

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Library Services Actions: Every elementary and middle school will provide library services to all grades levels in grades TK-8. Services: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$157,778	\$147,795	\$155,678
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Library Hours/Access	2000-2999 Classified Salaries; Library Hours/Access	2000-2999 Classified Salaries; Library Hours/Access
Amount	\$29,742	\$25,637	\$23,998
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Library Hours/Access	3000-3999 Employee Benefits; Library Hours/Access	3000-3999 Employee Benefits; Library Hours/Access

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

CaSS Supplemental Materials: Action: The district will identify and purchase supplemental materials. Service: Students will use supplemental materials. (Priority 1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental Materials LCFF Base	4000-4999 Books and Supplies; Supplemental Materials LCFF Base	4000-4999 Books and Supplies; Supplemental Materials LCFF Base

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Qualified Staff: Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RTI time. Services: All students will receive additional support or enrichment of the state standards during RTI during time. (Priority 2)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher's salaries are already accounted for in Goal 2.	1000-1999 Certificated Salaries; Teacher's salaries are already accounted for in Goal 2.	1000-1999 Certificated Salaries; Teacher's salaries are already accounted for in Goal 2.

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

DRS/Arts for All Action: all teachers will participate in Data Reflection Session to continuously monitor student achievement by reviewing benchmark assessment data. Teachers will identify areas of need, plan and modify instruction as needed to increase student achievement. Services: All students will receive instruction that has been carefully planned to meet their specific needs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2.	1000-1999 Certificated Salaries; DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2.	1000-1999 Certificated Salaries; DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2.

Action 20

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Enrichment/Extended Day Actions: Identified targeted students will receive extended day enrichment opportunities. Services: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$17,235	\$8,716	\$11,009
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Enrichment/Extended Day	1000-1999 Certificated Salaries; Enrichment/Extended Day	1000-1999 Certificated Salaries; Enrichment/Extended Day
Amount	\$0	\$451	\$956
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Enrichment/Extended Day	2000-2999 Classified Salaries; Enrichment/Extended Day
Amount	\$3,191	\$1,908	\$2,535
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Enrichment/Extended Day	3000-3999 Employee Benefits; Enrichment/Extended Day	3000-3999 Employee Benefits; Enrichment/Extended Day
Amount	\$12,654	\$14,495	\$18,006
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Enrichment/Extended Day	4000-4999 Books and Supplies; Enrichment/Extended Day	4000-4999 Books and Supplies; Enrichment/Extended Day
Amount	\$21,920	\$29,430	\$22,494
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Enrichment/Extended Day	5000-5999 Services and Other Operating Expenses; Enrichment/Extended Day	5000-5999 Services and Other Operating Expenses; Enrichment/Extended Day

Action 21

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

ELD Specialist: Action: The District will hire an ELD Specialist to support classroom teachers in the implementation of the new ELA/ELD instruction in line with the California State Standards and Framework. Service: All ELs and RFP students, will receive more effective core instruction in ELD.

ELA/ELD Specialist:
 Action: The district **will a total of two ELA/ELD Specialists** to support classroom teachers in the implementation of the new ELA/ELD instruction in line with the California State Standards and Framework.
 Service: All EL students will receive more effective core instruction in ELD. RFPs will be monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark

assessments and grades.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,437	\$183,713	\$188,195
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; ELD Specialist	1000-1999 Certificated Salaries; ELD Specialist	1000-1999 Certificated Salaries; ELD Specialist
Amount	\$34,563	\$74,676	\$74,810
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; ELD Specialist	3000-3999 Employee Benefits; ELD Specialist	3000-3999 Employee Benefits; ELD Specialist

Action 22

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

STEM Specialist: Action: The District will hire a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in science instruction.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

STEM Specialist: Action: The District **will maintain** a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in science instruction.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$85,437	\$77,468	\$82,328
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; STEM Specialist	1000-1999 Certificated Salaries; STEM Specialist	1000-1999 Certificated Salaries; STEM Specialist
Amount	\$34,563	\$24,262	\$25,316
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; STEM Specialist	3000-3999 Employee Benefits; STEM Specialist	3000-3999 Employee Benefits; STEM Specialist

Action 23

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Internet and Computer Access: Action: The District will purchase additional Chromebooks and internet access. Service: The District will assign Chromebooks and internet access to targeted students that do not have access to these resources at home.

Technology To Go-Internet and Computer Access
 Action: The District will purchase additional Chromebooks and internet access. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$29,193	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Internet and Computer Access	5000-5999 Services and Other Operating Expenses; Internet and Computer Access	5000-5999 Services and Other Operating Expenses; Internet and Computer Access

Action 24

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	<p>TK Support</p> <p>Action: The district will hire interventionists to provide daily instructional support to TK students.</p> <p>Service: The district will ensure that TK students will receive more frequent small group and one on one instruction from the classroom teacher or interventionist resulting in increased learning opportunities for students.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$114,844	\$114,844
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; TK Support	5000-5999 Services and Other Operating Expenses; TK Support

Modified Goal

Goal 2

Goal 2: Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of fully credentialed and appropriately assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Local Governance Team Goal: 2

Identified Need:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities (FIT)
2. 100% of staff will continue to be appropriately qualified and assigned
3. 100% of students will continue to have sufficient standards-aligned instructional materials.
4. 100% of eligible students will continue to have access to student transportation.
5. 100% of sites will continue to have basic supplies and services.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction	Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating	Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating	Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating	Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating

Facilities Tool (FIT)	8/9 schools	Growth Target: 9/9 schools	Growth Target: 9/9 schools	Growth Target: 9/9 schools
Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.	2016-2017 Qualified Staff: Credentialed 100% Assigned 100% Highly Qualified 100%	Qualified Staff: Credentialed 100% Assigned 100% Highly Qualified 100%	Qualified Staff: Credentialed 100% Assigned 100% Highly Qualified 100%	Qualified Staff: Credentialed 100% Assigned 100% Highly Qualified 100%
Sufficiency of standards-aligned instructional materials (board resolution)	2015-2016 Sufficiency of standards-aligned instructional materials (board resolution) 100% sufficiency based on William's Board Resolution	Sufficiency of standards-aligned instructional materials (board resolution) 100% sufficiency based on William's Board Resolution	Sufficiency of standards-aligned instructional materials (board resolution) 100% sufficiency based on William's Board Resolution	Sufficiency of standards-aligned instructional materials (board resolution) 100% sufficiency based on William's Board Resolution
Student transportation, as required by IEPs and safety criteria	2016-2017 Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.	Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.	Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.	Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.
Basic Supplies and Services	2016-2017 100% of sites have basic supplies and services based on allocated base funds.	100% of sites have basic supplies and services based on allocated base funds.	100% of sites have basic supplies and services based on allocated base funds.	100% of sites have basic supplies and services based on allocated base funds.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Standards Aligned Instructional Materials: The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Services: All K-8 students will have the use of standards aligned instructional materials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Textbooks	4000-4999 Books and Supplies; Textbooks	4000-4999 Books and Supplies; Textbooks

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintenance of Facilities Actions: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan. Services: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$338,658	\$401,102	\$469,301
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Maintenance of Facilities	2000-2999 Classified Salaries; Maintenance of Facilities	2000-2999 Classified Salaries; Maintenance of Facilities
Amount	\$172,116	\$210,355	\$241,693
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Maintenance of Facilities	3000-3999 Employee Benefits; Maintenance of Facilities	3000-3999 Employee Benefits; Maintenance of Facilities
Amount	\$148,000	\$148,000	\$152,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Maintenance of Facilities	4000-4999 Books and Supplies; Maintenance of Facilities	4000-4999 Books and Supplies; Maintenance of Facilities
Amount	\$330,847	\$330,847	\$305,559
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Maintenance of Facilities	5000-5999 Services and Other Operating Expenses; Maintenance of Facilities	5000-5999 Services and Other Operating Expenses; Maintenance of Facilities
Amount	\$0	\$0	\$71,982
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Maintenance of Facilities	7000-7499 Other; Maintenance of Facilities	7000-7499 Other; Maintenance of Facilities

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Qualified Staff Actions: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions. Services: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

assessments, district common assessments, and school based informal assessments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$17,236,491	\$17,186,071	\$17,743,166
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Qualified Staff	1000-1999 Certificated Salaries; Qualified Staff	1000-1999 Certificated Salaries; Qualified Staff
Amount	\$4,426,994	\$4,719,990	\$4,999,889
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Qualified Staff	2000-2999 Classified Salaries; Qualified Staff	2000-2999 Classified Salaries; Qualified Staff
Amount	\$8,437,628	\$8,670,116	\$8,941,965
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Qualified Staff	3000-3999 Employee Benefits; Qualified Staff	3000-3999 Employee Benefits; Qualified Staff

