Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Alta Loma Elementary School District		
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2017-20 Plan Summary

THE STORY

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

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

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 45% Hispanic, 38% White, 7% Asian, 7% African American, and 2% Filipino. American Indian or Alaska Natives, Pacific Islanders, and students who report two or more races make up our final 2%. Thirty-six percent of our students are reported as being socio-economically disadvantaged, 6% are identified as English Learners, 10% have been identified as Students With Disabilities, and over 20% have been identified as Advanced Learners.

Our motto*, Inspiring Learners for a Lifetime,* speaks to the learning goals we desire for our parents, students and those who teach them. We believe that through encouragement, high quality instruction, on-going monitoring of student progress tied to strategic professional development that responds to identified need, our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward best first instructional practices and pedagogy through collaborative models. We are also committed to ensuring parent learning at both the District and site level. Parent forums include the District Parent University Program, site-based Parent Information evenings, scheduled collaboration events with the principal, annual community surveys, Community Based English Tutoring, and digital communication supports to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

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

LCAP HIGHLIGHTS

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

*1. On-going efforts to support students and staff via state Board approved instructional materials: Social Studies, grades 6-8 pilot and purchase

*2. Ensure access to technology and improve 1:1 student to device access

*3. Provide on-going professional development on implementation of standards and 21st Century Skills pedagogy, inquiry-based learning (QUEST), and Active Visible Learning, via instructional coaches and consultants

*4. Increase EL teacher effectiveness in knowledge of ELD standards, specific strategies, and integrated and designated delivery models

*5. Fully implement new ELA/ELD adoption, K-8, writing instruction, and continue NGSS integration in grades 6-8

*6. Support collaborative structures to aide informed decisions regarding curriculum, instruction and professional development based on data

*7. Broaden student access to world languages and strategies to support college and career readiness

*8. Close the achievement gap in ELA and math with emphasis on supports to Students with Disabilities, and African American students

*9. Improve first instruction via Active Visible Learning

*10. Monitor absenteeism and follow-up with newly developed protocols

*11. Continue to reduce incidents of suspension and expulsion

*10. Provide behavioral, social, and emotional supports through expanded Behavioral Team and district-wide emphasis on Positive Behavior Intervention Supports, daily curriculum, and Cultural Proficiency

*11. Continued outreach to parents and students to improve engagement and school connectedness through an increase of opportunities, especially for unduplicated students

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

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

*1.Improved performance in English Language Arts (ELA) and mathematics for all students.

*2.Increased ELA from 59-63%-GREEN and math from 46-49% YELLOW.

*3.ELA improved performance for LI's (41-49%) GREEN, and EL's GREEN,

*4.Improvements in math for LI's (30-36%) YELLOW, and EL's (24-27%) GREEN

*5.Percentage of EL students learning English via CELDT Assessment (67%-71%)

*6.Implementation of Standards (met)

*7.Staffing and Williams obligations (Basic-met)

*8.Embedding of 21st Century Skills into the learning environment, emphasis on STEM/problem based learning and active visible student centered learning

*9.Multi-sourced evidence based reading and writing (SBAC: Research 29-38% scored-Above standard)

*10.Integration of technology into curriculum (Grades 6-8, 87% use chrome book as learning tool)

*11.On-going data driven-effective professional development and instructional coaching (Beneficial: Admin-100%, Staff-87%)

*12.Equity and cultural proficiency training to close achievement gap (Management team training, to continue embedded in school sites)

*13.Class-size reduction 24:1

*14.Expansion of Transitional Kindergarten program (reported benefit by 100% of Kindergarten teachers and parents)

*15.Implementation of district-wide diagnostic assessments (STAR Reading and Math) and provided release time for on-going progress monitoring and data analysis for instructional planning

*16.Collaborative structures between District and site Foster Youth and Homeless liaisons to ensure support services

*17.Improved Suspension Rate (not reflected in Dashboard data) via implementation of Positive Behavior Intervention Supports and restorative justice practices district-wide; includes yearly disaggregated data monitoring and reports to the Board

*18.Improved engagement and input from stakeholders (63 varied stakeholder meetings, increase in survey input), especially unduplicated student/parent groups (EL-4% increase, SWD-2% increase, LI-2% increase) Parent Involvement-met

*19.Improved safety and security on campus (Parents-95%, Admin-98%, Staff-96%, Students-81%) School Climate-met

*20.Improved reporting of positive school environment that is supportive and inviting (Parents-92%, Admin-100%, Staff-99%, Student-75%) School Climate-met

*21.Launch of "LEAP into Summer" Enrichment program, June 5-30, 2017

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

GREATEST NEEDS

Greatest Area of Needs include:

*1.ELA- Performance improvement for Students with Disabilities YELLOW, and African American's YELLOW. Students with Disabilities use Tier 2 and 3 supports via Scholastic 180 and System 44, however, continued improvements through improved first instruction pedagogy, coaching, and materials including phonemic awareness, phonics, and foundational skills. New ELA adoption includes intensive support aligned to classroom core expectations. Collaborative release time for teachers to analyze data and plan instructional supports.

*2. Math-Performance improvement for Students with Disabilities- RED, and students who identify with two races- ORANGE. Heavy emphasis on coaching and first instruction pedagogy, as well as improved teacher awareness and expectations regarding rigor of expectations beyond computation to thinking, reasoning and conceptual skills. Implementation of Number Talks and Number Bonds in all grade levels. District Formative Assessments have been re-written by grade level teams to reflect rigor in reasoning. Collaborative release time for teachers to analyze data and plan instructional supports.

*3.Suspension Rate: Improved training (cultural proficiency) and implementation of PBIS and restorative practices District-wide to target suspension rates for Students with Disabilities-ORANGE, African American's-ORANGE, and Pacific Islander's - ORANGE. Local yearly accounting and disaggregation of Suspension Rate data has shown progress in reducing the number of Suspensions. The District will employ strategies through collaborative leadership to improve both out of school, and in-school suspension rates through alternate means of correction.

*4.Although chronic absenteeism has not yet been reported on the Dashboard, attendance has been a focus after chronic absenteeism rate increased in 2015-2016 from 2.2%-5.2%. District monitoring protocols have been put into place. They include; re-written attendance and "nudge" letters, consistent reporting procedures to parents, proactive SART and SARB meetings by site leadership, as well as school-wide incentives and improved school climate.

*5.Continued work in understanding how to meet the social and emotional needs of students to close the achievement gap through research based strategies and informed data. Continue the work we've started in Cultural Proficiency, Restorative Practices, and Behavioral Team Support.

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

*1. ELA- Performance improvement for Students with Disabilities-YELLOW, and African American's-YELLOW. Students with Disabilities receive Tier 2 and 3 supports via Scholastic 180 and System 44, however, continued improvements through improved first instruction pedagogy, coaching, and materials including phonemic awareness, phonics, and foundational skills. New ELA adoption includes intensive support aligned to classroom core expectations. Provde SWD access to phonemic awareness support via Lexia Core 5. Continue work in cultural proficiency and closing the achievement gap. Collaborative release time for teachers to analyze data and plan instructional supports.

*2. Math-Performance improvement for Students with Disabilities-RED, and students who identify with two races- ORANGE. Heavy emphasis on coaching and first instruction pedagogy, as well as improved teacher awareness and expectations regarding rigor of expectations beyond computation to thinking, reasoning and conceptual skills. Implementation of Number Talks and Number Bonds in all grade levels. Promote adoption intervention materials use and provide supplemental materials in math including Engage NY and Front Row Ed blended learning program. District Formative Assessments have been re-written by grade level teams to reflect rigor in reasoning and will be used for instructional analysis and planning. Continue work in cultural proficiency and the achievement gap. Collaborative release time for teachers to analyze data and plan instructional supports.

*3. Suspension Rate: Improved training (cultural proficiency) and implementation of PBIS and restorative practices district-wide to target suspension rates for Students with Disabilities-ORANGE, African American's-ORANGE, and Pacific Islander's-ORANGE. Local yearly accounting and disaggregation of Suspension Rate data has shown progress in reducing the number of Suspensions. The District will also use collaborative leadership to improve both out of school, and in-school suspension rates through alternate means of correction. Continue work in cultural proficiency and the achievement gap.

*4. On-going scheduled data analysis and action planning with principal and cabinet to identify needs and collaboratively create solutions. Regularly scheduled collaborative analysis regarding FY and homeless student progress with District Liaison and site leadership followed by action planning to provide support services as indicated.

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 District will increase or improve services for LI, EL, and FY students in the following ways:

*1.Increase professional development, intervention materials, and instructional coaching on the implementation of ELA/ELD and math standards to improve upon first instruction during Designated and Integrated ELD during the day, as well as offer supports before and after school to improve EL student outcomes. We also plan to increase instructional aide support at school sites with 35 or more EL students to provide additional time and support. We are also committed to providing EL students the tools they need to be successful at school and at home through the purchase of devices for translation, or to access blended learning supports both at school and at home. We will continue to provide outreach to EL parents to participate in educational forums as well as CBET (Community Based English Tutoring). The District committed to the purchase of ELA/ELD Integrated Curriculum. Collaborative release time for teachers to analyze data and plan instructional supports.

*2.Increase expectations of FY and homeless liaison at school sites under the direction of the District liaison to offer an array of supports to improve student outcomes such as; providing students with needed personal and instructional tools and resources, and expand collaborative progress monitoring opportunities to include guardians/social workers/attorneys to improve academic, social, and emotional outcomes for students. Follow through with creating community forums for FY guardians one time a trimester to discuss needs and services. Increase additional instructional time and support for students district-wide. Increase behavioral supports through counseling and Behavioral Team.

*3.Increase professional development and instructional coaching on the implementation of ELA, math, and NGSS standards to improve first instruction for low-income, FY, and EL students. Use district-wide diagnostic and formative assessments to analyze student progress routinely and create opportunities for additional time and support when students are at-risk. Continue relevant, research-based professional development in writing to increase the rigor in expectations and outcomes through a structured, scaffolded, successful approach (Write from the Beginning and Beyond). Collaborative release time for teachers to analyze data and plan instructional supports.

*4.Increase access to multi-sourced evidence based reading and writing communicated orally and through various written or multi-media formats. (Digital DBQ district-wide)

*5.Provide differentiated or personalized instructional opportunities (AVID, Title I, EL designated support, UACC-Universal Access Choice and Challenge)

*6.Increased access to accelerated math at the junior high schools for all Advanced Learners, including second language learners

*7.Zero period added at both Junior High Schools to allow students who require additional time and support to also participate in elective of choice

*8.Expanded world language program and collaboration with high school district for high school placement options (Spanish at both junior high schools)

*9.Utilize multi-tiered system of supports such as Positive Behavior Intervention Supports, District Behavior Support Team, embedded social and emotional learning in academic programs, closing achievement gaps and improving school climate via Cultural Proficiency awareness and implementation.

