

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

Di Giorgio Elementary School District

Contact Name
and Title

Terry Hallum, Superintendent

Email and
Phone

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661-854-2604

2017-20 Plan Summary

THE STORY

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

Di Giorgio School District is a small, rural single-school district which serves students in grades K-8. The school is located near the town of Arvin, about 25 miles southeast of Bakersfield. The Di Giorgio School District serves a large agricultural area at the base of the Tehachapi Mountains. The district is nestled between the Arvin Union School District to the south, the Lamont and Vineland districts to the west, Edison to the north, and the Caliente and Tehachapi Unified districts to the east.

During the 2016-17 school year, 225 students were enrolled; 97% of our students are Hispanic, 55% qualified for English Learner support, 7% receive special education services, and 97% qualified for free or reduced-price meals. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met. Staff members strive to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

Students and staff work very hard to increase achievement test scores to meet state and federal proficiency targets. The academic focus is on reading, writing, and math, employing research-based strategies in a standards-based curriculum. Di Giorgio School places a strong emphasis on intervention; quickly identifying areas of weakness to deliver an instructional solution that encourages academic success.

The campus environment embraces a college bound atmosphere which is demonstrated in the classrooms with the display of many college banners. Students are invited to attend field trips to local colleges and universities and explore the many options available to them in the future. During the 2015-16 school year, our seventh and eighth grade students visited Fresno

State University and Bakersfield College.

Di Giorgio School District administers its own set of student assessments (“benchmarks”) to evaluate instructional programs and measure student proficiency. Benchmark assessments for English/language arts and math are administered four times a year to all students in grades K-8. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

During the 2015-16 school year, Di Giorgio School adopted a new CCSS aligned math curriculum for all grades and in the 2016-17 school year the District adopted a new language arts curriculum that is also CCSS aligned. The staff has attended numerous professional development sessions designed to help them implement these two new curricula. The District plans to adopt new Science and Social Studies curricula as they become available in the future.

All of the certificated staff members at Di Giorgio in the 2016-17 school year were fully credentialed teachers. We have one teacher for each of our Kindergarten through eighth grades and one special education/intervention teacher who works with students in all grades. Di Giorgio hired a part time English Language Learner coordinator in 2015-16 and increased her hours in 2016-17. The EL coordinator will have increased hours in 2017-18 and will become a full time employee in 2018-19.

LCAP HIGHLIGHTS

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

Di Giorgio has three LCAP goals for the 2017-18 school year. These goals are:

1. The Di Giorgio School District will increase student achievement.
2. All English Learners will become reclassified by the time they graduate from Di Giorgio School.
3. The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Di Giorgio was able to purchase CCSS aligned Language Arts curriculum for all grades and the certificated staff received training from the publisher prior to the beginning of the school and again approximately half way through the school year to help with a successful transition. We will continue to pursue professional development opportunities that will enable our staff to fully utilize all the new

features of the new curriculum.

Di Giorgio purchased Chromebooks for all of our third through eighth grade students. Our new Math and Language arts curricula both have digital components and we were able to utilize this component much more effectively with the Chromebooks. We were also able to complete our SBAC testing in 2016-17 in a much shorter time than we did in 2015-16. Students became comfortable with their Chromebooks because they used them daily in the classroom and we believe this will help lessen the stress that some students feel when testing. In the coming school year, we will look to find Chromebook training opportunities for our teachers to help them manage more efficiently how the Chromebooks are used in the classroom.

Di Giorgio will again send all of our sixth grade to Camp KEEP for five days in October 2017. We feel this is a very important trip for our students for a number of reasons. The students are able to learn about science and the environment from excellent expert instructors in a hands on manner. Also, our students have very few chances to travel outside of their immediate neighborhoods due to family monetary constraints and trips such as these opens up a new world for many of our students.

Increasing the hours of our English Language Learner coordinator has helped the District continue to move a high percentage of our English Learners to English Language proficient. We will again increase our EL coordinator's hours in 2017-18 and hope to increase the percentage of EL students who become English proficient.

Di Giorgio is in the process of implementing a new School Wide Positive Behavior Intervention and Supports (PBIS) system. It is our hope that teachers will spend less time dealing with problem behaviors from students and more time on instruction. A team of teachers, classified staff and administrator have attended PBIS professional development and visited other schools that have been using School Wide PBIS for a number of years.

Di Giorgio seventh and eighth grade students were able to visit two colleges in 2016-17. Di Giorgio has a very small percentage of students with college graduate parents. We hope that visiting colleges will get our students to believe that college is a real possibility as a future goal. We plan on visiting at least two more colleges during the 2017-18 school year.

Di Giorgio started a tutoring program on campus after school that is staffed by current credentialed teachers. Instead of sending students to private tutoring companies as we did in the past, we feel our students will be better served by credentialed teachers here at school who are already familiar with our students and their specific needs. We are hoping to expand this program to include more students during the 2017-18 school year.

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

According to the California School Dashboard, the overall scores for all students in English Language Arts increased 15.3 points; for English Learners the increase was 18.2 points; for Socioeconomically Disadvantaged students the increase was 15.8 points and Hispanic students the increase was 17.5 points. In Mathematics, the overall scores for all students was maintained with a 3 point increase; for English Learners the increase was 6.8 points; for Socioeconomically Disadvantaged and Hispanic students the overall score was maintained with a 4.5 point and 4.4 point increase respectively. The Di Giorgio School District will continue to provide

professional development in ELA, ELD, Mathematics and other areas to ensure our teachers are able to provide the strategies necessary to ensure our students continue to progress in all academic areas.

According to the California School Dashboard, the Suspension Rate for all students declined significantly (-1.7%); for English Learners declined significantly (-2.5%); for Socioeconomically Disadvantaged students declined significantly (-2%) and for Hispanics declined significantly (-1.2%).

In the 2016-17 school year, all certificated staff were fully credentialed, highly qualified and appropriately assigned.

In the 2016-17 school year, school facilities were maintained and in good repair as measured by the FIT report.

100% of English Learners continued to have access to CCSS and ELD standards throughout the school day.

All paper communications continued to be sent home in both English and parents' native language.

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

Our English Learner progress continued to be very low as the overall performance was in the red area for all students. We are increasing the number of hours for our EL Coordinator and also we will increase the number of hours our paraprofessionals work with our EL students. We will continue to offer after school tutoring services to all of our students, with an emphasis on servicing EL students during that time.

Our attendance rate continues to be above 95%, but we are hoping to increase that rate by reaching out to parents of chronically truant and chronically absent students to see how we can help them get their children to school more consistently. We will have parent training meetings during the year to connect with our parents and address any of their concerns.

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

Our EL population, which is 55% of our total student population, is two levels below the "all student" performance level. We are increasing the number of both certificated and classified hours principally directed towards the instruction of EL students. We will continue to offer after school tutoring services to all of our students, with an emphasis on servicing EL students during that time.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The Di Giorgio District will increase the number of hours both certificated and classified staff spend working directly with our English Learner population. The District will continue to seek out professional development opportunities for both certificated and classified staff that can help our EL population progress towards reclassification. The District will increase its efforts to reach out to parents of chronically truant and chronically absent students to help improve their attendance. The District will continue to seek community partners such Assistance League, One Sight, South Valley Neighborhood Partnership and Shoes that Fit, who are able to bring much needed services to our families.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,657,160
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$533,876

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Funds not included in the LCAP are spent on Certificated/Classified salaries and benefits; Operating expenses; and Capital outlay.