Action 4

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Basic Supplies and Services Action: The district will provide sufficient supplies to support daily operations and instruction. Services: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$396,551	\$381,497	\$422,701
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Basic Supplies and Services	4000-4999 Books and Supplies; Basic Supplies and Services	4000-4999 Books and Supplies; Basic Supplies and Services
Amount	\$3,567,019	\$4,187,024	\$4,250,308
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Basic Supplies and Services	5000-5999 Services and Other Operating Expenses; Basic Supplies and Services	5000-5999 Services and Other Operating Expenses; Basic Supplies and 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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Transportation Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$922,368	\$1,033,121	\$1,001,413
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Student Transportation	5000-5999 Services and Other Operating Expenses; Student Transportation	5000-5999 Services and Other Operating Expenses; Student Transportation

Modified Goal

Goal 3

Goal 3: School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities: Local Governance Team Goal: 4

Identified Need:

1. Suspension rate will continue to remain at less than 1%.
2. Expulsion rate will continue to remain at less than 1%.
3. Student School Safety Survey rates in grades 5 and 7 will remain at or above 90%.
4. Parent Safety Survey rate will remain at or above 95%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate < than 1%	Dashboard Suspension Rate: Blue Baseline: .7% Blue	Dashboard Suspension Rate: Blue Growth Target: <1% Blue	Dashboard Suspension Rate Report-Status and Change Report All Students: Increased Significantly, Increased, or Maintained.	Dashboard Suspension Rate Report-Status and Change Report All Students: Increased Significantly, Increased, or Maintained.

Expulsion Rate	Expulsion Rate Target <1% Baseline: 0%	Expulsion Rate Growth Target: <1%	Expulsion Rate Growth Target: <1%	Expulsion Rate Growth Target: <1%
Student School Safety Survey Rates (Grades 5 and 7)	Student School Safety Survey Rates (Grades 5 and 7) Increase + 1 until rate is at/or above 90% Growth Target: Baseline: 5th grade: 92% 7th grade: 89%	Student School Safety Survey Rates (Grades 5 and 7) Increase + 1 until rate is at/or above 90% Growth Target: 5th grade: 90% 7th grade: 90%	Student School Safety Survey Rates (Grades 5 and 7) Increase + 1 until rate is at/or above 90% Growth Target: 5th grade: 90% 7th grade: 90%	Student School Safety Survey Rates (Grades 5 and 7) Maintain at/or above 90% Growth Target: 5th grade: 90% 7th grade: 90%
Parent Safety Survey Rate	Parent Safety Survey Rate Maintain at/or above 95% Baseline: 96%	Parent Safety Survey Rate Maintain at/or above 95% Growth Target: 95%	Parent Safety Survey Rate Maintain at/or above 95% Growth Target: 95%	Parent Safety Survey Rate Maintain at/or above 95% Growth Target: 95%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Alternatives to Suspension Actions: Six schools will initiate the implementation of PBIS and participate in year two of training. Three schools will begin the first year of PBIS training. Services: Targeted students at all nine schools will benefit from a tiered system of behavioral supports, thereby increasing their safety and

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action: Three schools will begin year two of PBIS training. The other six school will begin full implementation .Services: Target students at all nine schools will benefit from from a tiered system of behavioral supports, thereby increasing their safety and connectedness to school.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Action: All schools will be in full PBIS implementation mode. Services: Targeted students at mall nine schools will benefit from the tiered system of behavioral supports, thereby increasing their safety and connectedness to school.

connectedness to school.		
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$26,009	\$18,957	\$18,957
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Alternatives to Suspension (PBIS)	1000-1999 Certificated Salaries; Alternatives to Suspension (PBIS)	1000-1999 Certificated Salaries; Alternatives to Suspension (PBIS)
Amount	\$4,791	\$3,843	\$3,831
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Alternatives to Suspension (PBIS)	3000-3999 Employee Benefits; Alternatives to Suspension (PBIS)	3000-3999 Employee Benefits; Alternatives to Suspension (PBIS)
Amount	\$29,200	\$37,200	\$37,212
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Alternatives to Suspension (PBIS)	5000-5999 Services and Other Operating Expenses; Alternatives to Suspension (PBIS)	5000-5999 Services and Other Operating Expenses; Alternatives to Suspension (PBIS)

Action 2

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Counselors Actions: The district will maintain itinerant elementary/middle school counselors (4FTEs) to support targeted students. Services: Increased counseling services will be provided to meet targeted students' academic, social and personal needs.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$362,373	\$369,300	\$387,950
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; ES/MS Counselors (4.0 FTE)	1000-1999 Certificated Salaries; ES/MS Counselors (4.0 FTE)	1000-1999 Certificated Salaries; ES/MS Counselors (4.0 FTE)
Amount	\$132,782	\$143,278	\$149,874
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; ES/MS Counselors	3000-3999 Employee Benefits; ES/MS Counselors	3000-3999 Employee Benefits; ES/MS Counselors

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Pupil Engagement/School Climate Actions: District and site specific plans (Single Plans for Student Achievement) will be developed to address: 1. Suspension Rate 2. Expulsion Rate 3. Student Survey safety (Grade 5) 4. Student Survey safety (Grade 7) 5. Parent Survey safety (Question #2) Services: Targeted Students will benefit from a safe school environment and time spent out of school due to suspension/expulsion will be decreased.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Pupil Engagement/School Climate Actions: District and site specific plans (Single Plans for Student Achievement) will be developed to address: 1. Suspension Rate 2. Expulsion Rate 3. Student Survey safety (Grade 5) 4. Student Survey safety (Grade 7) 5. Parent Survey safety (Question #2) Services: All students will benefit from a safe school environment and time spent out of school due to suspension/expulsion will be decreased as outlined and reflected in district and site plans

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,399	\$100,563	\$101,531
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; School Climate	1000-1999 Certificated Salaries; School Climate	1000-1999 Certificated Salaries; School Climate
Amount	\$15,089	\$14,928	\$13,562
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; School Climate	2000-2999 Classified Salaries; School Climate	2000-2999 Classified Salaries; School Climate
Amount	\$2,720	\$41,596	\$41,737
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; School Climate	3000-3999 Employee Benefits; School Climate	3000-3999 Employee Benefits; School Climate
Amount	\$3,023	\$22,394	\$35,181
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; School Climate	4000-4999 Books and Supplies; School Climate	4000-4999 Books and Supplies; School Climate
Amount	\$4,650	\$52,400	\$17,583
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; School Climate	5000-5999 Services and Other Operating Expenses; School Climate	5000-5999 Services and Other Operating Expenses; School Climate

Action 4

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Student Motivation Actions: Each school will provide student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate. Services: Targeted student participation in motivational activities will increase school connectedness.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,334	\$20,070	\$17,317
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Student Motivation	1000-1999 Certificated Salaries; Student Motivation	1000-1999 Certificated Salaries; Student Motivation
Amount	\$4,322	\$0	\$1,759
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Student Motivation	2000-2999 Classified Salaries; Student Motivation	2000-2999 Classified Salaries; Student Motivation
Amount	\$4,880	\$4,081	\$4,055
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Student Motivation	3000-3999 Employee Benefits; Student Motivation	3000-3999 Employee Benefits; Student Motivation
Amount	\$44,850	\$51,255	\$62,857
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Student Motivation	4000-4999 Books and Supplies; Student Motivation	4000-4999 Books and Supplies; Student Motivation
Amount	\$32,614	\$31,594	\$21,012
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Student Motivation	5000-5999 Services and Other Operating Expenses; Student Motivation	5000-5999 Services and Other Operating Expenses; Student Motivation

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Counselors: Action: The district will maintain an additional itinerant elementary/middle school counselor (1FTE) to support all students.
Services: Increased counseling services will be provided to meet the academic and social emotional needs of all students.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$90,574	\$92,326	\$96,985
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Counselor 1 FTE	1000-1999 Certificated Salaries; Counselor 1 FTE	1000-1999 Certificated Salaries; Counselor 1 FTE
Amount	\$33,203	\$45,871	\$37,475
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Counselor 1 FTE	3000-3999 Employee Benefits; Counselor 1 FTE	3000-3999 Employee Benefits; Counselor 1 FTE

Modified Goal

Goal 4

Goal 4: Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Revised Parent Satisfaction Survey Rate
3. Revised Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (HKS Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities: Local Governance Team Goal: 3

Identified Need:

Due to stakeholder feedback and a change in the distribution of the Parent Engagement Survey to an electronic format, the metric for the Parent Engagement Survey has been modified.

Student Engagement will be inclusive, strategic and purposeful and it continues to be an area of need.

1. Parent Survey Response rate will continue to have a response rate of at least 80% or greater.
2. Parent Satisfaction Survey rate will continue to have a satisfaction rate of at least 95% or greater.
- ~~3. Parent Engagement rate will will continue to demonstrate narrowing of the % Gap between the % Level of Engagement and the % Level of Priority~~ Parent engagement rate will be maintained or increased.
4. Student School Connectedness rate will continue to have a rate of at least 90% or greater.
5. Attendance rate will continue to be maintained at 97%.