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	$55,412,932
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$29,140,813

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.

Special Education: $7,250,000
Administration: $4,250,000
District Support Center Staff: $2,050,000
Utilities: $1,760,000
Custodial Staff: $1,700,000
Child Care Program (Parent Paid): $1,570,000
School Office Support Staff: $1,310,000
Retiree Health & Incentive Benefits: $1,190,000
School Site and Teacher Budgets: $990,000
Proposition 39 Improvements: $760,000
Home to School Transportation: $540,000
Proctors: $430,000
Title I: $390,000
Insurance: $290,000
Library and computer Support Staff: $250,000
Technology Support and Data Lines: $235,000

$46,825,207	Total Projected LCFF Revenues for LCAP Year

[Annual Update](#)   LCAP Year Reviewed: XXXX–XX

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

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	ACTUAL
1. 100% of teachers will be highly qualified with appropriate credentials and will participate in Induction training to obtain a clear credential if needed **State Metric:** Teacher Misassignment Rate, Highly Qualified Teacher Rate **Local Metric:** Number of new teachers enrolled in an Induction Program	• 100% of teachers appropriately credentialed and participated in Induction training to obtain clear credential if needed (19/263-7%)
2. All students will receive instruction in state academic standards through developed lessons, adopted materials, and additional resources **State Metric:** Student access to standards materials, Williams Report **Local Metric:** District and Site materials survey, Teacher and Student Surveys	• Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin 100%, Students-94%)
3. 77% of teachers will report they have sufficient standards aligned instructional materials to support classroom instruction **Local Metric:** Teacher Survey	• 73% of teachers reported having sufficient standards aligned instructional materials to support classroom instruction citing the need for technology and updated textbooks

4. 83% of parents will report that students have access to standards aligned instructional resources **Local Metric**: Parent Survey	• 96% of parents reported having access to standards aligned instructional resources
5. 84% of parents will report they are satisfied with the instruction students receive **Local Metric**: Parent Survey	• 81% of parents reported that they were satisfied with the instruction students receive citing the need for improved instruction in math in particular • 100% of administrators • 98% of teachers • 93% of students
6. 70% of teachers and students will report proficiency in using basic functions on the chrome book while accessing Goggle Apps for Education (mail, docs, slides, forms) **Local Metric**: Teacher and Student Survey	• 78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE Eliminate (implementation of standards)
7. 70% of students, and teachers will report proficiency in digital collaboration through shared documents **Local Metric: Student survey, staff survey**	• 75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents Eliminate (implementation of standards)
8. 50% of parents will report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Local Metric: Student and Parent Survey**	• 76% of parents/community reported that students used digital tools at school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported the GAFE was the most useful tool.

[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   **1.1**

	PLANNED	ACTUAL
Actions/Services	Hire appropriately credentialed teachers	Hired appropriately credentialed teachers
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Salary-$16,790,022 Benefits $5,269,299 LCFF	Teacher Salary-$17,225,794 Benefits $5,713,595 LCFF

Action 1.2

	PLANNED	ACTUAL
Actions/Services	Hire only teachers with qualified English Learner credential criteria	**Included in 1.1**
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in 1.1	**Included in 1.1**

Action 1.3

	PLANNED	ACTUAL
Actions/Services	Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • Approx. 8-10 • CTI Contract ($34,000)	Induction Support Providers were compensated and released from class to mentor beginning teachers in the Induction program and additional costs associated with Induction Candidates • 15 coaches • 19 candidates • CTI Contract
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Salary-$28,000 Benefits $5,000 Educator Effectiveness	Teacher Salary-$56,000 Benefits $10,000 Contracted Services: $34,200 Educator Effectiveness

Action 1.4

Actions/Services	PLANNED	ACTUAL
	Pilot and purchase English Language Arts/English Language Development Adoption for full implementation in the 2017-2018 school year • K-5 • 6-8	Piloted and purchased English Language Arts/English Language Development Adoption for full implementation in the 2017-2018 school year • K-5 HMH *Journeys* -$693,458.26 • 6-8 McGraw-Hill *Study Sync*-$486,180.90

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Textbooks- $300,00 Restricted Lottery Textbooks- $500,00 Unrestricted one-time funds	Textbooks- $525,000 Restricted Lottery Textbooks- $700,00 Unrestricted one-time funds

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 1.5

Actions/Services	PLANNED	ACTUAL
	Continue training on differentiated math adoption materials for English learners, at-risk students, and those requiring acceleration • TOSA Training: 1 day, 40 teachers K-3 • TOSA Training: 1 day, 30 teachers 4-6	**Included in 2.10**

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Teacher Salary-$8,750 Benefits $1,750 Educator Effectiveness	**Included in 2.10**

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 1.6

Actions/Services	PLANNED	ACTUAL
	Improve technology infrastructure and purchase additional devices for student use (IT Dept) • Reflects three year plan for one-time dollar use • IT Budget	Purchased: • Chrome book devices 1285 chrome books (2016-2017) • Chrome book District total 2335 • 1 to 2.5 chrome books • 1:1.5 total devices

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Technology Inventory- $250,000 Unrestricted one-time funds	Technology Inventory- $400,000 Unrestricted one-time funds

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 1.7

Actions/Services	PLANNED	ACTUAL
	Form an English language arts task force and Pilot English language arts/ELD adoption materials in grades K-8 • (25 teachers 4 days)	ELA Task Force was formed and met on several occasions during the adoption process: • September 12, 13, 20, 21 • October 19,20 • February 13, 14 • 149 Substitutes required

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Teacher Salary-$12,500 Benefits $2,500 LCFF	Teacher Salary-$18,625 Benefits $3,278 LCFF

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   **1.8**

Actions/Services	PLANNED Purchase materials for NGSS implementation • Engineering, It's Elementary K-5 • Grades 6-8	ACTUAL Purchased Bridge materials to begin NGSS Science integration process in grades 6-8. Purchased one module per grade level 6-8 for a contracted two year period • Pearson Interactive Science: • ALJH: $17,489.94 (2 year contract) • VJHS: $19,941.57 (2 Year) • Total: $37,431.51
Expenditures	BUDGETED Instructional Materials-$10,000 Restricted Lottery	ESTIMATED ACTUAL Instructional Materials-$37,432 Restricted Lottery

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District completed all actions as reported. Observations regarding actions included an increased number of actual expenditures.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EAMO alignment to actions and services was fairly consistent although some actions and services would be more appropriately placed in implementation of standards to reduce redundancy. Actions and services were effective in meeting EAMO's with the exception of staff concerns regarding updated textbooks and materials. We are on a consistent adoption cycle now and until completion, teachers will continue to have concerns. Teachers are anxious for 1:1 devices as well.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in budgeted expenditures and actual expenditures had to do with the increase in the price of adoption materials, the number of devices required, and the number of new teachers hired who needed Induction services.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Note changes: Identified Needs for Goal 1 will be edited for clarity and/or in response to reported data EAMO #5: Include parents, student, and staff in satisfaction with instruction # 6 & 7 will be eliminated (Goal 2-embed 21st Century Skills) Add new EAMO #6: 60% of teachers, administrators, and students will report access to 1:1 chrome book devices on a daily basis. Actions/Services: Eliminate 1.2 due to redundancy, Eliminate 1.5, more appropriately- Implementation of Standards

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

Goal 2	Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 82% of teachers and administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **State Metric:** Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through protocol	92% of teachers and 100% of administrators report that standards-based practices and strategies learned during professional development are being implemented in the classroom.
2. 70% of teachers and administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week. **Local Metric:** Teacher and administrator Survey, Walk-through protocol	75% of teachers and 60% of administrators report that technology to produce standards-aligned learning products is implemented at least 2 x per week.
3. 77% of teachers and administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Local Metric**: Teacher and administrator Survey, Walk-through protocol	89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction. • Teachers report that the greatest challenge for them is critical thinking through questioning and analysis, and technology application. • Administrators report the greatest challenge is also critical thinking and rigor, and collaborative structures used effectively in the

	classroom.
	Students report:
	- Learn collaboratively with partners or in groups- More than once a week-36%, Daily-18%, Never-2%, Other-9% - Learn creatively (models, presentations, research topics, simulations, self-selected projects, engineering tasks, inventions)- Once every few weeks-38%, Once a month-22%, Daily-7%, Never-7%, Other-11% - Favorite way to learn creatively is...Build models-38%, see how things work-28%, invent things-23%, research topics-19%, visual art-30%, multi-media presenations-19%, STEM projects- 18%, write stories, poems and songs-13%, Do simulations-12%, problem-based learning projects-7%
4. 70% of teachers will report that they are using standards-aligned instructional materials in each content area: ELA, math, social studies, and NGSS in the classroom **State Metric**: Student access to standards-aligned materials **Local Metric:** Teacher Survey	Included in EAMO Goal 1: 2 and 3
5. Parent surveys will elicit actionable interests and needs in regards to understanding standards-based instruction and expectations **State Metric:** Effort to Engage Parents and Use Input **Local Metric:** Parent Surveys, Community input events	Included in EAMO Goal 5: 1- Parent Survey Actionable interest regarding implementation of standards includes: - Enrichment opportunities before and after school-38% - Summer Learning Program-30% - Additional time and support during the school day-21% - On-going professional development for teachers-90% in 21st Century Skills and student engagement
6. 80% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering Committee and Grade Level Study Groups **Local Metric:** Teacher Survey	89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups

7. 75% of students will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation	Students reported the following regarding shifts in English language arts implementation: • 79% Balance of literature and information text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing
8. 80% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **State Metric:** Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation	Teachers reported the following regarding shifts in English language arts implementation: • 89% Balance of literature and information text • 93% Evidence based reading writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing Administrators reported: • 70% Balance of literature and information text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development • 100% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing

9. 75% of students will report that they utilize technology to produce a product during standards-based instruction at least 1 X week **Local Metric:** Student Survey, administrator observation	9. 60% of students report use more than 1 time a week, however 14% said that they use technology daily, totaling 74%
10. 75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons **State metrics:** Implementation of Common Core Math **Local Metric:** Student Survey, teacher survey and administrator observation	10. 74% of students reported that they regularly utilize math practices • Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up- • 82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else • 86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as drawing a picture and/or modeling
11. 60% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction. **State Metric:** Implementation of Common Core ELA **Local Metrics:** Student Survey, teacher and administrator observation	11. 78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction Improvement in progress toward English proficiency- 67% to 71%, however ELA SBAC scores were maintained at 28% proficiency
12. 90% of teachers will attend at least 3 professional learning opportunities during the school year. **State Metric:** Implementation of Common Core ELA **Local Metrics:** Teacher survey and administrator observation	12. 92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned. • Reported top priorities for teacher professional development continues to be state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues. • Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, Text dependent questioning, technology, differentiation, math, NGSS, facilitate 21st Century Learning

[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 **2.1**

Actions/Services		
PLANNED Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	**ACTUAL** Provided one district-wide staff development day with a focus on implementing state standards, materials, and strategies • District-wide staff development held on October 31, 2016 on NGSS standards at each grade level. Principals conducted assigned grade level training on how to read the standards, acronyms, and demonstrated NGSS lesson design.	