\$2,346,979

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

The Di Giorgio School District will increase student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:

- 100% of facilities are well-maintained as measured by FIT Report and District will maintain good repair status.
- Teachers are fully credentialed and appropriately assigned 100% of the time and District will maintain this percentage.
- Students have access to standards aligned instructional materials 100% of the day and District will maintain this percentage.

Priority 2:

- Maintain current level of implementation of CCSS (substantial) as based on CDE's APS criteria.
- EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day and will maintain a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades. Teachers utilize SDAIE strategies throughout the day in all subject areas to ensure EL students have access to standards.

Priority 4:

- Statewide Assessments:

ACTUAL

Priority 1:

- School facilities are maintained and in good repair as measured by the FIT report
- Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 100%
- Students in the district have access to standards- aligned instructional materials 100% of the school day.

Priority 2:

- Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation increased from minimal to substantial via the Academic Program Survey.
- 100% of EL students had access to CCSS and ELD standards throughout the day and teachers utilized SDAIE strategies throughout their instruction daily in order to provide EL students with access to EL Standards as well as standards for academic content knowledge. EL students received a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades.

- CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase from 17% to 20%.
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase from 6% to 9%.
 - CST Science overall percentage of pupils who are proficient or advanced will increase for 5th and 8th Grades from 33% to 36%.
2. API: NA
 3. Percentage of pupils completing a-g or CTE sequences/programs: NA
 4. 50% of EL's will advance at least one classification level annually as reported by CELDT scores
 5. The English Learner reclassification rate will increase from 24% to 25%
 6. Percentage of pupils passing AP exam with 3 or higher: NA
 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Priority 4:

1. Statewide Assessments
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards was 20% for 2015-16
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 6% for 2015-16
 - CAASPP Science overall percentage of pupils who are proficient or advanced was 35% for 2015-16
2. .API – NA
3. College required course completion - N/A
4. 47% of EL's made progress toward English Proficiency as reports by CELDT scores..
5. EL Reclassification rate - 26%
6. Pupils passing advanced placement or participated in college preparedness courses - N/A
7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Accelerate purchase of CCSS aligned Science instructional materials and purchase supplemental math, ELA, Social Science and ELD materials for all students including English language learners, low income, any future foster youth/homeless, and special education students

ACTUAL

CCSS aligned science materials were not available for purchase in 2016-17. Supplemental materials were purchased during the 2016-17 school year for all students including English language learners, low income, any future foster youth/homeless, and special education students.

Expenditures

BUDGETED

4000-4999: Books And Supplies Supplemental/Concentration

ESTIMATED ACTUAL

4000-4999: Books And Supplies Supplemental/Concentration

\$45000	\$9382
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Action **2**

Actions/Services

PLANNED Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available	ACTUAL Staff attended professional development training on the implementation of Common Core Reading Language Arts provided by various vendors.
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Expenditures

BUDGETED 1000-1999:Certificated Personnel Salaries Title II \$3000 5000-5999 Services and other operating expenditures Supplemental/Concentration \$6000 Statutory Benefits 3000-3999 Employee Benefits Title II \$3000	ESTIMATED ACTUAL 1000-1999:Certificated Personnel Salaries Title II \$922 5000-5999 Services and other operating expenditures Supplemental/Concentration \$3010 Statutory Benefits 3000-3999 Employee Benefits Title II \$160
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Action **3**

Actions/Services

PLANNED Provide STEM Professional development. Attend professional development provided by KCSOS and other vendors as available. Sixth graders to attend CAMP KEEP	ACTUAL Staff attended professional development on CCSS mathematics, and attended Camp KEEP with students. There were no fees associated with the Professional Development.
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Expenditures

BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4800	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$983 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4800
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Action

4

Actions/Services

PLANNED
Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.

ACTUAL
Not available this year.

Expenditures

BUDGETED
No additional cost.

ESTIMATED ACTUAL
No additional cost.

Action

5

Actions/Services

PLANNED
Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses

ACTUAL
Grade span collaboration days were provided for all teaching staff. Teachers used Wednesday minimum days for grade span collaboration. All staff collaboration meetings were held every Monday or the first day of instruction for each instructional week.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Title II \$3000
4000-4999: Books and Supplies Supplemental/Concentration \$800
3000-3999: Statutory Benefits Employee Benefits Title II \$470

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Title II \$2100
4000-4999: Books and Supplies Supplemental/Concentration \$740
3000-3999: Statutory Benefits Employee Benefits Title II \$230

Action

6

Actions/Services

PLANNED
Update library titles to include more non-fiction and Magazine subscriptions related to STEM. Non-fiction titles will be purchased as recommended by librarian consultant, as well as purchasing Junior Scholastic and Scholastic News magazine subscriptions.

ACTUAL
Stem and non-fiction books were acquired.

Expenditures

BUDGETED
4000-4999: Books And Supplies Supplemental/Concentration \$3,500

ESTIMATED ACTUAL
4000-4999: Books And Supplies Supplemental/Concentration \$3,097

Action

7

Actions/Services

PLANNED Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboards and training for classrooms as needed. Upgrade network connections to support infrastructure.	ACTUAL Hardware was purchased for the Computer Lab, There were expenses incurred for ongoing maintenance network infrastructure. Chromebooks were acquired for all third through eighth grade classes. Interactive flat panel displays were purchased.
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Expenditures

BUDGETED 4000-4999: Books And Supplies Supplemental/Concentration \$55,000 5000-5999:Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$35,000 Communications Technology Technology Equipment replacement 6000-6999: Capital Outlay Supplemental/Concentration \$5,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental/Concentration \$85,790.12 5000-5999:Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,480 Communications Technology Technology Equipment replacement 6000-6999: Capital Outlay Supplemental/Concentration \$0
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Action

8

Actions/Services

PLANNED Maintain library media increase in hours and provide Professional Development for Library clerk. Purchase new Library management software, professional development and services.	ACTUAL Library Media Staff hours were maintained at 2.25 hours per day.
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Expenditures

BUDGETED 2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$10,000 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$6,900	ESTIMATED ACTUAL 2000- 2999: Classified Personnel Salaries Supplemental/Concentration \$12,728 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$2,451
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Action

9

Actions/Services

PLANNED For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom	ACTUAL Redesignated Fluent English proficient pupils were given instruction in classrooms that had substantial CCSS implementation that mirrored the general pupil population.
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Expenditures

teacher	
BUDGETED No Additional Cost	ESTIMATED ACTUAL No Additional Cost

ANALYSIS

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.

Goal 1: The Di Giorgio School District will increase student achievement.