6. Chronic Absenteeism rate will continue to decrease by 1%.

7. Middle School Dropout rate will continue to be maintained at 0%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Response Rate	<p>Parent Survey Response Rate; Target Maintain at/or above 80%</p> <p>Baseline: 82.65%</p>	<p>Parent Survey Response Rate</p> <p>Growth Target Maintain at/or above 80%</p> <p>Growth Target: 80%</p>	<p>Parent Survey Response Rate</p> <p>Growth Target Maintain at/or above 80%</p> <p>Growth Target: 80%</p>	<p>Parent Survey Response Rate</p> <p>Growth Target Maintain at/or above 80%</p> <p>Growth Target: 80%</p>
Parent Satisfaction Survey Rate	<p>Parent Satisfaction Survey Rate</p> <p>Maintain at/or above 95%</p> <p>Baseline: 97.44%</p>	<p>Parent Satisfaction Survey Rate</p> <p>Maintain at/or above 95%</p> <p>Growth Target 95%</p>	<p>Parent Satisfaction Survey Rate</p> <p>Maintain at/or above 95%</p> <p>Growth Target 95%</p>	<p>Parent Satisfaction Survey Rate</p> <p>Maintain at/or above 95%</p> <p>Growth Target 95%</p>
Revised Parent Engagement Rate (District and Site SMART Goals)	<p>Revised Parent Engagement Rate (District and Site SMART Goals)</p> <p>Target: Maintain at or above 80%</p> <p>Baseline: 1. Communication with teacher or other school personnel: 86%</p>	<p>Parent Engagement Rate (District and Site SMART Goals)</p> <p>Growth Target: Maintain at or above 80%</p> <p>1. Communication with teacher or other</p>	<p>Parent Engagement Rate (District and Site SMART Goals)</p> <p>Growth Target: Narrow the gap between Level of Engagement and Level of Priority</p> <p>Baseline data with new</p>	<p>Parent Engagement Rate (District and Site SMART Goals)</p> <p>Growth Target: Maintain or increase</p> <p>Survey will be administered electronically this year. Results may</p>

	<p>2. Attendance at school events: 87%</p> <p>3. Participation in parent education opportunities: 52%</p> <p>4. Awareness of opportunities for Parent Leadership/Decision Making role: 58%</p>	<p>school personnel: 80%</p> <p>2. Attendance at school events: 80%</p> <p>3. Participation in parent education opportunities: 80%</p> <p>4. Awareness of opportunities for Parent Leadership/Decision Making role: 80%</p>	<p>measures</p> <p>1. Communication with teacher or other school personnel: Level of Engagement: 85% Level of Priority: 90% Gap: 11%</p> <p>2. Attendance at school events: Level of Engagement: 87% Level of Priority: 83% Gap: + 4</p> <p>3. Participation in parent education opportunities: Level of Engagement: 53% Level of Priority: 74% Gap: 21%</p> <p>4. Awareness of opportunities for Parent Leadership/Decision Making role: Level of Engagement: 59% Level of Priority: 72% Gap: 13%</p>	<p>vary due to the change in process.</p> <p>1. Communication with teacher or other school personnel: Level of Engagement: 85%</p> <p>2. Attendance at school events: Level of Engagement: 87%</p> <p>3. Participation in parent education opportunities: Level of Engagement: 53%</p> <p>4. Awareness of opportunities for Parent Leadership/Decision Making role: Level of Engagement: 59%</p>
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Student School Connectedness Rate (HKS Grades 5 and 7)	<p>Student School Connectedness Rate (HKS Grades 5 and 7)</p> <p>Growth Target: + 1 until rate is at 90% or greater</p> <p>Baseline:</p> <p>Grade 5: 85%</p> <p>Grade 7: 75%</p>	<p>Student School Connectedness Rate (HKS Grades 5 and 7)</p> <p>Growth Target: + 1 until rate is at 90% or greater</p> <p>Grade 5: 86%</p> <p>Grade 7: 76%</p>	<p>Student School Connectedness Rate (HKS Grades 5 and 7)</p> <p>Growth Target: + 1 until rate is at 90% or greater</p> <p>Grade 5: 87%</p> <p>Grade 7: 77%</p>	<p>Student School Connectedness Rate (HKS Grades 5 and 7)</p> <p>Growth Target: + 1 until rate is at 90% or greater</p> <p>Grade 5: 88%</p> <p>Grade 7: 73%</p>
Attendance Rate	<p>Growth Target: Maintain at 97%</p> <p>Baseline:</p> <p>96.81%</p>	<p>Growth Target: Maintain at 97%</p> <p>Growth Target: 97%</p>	<p>Growth Target: Maintain at 97%</p> <p>Growth Target: 97%</p>	<p>Growth Target Maintain at 97%</p> <p>Growth Target: 97%</p>
Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate: Decrease by 1%</p> <p>Baseline Data:</p> <p>All: Target: 4.14%</p>	<p>Chronic Absenteeism Rate: Decrease by 1%</p> <p>All: Growth Target: 3.14%</p>	<p>Chronic Absenteeism Rate: Dashboard District Baseline Data: 4.9%</p> <p>Target: Decrease by 1%</p> <p>3.9%</p>	<p>Chronic Absenteeism Rate: Decrease by 1%</p> <p>2.9%</p>
Middle School Dropout Rate	<p>Middle School Dropout Rate: Maintain at 0%</p> <p>Baseline:</p> <p>0%</p>	<p>Middle School Dropout Rate: Maintain at 0%</p> <p>Growth Target: 0%</p>	<p>Middle School Dropout Rate: Maintain at 0%</p> <p>Growth Target: 0%</p>	<p>Middle School Dropout Rate: Maintain at 0%</p> <p>Growth Target: 0%</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Parent Involvement Action: Each school site will develop and implement a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students as measured by Parent Engagement Survey. Services: Targeted students will benefit from increased

opportunities for their parents to be engaged with the school through: effective home-school communication; participation in site workshops; school events, and leadership/decision-making activities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,735	\$3,215	\$4,778
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Parent Involvement	1000-1999 Certificated Salaries; Parent Involvement	1000-1999 Certificated Salaries; Parent Involvement
Amount	\$27,913	\$28,597	\$28,316
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Parent Involvement	2000-2999 Classified Salaries; Parent Involvement	2000-2999 Classified Salaries; Parent Involvement
Amount	\$9,198	\$9,265	\$13,465
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Parent Involvement	3000-3999 Employee Benefits; Parent Involvement	3000-3999 Employee Benefits; Parent Involvement
Amount	\$9,829	\$10,682	\$13,940
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Parent Involvement	4000-4999 Books and Supplies; Parent Involvement	4000-4999 Books and Supplies; Parent Involvement
Amount	\$3,825	\$3,741	\$0
Source	LCFF	LCFF	LCFF

Budget
Reference

5000-5999 Services and Other Operating
Expenses;
Parent Involvement

5000-5999 Services and Other Operating
Expenses;
Parent Involvement

5000-5999 Services and Other Operating
Expenses;
Parent Involvement

Action 2

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Pupil Engagement/School Climate Action: District and site plans (Single Plans for Student Achievement) will include programs designed to increase stakeholder engagement, such as: 1. WEB implementation at both middle schools; 2. "No Bully" Program implementation and support at all schools; 3. District elementary attendance clerk services for TK-5 schools. Services: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community

Pupil Engagement/School Climate Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: 1. WEB implementation at both middle schools; 2. "No Bully" Program implementation and support at all schools; 3. District elementary attendance clerk services for TK-5 schools; 4. **The District will hire an additional (1 FTE) counselor to focus on supporting students, staff, and**

and resulting in more regular attendance.	parents when dealing with student conflict. The counselor will research effective programs and strategies to meet our student needs. Services: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.	
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,399	\$100,563 (repeat expenditure)	\$101,531 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Pupil Engagement/School Climate	1000-1999 Certificated Salaries; Pupil Engagement/School Climate	1000-1999 Certificated Salaries; Pupil Engagement/School Climate
Amount	\$15,089	\$14,928 (repeat expenditure)	\$13,562 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Pupil Engagement/School Climate	2000-2999 Classified Salaries; Pupil Engagement/School Climate	2000-2999 Classified Salaries; Pupil Engagement/School Climate
Amount	\$2,720	\$41,596 (repeat expenditure)	\$41,737 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Pupil Engagement/School Climate	3000-3999 Employee Benefits; Pupil Engagement/School Climate	3000-3999 Employee Benefits; Pupil Engagement/School Climate
Amount	\$7,673	\$22,394 (repeat expenditure)	\$35,181 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Pupil Engagement/School Climate	4000-4999 Books and Supplies; Pupil Engagement/School Climate	4000-4999 Books and Supplies; Pupil Engagement/School Climate
Amount	\$0	\$52,400 (repeat expenditure)	\$17,583 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Pupil Engagement/School Climate	5000-5999 Services and Other Operating Expenses; Pupil Engagement/School Climate