Expenditures		
BUDGETED Teacher Salary- $93,000 Benefits- $31,000 LCFF	**ESTIMATED ACTUAL** Teacher Salary- $93,112 Benefits- $30,884 LCFF	

[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 **2.2**

Actions/Services		
PLANNED Provide one district-wide staff development day to include emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	**ACTUAL** Provided district-wide staff development focused on ELA/ELD adoption materials with special emphasis on universal access supports • Professional development on April 24, 2017 presented by ELA/ELD publishers to grade levels at sites across the District	

Expenditures		
BUDGETED Teacher Salary- $93,000 Benefits- $31,000 LCFF	**ESTIMATED ACTUAL** Teacher Salary- $93,112 Benefits- $30,884 LCFF	

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 **2.3**

	PLANNED	ACTUAL
Actions/Services	Grade Level Study Group and Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 100 teachers X 1 day	Curriculum Council met on September 6, 2016 and January 31, 2017: • 36 substitutes Grade Level Study Groups: • 10 substitutes
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Salary- $20,750 Benefits- $4,150 Educator Effectiveness	Teacher Salary- $5,750 Benefits- $1,012 Educator Effectiveness

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 **2.4**

	PLANNED	ACTUAL
Actions/Services	Provide grade level collaborative planning days for unit and lesson design • (30 teachers 3 days) • NGSS Development	NGSS Task Force (Framework/Standards/Integration) • August 24, 2016 • November 1, 2016 • May 1, 2017 • 70 Substitutes Social Studies Task Force (Framework/Standards/DBQ) • January 19, 2017

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		• 17 substitutes
Expenditures	BUDGETED Teacher Salary- $11,250 Benefits- $2,250 Educator Effectiveness	ESTIMATED ACTUAL Teacher Salary- $10,875 Benefits- $1,914 Educator Effectiveness

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 2.5

Actions/Services	PLANNED Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration (shared standards-based materials and practices). • UMRA annual fee	ACTUAL Google Apps for Education (GAFE) and UMRA account management systems were implemented for digital teacher collaboration (shared standards-based materials and practices). • UMRA annual fee: Tools 4 Ever
Expenditures	BUDGETED Contracted Service-$3,000 LCFF	ESTIMATED ACTUAL Contracted Service-$3,078 LCFF

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 2.6

Actions/Services	PLANNED Retain and hire an additional Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. Direction will include GAFE, digital math adoption resources, Illuminate, and coaching in the SAMR	ACTUAL Hired second Instructional Technology TOSA • Instructional Technology TOSA's (2) will be assigned a specific curricular focus. Classroom implementation of technology as a tool and SAMR model will continue. One TOSA will focus on ELA (adoption) and writing training (WFBB), while other TOSA

	model • Retention • New Hire	will focus on NGSS and STEM • Cost of 2 Instructional Technology TOSA's
Expenditures	BUDGETED Teacher Salary- $162,000 Benefits- $55,000 LCFF	ESTIMATED ACTUAL Teacher Salary- $168,716 Benefits- $59,373 LCFF

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 **2.7**

Actions/Services	PLANNED Under the direction of the IT TOSA, provide professional development and digital resources in collaboration with Site Technology Leaders, Site Leads, and/or Computer Aides • Coaching Participants: 60 x 2 days (includes K/1) • Spring K/2 Front-load training: 24 x 1 (1 from each elementary site) • Site Technology Leader (STL), Site Leads, and/or Computer Aide-Professional Development (site decision): 10 teachers 3 x year-10 computer aides/media clerk timesheet ½ day x 3	ACTUAL Instructional Technology professional development included: • 8/30/16: Cohort 6-8 Training: 34 subs • 9/27/16: STL/Computer Aide: 12 subs, 18 classified hours • 12/13/16: STL/Computer Aide: 12 subs, 24 classified hours • 1/10/17: 6-8 Training: 34 subs • 1/13/17: 4-5 Training: 15 subs • 2/9/17: K-1 Training: 5 subs • 2/24/17: STL/Computer Aide: 11 subs, 21 classified hours • 2/27/17: K-1 Training: 5 subs • 3/3/17: K-1 Training: 3 subs • 4/27/17: K-1 Debrief: 5 subs Total Subs: 136
Expenditures	BUDGETED Teacher Salary- $21,750 Classified Instructional aides-$1,600 Benefits- $4,750 Title II	ESTIMATED ACTUAL Teacher Salary- $17,000 Classified Instructional aides-$1,000 Benefits- $3,100 Title II
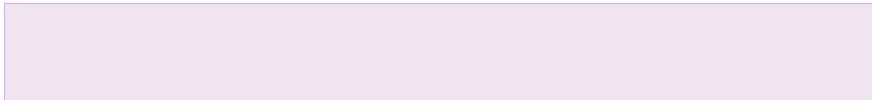
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ACTIONS / SERVICES

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 **2.8**

Actions/Services	**PLANNED** Provide parent learning opportunities on state standards and strategies during information opportunities and annual Parent University (1 time per trimester)	**ACTUAL** Included in 5.8

Expenditures	**BUDGETED** Teacher Salary- $1,000 Other Classified salary-$1,000 Benefits- $300 Books-$500. Materials-$200 Title I	**ESTIMATED ACTUAL** **Included in 5.8**

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 **2.9**

Actions/Services	**PLANNED** Retain English language arts and language development Teacher on Special Assignment as a content specialist to provide professional learning, modeling, and coaching to District teachers: • K-3: Workshop model in literacy, written expression, and math (Singapore) • 40 teachers @ 4 days of training •½ day follow-up • Staff Meetings: Designated/Integrated ELD Instruction (no costs associated)	**ACTUAL** Maintained TOSA position, however, due to staffing change and data analysis, changed position to Curriculum and Instruction Specialist Teacher on Special Assignment in mathematics (CAASPP- 49% proficient). • Cost of TOSA • Professional development and coaching costs included in 2.10

Expenditures	BUDGETED Teacher Salary- $76,700 Benefits- $15,500 Educator Effectiveness	ESTIMATED ACTUAL Teacher Salary- $66,118 Benefits- $15,064 Educator Effectiveness

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 **2.10**

Actions/Services	PLANNED Provide 3rd Cohort of teachers (new and volunteers) in ELA/ELD framework and standards training (Making Meaning, Interaction, Bridging and Scaffolding, Effective Expression) • 20 teachers, 3 days • Followed up with extended demonstration/implementation	ACTUAL Due to data analysis and staffing change, ELA/ELD TOSA was replaced with a Curriculum and Instruction Specialist Teacher on Special Assignment to provide professional development and coaching to cohorts in grades 3-5 in mathematics with emphasis on core standards, instructional pedagogy utilizing Number Talks and Number Bonds along with a variety of other research based strategies for all students, while also emphasizing supports for at-risk learners and Advanced Learners. • 9/8/16: 28 • 9/23/16: 21 • 10/7/16: 15 • 10/18/16: 17 • 10/25/16: 23 • 12/9/16: 25 • 12/12/16: 22 • 1/23/17: 15 • 2/7/17: 13 • 3/21/17 23 Total: 202 Substitutes
Expenditures	BUDGETED Teacher Salary- $7,500 Benefits- $1,500 Title III- LEP	ESTIMATED ACTUAL Teacher Salary- $25,250 Benefits- $4,444 Title I

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.

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Action **2.11**

Actions/Services	PLANNED	ACTUAL
	Monitor instructional shifts (ELA, math, literacy standards in social students, NGSS) progress via development and analysis of elementary and junior high teacher and student surveys • LCAP Advisory Council: Data Analysis, progress monitoring. 6 teachers 2 x year	LCAP Advisory met to provide input, develop survey, and provide analysis regarding implementation of standards and LCAP goals, actions/services Meetings: • September 8, 2016 • October 5, 2016 • January 18, 2017 • March 29, 2017 • Certificated and classified extra hours

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Teacher Salary- $1,500 Benefits- $300 LCFF	Teacher Salary- $200 Benefits- $35 LCFF

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 **2.12**

Actions/Services	PLANNED	ACTUAL
	Provide Immigrant students with tablets and chrome books to be used with Google Translator and educational software	Provided Immigrant students with tablets and chrome books to be used with Google Translator and educational software (Immigrant) • Purchased 10 Tablets • 10 Chrome Books

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Expenditures	**BUDGETED** Technology Inventory-$5,000 Title III-Immigrant	**ESTIMATED ACTUAL** **Included in 4.6**

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 **2.13**

Actions/Services	**PLANNED** Investigate enrichment opportunities to include after school enrichment and Summer Learning Programs	**ACTUAL** Will launch first year of *LEAP into Summer* (Learning Enrichment Activities and Projects) enrichment program • June 5-June 30, 2017 • Costs include materials and resources
Expenditures	**BUDGETED** Teacher Salary- $30,000 Benefits- $3,000 Unrestricted one-time funds	**ESTIMATED ACTUAL** Teacher Salary- $30,000 Benefits- $3,000 Unrestricted one-time funds