The District purchased supplemental curriculum to fill in any gaps not covered by the regular curriculum. Staff members participated in professional development workshops designed to help them fully utilize all aspects of our current curriculum and improve their teaching skills. The District purchased STEM planners for our 6th - 8th grade students for the 2016-17 school year. The District will continue to seek out STEM professional development opportunities for the 2017-18 school year. The District had 9 grade span collaboration days during the 2016-17 school year. These collaboration days concentrated on reviewing District assessment results, benchmarks and on reviewing teaching strategies to make sure staff are using scientifically based practices such as response to intervention, direct instruction and formative teacher evaluations. The District purchased STEM related non-fiction books for our library. The District has contracted with a Certificated Librarian to help us implement our library plan to improve our Library. The District is in the process of replacing outdated technology equipment and will continue to do so as funds permit. The District purchased Chromebooks for our third through eighth grade classrooms. We feel this will give our students greater access to valuable and useful information. The students have become more comfortable using computers which will be beneficial when taking computer adaptive test such as the SBAC test. The District purchased Interactive flat panel displays for the three classrooms. The students have more access to the library and will be able to check out more books when needed. The District will continue to fully implement the Common Core Standards.

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

We have not yet received results from the 2017 SBAC test, but we hope to see the number of students who achieve either standard met or exceeded increase. In 2016, overall in ELA, 50% of our students scored in the standard not met level, 30% in the standard nearly met, 18% in the standard met, and 2% in the standard exceeded level. In mathematics, 59% scored in the standard not met level, 35% in the standard nearly met, 4% in the standard met and 2% in the standard exceeded level. Providing professional development on using our new ELA and Math curricula has improved our teaching practices. Our students have very few opportunities for visiting new places and being able to send students to Camp KEEP provides opportunities for them to acquire academic language not normally afforded them in their current communities. At grade span meetings teachers were able to examine current teaching practices and look at student achievement and plan on way to improve both areas. With the acquisition of Chromebooks, our students no longer have to wait to use the one computer lab we have and now have greater access to much

needed information.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

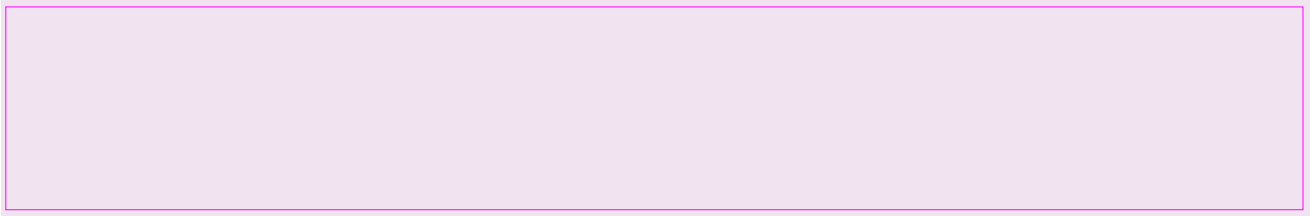
There were no SBE approved Science or History curricula available for the 2016-17 school year, which is why we spent less on action 1 than was budgeted. A professional development grant was obtained that allowed us to spend less in action steps 2 and 5. For action step 7, we replaced fewer outdated computers than we anticipated, but used those funds and more to purchase Chromebooks. We also purchased interactive flat panel displays for three classrooms. For action step 8, we did not budget enough for salaries, but budgeted too much for benefits.

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 can be found in the LCAP.

Goal 1 remains unchanged. Action step 1 has changed to reflect the need to purchase supplemental curriculum. Action step 7 has changed to include the purchase of interactive flat panel displays. All other action steps remain unchanged. In 2016, overall in ELA, 50% of our students scored in the standard not met level, 30% in the standard nearly met, 18% in the standard met, and 2% in the standard exceeded level. In mathematics, 59% scored in the standard not met level, 35% in the standard nearly met, 4% in the standard met and 2% in the standard exceeded level

changes can be found in the LCAP.

changes can be found in the LCAP.



Goal 2

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

Priority 3:

1. 100% of parents will receive paper communications in their English and Spanish language and District will maintain this percentage.
2. 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

Priority 4:

1. Statewide Assessments:
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed

ACTUAL

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

Priority 3:

1. 100% of parents received paper communications in their English and Spanish language. Parents and community stakeholders were represented on the District English Language Advisory Council.
2. 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. Parent officers were at each meeting. Approximately 70% of families attended Back to School Night in the fall.

Priority 4:

1. Statewide Assessments
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards was 20% for 2015-16

- standards will increase from 17% to 20%.
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase from 6% to 9%.
 - CST Science overall percentage of pupils who are proficient or advanced will increase for 5th and 8th Grades from 33% to 36%.
2. API: NA
 3. Percentage of pupils completing a-g or CTE sequences/programs: NA
 4. 50% of EL's will advance at least one classification level annually as reported by CELDT scores
 5. The English Learner reclassification rate will increase from 24% to 25%
 6. Percentage of pupils passing AP exam with 3 or higher: NA
 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. NA

Priority 5:

1. The number of students considered chronically truant or absent will decrease from 30% to 28%.
2. District attendance rate will increase from 95% to 96%.
3. Maintain Middle School Dropout Rate of 0%
4. High School Dropout Rate NA
5. High School Graduation Rate NA

Priority 7:

1. 100% of English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs will have access and will receive special education programs and services.
3. 100% of students have a access to a broad course of study offered by the district.

- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 6% for 2015-16
- CAASPP Science overall percentage of pupils who are proficient or advanced was 35% for 2015-16.

2. .API – NA
3. Percentage of pupils completing a-g or CTE sequences/programs: NA
4. 47% of EL's made progress toward English Proficiency.
5. EL Reclassification rate - 26%
6. Pupils passing advanced placement or participated in college preparedness courses - N/A
7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

1. 28% of students were considered chronically absent.
2. District achieved a 95.1% attendance rate.
3. Middle School Dropout Rate 0%
4. High School Dropout Rate NA
5. High School Graduation Rate NA

Priority 7:

1. 100% of unduplicated students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs students had access and received special education programs and services.
3. 100% of students will have a minimum of 200 minutes every two weeks of Physical Education.
4. Programs and services were developed and provided to 100% of unduplicated pupils.

Actions/Services

PLANNED
Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

ACTUAL
Current staffing provides one teacher per grade level which will be maintained.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$49,000

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$17,300

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$48,772

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$17,194

Action

2

Actions/Services

PLANNED
Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

ACTUAL
Principal/Teacher was maintained as Superintendent/Principal.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$42,000

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$12,800

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$41,552

Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$12,544

Action

3

Actions/Services

PLANNED
For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT language proficiency levels, rubrics and implementation in the classroom.

ACTUAL
Teachers and EL Coordinator attended various ELD workshops throughout the school year.

Expenditures

BUDGETED
5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$960

Action

4

Actions/Services

PLANNED
Continue annual CELDT Training of Trainers.

ACTUAL
Current staff was previously trained and did not require training this year.

Expenditures

BUDGETED
5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$100

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0

Action

5

Actions/Services

PLANNED
Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.