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Parent Involvement: Action: The district will develop parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, Civic Leadership offered through the school year as measured by Parent Engagement Survey. Services: Parents will be able to attend a variety of courses in our district and receive college credit through Cerritos Community College.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$29,318	\$30,018	\$30,895
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Parent Involvement	2000-2999 Classified Salaries; Parent Involvement	2000-2999 Classified Salaries; Parent Involvement
Amount	\$18,841	\$20,251	\$21,670
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Parent Involvement	3000-3999 Employee Benefits; Parent Involvement	3000-3999 Employee Benefits; Parent Involvement
Amount	\$0	\$5,400	\$5,400
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		4000-4999 Books and Supplies; Parent Involvement	4000-4999 Books and Supplies; Parent Involvement

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Parent Involvement Action and Service: Parent Involvement is site specific to include such activities as: 1.Science Night 2. Reading on the Green 3. Mom's and Muffins 4. Dads and Donuts, 5.Back to School Night, 6. Open House which do not require funding.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Parent Sessions were procured at zero cost.	5000-5999 Services and Other Operating Expenses; Parent Sessions were procured at zero cost.	5000-5999 Services and Other Operating Expenses; Parent Sessions were procured at zero cost.
Amount	\$9,773	\$9,773	\$10,065
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$6,281	\$6,684	\$6,919
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$7,613,079

Percentage to Increase or Improve Services:

22.47%

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](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Goal 1: Action 21

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: Action 1, Action 2, Action 3, Action 4, Action 5, Action 6, Action 7, Action 8, Action 9, Action 10, Action 11, Action 12, Action 13, Action 14, Action 15, Action 16, Action 20, Action 22, Action 23, Action 24

Goal 3: Action 1, Action 2, Action 3, Action 4

Goal 4: Action 1, Action 2, Action 3

Actions/Services Contributing to meeting the increased or improved services and identified as **School-wide**.

The Little Lake City School District is currently projecting a decrease of \$91,525 in Supplemental and Concentration grant funding for fiscal year 2019-20, based on the Governor's May Revision to the 2019-20 State budget. The projection is based on 4,144.11 projected funded ADA and the district's projected unduplicated pupil percentage of 71.39%.

The district plans to expend the Supplemental and Concentration funds in the LCAP year to address goals aligned with the eight state priorities and the Local Educational Agency Plan (LEAP). The LCAP goals are intended to increase and/or improve services principally for unduplicated students (i.e., ELs, foster youth, low-income). Goals were identified and ranked based on an assessment of student and district needs and in accordance with the comments of district stakeholders. In addition to federal and local funds, the Supplemental/Concentration funds will be used strategically to supplement the district's core program supported by the base grant funds.

The LCAP goals to be supported by Supplemental and Concentration funds are principally directed to students identified as foster youth, low-income, and English learners; however, students district-wide/school-wide may benefit from these services. Goal topics that are intended to increase or improve services for unduplicated students and district-wide/school-wide include:

Actions/services supported by Supplemental and Concentration funds that are targeted to principally meet the needs of the **unduplicated students**

(i.e., ELs, foster youth, and low income) include:

Services provided in the LCAP year principally targeting low income pupils, foster youth, and English learners provide for increased or improved services are in proportion to the increase in funding provided for such pupils. A description of these services is included in the LCAP goals and specifies the following topics, state priorities, and Supplemental and Concentration grant allocations:

There are actions that are specifically designed to meet the needs of English Learners.

One strategy is the ELD Specialist who will be responsible for providing professional development to teachers of EL on the new ELD standards, and for monitoring growth of ELs and reclassified students.

Topic, State Priority & Allocation

CaSS Supplemental Materials	\$150,000
Professional Development	\$130,000
Instructional Technology	\$206,091
DRS/Arts for All	\$213,500
Collaboration/Planning Time	\$248,590
Common Planning Time	\$320,000
Summer School	\$125,000
Grade Span Adjustment (incl. Expanded TK Program)	\$2,532,767
Alternatives to Suspension	\$60,000
Elementary/Middle School Counselors	\$537,824
School Climate	\$209,594
Parent Involvement	\$60,499
Student Interventions	\$694,990

Instructional Math Coaches	\$260,113
Technology Specialist	\$214,763
Library Services	\$179,676
Student Motivation	\$107,000
Middle School Team Structure	\$350,302
Increased RSP Support	\$461,877
Enrichment/Extended Day	\$55,000
ELD Specialist	\$263,005
STEM Specialist	\$107,644
Internet and Computer Access	\$10,000
Student Conflict Support	\$181,668
TK Support	\$114,844

A justification is provided for each of the expenditures listed below.

Goal topics that are intended to increase or improve services for unduplicated students and offered districtwide/schoolwide include:

GOAL 1

1.1 CASS Supplemental Materials (State Priority #1, Basic Services)

School sites are allotted funds to purchase CASS-aligned supplemental materials to support the needs of their EL, FY, LI students. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. For example, at times adopted core materials are not sufficient to meet the needs of newcomers. Supplemental materials, such as books in their primary language, online resources, and manipulatives that are beyond the core program are needed to support and increase their learning.

1.2 Professional Development (State Priority #2, Implementation of California State Standards)

Teachers of EL, FY, and LI students will receive professional development according to their site based identified needs to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. Focused professional development based on site specific needs for instructional certificated and classified staff and administrators will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students.

1.3 Instructional Technology (State Priority #2, Implementation of State Standards)

EL, FY, and LI students will receive instruction including the integration of instructional technology designed to support their specific needs in reaching grade level proficiency in content standards. Technology devices will be purchased for the in-class use of EL, FY, and LI students as they demonstrate their learning of the California State Standards. Our parent survey data show that EL, FY, and LI has limited access to technology devices and internet to support their learning as compared to all students. Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

1.4. Data Reflection Sessions (DRS)/Arts for All (State Priority #7, Course Access)

TK - 8 Teachers of EL, FY, and LI students will participate in Data Reflection Sessions (DRS) biweekly to analyze current data and student work, plan for instruction, and monitor progress of subgroups. Specific strategies are identified to meet the needs of EL, FY, and LI students based on data. In addition, EL students are closely monitored based on reclassification criteria. During DRS, students are receiving instruction in Arts for All (art, music, and physical education) by content specialists. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. DRS is an ongoing systematic way to analyze and disaggregate data using specific norms and protocols. This process allows teacher teams to make informed decisions about instruction and will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students.

1.5 Increased Tier 3 (Intensive) Support (State Priority #4, Pupil Achievement)

EL, FY, and LI students that are academically at-risk based on assessment data, will receive increased prevention/intervention services in core academic areas to increase their academic achievement. Through the use of district benchmark assessment data, reading level, classroom performance, and teacher input we are able to identify the EL, FY, and LI students who are most at risk. By increasing the tier 3 support support, teachers are able to provide multiple opportunities for intensive interventions that serve as preventative measures.

1.6. Middle School Team Structure (State Priority #4, Pupil Achievement and #6, School Climate)

Middle school EL, FY, LI students will participate in interdisciplinary teams with an improved student: teacher ratio to enhance differentiation and to increase their connectedness to school. Research states that there is a strong correlation between student connectedness and academic achievement. EL, FY, and LI students are assigned to a team of teachers that is responsible for monitoring their academic and social-emotional needs. Such teams meet on a regular basis to discuss students based on assessment data, teacher observations, and office/counseling referrals. Teams develop support plans to meet each students' academic and social/emotional needs.

1.7 Expanded TK Program (State Priority #5, Pupil Engagement)

The district will expand eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. Community data show that there are many students that do not attend preschool. By extending our TK eligibility window for entrance into the TK program to include EL, FY, LI student with birth dates from September 2nd to March 2nd, we are able to service almost twice the TK EL, FY, LI students resulting in a two year Kindergarten program for students that would otherwise not have attended a preschool program.

1.8 Elementary VAPA (see 1.4 DRS)

1.9 Collaboration/Planning Time (State Priority #4, Pupil Achievement)

TK -5 teachers of EL, FY, LI students will utilize common planning time to collaborate with grade level teams to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. The best instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the unique needs of EL, FY, LI students.

1.10 Common Planning Time (State Priority #8, Other Pupil Outcomes)

Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. The best instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and professional development for teachers allows them to identify specific strategies and plan instruction to address the unique needs of EL, FY, LI students.

1.11 Summer School (State Priority # 8, Other Pupil Outcomes)

1st - 7th grade EL, FY, and LI students will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their unique needs. District benchmark data show that many EL, FY, and LI students are performing below grade level and/or are at risk and have limited opportunities for enrichment during the instructional day due to the fact that they are attending intervention sessions. The summer school program offers instruction tailored to their needs, as well as enrichment opportunities with a focus on hands-on instruction in Next Generation Science Standards.