Draft

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District has ensured a rigorous professional development and coaching model utilizing Teacher's on Special Assignment and capitalizing on the expertise and knowledge of administrative and teacher leadership to further the implementation of state standards and improve instructional pedagogy. 21st Century skills have and will continue to be embedded in everyday classroom instruction and reflected in student output. Decisions regarding instructional needs are directly tied to assessment data, as well as teacher and student survey analysis and observations made by administrators. Top priorities for teacher professional development continues to be state standards (Frameworks), technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With 84% of teachers and 100% of administrators reporting that staff development was specific to the implementation of state academic standards. 92% of teachers and 100% of administrators stated that they had attended at least three staff development days regarding the successful implementation of standards and instructional pedagogy. These numbers do not account for the monthly staff meetings and additional EPD (Extended Professional Development Days- Four 90 minute meetings for professional development) that lend to a rigorous training and collaboration effort. 86% of teachers reported that they have implemented the standards-based strategies, programs, and practices learned during staff development.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences in budgeted and actual expenditures indicate an increased participation by teachers and on-going dialogue and collaboration regarding data-based needs.
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.	Identified Needs #1-4: Edited for clarity #3 include students #6 consolidated into #2 #7 moved to Goal 5: Parent Involvement #8 edited for clarity EAMO #2, #4 moved to Goal 1: Access to technology #5 moved to Goal 5: Parent Involvement Actions/Services 2.8 moved to goal 5: Parent Involvement 2.9: Staffing change into Curriculum and Instruction TOSA specialist in math: Reflect TOSA cost 2.10: Math TOSA training and coaching costs Add 2.13: Professional Development for coaches, administrators, and teacher leads Write from the Beginning and Beyond District Training: 2017-2018: 1 day Thinking Maps, 3 Days Writing from Text Trainer of Trainers

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

Goal 3	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 91% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **State Metric**: Student access and enrollment in all required areas of study **Local Metric:** Pupil rosters, master schedule, Student, Administrator, and Teacher Survey	1. 97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science
2. 91% of students will report that they have access to visual and performing arts, digital literacy, and physical education. **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey	2. 73% of students reported that they have access to visual and performing arts, digital literacy, and physical education.
3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching coursework as documented by District liaison (services/resources provided) **Local Metric**: Unduplicated student survey, administrator and teacher observation	3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching coursework as documented by District liaison (services/resources provided)

4. 70% of Social Studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for grades 4 and 5 will be included) **State Metric:** Student access to standards aligned materials **Local Metric:** Teacher and Administrator survey	4. 76% of Social Studies teachers reported successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for grades 4 and 5 will be included) • 9/9/16: DBQ Follow-up for 4/5: 22 Substitutes • Mollie Hackett: DBQ Consultant: $2,500
5. 70% of Grade K-8 Science teachers will report that they have attended training as well as collaborated and planned implementation of Next Generation Science Standards **State Metric**: Student access to standard aligned materials, Implementation of Standards **Local Metric**: Teacher and Administrator Survey, documented release time	5. 80% of Grade K-8 Science teachers reported that they have attended training and collaboratively planned implementation of Next Generation Science Standards • Included in 2.1 and 2.4
6. Seventh and eighth grade teachers will develop Document Based Question Interim Assessment for Social Studies for students in 7th and 8th grade **State Metric**: Student access to standard aligned materials **Local Metric:** District Interim Assessment; literacy in Social Studies	6. Seventh and eighth grade teachers developed Document Based Question scope and sequence and Interim Assessment for Social Studies for students in 7th and 8th grade • EAMO completed • Included in 2.4
7. 50% of Social Studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit. **State Metric**: Student access to standard aligned materials **Local Metric:** Teacher survey; NGSS and literacy in science	7. 68% of Social Studies teachers in grades 4-8 reported that his/her students have completed one complete DBQ writing unit.

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   **3.1**

Actions/Services	PLANNED Offer a broad course of study to all students	ACTUAL 97% of students will report that they participate in a broad course of study that includes ELA (98), Math (97%), Social Studies (95%) and Science (98%)
Expenditures	BUDGETED Included in 1.1	ESTIMATED ACTUAL Included in 1.1

ACTIONS / SERVICES

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

Action   **3.2**

Actions/Services	PLANNED Provide access to visual and performing arts, digital literacy, and physical education	ACTUAL 100% of administrators report through course offerings, observations, and school-wide programs, all students have access to visual and performing arts, digital literacy and physical education 73% of students report having access to visual and performing arts
Expenditures	BUDGETED Included in 3.3	ESTIMATED ACTUAL Included in 3.3

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   **3.3**

Actions/Services	PLANNED Retain 2 half time physical education teachers to meet with all 4-6 grade students 1 X week, two full time instrumental music teachers, choral music teacher ½ time sub for Stork 1x week	ACTUAL • Increased 2 half time physical education teachers by making 1 a ½ APE, ½ elementary to meet with all 4-6 grade students 1 X week • Increased PE support by .5 sub 1x week, and additional instructional aide • Two full time instrumental music teachers • 60% choral music teacher

Expenditures	BUDGETED Teacher Salary- $268,000 Benefits- $66,000 LCFF	ESTIMATED ACTUAL Teacher Salary- $377,749 Classified Instructional aides-$39,593 Benefits- $120,317 LCFF

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 **3.4**

Actions/Services	PLANNED Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period	ACTUAL 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided) • Basic needs for educational access (Title 1) • Offered Zero period at both junior high schools: Included in 4.
Expenditures	BUDGETED Materials-$2,000 Title 1 Teacher Salary- $18,000 Benefits- $3,000 LCFF	ESTIMATED ACTUAL Materials-$2,000 Title 1 Teacher Salary- Included in 4.16 Benefits- Included 4.16 LCFF

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 **3.5**

Actions/Services	PLANNED Provide curricular materials that utilize graphic representations, graphic organizers, pictorials, and other scaffolded means of access in Social Studies(DBQ) • Follow-up training for grades 4/5- sub release (20)	ACTUAL 76% of Social Studies teachers reported successful implementation of Document Based Questioning (DBQ) strategies and materials in his/her classroom (follow-up training for grades 4 and 5 will be included) • 9/9/16: DBQ Follow-up for 4/5: 22 Substitutes • Mollie Hackett: DBQ Consultant: 2,500

	BUDGETED	ESTIMATED ACTUAL
		Teacher Salary- $2,750
		Benefits- $484
		Contracted Services-$2,500
		Title II
Expenditures	Teacher Salary- $2,500	
	Benefits- $500	
	Contracted Services-$4,400	
	Title II	

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 **3.6**

	PLANNED	ACTUAL
Actions/Services	Develop integrated research and writing Interim Assessment for 7th and 8th grade Social Studies utilizing DBQ materials • Collaborative development (7,8 grade) • 8 reps 1 day (4 from each junior high)	Seventh and eighth grade teachers developed Document Based Question scope and sequence and Interim Assessment for Social Studies for students in 7th and 8th grade • EAMO and Action/Service completed
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Teacher Salary- $1,000 Benefits- $200 Title II	Teacher Salary- $1,875 Benefits- $330 Title II

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 **3.7**

	PLANNED	ACTUAL
Actions/Services	Provide materials, training and teacher collaboration time for implementation planning for Next Generation Science	NGSS materials: Included in 1.8 80% of Grade K-8 Science teachers will report that they have attended

	Standards
	• (10 science teachers, 2-3 days – Junior High Schools)
	
	• Purchase EIE Units: Grade K-5 (Engineering, It's Elementary – See 1.7)
		training as well as collaborated and planned implementation of Next Generation Science Standards
		  • Focus: Site-based release day to investigate, plan, administer, score and analyze student progress in NGSS standards
		  • 10 junior high science teachers- 1 day
		  • 15 elementary science teachers- 1 day
		
		Implemented mid-year

Expenditures	BUDGETED Teacher Salary- $3,750 Benefits- $750 Educator Effectiveness	ESTIMATED ACTUAL Teacher Salary- $3,125 Benefits- $550 Educator Effectiveness

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District Board of Trustees is committed to expanding opportunities beyond the core, especially in the area of visual and performing arts, after school sports programs, and utilizing technology in the classroom. Indicated goals and actions were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Survey results from parents (90%), teachers (97%), and administrators (100%) suggest that students have access to the core curriculum as well as visual performing arts, physical education, and digital literacy instruction. Increased expenditures include choral music and physical education support in additional time and personnel. Classroom support via direct coaching in digital literacy and the use of technology as a learning tool in the classroom has greatly increased use and efficiency.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Additional supports in Instructional technology (TOSA), expanded music instruction (60%), and aide support for elementary physical education has resulted in increased services and 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.	Identified Needs: Edit for clarity #4 Remove due to redundancy and found in Goal #2 Add #8: Offer Spanish at both junior high schools starting in grade 7 Add#9: District-wide instructional focus based on Project Based Learning, STEM, and UDL (Universal Design Learning) in QUEST initiative EAMO: #6 is complete Actions/Services: 3.1 Remove due to redundancy (1.1) 3.2/3.3: Combined 3.5: Moved to Goal 2 (2.13) 3.6: Action concluded 3.7: Remove: Included in 1.8 and 2.4 Add 2.13: Summer "LEAP" Enrichment program as 3.6

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

Goal 4	Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. The percent of proficient students, as measured by the CAASPP, will meet or exceed proficiency from baseline data established in the 2015-16 school year (*SBAC: ELA-59% Proficient, Math-46% Proficient, Science-81% Proficient*). **State Metric:** STAR/CAASPP Proficient or Advanced; ELA, Math, Science	1. The percent of proficient students, as measured by the CAASPP, will meet or exceed proficiency from baseline data established in the 2015-16 school year (*SBAC: ELA-63% Proficient, Math-49% Proficient, Science-81% Proficient*).
2. CAASPP and API results will reflect growth for all students including significant subgroup following baseline year **State Metric**: API: Academic Progress Indicators	2. CAASPP and State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN- all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW • Math: SWD RED/Two+Race ORANGE • Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE • English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores

3. Students will demonstrate an increase in proficiency on ELA , Math, and Social Studies District Interim, District Benchmarks and assessments, and Diagnostic Assessment-STAR (SBAC Interim Assessments- IAB, ICA, will be used for instructional purposes, not as comparable data.)