ACTUAL
EL Coordinator/Teacher worked additional hours and testing was completed within the first two weeks of the school year

Expenditures

BUDGETED
1000-1999 Certificated Salaries \$1,500
3000-3999 Benefits Supplemental/Concentration \$240

ESTIMATED ACTUAL
1000-1999 Certificated Salaries Supplemental/Concentration \$1,505
3000-3999 Benefits Supplemental/Concentration \$232

Action

6

Actions/Services

PLANNED
Purchase the use of web-based supplemental ELD materials that are aligned to the CCSS

ACTUAL
Subscription to LEXIA Core 5 was purchased.

Expenditures

BUDGETED
4000-4999 Books and Supplies Supplemental/Concentration \$6,600

ESTIMATED ACTUAL
4000-4999 Books and Supplies Supplemental/Concentration \$6,600

Action

7

Actions/Services

PLANNED Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.	ACTUAL EL Coordinator was trained previous year and is planning on implementing Parent training meetings in the 2017-18 school year.
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Expenditures

BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,000.00	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0
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Action

8

Actions/Services

PLANNED Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.	ACTUAL Special Education/Resource Specialist assisted in coordinating and administering CELDT testing and assisted in the reclassification process to support ELD.
---	--

Expenditures

BUDGETED No additional cost.	ESTIMATED ACTUAL No additional cost.
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Action

9

Actions/Services

PLANNED Increase the number of hours that paraprofessionals support the ELD program in year 2016-17	ACTUAL Current paraprofessional supported ELD program increased 1.0 hours per day.
---	--

Expenditures

BUDGETED 2000-2999: Classified Personnel Salaries Title I \$5,400 Benefits 3000-3999: Employee Benefits Title I \$1,040 2000-2999 Classified Personnel Salaries \$7900 Supplemental/Concentration 3000-3999 Employee Benefits \$3000	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Title I \$802 Benefits 3000-3999: Employee Benefits Title I \$149 2000-2999 Classified Personnel Salaries \$1,981 Supplemental/Concentration 3000-3999 Health and Welfare Benefits \$112 Supplemental/Concentration
---	--

Supplemental/Concentration	
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Action **10**

Actions/Services

<p>PLANNED Increase hours of part time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.</p>	<p>ACTUAL Certificated staff member increased 1 hour per day in August and coordinated language development for EL students and implemented ELD program.</p>
---	---

Expenditures

<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,947.10 Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$2,200</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,896 Benefits 3000-3999: Health and Welfare Benefits Supplemental/Concentration \$2,145</p>
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Action **11**

Actions/Services

<p>PLANNED For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.</p>	<p>ACTUAL Educational outcomes for foster youth mirrored those of the general student population.</p>
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Expenditures

<p>BUDGETED No additional cost.</p>	<p>ESTIMATED ACTUAL No additional cost.</p>
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Action **12**

Actions/Services

<p>PLANNED For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.</p>	<p>ACTUAL Redesignated fluent English proficient pupils language development was supported through the use of leveled WriteSteps groups, LEXIA Core 5 at independent instructional levels and classroom instruction.</p>
---	---

Expenditures

BUDGETED
No additional cost.

ESTIMATED ACTUAL
No additional cost.

ANALYSIS

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.

Goal 2: All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

LCFF funds allow us to continue providing one teacher per grade level. All of our teachers were fully credentialed and use various strategies such as SDAIE to help our EL population advance toward reclassification. Our teachers and EL Coordinator were able to attend ELD workshops designed to improve teaching practices. We increased the number of hours our EL Coordinator is working which increased the time spent working with both students and staff. The web-based supplemental ELD program combined with the purchase of Chromebooks allows our students to spend more time improving fluency. We were able to increase the hours our paraprofessionals spend working with small groups of EL students.

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

All EL students have a fully credentialed teacher who has been trained to use various strategies to help advance EL students towards reclassification. Our EL Coordinator is able to work with teachers to check the progress of each EL student and adjust teaching practices to improve student achievement. Our Special Education/Resource Specialist is able to work with our EL coordinator to support ELD instruction. The EL reclassification rate was 26% and 47% of EL's made progress towards proficiency. The EL reclassification rate of 26% exceeded our goal of 25%, but the rate of EL's making progress of 47% was less than our goal of 50%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 3, the cost of workshops attended by staff members was less than anticipated. For action 7, there were no parent training meetings held in the 2016-17 school year. We are planning on having these parent trainings during the 2017-18 school year. For action step 9, paraprofessional hours were not increased until late in the school year. We plan to increase these hours at the beginning of the 2017-18 school year. All other action steps had a minimal difference between budgeted and 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.

For action step 4, training will be for the ELPAC and not the CELDT. All other action steps remain unchanged. Responding to the 2% decline in English Learner Progress as found in the California School Dashboard, we have increased the number of hours that both certificated and paraprofessional staff members are principally directed to work with EL students.

Goal 3

The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Priority 6:

1. Maintain suspension rate below 5%.
2. Maintain 0% expulsion rate.
3. At least 95% of students district-wide reporting feeling "safe" and "supported by adults" at school as measured by the California Health Kids Survey in grades 5-8.

Priority 8:

ACTUAL

The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Priority 6:

1. Decreased suspension rate to 3.7%.
2. Maintain 0% expulsion rate.
3. 95% of students district-wide reported feeling "safe" and "supported by adults" at school as measured by the California Health Kids Survey in grades 5-8.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity increase from 73.9% to 75%

Body Composition increase from 60.9% to 62%

Flexibility increase from 52.2% to 55%

7th Grade HFZ:

Aerobic Capacity increase from 40.0% to 43%

Body Composition increase from 40.0% to 43%

Flexibility increase from 68.0% to 70%

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade Physical Fitness Test - HFZ:

Aerobic Capacity 42%

Body Composition 29%

Abdominal Strength 67%

Trunk Extension Strength 96%

Upper Body Strength 71%

Flexibility 79%

7th Grade Physical Fitness Test - HFZ:

Aerobic Capacity 40%

Body Composition 48%

Abdominal Strength 60%

Trunk Extension Strength 92%

Upper Body Strength 60%

Flexibility 68%

Maintained Physical Education minutes of a minimum of 200 minutes every two weeks.