1.12 Grade Span Adjustment (24:1) (State Priority #5, Pupil Engagement)

TK-3 EL, FY, LI students will experience reduced student: teacher ratios. TK-3 EL, FY, LI students will receive instruction in classes with a lowered student: teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction, and increased differentiation. TK-3 EL, FY, LI students demonstrate that they need additional attention and support more than all students as evidenced by subgroup data. By hiring additional certificated staff to reduce student:teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs.

1.13 Student Interventions (State Priority #7, Course Access)

TK - 8th grade EL, FY, LI students will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. TK-8th grade EL, FY, LI students demonstrate that they require additional support as evidenced by subgroup data. By hiring interventionists, EL, FY, LI students are able to receive daily small group targeted instruction and support in math and language arts to increase student learning.

1.14 Instructional Math Coaches (State Priority #4, Pupil Achievement)

EL, FY, LI students will receive more effective mathematics instruction in order to increase their academic achievement. ELs, LI, and FY students need specialized strategies based on the following needs: Dashboard and local math assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in math all students performed at the yellow level. Although, EL and LI students also performed at the yellow level, but at the lower range. By hiring math coaches, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL, FY, LI students. In addition, these students are provided with more focused and targeted instruction in mathematics.

1.15 Technology Specialists (State Priority #2, Implementation of State Standards)

EL, FY, LI students will receive systematic, direct instruction in the use of instructional technology to improve their performance on standards-based computer adaptive assessments. Our parent survey data shows that EL, FY, and LI has limited access to technology devices and internet to support their learning as compared to all students. By hiring technology specialists to provide instruction in technology EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, teachers learn alongside their students in increase knowledge to integrate technology into their daily instruction.

1.16 Library Services (State Priority #2, Implementation of State Standards)

EL, FY, LI students will receive library services provided by a library media specialist in all elementary and middle school libraries. Many of our EL, FY, and LI students have limited access to books to support their learning as compared to all students. EL students need additional books at various levels in order to increase their English proficiency. FY and LI students have limited access to books and/or public libraries due to their extenuating family circumstances. By hiring library media specialist at every school site, EL, FY, LI students have the opportunity to check out books on a regular basis resulting in increased access to literacy at home.

1.17 CaSS Supplemental Materials (See 1.1)

1.18 Qualified Staff: Implementation of State Standards (See 1.14)

1.19 DRS/Arts for All (See 1.4)

1.20 Enrichment/Extended Day (State Priority #4, Pupil Achievement)

EL, FY, LI students have opportunities for enrichment/ extended day to increase differentiated instruction to meet their unique needs. Many EL, FY, and LI students have limited opportunities for enrichment due to lack of transportation and/or funds for pay for enrichment courses. Before and after school enrichment programs are offered at every school site for our EL, FY, LI students in order to increase access to enrichment programs beyond the core, such as STEM classes, coding classes, robotics courses, and various hands-on assemblies.

1.21 ELA/ELD Specialists (State Priority #4, Pupil Achievement)

EL students will receive more effective ELA/ELD instruction in order to increase their academic achievement. ELs need specialized strategies based on the following needs: Dashboard and local ELA assessment data reflect that EL students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. By hiring ELA/ELA specialists, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL students. In addition, these students are provided with more focused and targeted instruction in ELA and ELD.

1.22 STEM Specialist (State Priority #4, Pupil Achievement)

EL, FY, LI students will receive more effective core instruction in the new Next Generation Science Standards. Although we do not have assessment data specific to science, we are basing our decisions based on ELA data due to the heavy reliance on reading the writing within NGSS. Research also shows that student learning increases when students are involved through hands-om activities. EL, FY, and LI students often times have less access to these types of lessons due to language constraints. In addition, FY students are at a

disadvantage, due to inconsistencies in instruction because of their high mobility rate. By hiring a STEM Specialist, teachers receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge.

1.23 Internet and Computer Access (State Priority #4, Pupil Achievement)

The district will assign Chromebooks and internet access to EL, FY, LI students that do not have access to those resources at home. Parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Providing EL, FY, LI students with a device for home use, increases opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

1.24 TK Support (State Priority #4, Pupil Achievement)

EL, FY, and LI TK students will receive more opportunities for small group and one on one instruction to meet their diverse learning and social-emotional needs. Small group instruction and one on one instruction allows teachers to support students with more focused instruction to meet their needs. By hiring interventionists to provide support to all TK classrooms, EL, FY, and LI students will have frequent opportunities for targeted support and succeed both academically and social-emotionally.

Goal 3

3.1 Alternatives to Suspension (PBIS) (State Priority #6, School Climate)

Implementation of Positive Behavior Interventions and Supports (PBIS) program will improve the school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed and implemented to ensure the positive school experience of EL, FY, LI students. Research and data demonstrate that by improving school connection and increasing attendance, EL, FY, LI students will increase student achievement. In particular, FY students need support to ensure they have a positive school connection. In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS and alternatives to suspension.

3.2, 3.5 Elementary and Middle School Counselors (State Priority #6, School Climate)

Itinerant elementary and middle school counselors will provide direct services to EL, FY, LI students to meet their social and emotional needs and to improve their readiness to learn. National studies show that students' mental health services are limited, especially those of our targeted population. By hiring elementary and middle school counselors, we will be able to provide the necessary mental health services for our EL, FY, LI students.

3.3 Pupil Engagement/School Climate (suspension/expulsion/student safety) (State Priority #6, School Climate)

EL, FY, LI students will benefit from a safe school environment and time out of school, due to suspension/expulsion, will be decreased.

Research shows that there is a correlation between time spent out of school and poor academic and social-emotional progress. This is especially important with our FY students, since Dashboard data indicates that they are two levels below (yellow) as compared to all students (blue). In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. By identifying and implementing alternatives to suspension, EL, FY, LI students will increase their time spent in school resulting in improved student achievement.

3.4 Student Motivation (State Priority #5, Pupil Engagement)

Each school will provide student motivational activities before school, during school, and/or after school designed to encourage and support school connectedness and positive school climate. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. All schools are expected to provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school.

GOAL 4

4.1, 4.3, 4.4 Parent Involvement (State Priority#3, Parent Involvement)

The district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. By providing opportunities for parents to participate in various levels of engagement, parents will be better prepared to support their child. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts.

4.2 Pupil Engagement/School Climate (WEB, "No Bully", Student Conflict Support Counselor) (State Priority #6, School Climate and State Priority #5, Pupil Engagement)

TK - 8th grade EL, FY, and LI students will receive support to increase daily attendance and prevent/address bullying; all 6-8 students will receive services to facilitate their transition to middle school, and to maintain drug-free campuses. Research states that in order to maximize learning opportunities for students, they must feel safe within their learning environment. EL students, at times, may struggle building positive social relationships due to their language limitations. FY students may also struggle with relationships due to their life experiences, as well as consistent enrollment at a single school site. Multiple support services (No Bully-elementary program, Where Everybody Belongs-middle school program) to improve school safety, attendance, and other school climate factors for EL, FY, and LI students will be provided in order to provide students with a safe and nurturing learning environment.

Teachers of EL, FY, and LI students will receive professional development on research based strategies to deal with student conflict. The target students, especially FY students, often times have social-emotional needs which can interfere with the learning process. By hiring a student conflict support counselor to support teachers and students with strategies to address student conflict, EL, FY, and LI students will be able to independently solve student conflict and allow for uninterrupted learning opportunities.

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$7,836,514

23.33%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Little Lake City School District is currently projecting an increase of \$954,598 in Supplemental and Concentration grant funding for fiscal year 2018-19, based on the Governor's May Revision to the 2019-19 State budget. The projection is based on 4,275.61 projected funded ADA and the district's projected unduplicated pupil percentage of 72.62%. The projection for Supplemental and Concentration grant funding assumes that in 2018-2019 the Gap Funding will be 100%.

The district plans to expend the Supplemental and Concentration funds in the LCAP year to address goals aligned with the eight state priorities and the Local Educational Agency Plan (LEAP). The LCAP goals are intended to increase and/or improve services principally for unduplicated students (i.e., ELs, foster youth, low-income). Goals were identified and ranked based on an assessment of student and district needs and in accordance with the comments of district stakeholders. In addition to federal and local funds, the Supplemental/Concentration funds will be used strategically to supplement the district's core program supported by the base grant funds.

The LCAP goals to be supported by Supplemental and Concentration funds are principally directed to students identified as foster youth, low-income, and English learners; however, students districtwide/schoolwide may benefit from these services. Goal topics that are intended to increase or improve services for unduplicated students and districtwide/schoolwide include:

Actions/services supported by Supplemental and Concentration funds that are targeted to principally meet the needs of the **unduplicated students (i.e., ELs, foster youth, and low income)** include:

Services provided in the LCAP year principally targeting low income pupils, foster youth, and English learners provide for increased or improved services are in proportion to the increase in funding provided for such pupils. A description of these services is included in the LCAP goals and specifies the following topics, state priorities, and Supplemental and Concentration grant allocations:

There are two actions that are specifically designed to meet the needs of English Learners.