Local Metric: Data analysis of Running Records, Diagnostic, Smarter Balanced Interim Block and Summative assessments

3. District-Wide Diagnostic assessment: STAR Early Literacy, STAR Reading, and STAR Math analysis, SBAC correlation to standards, collaborative planning and instructional outcomes on-going progress monitoring

STAR: Early Literacy:
Trans/Prob Reader

School	Aug.	Jan.	May
ALSD	19.6	56.4	67.3
ALE	15.6	50.5	80.7
BAN	7.1	56.9	48.8
CARN	30.6	16.6	45.8
DC	-	59.7	71.7
HERM	33.4	66.7	68.9
JASPER	21.6	56.0	47.3
STORK	35.1	63.1	76.0
VG	14.1	50.	67.8

STAR Reading: PR 50% +

School	Aug.	Jan.	May
ALSD	48.3	50.1	51.8
ALE	40.	41.7	38.5
BAN	58.	59.	59.9
CARN	49.9	57.	53.
DC	50.3	*60.8	55.7
HERM	41.8	*55.1	53.7
JASPER	44.1	45.6	48.5
STORK	61.1	68.8	69.0
VG	54.1	55.7	59.1
ALJH	44.9	43.5	41.4
VJH	42.8	41.9	39.8

STAR Math: PR 50%+

School	Aug.	Jan.	May
ALSD	56.7	63.4	62.0
ALE	41.5	55.4	55.5
BAN	61.2	74.7	78.1
CARN	60.2	61.0	56.4
DC	58.4	63.7	67.0
HERM	51.1	64.6	59.1
JASPER	46.1	57.3	58.2
STORK	65.5	75.6	71.9
VG	62.4	68.2	65.3
ALJH	58.1	57.0	54.5
VJH	55.0	57.4	55.3

*Missing Scores, MEAN not accurate

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes as defined by District pace and scope and

	sequence • District Formative assessments created (math) using Illuminate and Key Data item bank • ESGI used for running records data analysis for grades K-2
4. 8th grade students will participate in a College and Career elective exploratory experience at both Junior high schools **Local Metric**: Class rosters, school site enrollment, master schedule,	4. Explorative elective will be replaced with AVID, world languages (high school articulation), accelerated math course offerings, college visits, and additional time and support through zero period
5. 55% of EL students will attain English proficiency as measured by the CELDT (to include AMAO1- Percentage of ELS's making annual progress in learning English; AMAO2-Percentage of EL's attaining English proficient level on CELDT; AMAO3-Adequate yearly progress for EL as measured currently by participation rate **State Metric**: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports	5. 71% of EL students attained one level of English proficiency as measured by CELDT. • New State Dashboard calculations will be reflected in monitoring English proficiency progress, re-classification, and Long-Term English learners (LTEL's)
6. 15% of EL students will be reclassified from LEP as measured by the CELDT **State Metric:** English Learner Reclassification Rate **Local Metric**: Preliminary scoring of CELDT results and early implementation of instructional supports	6. 41% of EL students were reclassified from LEP as measured by CELDT • LTEL study regarding alternate means for re-classification in 2016-2017 and beyond
7. 70% of Elementary students will report increased access to instructional supports during Universal Access Choice and Challenge period (as reported on elementary survey) **Local Metric**: Student, teacher, and administrator survey and observation	7. Students: 73% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool What is one thing that would help you better achieve all of your learning goals? (Students) • How to study • Technology • More help in math

- Reading
- Teachers explain more about certain things-slow down
- Time in class to practice and answer questions
- Interactive learning
- More hands-on activities
- Writing
- Positive Attitudes
- Projects
- After school program- human help

My school works with my parents/guardian to help me do my best by offering
- Parent conferences-55%
- Ability to make corrections to improve grade-52%
- Email/text communication-48%
- Extra support after school-43%
- Updated information on website-37%
- Phone calls- 33%
- Intervention classes 17%

Parent:

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

Admin:

My school works with parents/guardians of students to do best by offering
- Extra support-67%
- Progress Reports-100%
- Parent Portal and/or weekly folder-73%
- Email/Text-100%
- Phone Calls- 100%
- Intervention Class-53%
- Ability to improve grades 80%
- Teachers are provided resources to promote parental involvement and student learning at home-70% Agree

Staff:

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

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

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

8. 82% of Junior high students will report that they have access to additional instructional time and support before, during, or after school (as reported on junior high survey
State Metric: Intervention/Remedial Course Enrollment Rate
Local Metric: Class rosters, sign in sheets, student survey

8. 79% of Junior high students reported that they have access to additional instructional time and support before, during, or after school

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

Local Metric: Single Plan for Student Achievement

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

- **ALE:** Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation.
- **Banyan:** Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction.
- **Carnelian:** Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach
- **Deer Canyon:** Learning lab offers reading intervention 3 x week and Math intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in length using *LexiaCore, FrontRow Ed* and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors.
- **Hermosa:** Morning Learning Lab is a before school intervention using *IXL Math, Imagine Learning and LexiaCore 4x* a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1- 2x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the student to additional movement time with a proctor. Afternoon intervention for 2nd grade- 1 x week for 45 minutes. Teacher keeps intervention group and releases the rest of student to additional movement time with a proctor.
- **Jasper:** Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week.
- **Stork:** Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time.
- **Victoria Groves:** Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach.
- **ALJHS:** Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students.

  VJHS

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 4.1

Actions/Services	PLANNED	ACTUAL
	Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services • ELA target: Reading comprehension: multi-sourced evidence based reading and writing, close read strategies • Math target: Conceptual and Procedural understanding

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No cost	**No cost**

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 4.2

Actions/Services	PLANNED	ACTUAL
	Students in K-8 will participate (2nd grade as CAASPP Diagnostic Assessments) at regular intervals throughout the year to monitor progress using STAR ELA/Math • 2016-2018 • Renaissance STAR ELA/Math • Core Learning Progressions	Students in K-8 were assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2018 license: Renaissance Learning License **STAR: Early Literacy:** Trans/Prob Reader

STAR: Early Literacy: Trans/Prob Reader

School	Aug.	Jan.	May
ALSD	19.6	56.4	67.3
ALE	15.6	50.5	80.7
BAN	7.1	56.9	48.8
CARN	30.6	16.6	45.8
DC	-	59.7	71.7
HERM	33.4	66.7	68.9
JASPER	21.6	56.0	47.3
STORK	35.1	63.1	76.0
VG	14.1	50.	67.8

STAR Reading: PR 50% +

School	Aug.	Jan.	May
ALSD	48.3	50.1	51.8
ALE	40.	41.7	38.5
BAN	58.	59.	59.9
CARN	49.9	57.	53.
DC	50.3	*60.8	55.7
HERM	41.8	*55.1	53.7
JASPER	44.1	45.6	48.5
STORK	61.1	68.8	69.0
VG	54.1	55.7	59.1
ALJH	44.9	43.5	41.4
VJH	42.8	41.9	39.8

STAR Math: PR 50%+

School	Aug.	Jan.	May
ALSD	56.7	63.4	62.0
ALE	41.5	55.4	55.5
BAN	61.2	74.7	78.1
CARN	60.2	61.0	56.4
DC	58.4	63.7	67.0
HERM	51.1	64.6	59.1
JASPER	46.1	57.3	58.2
STORK	65.5	75.6	71.9
VG	62.4	68.2	65.3
ALJH	58.1	57.0	54.5
VJH	55.0	57.4	55.3

*Missing Scores, MEAN not accurate

- Core Learning Progressions
- Additional Early Literacy licenses were purchased in 2017-2018

Expenditures	BUDGETED	ESTIMATED ACTUAL
	No cost: Purchased in 2015-2016- 3 year Contract	Contracted Services-$4,320. LCFF

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 **4.3**

Actions/Services	PLANNED	ACTUAL
	Teachers in grades TK-2nd grade will administer uniform district-wide assessments, running records, and foundational skills utilizing ESGI (Educational Software for Guiding Instruction)	Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records

		• Illuminate: DNA/Grading: $23,668. • Illuminate: Key Data Item Bank: $8,875.50

Expenditures	**BUDGETED** Contracted Services $12,000 LCFF	**ESTIMATED ACTUAL** Contracted Services $32,544 LCFF

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 **4.4**

Actions/Services	**PLANNED** Teachers (3-6) will be provided 1/2 day 2 x year to analyze CAASPP, score hand-scored portion of Smarter Balanced Interim Assessment and Performance Tasks to include DBQ writing projects • Junior high teachers need a full day 2 x year in math and language arts (20 teachers)	**ACTUAL** Teachers in grades 3-6 were released for collaborative scoring, analysis, and instructional planning using formative assessments • Junior High Math (SBAC IAB's/SBAC & District Performance Tasks- District Formative Assessment) • ELA teachers (SBAC IAB's /SBAC & District Performance Task District Formative Assessment) • Grade 6-8 Social Studies (DBQ) • ½ day for cored classes, full day for single subject 2 x year • Elementary teachers: ½ day 2 x year (unless content sharing, full day)
Expenditures	**BUDGETED** Teacher Salary-$16,000 Benefits-$3200 Title II	**ESTIMATED ACTUAL** Teacher Salary-$13,500 Benefits-$2,400 Title II

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 **4.5**

Draft

	PLANNED	ACTUAL
Actions/Services	Schools will provide intervention programs before, after, and/or during the school day for at-risk students (Universal Access Choice and Challenge) through School Achievement Grants ($80 per student).	School Universal Access and intervention programs before, during, and after school are articulated and budgeted in the Single Plan for Student Achievement

From the ACTUAL column:

- $80.00 per student (EAMO #7)
- **ALE:** Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation.
- **Banyan:** Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction.
- **Carnelian:** Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach
- **Deer Canyon:** Learning lab offers reading intervention 3 x week and Math intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in length using *LexiaCore, FrontRow Ed* and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors.
- **Hermosa:** Morning Learning Lab is a before school intervention using *IXL Math, Imagine Learning and LexiaCore 4x* a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1- 2x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the student to additional movement time with a proctor. Afternoon intervention for 2nd grade-1 x week for 45 minutes. Teacher keeps intervention group and releases the rest of student to additional movement time with a proctor.
- **Jasper:** Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week.
- **Stork:** Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time.
- **Victoria Groves:** Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach.
- **ALJHS:** Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students.
- **VJHS:** SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).