Action	1	
Actions/Services	PLANNED Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.	ACTUAL Professional Development was provided during the 2016-17 school year on SWPBIS and with input from staff, system was updated to include daily recognition of community values.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental/Concentration \$1,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental/Concentration \$484

Action	2	
Actions/Services	PLANNED Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities	ACTUAL Instruction on college and career readiness opportunities were provided by high school counselors in the spring of 2017. College tours were taken during the school year.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental/Concentration \$1500	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental/Concentration \$554

Action	3	
Actions/Services	PLANNED Contract with Kern County Superintendent of Schools to join TRACK (Truancy Reduction and Attendance Coalition of Kern) program	ACTUAL Paraprofessional was utilized in communicating with parents on a daily basis about student absences and tardies through phone calls and letters home. Paraprofessional spent one hour each day on school attendance. There was no cost for TRACK workshops.
Expenditures	BUDGETED 5000- 5800: Services Supplemental/Concentration \$7500	ESTIMATED ACTUAL 5000- 5800: Services and Other Operating Expenditures Supplemental/Concentration \$0

Action **4**

Actions/Services

<p>PLANNED Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast</p>	<p>ACTUAL School wellness plans and policies were reviewed and plans for improving chronic absence and tardy rates. Nutrition services were maintained</p>
<p>BUDGETED 7000-7999 Supplemental/Concentration \$68,317.09</p>	<p>ESTIMATED ACTUAL 7000-7999 Transfers Supplemental/Concentration \$60,000</p>

Expenditures

Action **5**

Actions/Services

<p>PLANNED Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.</p>	<p>ACTUAL EL Coordinator was trained previous year and is planning on implementing Parent training meetings for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested. in the 2017-18 school year</p>
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Expenditures

<p>BUDGETED Funding will support low income students with actions and services specified in goal #2. expense in G-2 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4800 4000-4999: Books And Supplies Supplemental/Concentration \$250 Statutory Benefits 3000-3999: Employee Benefits Supplemental/Concentration \$800</p>	<p>ESTIMATED ACTUAL Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$200 4000-4999: Books And Supplies Supplemental/Concentration \$150 3000-3999: Health and Welfare Benefits Supplemental/Concentration \$50</p>
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Action **6**

Actions/Services	PLANNED Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.	ACTUAL Continued support for language development
	BUDGETED No additional cost.	ESTIMATED ACTUAL No additional cost.

Action **7**

Actions/Services	PLANNED Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities needed to comply with education codes and the Williams Act and increase the level of school connectiveness and safety.	ACTUAL Comply with education codes facilities, and increase the level of school connectedness and safety. School facilities were updated and maintained to enhance student safety. Fence was erected to enhance student safety. Cameras were placed in school buses.
	BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$48,278.81	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$204 6000-6999 Capital Outlay - Land Improvement: Supplemental/Concentration \$38,525 4000-4999: Books and Supplies Supplemental/Concentration \$21,603

Expenditures

Action **8**

Actions/Services	PLANNED Begin teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.	ACTUAL Began teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics. Extension of summer services.
	BUDGETED 1000-1999:Certificated Personnel Salaries Supplemental/Concentration \$13,000	ESTIMATED ACTUAL 1000-1999:Certificated Personnel Salaries Supplemental/Concentration \$12,025

Expenditures

Statutory Benefits 3000-3999: Employee Benefits
Supplemental/Concentration \$2,000

3000-3999 Health and Welfare Benefits: Employee Benefits
Supplemental/Concentration \$1,470

ANALYSIS

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.

Goal 3: The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

A team of staff members, including certificated, classified and administrative members, attended School Wide PBIS training. Surveys were distributed to staff, students and parents to gather information on how to improve student engagement and learning and parent involvement. A plan is being developed to help the District establish a more conducive learning environment. Our seventh and eighth grade students visited two college campuses which we believe will encourage them to start thinking about college as a real possibility. Contact was made either by phone or in person to parents of chronically truant or chronically absent students to determine the reasons for the continued tardies and absences and to see if the District is able to help the families get their children to school in a more consistent manner. The District utilized current certificated staff to provide after school tutoring for any students needing extra attention. A fence was constructed around the school to provide another layer of safety for students.

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

School Wide PBIS plan is in the process of being finalized by a team of certificated, classified and administrator and will be implemented in the 2017-18 school year. Seventh and eighth grade students were able to visit two colleges during the 2016-17 school year. A classified staff member was able to make daily contact with family members of students with absences to help improve overall attendance. Students who needed extra help were able to meet with certificated staff members after school for tutoring services which will lead to increased academic performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 1, professional development was less than expected. For action step 2, the college visits were less than expected because we took school lunches instead of purchasing lunch on one of the trips. For action step 3, there was no cost for the TRACK meetings available through KCSOS. For action step 4, the contribution to the nutrition program was less than expected. For action step 5, parent training meetings were not held in 2016-17, but are being planned for in the 2017-18, school year. For action step 7, the cost of the fence was less than expected. For action step 8, the tutoring program began later in the school year than planned.

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.

Goal 3 and the action steps remain unchanged. We have increased the budgeted amount for action step 1 to accelerate the implementation of our new school wide PBIS which will give our students an environment that is more conducive to learning. For action step 3, there is no cost to the District for our involvement with the KCSOS truancy group.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Di Giorgio School District involved stakeholders in the development of this LCAP through the following processes:

- November 4, 2016: Focus Group Meeting: School Superintendent, Special Education Coordinator, and Chief Business Official
- November 15, 2016: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- * January 18, 2017 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.
- * February 14, 2017: LCAP workshop at KCSOS attended by Superintendent, CBO and Special Education Director.
- An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the board held February 15, 2017 at 4:00 p.m.
- March 8, 2017: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official
- March 13, 2017 at 4:00 p.m.: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- April 5, 2017 at 5:00 p.m.: The district held a stakeholders meeting and focus group session. Parents, community members, staff, students, and classified and certificated bargaining units were all notified of the meeting.
- April 19, 2017: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official
- May 9, 2017: Focus Group work day

- May 10, 2017: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- May 17, 2017: Focus Group work day. Refine final draft to go before the DAC, SSC, DELAC and PTF members
- May 25, 2017 at 4:00 p.m.: The Focus Group presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC).
- June 9, 2017: The district LCAP will be available for public review and comment. The Superintendent will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing.
- June 14, 2017: A public hearing will be held at 2:00 p.m. for public comment and recommendations from the public related to the LCAP
- June 28, 2017: A regular meeting will be held at 2:00 p.m. for adoption of proposed LCAP.
-

IMPACT ON LCAP AND ANNUAL UPDATE

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

District Superintendent, Special Education Coordinator and Chief Business Official met to begin discussions regarding timelines and dates for Stakeholder engagement and LCFF/LCAP development. November 4, 2016 The Team will attend a number of workshops hosted by the Kern County Supt. of Schools on LCAP development for 2017-18.

Begin the process of informing and including parents, students, staff and community members in the process of developing a plan to implement the LCFF and LCAP.

A discussion was held regarding the development of the District's LCAP. The Superintendent informed the Board and all visitors of the intent of the district to conduct a needs assessment and seek input from all stakeholders in establishing goals and developing the LCAP for implementation and use of LCFF funds.

A first draft of the 2017-18 LCAP was shared with the group. The group was informed of the Stakeholder/Parent meeting scheduled for May 25, 2017 at 5:00 p.m.

Surveys were chosen to distribute to parents, students and staff. Surveys were distributed in English and Spanish. A draft of the LCAP was shared with the group. Stakeholders were informed that the surveys would be used to help adjust existing goals and assist in implementing the District's LCAP. Assistance in

English and Spanish was available if needed. The LCAP process was explained to the group. The Superintendent gave an overview of the 8 priorities established by the State and how those priorities are broken down into (3) specific areas. The Superintendent informed the participants that last year's GOALS and Action steps would be reviewed and updated to show what was expected to be implemented and what was actually accomplished. The participants were informed that the GOALS would be adjusted and established for 2017-18 and that all (8) state priorities would be met within those goals.