The AVID Excel program is specifically designed to meet the needs of Long Term English Learners at our two middle schools. This programs follows the same concepts as the regular AVID program, but has an emphasis on academic vocabulary development.

The second strategy is the ELD Specialist who will be responsible for providing professional development to teachers of EL on the new ELD standards, and for monitoring growth of ELs and reclassified students.

Topic, State Priority & Allocation

CaSS Supplemental Materials \$150,000

Professional Development	\$130,000
Instructional Technology	\$410,089
DRS/Arts for All	\$213,500
Collaboration/Planning Time	\$253,824
Common Planning Time	\$320,000
Summer School	\$125,000
Grade Span Adjustment (incl. Expanded TK Program)	\$2,421,154
Alternatives to Suspension	\$60,000
Elementary/Middle School Counselors	\$512,578
School Climate	\$231,881
Parent Involvement	\$55,000
Student Interventions	\$694,990
Instructional Math Coaches	\$381,013
Technology Specialist	\$295,232
Library Services	\$173,432
Student Motivation	\$107,000
Middle School Team Structure	\$327,944
AVID Excel Program	\$25,000

Increased RSP Support	\$434,403
Enrichment/Extended Day	\$55,000
ELD Specialist	\$258,389
STEM Specialist	\$101,730
Internet and Computer Access	\$10,000
Student Conflict Support	\$200,000
TK Support	\$114,844

A justification is provided for each of the expenditures listed below.

Goal topics that are intended to increase or improve services for unduplicated students and offered districtwide/schoolwide include:

GOAL 1

1.1 CASS Supplemental Materials (State Priority #1, Basic Services)

School sites are allotted funds to purchase CASS-aligned supplemental materials to support the needs of their EL, FY, LI students. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. For example, at times adopted core materials are not sufficient to meet the needs of newcomers. Supplemental materials, such as books in their primary language, online resources, and manipulatives that are beyond the core program are needed to support and increase their learning.

1.2 Professional Development (State Priority #2, Implementation of California State Standards)

Teachers of EL, FY, and LI students will receive professional development according to their site based identified needs to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. Focused professional development based on site specific needs for instructional certificated and classified staff and administrators will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students.

1.3 Instructional Technology (State Priority #2, Implementation of State Standards)

EL, FY, and LI students will receive instruction including the integration of instructional technology designed to support their specific needs in reaching grade level proficiency in content standards. Technology devices will be purchased for the in-class use of EL, FY, and LI students as they demonstrate their learning of the California State Standards. Our parent survey data show that EL, FY, and LI has limited access to technology devices and internet to support their learning as compared to all students. Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

1.4. Data Reflection Sessions (DRS)/Arts for All (State Priority #7, Course Access)

TK - 8 Teachers of EL, FY, and LI students will participate in Data Reflection Sessions (DRS) biweekly to analyze current data and student work, plan for instruction, and monitor progress of subgroups. Specific strategies are identified to meet the needs of EL, FY, and LI students based on data. In addition, EL students are closely monitored based on reclassification criteria. During DRS, students are receiving instruction in Arts for All (art, music, and physical education) by content specialists. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. DRS is an ongoing systematic way to analyze and disaggregate data using specific norms and protocols. This process allows teacher teams to make informed decisions about instruction and will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students.

1.5. AVID Excel Program (State Priority #4, Pupil Achievement)

ELs will receive AVID Excel support to increase their academic achievement and to prepare them to enter a four-year college or university upon graduation from high school. ELs are in need of this AVID Excel Program based on the following data points: Middle School Dashboard data reflect that ELs are performing below as compared to all students - Dashboard data demonstrate that in ELA all students performed at the green level, whereas ELs performed one level below (orange) and LI students performed at yellow. AVID Excel is a research based framework that is specially designed to increase the academic language and increase learning opportunities for EL students. AVID Excel courses include an AVID tutor to support small group targeted instruction, as well as a summer bridge program.

1.6 Increased Tier 3 (Intensive) Support (State Priority #4, Pupil Achievement)

EL, FY, and LI students that are academically at-risk based on assessment data, will receive increased prevention/intervention services in core academic areas to increase their academic achievement. Through the use of district benchmark assessment data, reading level, classroom performance, and teacher input we are able to identify the EL, FY, and LI students who are most at risk. By increasing the tier 3 support support, teachers are able to provide multiple opportunities for intensive interventions that serve as preventative measures.

1.7. Middle School Team Structure (State Priority #4, Pupil Achievement and #6, School Climate)

Middle school EL, FY, LI students will participate in interdisciplinary teams with an improved student: teacher ratio to enhance

differentiation and to increase their connectedness to school. Research states that there is a strong correlation between student connectedness and academic achievement. EL, FY, and LI students are assigned to a team of teachers that is responsible for monitoring their academic and social-emotional needs. Such teams meet on a regular basis to discuss students based on assessment data, teacher observations, and office/counseling referrals. Teams develop support plans to meet each students' academic and social/emotional needs.

1.8 Expanded TK Program (State Priority #5, Pupil Engagement)

The district will expand eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. Community data show that there are many students that do not attend preschool. By extending our TK eligibility window for entrance into the TK program to include EL, FY, LI student with birth dates from September 2nd to March 2nd, we are able to service almost twice the TK EL, FY, LI students resulting in a two year Kindergarten program for students that would otherwise not have attended a preschool program.

1.9 Elementary VAPA (see 1.4 DRS)

1.10 Collaboration/Planning Time (State Priority #4, Pupil Achievement)

TK -5 teachers of EL, FY, LI students will utilize common planning time to collaborate with grade level teams to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. The best instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the unique needs of EL, FY, LI students.

1.11 Common Planning Time (State Priority #8, Other Pupil Outcomes)

Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. The best instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and professional development for teachers allows them to identify specific strategies and plan instruction to address the unique needs of EL, FY, LI students.

1.12 Summer School (State Priority # 8, Other Pupil Outcomes)

1st - 7th grade EL, FY, and LI students will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their unique needs. District benchmark data show that many EL, FY, and LI students are performing below grade level and/or are at risk

and have limited opportunities for enrichment during the instructional day due to the fact that they are attending intervention sessions. The summer school program offers instruction tailored to their needs, as well as enrichment opportunities with a focus on hands-on instruction in Next Generation Science Standards.

1.13 Grade Span Adjustment (24:1) (State Priority #5, Pupil Engagement)

TK-3 EL, FY, LI students will experience reduced student: teacher ratios. TK-3 EL, FY, LI students will receive instruction in classes with a lowered student: teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction, and increased differentiation. TK-3 EL, FY, LI students demonstrate that they need additional attention and support more than all students as evidenced by subgroup data. By hiring additional certificated staff to reduce student:teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs.

1.14 Student Interventions (State Priority #7, Course Access)

TK - 8th grade EL, FY, LI students will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. TK-8th grade EL, FY, LI students demonstrate that they require additional support as evidenced by subgroup data. By hiring interventionists, EL, FY, LI students are able to receive daily small group targeted instruction and support in math and language arts to increase student learning.

1.15 Instructional Math Coaches (State Priority #4, Pupil Achievement)

EL, FY, LI students will receive more effective mathematics instruction in order to increase their academic achievement. ELs, LI, and FY students need specialized strategies based on the following needs: Dashboard and local math assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in math all students performed at the yellow level. Although, EL and LI students also performed at the yellow level, but at the lower range. By hiring math coaches, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL, FY, LI students. In addition, these students are provided with more focused and targeted instruction in mathematics.

1.16 Technology Specialists (State Priority #2, Implementation of State Standards)

EL, FY, LI students will receive systematic, direct instruction in the use of instructional technology to improve their performance on standards-based computer adaptive assessments. Our parent survey data shows that EL, FY, and LI has limited access to technology devices and internet to support their learning as compared to all students. By hiring technology specialists to provide instruction in technology EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, teachers learn alongside their students in increase knowledge to integrate technology into their daily instruction.

1.17 Library Services (State Priority #2, Implementation of State Standards)

EL, FY, LI students will receive library services provided by a library media specialist in all elementary and middle school libraries. Many of our EL, FY, and LI students have limited access to books to support their learning as compared to all students. EL students need additional books at various levels in order to increase their English proficiency. FY and LI students have limited access to books and/or

public libraries due to their extenuating family circumstances. By hiring library media specialist at every school site, EL, FY, LI students have the opportunity to check out books on a regular basis resulting in increased access to literacy at home.

1.18 CaSS Supplemental Materials (See 1.1)

1.19 Qualified Staff: Implementation of State Standards (See 1.14)

1.20 DRS/Arts for All (See 1.4)

1.21 Enrichment/Extended Day (State Priority #4, Pupil Achievement)

EL, FY, LI students have opportunities for enrichment/ extended day to increase differentiated instruction to meet their unique needs. Many EL, FY, and LI students have limited opportunities for enrichment due to lack of transportation and/or funds for pay for enrichment courses. Before and after school enrichment programs are offered at every school site for our EL, FY, LI students in order to increase access to enrichment programs beyond the core, such as STEM classes, coding classes, robotics courses, and various hands-on assemblies.