Expenditures	BUDGETED Teacher Salary-$30,000 Instructional aide salary-$110,000 Benefits-$20,000 Materials-$160,000 Conferences-$20,000 Contracted Services-$60,000 LCFF	ESTIMATED ACTUAL Teacher Salary-$20,000 Instructional aide salary-$140,000 Benefits-$20,000 Materials-$220,000 Conferences-$20,000 LCFF

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 **4.6**

Actions/Services	PLANNED Purchase technology devices (tablets and chrome books) to access on-line intervention and language development programs for at-risk and EL students	ACTUAL Purchased technology devices to access on-line intervention and language development programs for at-risk and EL students • EL only devices • 10 chrome books • 5 Desktops with monitors • 10 earphones with mouth piece
Expenditures	BUDGETED Technology Inventory-$5,000 Title III- LEP	ESTIMATED ACTUAL Technology Inventory-$6,128 Title III- LEP

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 **4.7**

Actions/Services	PLANNED Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) to access at both school and home • 80 Students	ACTUAL Provided level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-**Imagine Learning**) to access at both school and home • 80 Students

| Expenditures | BUDGETED
Contracted Services-$9,000
Title III-LEP | ESTIMATED ACTUAL
Contracted Services-$6,969
Title III-Immigrant
Contracted Services-$5,991
Title III LEP |

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 4.8

| Actions/Services | PLANNED
Provide Tier 2 and 3 Intervention that is common core aligned to students with disabilities (Read 180, System 44)
• On-going costs | ACTUAL
Provided research based, standards aligned Tier 2 and 3 Intervention to Students with Disabilities
Read 180, System 44 On-going costs Investigate Tier 2 /3 Math Intervention (SWD-RED) |
| Expenditures | BUDGETED
Contracted Services-$10,000
State Special Education | ESTIMATED ACTUAL
Contracted Services-$5,055
State Special Education |

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 4.9

| Actions/Services | PLANNED
English learners and at-risk students will be supported with Lexiacore5 intervention home/school license
• On-going costs | ACTUAL
English learners at-risk students are supported with Lexiacore5 intervention home/school license
On-going costs, 500 licenses |
| Expenditures | BUDGETED
Contracted Services-$20,000
Title III-LEP | ESTIMATED ACTUAL
Contracted Services-$15,000
Title III-LEP |

Draft

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 4.10

Actions/Services	PLANNED English learners provided access to instructional aides for extra support daily	ACTUAL English learners provided access to services by instructional aides for designated language instruction. • Increase in aide support to reflect number of LEP students at individual sites for the 2017-2018 school year (35 students=5 hour aide)
Expenditures	BUDGETED Instructional aide Salaries-$112,000 Benefits-$19,000 LCFF	ESTIMATED ACTUAL Instructional aide Salaries-$123,463 Benefits-$21,684 LCFF

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 4.11

Actions/Services	PLANNED Junior high student progress will be monitored by the Dean of Students who will then meet with at-risk student groups to review academic progress and ensure they are on track to promote at the end of 8th grade (cost of 2 deans)	ACTUAL Beginning in the 7th grade, junior high students were consistently monitored by the Dean of Students regarding academic progress and social and emotional well-being to ensure success and on track to promote at the end of 8th grade • Cost: 2 Deans • Target groups: • SWD: Suspension-ORANGE, Math-RED • African Americans: Suspension-ORANGE • Pacific Islanders: Suspension-ORANGE • Two/+Race-Math-ORANGE

Expenditures	BUDGETED Administrator Salaries -$ 205,500 Benefits-$64,000 LCFF	ESTIMATED ACTUAL Administrator Salaries -$ 213,767 Benefits-$68,841 LCFF

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 **4.12**

Actions/Services	PLANNED District will support after school intervention and homework assistance at the two junior high schools	ACTUAL District supported additional intervention at the two junior high schools • ALJHS: THRIVE Program • Vineyard: FINO (Failure is Not an Option) • Focus on SWD and African Americans progress
Expenditures	BUDGETED Teacher Salaries -$ 5,000 Benefits-$1,000 LCFF	ESTIMATED ACTUAL Teacher Salaries -$ 5,000 Benefits-$1,000 LCFF

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 **4.13**

Actions/Services	PLANNED G.A.T.E. coordinators will meet 2 x year to develop rigorous inquiry and Problem Based Learning and G.A.T.E. icon strategies to support the classroom • STEM and engineering practices, NGSS	ACTUAL G.A.T.E. coordinators collaborated 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning strategies to support the classroom • September 22, 2016 and January 24, 2017: 49 Substitutes • STEM and engineering practices, NGSS • Addition of district-wide STEM Showcase, February 2, 2017 and costs associated (included in 5.8)

Expenditures	BUDGETED Teacher Salaries -$ 2,500 Benefits-$500 Title II	ESTIMATED ACTUAL Teacher Salaries -$ 6,125 Benefits-$1,078 Title II

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 **4.14**

Actions/Services	PLANNED Provide G.A.T.E. certification training to new cluster teachers and coordinators (10-15 teachers) as well as materials for assessment	ACTUAL No additional training needed this year
Expenditures	BUDGETED Teacher Salaries -$ 1,875 Benefits-$375 Title II Materials and supplies- $3,000 LCFF	ESTIMATED ACTUAL **No cost**

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 **4.15**

Actions/Services	PLANNED Class sizes will be reduced in grades TK-3 to 24.5:1 to accommodate differentiated instruction and individual student learning needs	ACTUAL Class sizes will be reduced to accommodate personalized learning to address individual student learning needs • TK-3 to 24:1
Expenditures	BUDGETED Teacher Salaries -$ 1,200,000 Benefits-$543,500 LCFF (Included in 1.1)	ESTIMATED ACTUAL Teacher Salaries -$ 1,380,000 Benefits-$625,000 LCFF (Included in 1.1)

ACTIONS / SERVICES

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

Action   **4.16**

Actions/Services	PLANNED	ACTUAL
	Junior High Schools will include college and career readiness/awareness into the exploratory wheel for 8th grade students. Alta Loma Junior High will offer an AVID program. VJHS offers Spanish • College and Career Club (3 year contract – Year 2)	Junior High School included college and career preparedness courses during exploratory wheel for 8th grade students • Action will be changed to reflect addition of AVID, Spanish, and Zero Period for 2017-2018 school year • Costs associated with Spanish, Zero Period

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Included in 4.5	**Included in 4.5**

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   **4.17**

Actions/Services	PLANNED	ACTUAL
	School Site liaison will work directly with the District Foster Youth liaison to monitor student academic progress, seek supports, and communicate directly with legal guardian, case worker and /or attorney • Accountant clerk: Supplemental Funds 25%	School Site FY, Homeless liaison worked directly with the District Foster Youth liaison to monitor student academic progress, seek supports, and communicate directly with legal guardian, case worker and /or attorney • Accountant clerk: Supplemental Funds 25% • Continue

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Costs included in contractual duties	**Costs included in contractual duties**

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   **4.18**

Draft

	PLANNED	ACTUAL
Actions/Services	Retain Teaching Assistant Principals at each elementary school to act as school site liaison for at risk student group intervention, other means of correction, bullying investigation, and support services • Release TAP's to support student achievement 1x week • 8 TAPS x36 weeks	Retained Teaching Assistant Principals (TAPS) at each elementary school to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P's • Progress monitor English learners • PBIS • Foster Youth and Homeless liaison • Release TAP's to support student achievement 1x week • 7 TAPS 1x36 weeks • 1 TAP 3x36 weeks (Stork)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Salaries -$ 39,000 Benefits-$7,200 LCFF	Teacher Salaries -$ 61,479 Benefits-$16,975 LCFF

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   **4.19**

	PLANNED	ACTUAL
Actions/Services	Retain Director of HR/Pupil Services to facilitate data, monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • 33% Supplemental	Retained Director of HR/Pupil Services to: • Facilitate data collection and analysis • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups in collaboration with TAP, Deans, and principals at school sites • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administrator Salary -$ 43,000 Benefits-$13,000 LCFF	Administrator Salary -$ 44,364 Benefits-$13,416 LCFF

[ANALYSIS](#)

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All Estimated Annual Measurable Objectives, actions and services are focused on the continuous improvement and progress of students through on-going district-wide diagnostic assessment, data analysis, and collaborative problem solving to inform instructional needs and supports. Processes and procedures are put into place to ensure multi-tiered supports and services
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Assessment and progress monitoring results indicate consistent growth in several areas: CAASPP scores (ELA 59 to 63%, Math 46 to 49%), Diagnostic Assessments (ELA, Math), English language proficiency (CELDT 67 to 71% proficient), and the number of students who successfully complete promotion requirements to enter high school prepared and successful.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures reflect on-going costs with increases in supports and services, especially for EL, Foster Youth, and at-risk students.
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.	Identified Needs: Edited for Clarity #1 Edited due to data provided (Dashboard) #2,#3 Edited for clarity #4 Edited due to data provided (Dashboard) #5 Edited due to data provided #6 Remove- redundant and represented in Goal 3 #6 New: Support research-based effective practices to encourage college and career readiness #7 New: Provide ELD and content teachers opportunities and access to effective research-based instructional strategies EAMO Changes: #2, 3- redundant: combined and reworded #4 Remove- no longer in practice #5 Edited for clarity and reflects change in data and practice (Dashboard) #6 Edit for clarity- included in ELPI #10 Provide on-going support to bring research-based effective instructional techniques and strategies into the classroom #11 Provide ELD and content teachers opportunities to collaborate regarding scoring, data analysis and instructional planning focused on strategic student outcomes #12 Staff will participate in on-going regularly scheduled progress monitoring processes regarding student data, report on progress, student data and create action plans to address needs Actions/Services: Updated

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

Goal 5	Provide opportunities for parent input on educational programs, services, and use of resources

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Improved parent, student, and staff response rate by 2% (32%, 58%, 92%) on annually updated survey from 2015-2016
State Metric: Effort to Engage Parents and Use Input
Local Metric: Percentage of responses, attention to comments regarding timely topics

1. Improved stakeholder response rate on annual survey and attendance to community forums
   - Direct contact and/or input comprehensive parent survey-48%
   - 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input

Parent survey data identified needs regarding school/home relationship, the instructional program, information flow, and parent learning and connection opportunities:
   - Offer enrichment opportunities before and after school-18%
   - Additional time and support during the school day-13%
   - Student instruction through Problem Based Learning projects-15%
   - Most important 21st Century Skill for implementation-Critical Thinking-60%
   - District should increase behavioral supports through PBIS-41%, Counseling-36%

Top priority for LCAP goals and spending:
   - Academic learning support-37%
   - Access to technology-14%
   - 21st Century Skills-11%

	- Facilities safe and in good repair-8% - Behavior supports-7% Other spending suggestions: - Implement more science/STEM programs - More emphasis on performing arts - More technology, classroom tools - Reduce class sizes - Behavioral supports for students, teachers, and parents - After school programs - More intervention opportunities - Use ONE way to communicate to parents - Too many worksheets and not enough problem based learning - Writing instruction - Student engaged in learning not just passive
2. Improved attendance from parents of under-represented families to meetings and parent information opportunities will increase by 2% from 2015-2016 survey. Focus will be shifted to preferred parent connectedness activities and verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, participation response rate on surveys	2. Improved attendance and response rate for under-represented families: - EL-4% increase - SWD-2% increase - LI-2% increase - Broadened participation of unduplicated groups into District advisory forums, outreach meetings: 13 Priorities included : - Designated time for language instruction during the day- 23% - Language and literacy software support that can be used both at school and at home-26% - Instructional aide support-15%
3. The percent of parents volunteering at school sites, attending school programs, activities and special events will increase by 2% from 2015-2016 as verified through attendance percentages as reported on survey **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Sign-in sheets, observation, participation rate response on surveys	3. Improved attendance at school functions as reported by survey: - 86% attended Back to School (compared to 82%) - 76% Open House Participation (compared to 68%) - 48% Volunteerism at school (compared to 41%) - 41% School-based information nights- (compared to 40%) - 30% Choral/band concerts (compared to 32%) - 21% Parent University (compared to 21%)