The Focus Group compiled and summarized the input from the stakeholder meetings. Results of surveys were included and summarized in needs assessment data. The Focus Group continued developing and designing the LCAP based on the goals identified through the comprehensive needs assessment, such as, advances in language classification, CCSS implementation, increasing numbers of teaching and paraprofessional staff, improving attendance, and more focus on college and career readiness.

District representatives presented the LCAP at the May 25, 2017 DAC, SSC, DELAC, PTF meeting. Members were given the opportunity to pose questions to the Superintendent for written response. There were no questions.

The district reviewed meeting transcripts to the proposed LCAP. There were no questions posed by stakeholders or DAC, SSC, DELAC, PTF representatives, therefore no written responses were provided. The district will receive confirmation that the proposed goals are in alignment with the district's vision and mission.

A public hearing was held on June 14, 2017 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There were no comments.

The LCAP was placed on the agenda of the regular Meeting of the Board for adoption. Upon motion of Theresa Herrera and seconded by Laura Lee Kirkley.

2017-18 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye
Laura Lee Kirkley: aye Steve Murray: aye

Ayes: 3 Noes: 0

The LCAP was placed on the agenda of a special Meeting of the Board for adoption on July 31, 2017. Upon motion of Theresa Herrera and seconded by Laura Lee Kirkley.

2017-18 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye
Laura Lee Kirkley: aye Steve Murray: aye

Ayes: 3 Noes: 0

Goals, Actions, & Services-

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

The Di Giorgio School District will increase student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL NA

Identified Need

Priority 1:

1. School facilities are maintained and in good repair as measured by the FIT Report.
2. Teachers are fully credentialed and appropriately assigned.
3. Students have sufficient access to standards aligned instructional materials.

Priority 2:

1. Implement academic and performance standards that have been adopted by the SBE.
2. Provide access for EL's to CCSS aligned and ELD standards instructional materials.

Priority 4:

1. Statewide Assessments
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards was 20% for 2015-16
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 6% for 2015-16
 - CAASPP Science overall percentage of pupils who are proficient or advanced was 35% for 2015-16
2. .API – NA
3. College required course completion - N/A
4. 47% of EL's made progress toward English Proficiency as reports by CELDT scores..

5. EL Reclassification rate - 26%
6. Pupils passing advanced placement or participated in college preparedness courses - N/A
7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1	100% of facilities are well maintained as measured by FIT Report	100% of facilities will be well maintained as measured by FIT Report	100% of facilities will be well maintained as measured by FIT Report	100% of facilities will be well maintained as measured by FIT Report
Priority 1	Teachers are fully credentialed and appropriately assigned 100% of the school day.	Teachers will be fully credentialed and appropriately assigned 100% of the school day.	Teachers will be fully credentialed and appropriately assigned 100% of the school day.	Teachers will be fully credentialed and appropriately assigned 100% of the school day.
Priority 1	Students have access to standards aligned instructional materials 100% of the school day.	Students will have access to standards aligned instructional materials 100% of the school day.	Students have access to standards aligned instructional materials 100% of the school day.	Students have access to standards aligned instructional materials 100% of the school day.
Priority 2	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
Priority 2	EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day
Priority 4	CAASPP ELA overall percentage of pupils who meet or exceed standard in 2015-16 is 20%	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

Priority 4	CAASPP Mathematics overall percentage of pupils who meet or exceed standard in 2015-16 is 6%	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
Priority 4	CST Science overall percentage of pupils who meet or exceed standard in 2015-16 is 35%	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
Priority 4	47% of EL's advanced at least one classification level in 2016-17.	52% of EL's advanced at least one classification level annually.	54% of EL's advanced at least one classification level annually.	56% of EL's advanced at least one classification level annually.
Priority 4	26% of English Learners were reclassified in 2016-17	26% of English Learners will be reclassified.	28% of English Learners will be reclassified.	29% of English Learners will be reclassified.
Priority 4	API - NA	API – NA	API – NA	API - NA
Priority 4	College Required course completion - NA	College Required course completion – NA	College Required course completion – NA	College Required course completion - NA
Priority 4	Pupils passing advanced placement or participated in college preparedness courses - NA	Pupils passing advanced placement or participated in college preparedness courses – NA	Pupils passing advanced placement or participated in college preparedness courses – NA	Pupils passing advanced placement or participated in college preparedness courses - NA
Priority 4	The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA	The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness – NA	The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness – NA	The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.	Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.	Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$10000	Amount \$18584	Amount \$25845
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Books and Supplies	Budget Reference Books and Supplies	Budget Reference Books and Supplies

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.	Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.	Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3000	Amount \$3000	Amount \$3000
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference Certificated Personnel Salaries	Budget Reference Certificated Personnel Salaries	Budget Reference Certificated Personnel Salaries
Amount \$6000	Amount \$8000	Amount \$8000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures
Amount	\$160	Amount	\$160	Amount	\$160
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **3**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.	Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.	Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.

BUDGETED EXPENDITURES

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

Amount	\$6300	Amount	\$9000	Amount	\$9000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action **4**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost
Source	No additional cost	No additional cost
Budget	No additional cost	No additional cost

Reference

Reference

Reference

Action 5

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses	Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses	Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3000	Amount: \$3000	Amount: \$3000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Certificated Personnel Salaries	Budget Reference: Certificated Personnel Salaries	Budget Reference: Certificated Personnel Salaries
Amount: \$250	Amount: \$250	Amount: \$250

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits
Amount	\$800	Amount	\$1000	Amount	\$1000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **6**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.	Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.	Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4000	Amount: \$5000	Amount: \$5000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies

Action 7

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboard interactive flat panels and training for classrooms as needed. Upgrade network connections to support infrastructure	Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboard interactive flat panels and training for classrooms as needed. Upgrade network connections to support infrastructure	Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase smartboard interactive flat panels and training for classrooms as needed. Upgrade network connections to support infrastructure

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$80000	Amount	\$80000	Amount	\$80000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Capital Outlay	Budget Reference	Capital Outlay	Budget Reference	Capital Outlay
Amount	\$3500	Amount	\$3500	Amount	\$3500
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures
Amount	\$18000	Amount	\$18000	Amount	\$25856
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action **8**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.	Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.	Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$13000	Amount	\$14000	Amount	\$15000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries	Budget Reference	Classified Personnel Salaries	Budget Reference	Classified Personnel Salaries
Amount	\$2700	Amount	\$3000	Amount	\$3500
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action 9

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.	For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.	For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No additional cost Source: Budget Reference:	Amount: No additional cost Source: Budget Reference:	Amount: No additional cost Source: Budget Reference:

New Modified Unchanged

Goal 2

All English Learners will become reclassified by the time they graduate from Di Giorgio School

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- Priority 3:
1. Parents will receive paper communications in their English and Spanish language.
 2. Parents will be in attendance at all School Site Council and District English Language Advisory Committee meetings. Parents will provide input on LCAP, Safety Plan, and various other programs.
 3. Parent conferences will be held two times during the school year for parents to meet with teachers

- to discuss their children's academic progress.
4. Parents of EL students will be contacted to provide information on progress towards reclassification.
 5. Parents of unduplicated pupils and community members are invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.
 6. Parents of students with exceptional needs will be invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children.