1.22 ELA/ELD Specialists (State Priority #4, Pupil Achievement)

EL students will receive more effective ELA/ELD instruction in order to increase their academic achievement. ELs need specialized strategies based on the following needs: Dashboard and local ELA assessment data reflect that EL students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. By hiring ELA/ELA specialists, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL students. In addition, these students are provided with more focused and targeted instruction in ELA and ELD.

1.23 STEM Specialist (State Priority #4, Pupil Achievement)

EL, FY, LI students will receive more effective core instruction in the new Next Generation Science Standards. Although we do not have assessment data specific to science, we are basing our decisions based on ELA data due to the heavy reliance on reading the writing within NGSS. Research also shows that student learning increases when students are involved through hands-on activities. EL, FY, and LI students often times have less access to these types of lessons due to language constraints. In addition, FY students are at a disadvantage, due to inconsistencies in instruction because of their high mobility rate. By hiring a STEM Specialist, teachers receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge.

1.24 Internet and Computer Access (State Priority #4, Pupil Achievement)

The district will assign Chromebooks and internet access to EL, FY, LI students that do not have access to those resources at home. Parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Providing EL, FY, LI students with a device for home use, increases opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

1.25 TK Support (State Priority #4, Pupil Achievement)

EL, FY, and LI TK students will receive more opportunities for small group and one on one instruction to meet their diverse learning and social-emotional needs. Small group instruction and one on one instruction allows teachers to support students with more focused instruction to meet their needs. By hiring interventionists to provide support to all TK classrooms, EL, FY, and LI students will have frequent opportunities for targeted support and succeed both academically and social-emotionally.

GOAL 3

3.1 Alternatives to Suspension (PBIS) (State Priority #6, School Climate)

Implementation of Positive Behavior Interventions and Supports (PBIS) program will improve the school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed and implemented to ensure the positive school experience of EL, FY, LI students. Research and data demonstrate that by improving school connection and increasing attendance, EL, FY, LI students will increase student achievement. In particular, FY students need support to ensure they have a positive school connection. In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS and alternatives to suspension.

3.2, 3.5 Elementary and Middle School Counselors (State Priority #6, School Climate)

Itinerant elementary and middle school counselors will provide direct services to EL, FY, LI students to meet their social and emotional needs and to improve their readiness to learn. National studies show that students' mental health services are limited, especially those of our targeted population. By hiring elementary and middle school counselors, we will be able to provide the necessary mental health services for our EL, FY, LI students.

3.3 Pupil Engagement/School Climate (suspension/expulsion/student safety)

(State Priority #6, School Climate)

EL, FY, LI students will benefit from a safe school environment and time out of school, due to suspension/expulsion, will be decreased. Research shows that there is a correlation between time spent out of school and poor academic and social-emotional progress. This is especially important with our FY students, since Dashboard data indicates that they are two levels below (yellow) as compared to all students (blue). In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. By identifying and implementing alternatives to suspension, EL, FY, LI students will increase their time spent in school resulting in improved student achievement.

3.4 Student Motivation (State Priority #5, Pupil Engagement)

Each school will provide student motivational activities before school, during school, and/or after school designed to encourage and support school connectedness and positive school climate. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. All schools are expected to provide motivational activities

before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school.

GOAL 4

4.1, 4.3 Parent Involvement (State Priority#3 ,Parent Involvement)

The district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. Research states that there is a strong correlation between student achievement and parent involvement in their child’s education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. By providing opportunities for parents to participate in various levels of engagement, parents will be better prepared to support their child. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts.

4.2 Pupil Engagement/School Climate (WEB, “No Bully”, Student Conflict Support Counselor)

(State Priority #6, School Climate and State Priority #5, Pupil Engagement)

TK - 8th grade EL, FY, and LI students will receive support to increase daily attendance and prevent/address bullying; all 6-8 students will receive services to facilitate their transition to middle school, and to maintain drug-free campuses. Research states that in order to maximize learning opportunities for students, they must feel safe within their learning environment. EL students, at times, may struggle building positive social relationships due to their language limitations. FY students may also struggle with relationships due to their life experiences, as well as consistent enrollment at a single school site. Multiple support services (No Bully-elementary program, Where Everybody Belongs-middle school program)to improve school safety, attendance, and other school climate factors for EL, FY, and LI students will be provided in order to provide students with a safe and nurturing learning environment.

Teachers of EL, FY, and LI students will receive professional development on research based strategies to deal with student conflict. The target students, especially FY students, often times have social-emotional needs which can interfere with the learning process. By hiring a student conflict support counselor to support teachers and students with strategies to address student conflict, EL, FY, and LI students will be able to independently solve student conflict and allow for uninterrupted learning opportunities.

The increased percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP is 19.51%, or \$7,836,514 The calculation of this percentage follows:

A-1	2018-19 Total LCFF Funding	\$41,980,376
A-2	20178-19 Transportation and TIGG Funding	\$559,758

B-1	2018-19 Supplemental & Concentration Grants at Target	\$7,836,514
B-2	Prior Year LCFF Funds Spent on Unduplicated Pupils	\$6,236,867
B-3	Difference	\$1,599,647
B-4	Funded Portion of the Increase in S&C Grants	\$1,599,647
B-5	Total Funding for Unduplicated Pupils	\$7,836,514
B-6	Current Year LCFF Funding Available to Serve All Students	\$33,584,104
B-7	Proportionality Percentage for Unduplicated Pupils	23.33%
B-8a	LCFF Target Excluding TIIG and Transportation	\$40,162,409
B-8b	Minimum Proportionality % at Full Implementation	19.51%

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$6,826,219

Percentage to Increase or Improve Services:

21.40%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Little Lake City School District is currently projecting an increase of \$601,678 in Supplemental and Concentration grant funding for fiscal year 2017-2018, based on the Governor's May Revision to the 2017-2018 State budget. The projection is based on 4,267.44 projected funded ADA and the district's projected unduplicated pupil percentage of 72.59%. The projection for Supplemental and Concentration grant funding assumes that in 2017-2018 the Gap Funding will be 43.97%.

The district plans to expend the Supplemental and Concentration funds in the LCAP year to address goals aligned with the eight state priorities and the Local Educational Agency Plan (LEAP). The LCAP goals are intended to increase and/or improve services principally for unduplicated students (i.e., ELs, foster youth, low-income). Goals were identified and ranked based on an assessment of student and district needs and in accordance with

the comments of district stakeholders. In addition to federal and local funds, the Supplemental/Concentration funds will be used strategically to supplement the district's core program supported by the base grant funds.

The LCAP goals to be supported by Supplemental and Concentration funds are principally directed to students identified as foster youth, low-income, and English learners; however, students districtwide/schoolwide may benefit from these services. Goal topics that are intended to increase or improve services for unduplicated students and districtwide/schoolwide include:

Actions/services supported by Supplemental and Concentration funds that are targeted to principally meet the needs of the **unduplicated students (i.e., ELs, foster youth, and low income)** include:

Services provided in the LCAP year principally targeting low income pupils, foster youth, and English learners provide for increased or improved services are in proportion to the increase in funding provided for such pupils. A description of these services is included in the LCAP goals and specifies the following topics, state priorities, and Supplemental and Concentration grant allocations:

There are two actions that are specifically designed to meet the needs of English Learners.

The AVID Excel program is specifically designed to meet the needs of Long Term English Learners at our two middle schools. This programs follows the same concepts as the regular AVID program, but has an emphasis on academic vocabulary development.

The second strategy is the ELD Specialist who will be responsible for providing professional development to teachers of EL on the new ELD standards, and for monitoring growth of ELs and reclassified students.

Topic, State Priority & Allocation

CaSS Supplemental Materials	\$150,000
Professional Development	\$130,000
Instructional Technology	\$175,000
DRS/Arts for All	\$228,500
Collaboration/Planning Time	\$253,824
Common Planning Time	\$325,000
Summer School	\$125,000
Grade Span Adjustment (incl. Expanded TK Program)	\$2,361,668
Alternatives to Suspension	\$60,000

Elementary/Middle School Counselors	\$495,155
School Climate	\$31,881
Parent Involvement	\$55,500
Student Interventions	\$603,656
Instructional Math Coaches	\$369,380
Technology Specialist	\$295,273
Library Services	\$187,520
Student Motivation	\$107,000
Middle School Team Structure	\$221,388
AVID Excel Program	\$25,000
Increased RSP Support	\$301,281
Enrichment/Extended Day	\$55,000
ELD Specialist	\$120,000
STEM Specialist	\$120,000
Internet and Computer Access	\$29,193

A justification is provided for each of the expenditures listed below.