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

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

4. Improve home/school communication by providing opportunity for training 1 x per trimester to learn how to access web-site, parent portal, and communication system/app for parents, students, and staff

State Metric: Effort to Engage Parents and Use Input

Local Metric: Sign-in sheets, observation, participation rate response on surveys

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

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

Suggestions include:

- Improve messaging regarding school tardies, absences, and when student is struggling academically
- More on-going communication between parents and teachers
- Use ONE communication system as opposed to teachers using a variety of systems and platforms

5. Inclusion of ELAC and Foster Youth representation on school decision making committees

State Metric: Effort to Engage Parents and Use Input

Local Metric: Rosters, sign-in sheets

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

6. Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees:

Parent Liaison Advisory
PTA/PTSA District Council
DELAC (District English Learner Advisory Committee)
Title I District Engagement (TIDE)

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

LCAP Advisory Group Foster Youth Summit **State Metric**: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets	

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 **5.1**

	PLANNED	ACTUAL
Actions/Services	Regularly update and administer annual parent, staff, and student survey. Revised surveys will include separate elementary and junior high student survey • Chrome books will be available in general waiting areas during Parent/Teacher conference week to access and complete surveys. • Paper Pencil copies of the Parent/Community survey will be sent to school sites for alternate use during conferences	Ongoing revision of annual parent, staff, and student survey that reflects needed information due to data, environment changes or EAMO completion • Chrome books available during parent/teacher conferences • Paper surveys distributed and collected (100.00) (Return was better using survey link sent electronically)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administrator Salary -$ 4,000 Benefits-$1,000 LCFF **(Included in contractual duties)**	Administrator Salary -$ 4,000 Benefits-$1,000 LCFF **(Included in contractual duties)**

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 **5.2**

	PLANNED	ACTUAL
Actions/Services	Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Community Forum	Director of HR/Pupil services met individually with site liaison's to identify students, make parent/guardian contact, and put action plan into place for FY and Homeless students requiring supports of services (3 x's year) • "Students in Transition" handbook updated and posted on website (included monitoring format)

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		• "Resource of the week" shared with all sites and FY/Homeless families • Met with site liaison 3 x year
Expenditures	**BUDGETED** **Costs included in contractual duties**	**ESTIMATED ACTUAL** **Costs included in contractual duties**

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   **5.3**

Actions/Services	**PLANNED** Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Site council, ELAC, and other representative committees are included in the decision making process regarding student achievement, school climate, parent participation, and school-based issues.	**ACTUAL** Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated representatives • School Site Council • English Learner Advisory Committee (ELAC) • PTA/PTSA • Principal Groups
Expenditures	**BUDGETED** **No costs associated**	**ESTIMATED ACTUAL** **No costs associated**

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   **5.4**

Actions/Services	**PLANNED** Develop and administer parent survey and other informational documents in Spanish/home language • Doc-tracking • Report Cards • LCAP	**ACTUAL** Translation costs paid to Doc-tracking for services • Report cards • Survey

Draft

	• Other	
Expenditures	**BUDGETED** Contractual Services-$1,000 LCFF	**ESTIMATED ACTUAL** Contractual Services-$2,750 LCFF

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 **5.5**

Actions/Services	**PLANNED** Continually update web-hosting, Blackboard Connect, Parent-link, and EXPLOR LMS. • District decision to utilize Google Apps for Education for teacher collaboration (See 2.5).	**ACTUAL** Update and maintain on-going communication contracts: • Blackboard connect-$8,859. • Parentlink (app)- $6,000. • Blackboard web-hosting-$7,297. • iBoss web-filtering-$8,377. • SonicWall Firewall-5,498.29 • EXPLOR LMS-built into web-site solution
Expenditures	**BUDGETED** Contractual Services-$24,000 LCFF	**ESTIMATED ACTUAL** Contractual Services-$36,031 LCFF

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 **5.6**

Actions/Services	**PLANNED** Support schools in offering and communicating multiple opportunities for parents to be involved in school through media and communication consultant	**ACTUAL** Communication consultant retained

Expenditures	**BUDGETED** Contractual Services-$36,000 LCFF	**ESTIMATED ACTUAL** Contractual Services-$36,000 LCFF

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 **5.7**

Actions/Services	**PLANNED** District to provide opportunities for community input through Stakeholder events to include Community Forums, committees, informational meetings, and open discussion formats Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit	**ACTUAL** District expanded stakeholder information and input forums throughout 2016-2017 to 63 (previously 58) • Commit to District Foster Youth Summit for 2017-2018 school year • Commit to District Student With Disabilities Summit for 2017-2018 • Commit to African American Forum and continued involvement with county African American Task Force
Expenditures	**BUDGETED** **No costs for opportunities**	**ESTIMATED ACTUAL** **No costs for opportunities**

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 **5.8**

Actions/Services	**PLANNED** Increase parent learning opportunities via Family Engagement Activities to include: • Community Based English Tutoring (CBET) program	**ACTUAL** Increased District and site-based Family Engagement Activities • CBET Maintained

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taught by a credentialed teacher and assisted by an instructional aide and proctor for childcare supervision
• Family Engagement Events

- Parent University
- Preppy K Information Night
- GATE: Family Day and Chess Tournament ($300.00)
- STEM Showcase ($300.00)
- Festival of the Arts ($400.00)
- District Spelling Bee ($300.00)
- Site-based engagement activity 1 x trimester

Sites:

- **ALE:** PTA, Site Council, volunteer opportunities, Back to School Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th grade parent Science Camp meetings, Library Readers, Monthly Family Fun Nights, JogAThon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1-6th grade Spring choral Concerts, 4th grade Wester Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K Grandparent's Day, Kindergarten & Preppy K Winter Choral concert, Parent Information Nights, and Parent-Teacher Conferences
- **Banyan:** PTS, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- **Carnelian:** PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences
- **Deer Canyon:** Parents are provided opportunities to serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences.
- **Hermosa:** Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- **Jasper**
- **Stork**: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA
- **Victoria Groves:** Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents
- **ALJH:** PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night
- **VJHS**

Expenditures	BUDGETED Teacher Salaries -$ 4,000 Instructional aide Salaries-$1,000 Benefits-$1,000 Title III LEP	ESTIMATED ACTUAL Teacher Salaries -$ 4,000 Instructional aide salaries-$1,000 Benefits-$1,000 Title III LEP

	Teacher Salaries -$ 1,000 Classified Salary-$1,000 Benefits-$100 Materials-$1,500 Title I

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District is making progress in determining how best to elicit input from parent/community stakeholders and provide on-going communication throughout the cyclical nature of the LCAP. The District is continually trying to improve information systems to address parental concerns and communicate broadly in ways that parents appreciate and expect. The District will continue to make outreach a priority and create opportunities for parent involvement that are effective and inclusionary for FY, LI, EL,SWD, and African American subgroups
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Although the District is making good progress in outreach and getting authentic responses from parents, attaining full participation is a struggle. Outreach is most successful during face to face opportunities at school sites, however, the response on improved surveys is growing and the information gained from surveys provides the best insight into the true nature of concerns or needs that parents, staff, and especially students have regarding learning and the school community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures are a result of efforts to improve communication systems between home/school.
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.	Identified Need: #1 Edited for clarity #2 Removed, combined with #1 #3, #4 Edited for clarity #5: Added- Include EL, FY guardians, SWD, and LI parents in school and district advisory and decision making groups EAMO: #1 Edited for clarity of purpose #2 Edited for clarity #3 Edited for clarity #4 Edited for clarity Actions/Services 5.1- Reworded for clarity/data outcomes 5.2 Reword for data outcomes 5.4 Include in 5.1- Redundant 5.5, 5.6, 6.7, 5.8 Edited for clarity

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

Goal 6	Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
1. 78% of students will report that school facilities are clean and in good repair in annual survey **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair	1. 78% of students will report that school facilities are clean and in good repair in annual survey
2. 92% of parents will report school facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair	2. 91% of parents will report school facilities are clean and in good repair
3. 85% of staff will report that facilities are clean and in good repair **Local Metric:** Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair	3. 88% of staff will report that facilities are clean and in good repair
4. 84% of students will report that they feel safe at school **Local Metric**: Student Senate/Site Council will put facilities on regular agenda, student survey	4. 81% (agree), 14% (sometimes) of students will report that they feel safe at school

5. 92% of parents will report that they feel safe at school **Local Metric**: Parent survey	5. 95% of parents will report that they feel safe at school
6. 95% of staff will report that they feel safe at school **Local Metric**: Staff meeting agenda, student survey	6. 96% of staff will report that they feel safe at school
7. Increase student attendance rate by .01% from previous year **State Metric**: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy	7. Increase student attendance rate by .01% from previous year Parents • Do you receive messages from school if your child is late to school or absent? 63% agree • Does the District/School effectively address attendance, dropout and absenteeism?-83% agree Administrators: • My school effectively address attendance, dropout, and absenteeism- 93% agree • Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism-100% agree • Offer attendance incentives: 100% Staff: How can your school improve attendance rates? • Incentives, resources, nurse or attendance liaison, make school more inviting, establish consequences • **ALE** Principal writes acknowledgements, on report cards, for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance. • **Banyan**: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance. • **Carnelian:** Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year. • **Deer Canyon:** Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement

throughout the school year at trimester and yearly recognition assemblies.