Priority 4:

1. Statewide Assessments
 - CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards was 20% for 2015-16
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 6% for 2015-16
 - CAASPP Science overall percentage of pupils who are proficient or advanced was 35% for 2015-16
2. .API – NA
3. College required course completion - N/A
4. 47% of EL's made progress toward English Proficiency as reports by CELDT scores..
5. EL Reclassification rate - 26%
6. Pupils passing advanced placement or participated in college preparedness courses - N/A
7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

1. Current attendance rate is 95.16%.
2. Current chronic absenteeism rate is 9.8%
3. Middle School dropout rate is 0%
4. High School dropout rate – NA
5. High School graduation rate – NA

Priority 7:

1. English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. Students with exceptional needs will have access and will receive special education programs and services.
3. Programs and services will be developed and provided to 100% of unduplicated pupils.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3	100% of parents will receive paper communications in their English and Spanish language	Maintain 100% of parents will receive paper communications in their English and Spanish language	Maintain 100% of parents will receive paper communications in their English and Spanish language	Maintain 100% of parents will receive paper communications in their English and Spanish language
Priority 3	100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.	Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.	Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.	Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.
Priority 4	CAASPP ELA overall percentage of pupils who meet or exceed standard in 2015-16 is 20%	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
Priority 4	CAASPP Mathematics overall percentage of pupils who meet or exceed standard in 2015-16 is 6%	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
Priority 4	CST Science overall percentage of pupils who meet or exceed standard in 2015-16 is 35%	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.	CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
Priority 4	47% of EL's advanced at	52% of EL's advanced at	54% of EL's advanced at	56% of EL's advanced at

	least one classification level in 2016-17.	least one classification level annually.	least one classification level annually.	least one classification level annually.
Priority 4	26% of English Learners were reclassified in 2016-17	26% of English Learners will be reclassified.	28% of English Learners will be reclassified.	29% of English Learners will be reclassified.
Priority 5	The percentage of chronically absent students in 2016-17 is 9.8%	The percentage of chronically absent students will decrease by 1%	The percentage of chronically absent students will decrease by 1%	The percentage of chronically absent students will decrease by 1%
Priority 5	The District attendance rate is 95%	The District attendance rate will be increase to 96%	The District attendance rate will be maintained at or above 96%	The District attendance rate will be maintained at or above 96%
Priority 5	Current middle school dropout rate is 0%	Maintain middle school dropout rate of 0%	Maintain middle school dropout rate of 0%	Maintain middle school dropout rate of 0%
Priority 7	100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).	Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).	Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).	Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).
Priority 7	100% of students with exceptional needs have access and receive special education programs and services	Maintain 100% of students with exceptional needs will have access and will receive special education programs and services	Maintain 100% of students with exceptional needs will have access and will receive special education programs and services	Maintain 100% of students with exceptional needs will have access and will receive special education programs and services
Priority 7	100% of all students have access to a broad course of study offered by the District.	Maintain 100% of all students have access to a broad course of study offered by the District.	Maintain 100% of all students have access to a broad course of study offered by the District.	Maintain 100% of all students have access to a broad course of study offered by the District.

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.	Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.	Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$55000	Amount	\$65000	Amount	\$68951
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries
Amount	\$24000	Amount	\$25000	Amount	\$27859
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration

Budget Reference

Employee Benefits

Budget Reference

Employee Benefits

Budget Reference

Employee Benefits

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$42000

Amount \$50000

Amount \$50000

Source Supplemental/Concentration

Source Supplemental/Concentration

Source Supplemental/Concentration

Budget Certificated Personnel Salaries

Budget Certificated Personnel Salaries

Budget Certificated Personnel Salaries

Reference		Reference		Reference	
Amount	\$13800	Amount	\$15000	Amount	\$15000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **3**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom	For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom	For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom

BUDGETED EXPENDITURES

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

Amount	\$1000
Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures

Amount	\$3000
Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures

Amount	\$3000
Source	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue annual ELPAC Training of Trainers.	Continue annual ELPAC Training of Trainers.	Continue annual ELPAC Training of Trainers.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount: \$500	Amount: \$500
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Services and Other Operating Expenditures	Budget Reference: Services and Other Operating Expenditures	Budget Reference: Services and Other Operating Expenditures

Action **5**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.	Annual ELPAC testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and ELPAC testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.	Annual ELPAC testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and ELPAC testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1500 Source: Supplemental/Concentration Budget Reference: Certificated Personnel Salaries	Amount: \$1500 Source: Supplemental/Concentration Budget Reference: Certificated Personnel Salaries	Amount: \$1500 Source: Supplemental/Concentration Budget Reference: Certificated Personnel Salaries
Amount: \$240 Source: Supplemental/Concentration	Amount: \$240 Source: Supplemental/Concentration	Amount: \$240 Source: Supplemental/Concentration

Budget Reference

Employee Benefits

Budget Reference

Employee Benefits

Budget Reference

Employee Benefits

Action 6

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue the use of web-based supplemental ELD materials that are aligned to the CCSS. Third year of a three year contract that was paid for in year 1.

Continue the use of web-based supplemental ELD materials that are aligned to the CCSS

Continue the use of web-based supplemental ELD materials that are aligned to the CCSS. Second year of a three year contract that was paid for in year 1.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 6600

Amount 6500

Amount No Cost

Source Supplemental/Concentration

Source Supplemental/Concentration

Source

Budget Reference Books and Supplies

Budget Reference Books and Supplies

Budget Reference

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.	Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.	Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3000 Source: Supplemental/Concentration Budget Reference: Books and Supplies	Amount: \$6000 Source: Supplemental/Concentration Budget Reference: Books and Supplies	Amount: \$6000 Source: Supplemental/Concentration Budget Reference: Books and Supplies

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.	Maintain Special Education/Resource Specialist to assist in coordinating and administering ELPAC testing and assist in the reclassification process to support ELD.	Maintain Special Education/Resource Specialist to assist in coordinating and administering ELPAC testing and assist in the reclassification process to support ELD.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Maintain current paraprofessional support for ELD Program.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Maintain current paraprofessional support for ELD Program.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Maintain current paraprofessional support for ELD Program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7800	Amount	\$5700	Amount	\$5900
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries	Budget Reference	Classified Personnel Salaries	Budget Reference	Classified Personnel Salaries
Amount	\$7765	Amount	\$300	Amount	\$300
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **10**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase hours of part-time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.	Increase hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.	Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 14500	Amount: 25000	Amount: 30000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Certificated Personnel Salaries	Budget Reference: Certificated Personnel Salaries	Budget Reference: Certificated Personnel Salaries
Amount: 2200	Amount: 6000	Amount: 6000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Employee Benefits	Budget Reference: Employee Benefits	Budget Reference: Employee Benefits

Action **11**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.	For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.	For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **12**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] Redesignated fluent English Proficient_____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

2018-19

New Modified Unchanged

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

2019-20

New Modified Unchanged

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

BUDGETED EXPENDITURES

2017-18

Amount No Cost

Source

Budget Reference

2018-19

Amount No Cost

Source

Budget Reference

2019-20

Amount No Cost

Source

Budget Reference

New Modified Unchanged

Goal 3

The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

We estimate the chronic absenteeism rate to be 9.8% for the 2016-17 school year.