Goal topics that are intended to increase or improve services for unduplicated students and offered districtwide/schoolwide include:

CASS Supplemental Materials (State Priority #1, Basic Services)

- Increased services: All K-8 unduplicated students will use CASS-aligned supplemental materials to address their needs.
- Justification: Supplemental materials will be selected and purchased to make the California State Standards accessible to, and to promote the learning of, ELs, foster youth, and low income students.

Professional Development (State Priority #2, Implementation of California State Standards)

- Improved services: All K-8 unduplicated students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff.
- Justification: Professional development for instructional certificated and classified staff and administrators will be designed and delivered to address the special learning needs of the ELs, foster youth, and low income students.

Instructional Technology (State Priority #2, Implementation of State Standards)

- Improved services: All K-8 unduplicated students will receive instruction including the integration of instructional technology designed to support their grade level proficiency in content standards.
- Justification: Technology devices will be purchased for the in-class use of ELs, foster youth and low income students as they demonstrate their learning of the California State Standards.

Data Reflection Sessions (DRS)/Arts for All (State Priority #7, Course Access)

- Improved services: All K-8 unduplicated students will benefit from core instruction that is data-driven and responsive to their needs; K-5 students will also receive biweekly specialized instruction in art, music, and physical education.
- Justification: Teachers participating in DRS while students are in their Arts for All classes will analyze and disaggregate assessment data to identify and focus on meeting the needs of ELs, foster youth and low income students.

Collaboration/Planning Time (State Priority #4, Pupil Achievement)

- Improved services: All K-5 unduplicated students will participate in physical education instruction provided by itinerant PE specialists in order to provide collaboration and planning time for teachers to design and share lessons to meet the needs of the targeted students, as well as students districtwide.
- Justification: All K-5 ELs, foster youth and low income students will receive regular PE instruction from PE specialists to afford their teachers additional time for collaboration and planning to better meet their unduplicated students' needs.

Common Planning Time (State Priority #8, Other Pupil Outcomes)

- Increased services: All K-8 unduplicated students will receive a consistent, articulated and research-based instructional program in core content areas, including physical education and the arts, regardless of school of attendance and teacher.
- Justification: Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, foster youth, and low income students.

Summer School (State Priority # 8, Other Pupil Outcomes)

- Increased services: All K-8 unduplicated students will receive additional summer instruction to assist them in attaining grade level proficiency

in the California State Standards.

- Justification: A summer school program will be designed and implemented to meet the unique needs of the ELs, foster youth, and low income students in core academic subjects.

Grade Span Adjustment & Expanded TK Program (State Priority #5, Pupil Engagement)

- Increased services: All K-3 unduplicated students will experience reduced student: teacher ratios.
- Justification: K-3 ELs, foster youth, and low income students will receive instruction in classes with a lowered student: teacher ratio, thereby increasing their opportunities for interaction with the teacher and to increase differentiation.

Alternatives to Suspension (State Priority #5, Pupil Engagement)

- Improved services: All K-8 unduplicated students will benefit from safer school climates and increased time in school due to the implementation of alternatives to suspension, including Positive Behavior Intervention Systems (PBIS) implementation.
- Justification: Plans to improve the school climate, students' connection to school, and positive alternatives to suspension will be developed and implemented to ensure the positive school experience of ELs, foster youth, and low income students.

Elementary/Middle School Counseling (State Priority #6, School Climate)

- Increased services: All K-8 unduplicated students will receive counseling services to meet their personal, social, emotional and academic needs, as referred and identified for such services.
- Justification: Itinerant elementary and middle school counselors will provide direct services to ELs, foster youth, and low income students to meet their social and emotional needs and to improve their readiness to learn.

School Climate (State Priority #6, School Climate and State Priority #5, Pupil Engagement)

- Increased services: All K-8 unduplicated students will receive support to increase daily attendance and prevent/address bullying; all 6-8 students will receive services to facilitate their transition to middle school, and to maintain drug-free campuses.
- Justification: Multiple support services to improve school safety, attendance, and other school climate factors for ELs, foster youth, and low income students will be provided.

Parent Involvement (State Priority #3, Parental Involvement/Participation)

- Increased services: All K-8 students will benefit from opportunities for their parents to become involved in school-based activities, parent education, and leadership.
- Justification: Each school and the district will design and implement a plan to increase the involvement of the parents of ELs, foster youth, and low income parents in the instructional program for their children.

Student Interventions (State Priority #7, Course Access)

- Increased services: All K-8 unduplicated students will participate in daily interventions and/or extended learning opportunities in core subjects that are data-driven, timely, systematic, and directive.

- Justification: All schools will design and offer a systematic, directive, and timely program of interventions principally targeting the needs of the ELs, foster youth and low income students in order to increase their academic proficiency.

Instructional Math Coaches (State Priority #4, Pupil Achievement)

- Increased services: All general and special education teachers will receive the support of instructional mathematics coaches.
- Justification: ELs, low income, and foster youth students will receive more effective mathematics instruction in order to increase their academic achievement.

Technology Specialists (State Priority #2, Implementation of State Standards)

- Increased services: All K-8 unduplicated students will receive instruction in the use of technology to enhance their learning in all content areas.
- Justification: All K-8 foster youth, ELs and low income students will receive systematic, direct instruction in the use of instructional technology to improve their performance on standards-based computer adaptive assessments.

Library Services (State Priority #2, Implementation of State Standards)

- Increased services: All K-8 unduplicated students will receive library services provided by a library media specialist.
- Justification: To provide access of ELs, foster youth and low income students to books in the school libraries, all elementary and middle school libraries will be staffed by a library media specialist.

Student Motivation (State Priority #6, School Climate)

- Increased services: All K-8 unduplicated students will have the opportunity to participate in increased extra-curricular activities to strengthen their engagement and connection to school.
- Justification: Extra-curricular activities will be developed and offered to all ELs, foster youth, and low income students to increase their connection to school and to improve their motivation to learn.

Middle School Team Structure (State Priority #4, Pupil Achievement and #6, School Climate)

- Increased services: All 6-8 unduplicated students will participate in interdisciplinary teams with an improved student: teacher ratio.
- Justification: All ELs, foster youth and low income students will participate in interdisciplinary teams with an improved student: teacher ratio to enhance differentiation and to increase their connectedness to school.

AVID Excel Program (State Priority #4, Pupil Achievement)

- Increased services: All eligible grade 7-8 EL students will participate in the AVID Excel Program.
- Justification: ELs will receive AVID support to increase their academic achievement and to prepare them to enter a four-year college or university upon graduation from high school.

Increased RSP Support (State Priority #4, Pupil Achievement)

- Increased services: Increased RSP support at all elementary and middle schools will provide additional prevention/intervention core academic

support.

- Justification: ELs, foster youth, and low income students will receive increased prevention/intervention services in core academic areas to increase their academic achievement.

Enrichment/Extended Day (State Priority #4, Pupil Achievement)

- Increased services: All eligible grade TK-8 students meeting the district's criteria for enrichment/extended day students will receive differentiated instruction to meet their unique needs.
- Justification: ELs, low income and foster youth students meeting the district's criteria for enrichment/extended day students will receive increased differentiated instruction to meet their unique needs.

ELD Specialist (State Priority #4, Pupil Achievement)

- Increased services: This action is limited to English Learners. All ELs student will receive more effective core instruction in the new ELA/ELD California Standards

STEM Specialist (State Priority #4, Pupil Achievement)

- Increased services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in the new Next Generation Science Standards.
- Justification: ELs, low income, and foster youth students will receive more effective science instruction in order to increase their academic achievement.

Internet and Computer Access (State Priority #4, Pupil Achievement)

- Increased services: Targeted students who do not have access to internet and computers at home, will gain access through this action.
- Justification: Students in transition and foster youth will gain access to core curriculum at home through the use of provided internet and computers to increase their academic achievement.

"Mini" CELDT Boot Camp: (State Priority # 4, Pupil Achievement)

- EL students will receive additional support on CELDT strategies prior to taking CELDT assessment.
- Justification: : EL students will receive additional instruction in writing strategies in order to demonstrate growth on CELDT assessment

The increased percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP is 21.40%, or \$6,826,219 The calculation of this percentage follows:

A-1	2017-18 Total LCFF Funding	\$39,290,168
A-2	2017-18 Transportation and TIGG Funding	\$559,758
B-1	2017-18 Supplemental & Concentration Grants at Target	\$7,592,923

B-2	Prior Year LCFF Funds Spent on Unduplicated Pupils	\$6,224,541
B-3	Difference	\$1,368,382
B-4	Funded Portion of the Increase in S&C Grants	\$601,678
B-5	Total Funding for Unduplicated Pupils	\$6,826,219
B-6	Current Year LCFF Funding Available to Serve All Students	\$31,904,191
B-7	Proportionality Percentage for Unduplicated Pupils	21.40%
B-8a	LCFF Target Excluding TIIG and Transportation	\$40,162,409
B-8b	Minimum Proportionality % at Full Implementation	18.91%