Priority 6:

1. 3.7% student suspension rate.
2. 0% student expulsion rate.
3. Students district-wide reporting feeling "safe" and "supported by adults" at school.

4. Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and

51220 as applicable. 5th Grade HFZ:

Aerobic Capacity	73.9%
Body Composition	60.9%
Flexibility	52.2%

7th Grade HFZ:

Aerobic Capacity	40.0%
Body Composition	40.0%
Flexibility	68.0%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6	Maintain suspension rate below 4.5%	Maintain suspension rate below 4.5%	Maintain suspension rate below 4.5%	Maintain suspension rate below 4.5%
Priority 6	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate

Priority 6	Maintain at least 95% of students reporting feeling “safe” and “supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.	Maintain at least 95% of students reporting feeling “safe” and “supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.	Maintain at least 95% of students reporting feeling “safe” and “supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.	Maintain at least 95% of students reporting feeling “safe” and “supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.
Priority 8	<p>Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <p>Aerobic Capacity 76%</p> <p>Body Composition 63%</p> <p>Flexibility 54%</p> <p>7th Grade HFZ:</p> <p>Aerobic Capacity 44%</p> <p>Body Composition 44%</p> <p>Flexibility 71%</p>	<p>Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <p>Aerobic Capacity Increase to 76%</p> <p>Body Composition Increase to 63%</p> <p>Flexibility Increase to 54%</p> <p>7th Grade HFZ:</p> <p>Aerobic Capacity Increase to 44%</p> <p>Body Composition Increase to 44%</p> <p>Flexibility Increase to 71%</p>	<p>Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <p>Aerobic Capacity Increase to 76%</p> <p>Body Composition Increase to 63%</p> <p>Flexibility Increase to 54%</p> <p>7th Grade HFZ:</p> <p>Aerobic Capacity Increase to 44%</p> <p>Body Composition Increase to 44%</p> <p>Flexibility Increase to 71%</p>	<p>Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.</p> <p>5th Grade HFZ:</p> <p>Aerobic Capacity Increase to 76%</p> <p>Body Composition Increase to 63%</p> <p>Flexibility Increase to 54%</p> <p>7th Grade HFZ:</p> <p>Aerobic Capacity Increase to 44%</p> <p>Body Composition Increase to 44%</p> <p>Flexibility Increase to 71%</p>

[PLANNED ACTIONS / SERVICES](#)

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8000 Source: Supplemental/Concentration Budget Reference: Books and Supplies	Amount: \$7058 Source: Supplemental/Concentration Budget Reference: Books and Supplies	Amount: \$8100 Source: Supplemental/Concentration Budget Reference: Books and Supplies

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.	Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.	Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$2500	Amount: \$3000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies
Amount: \$3562	Amount: \$3600	Amount: \$3700
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Classified Personnel Salaries	Budget Reference: Classified Personnel Salaries	Budget Reference: Classified Personnel Salaries
Amount: \$352	Amount: \$360	Amount: \$370
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Employee Benefits	Budget Reference: Employee Benefits	Budget Reference: Employee Benefits

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program	Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program	Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost Source: _____ Budget Reference: _____	Amount: No Cost Source: _____ Budget Reference: _____	Amount: No Cost Source: _____ Budget Reference: _____

Action **4**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast	Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast	Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: 60000	Amount: 65000	Amount: 72515
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Other Outgo	Budget Reference: Other Outgo	Budget Reference: Other Outgo

Action **5**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.	Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.	Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2000	Amount	6804	Amount	6804
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries
Amount	250	Amount	590	Amount	590
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies
Amount	400	Amount	800	Amount	800
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **6**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.	Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.	Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost Source: Budget Reference:	Amount: No Cost Source: Budget Reference:	Amount: No Cost Source: Budget Reference:

Action **7**

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

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

Location(s)

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities to increase the level of school connectiveness and safety.

Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities to increase the level of school connectiveness and safety.

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 43837

Source Supplemental/Concentration

Budget Reference Services and Other Operating Expenditures

Amount 36628

Source Supplemental/Concentration

Budget Reference Capital Outlay

Amount 82596

Source Supplemental/Concentration

Budget Reference Services and Other Operating Expenditures

Amount 49199

Source Supplemental/Concentration

Budget Reference Capital Outlay

Amount 92584

Source Supplemental/Concentration

Budget Reference Services and Other Operating Expenditures

Amount 44747

Source Supplemental/Concentration

Budget Reference Capital Outlay

Action **8**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Teacher-led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.	Maintain Teacher-led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.	Maintain Teacher-led after school tutoring services for students who are below grade level in English Language Arts or Mathematics.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	13000	Amount	15000	Amount	15000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries	Budget Reference	Certificated Personnel Salaries
Amount	2275	Amount	4000	Amount	4000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Establish music/performing arts program	Maintain Music/performing arts program.	Maintain Music/performing arts program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 31957	Amount: 37555	Amount: 39561
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Services and Other Operating Expenditures	Budget Reference: Services and Other Operating Expenditures	Budget Reference: Services and Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$533,876

Percentage to Increase or Improve Services:

31.42 %

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](#)).

Di Giorgio Elementary is a one-school school district and as such, all action steps that are schoolwide are also district wide. The percentage of unduplicated pupils at Di Giorgio Elementary School District is approximately 97%, well above 55%, which is the reason all of our actions and services are provided on a District wide basis.

Di Giorgio Elementary will increase services for unduplicated pupils by purchasing supplemental ELD materials; providing the opportunity to attend week long trip to Camp KEEP; purchase more STEM related and non-fiction titles for library; purchase interactive flat panel displays for classrooms to enhance student learning and provide help more quickly; increase the number of hours the library is open for students to check out books by increasing the hours library clerk will be available; provide one teacher per grade level instead of having to combine grades; provide professional development for teachers and administrators on the use of ELD materials and strategies designed to improve EL student outcomes; provide a web based ELD supplemental program that is aligned to the CCSS; increase the hours of EL coordinator to work directly with EL students; provide college and career learning opportunities by visiting colleges; accelerate the repair of facilities to comply with education codes and the Williams Act to increase students' level of school connectiveness and safety;

Di Giorgio Elementary will improve services for unduplicated pupils by providing CCSS professional development to teachers designed to improve teacher effectiveness; provide grade span collaboration days for certificated staff to review and analyze student data and plan strategies for improving student outcomes; schedule CELDT testing before the beginning of school to assist teachers with planning how to help EL students advance in fluency; provide parent training services for families of EL, economically disadvantaged, and individuals with special needs to assist them in finding available services; update school wide PBIS to improve school climate and learning opportunities; support for nutrition program to provide breakfast and snack for economically disadvantaged students to improve students' health and attendance; provide teacher led after school tutoring services to improve student learning;

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder

narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

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

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter

schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?