- **Hermosa:** Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance.
- **Jasper**
- **Stork:** Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year.
- **Victoria Groves:** Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings.
- **ALJHS:** 6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students
- **VJHS;** We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students

2016-2017 Attendance Rate: 96.28%

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8. Chronic Absenteeism rate will be reduced by 1% from previous year (added- 5.2%)
State Metric: Attendance Rate, Chronic Absenteeism
Local Metric: Attendance rosters, sign-in and out records, Truancy

8.   Chronic Absenteeism rate will be reduced by 1% from previous year (2015-2016- 5.2%) 2016-2017: 5.0%

SARTS/SARBS District-wide:
ALE: 11 SARTS, 1 SARBS
Banyan: 29 SARTS
Carnelian: 24 SARTS, 5 SARBS
Deer Canyon: 0 SARTS, 0 SARBS
Hermosa: 5 SARTS
Jasper: 3 SARTS, 1 SARB
Stork: 0 SARTS, 0 SARBS
Victoria Groves: 5 SARTS
ALJH: 4 New SARTS, 2 continuing, 4 SARBS
VJH: 2 SARTS, 3 SARBS

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9. Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement (Junior High total: 49)

9. Identify students at risk of not promoting/dropping out of middle school early in the school year, hold at-risk conference, develop an intervention plan and implement (Junior High total:)

State Metric: Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance	ALJH: 19 At-Risk: 2 Non-promotes VJHS: 34 At-Risk: 6 Non-promotes
10. Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness including outreach to unduplicated students. **Local Metric**: Participation rates at school events, student survey, fewer discipline referrals	10. Students will report that they have a variety of activities to become involved in at school which leads to improved connectedness 78% of students reported that his/her school offered connectedness activities • Sports • Enrichment (afterschool) • District Nutrition Advisory Committee • Clubs Our school is supportive and inviting • Parents: 92% Agree • Admin-100% Agree • Staff- 99% Agree • Students- 75% Agree, 17% "Don't know" Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD- • 100% of administrators reported student groups represented in student senate and other decision making groups • **ALE:** TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities. • **Banyan:** TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate in Student Senate and all school activities. • **Carnelian:** TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club. • **Deer Canyon:** TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from all demographics participate in the Deer Canyon Community Council and all school activities • **Hermosa:** TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate • **Jasper:** TAP touched base with each FY student making a rapport and checking on them; jog-a-thon incudes all students; student council officers are from all demographics • **Stork:** TAP has regular meetings with FY students throughout the year and

	supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate • **Victoria Groves:** Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • **ALJH:** Dean meet with students, all activities listed above are offered to EL and FY students • **VJHS:** Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc… as listed in the Action/Services 6.5 above)
11. Student suspension rate will be reduced by 1% through the use of other means of correction **State Metric**: Suspension Rate **Local Metric:** Discipline referrals, conference records on alternate means of correction, student information system	11. Student suspension reduced through the use of other means of correction Involve student in youth decision making and empowerment strategies to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors (participants) Rachel's Club-(# Participants) • Elementary Schools: Rachel's Club, Student Senate, and others I am participating in Positive Intervention Supports and strategies- • Students 48%. • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • ALJH: ALJH: Rachel's Club was $4500. And now approximately 75 students are in the club. All students attended the assembly. Thirty-five students participated in SSA with a cost of $4,000. • VJH: Leadership 28 students, Friends of Rachel Club (Began with 50 and now averages 25 students) costs = $4,500, and SSA 89 students with costs that = $2,500 Suspension Rate: 017% 2016-2017
12. Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (0%) **State Metric:** Expulsion Rate **Local Metric**: Discipline referrals, conference records on alternate means of	12. Continue to provide alternatives to student expulsion when possible to maintain low incidences (1 student) Involve students in youth decision making and empowerment strategies to prevent bullying and violence on campus:

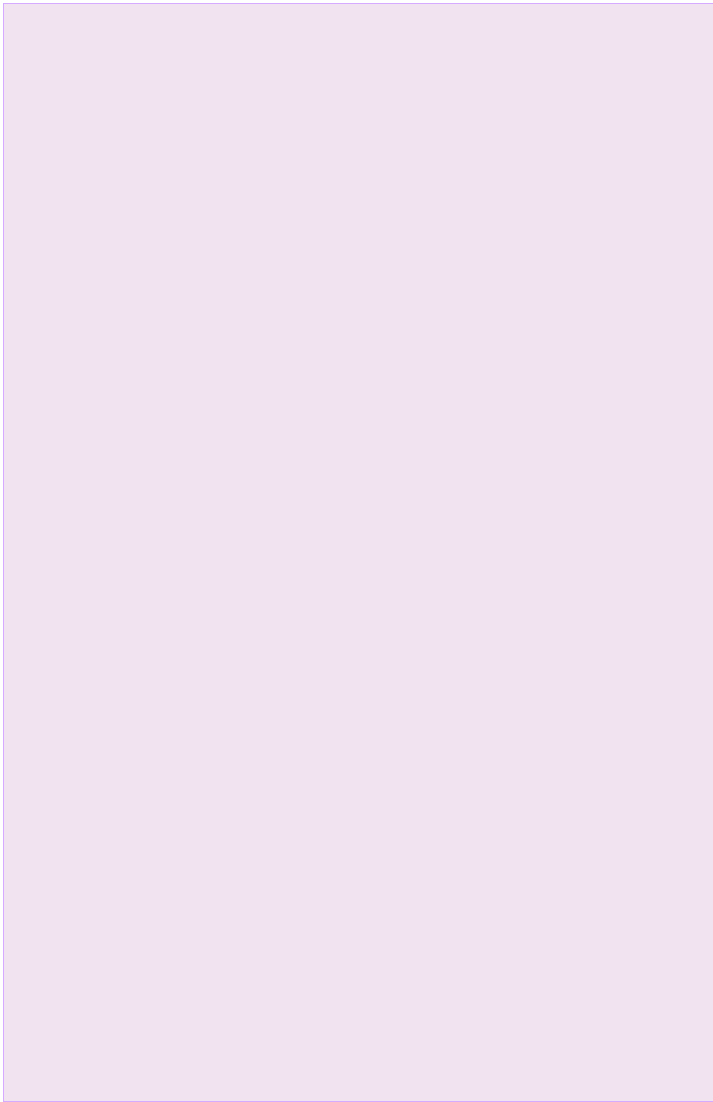|	
correction, student information system	• Junior High Schools: Safe School Ambassadors, Rachel's Club • Elementary Schools: Rachel's Club, Student Senate Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Social and emotional instruction on campus: Admin 73% • Cultural Proficiency Training for Admin: 100% Expulsion: 1 student in 2016-2017
13. Teachers will be trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I training.) **Local Metric:** Team rosters, sign-in sheets, agenda, registration	13. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier I/II training.) Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86%
14. Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools **Local Metric**: Referrals, schedules	14. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools Referrals: • Tier 2: 51 Agency, 11 ALSD • Tier 3: 58 ALSD

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   **6.1**

Actions/Services	PLANNED Regular implementation of Facility Inspection Tool (FIT) for every school	ACTUAL Regular procedure for implementation of Facility Inspection Tool (FIT) for every school

Expenditures	BUDGETED Costs included in contractual duties	ESTIMATED ACTUAL Costs included in contractual duties

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   **6.2**

Actions/Services	PLANNED Work orders and deferred maintenance projects will be completed according to schedule	ACTUAL Work orders and deferred maintenance projects completed according to schedule • Costs
Expenditures	BUDGETED Classified Pupil Support Salaries: $356,000 Classified Administrative Support Salaries: $40,000 Classified Clerical Support: $42,000 Benefits: $208,000 Materials and Supplies: $288,000 Non Capitalized Equipment: $14,000 Travel and Conferences: $1,000 Operational Services: $6,000 Rents, Leases and Repairs: $445,000 Contracted Services: $90,000 Equipment Replacement: $10,000 Indirect Cost: $75,000 Routine Restrict maintenance	ESTIMATED ACTUAL Classified Pupil Support Salaries: $370,000 Classified Administrative Support Salaries: $42,000 Classified Clerical Support: $40,000 Benefits: $220,000 Materials and Supplies: $325,000 Non Capitalized Equipment: $5,000 Travel and Conferences: $4,000 Operational Services: $6,000 Rents, Leases and Repairs: $520,000 Contracted Services: $95,000 Equipment Replacement: $10,000 Indirect Cost: $81,000 Routine Restrict maintenance

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   **6.3**

	PLANNED	ACTUAL
Actions/Services	Review attendance records at each site and design a plan for student success •Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly	Complete revision of the parent notification process and follow-up procedures regarding student attendance • Attendance Clerks trained on goals of Attendance, District Expectations, Board Policies and Ed Code- See Attendance Handbook

	BUDGETED	ESTIMATED ACTUAL
Expenditures	**Costs included in contractual duties**	**Costs included in contractual duties**

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 **6.4**

	PLANNED	ACTUAL
Actions/Services	School sites develop a plan to include incentives and activities to encourage outstanding attendance •($500.00 per site)	School sites implemented incentives and activities to encourage outstanding attendance • **ALE** Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance. • **Banyan**: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance. • **Carnelian:** Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year. • **Deer Canyon:** Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly recognition assemblies. • **Hermosa:** Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance.

Draft

		• **Jasper**
		• **Stork:** Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year.
		• **Victoria Groves:** Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings.
		• **ALJHS:** 6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students
		• **VJHS:** We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students
		•($500.00 per site)

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Materials and supplies-$5,000 LCFF (Included in 4.5)	Materials and supplies-$5,000 LCFF (Included in 4.5)

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   **6.5**

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

Track, Meet the Masters, Chess Masters, and Friends of Rachel

- **Carnelian:** Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly

- **Deer Canyon:** The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive trimester and yearly recognition.

- **Hermosa:** Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly

- **Jasper:** Student Senate hosts many student and community activities (Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter

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

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

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

- **Vineyard Junior High:** Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in 5.5,5.6	Included in 5.5,5.6

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 **6.6**

Actions/Services	PLANNED	ACTUAL
	Provide training for students and staff in implementing Positive Behavior Intervention Supports district-wide. • Sub costs: 25 X 3 • Initial TOT training	Provided training for students and staff in implementing Positive Behavior Intervention Supports district-wide. • Limited due to sponsorship by county • 10 X 1 substitutes Management Team Training in Cultural Proficiency • 10 X 1 substitutes • Consultant Generation Ready and costs associated: Cultural Proficiency
Expenditures	BUDGETED Teacher Salaries -$ 9,375 Benefits-$1,875 Contracted Services-$5,000 LCFF	ESTIMATED ACTUAL Teacher Salaries -$ 2.500 Benefits-$440 LCFF Contracted Services-$5,000 Educator Effectiveness

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 **6.7**

Actions/Services	PLANNED	ACTUAL
	Hire Clinical Counselor to provide Tier 3 counseling services for students with disabilities	Hired Clinical Counselor and Behavioral Specialist to provide Tier 3 counseling services and behavioral support to students with disabilities • Cost of Counselor (EHRMS) • Cost of Behavioral Specialist (2017-2018) • Number of students:
Expenditures	BUDGETED Certified Pupil Support -$ 93,500 Benefits-$31,500 Mental Health	ESTIMATED ACTUAL Certified Pupil Support -$ 71,979 Benefits-$26,978 Mental Health

[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 **6.8**

Actions/Services	PLANNED Provide counseling services for all students through a referral process	ACTUAL Provided counseling services for all students through a referral process • Reach Out West-End • Number of Students: 52 Students, 2 days a week, 1 counselor • $22,000
Expenditures	BUDGETED Contracted Services $24,000 LCFF	ESTIMATED ACTUAL Contracted Services $22,000 LCFF

[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 **6.9**

| Actions/Services | PLANNED
School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs | ACTUAL
Unduplicated students included in school leadership and extra-curricular programs
• Administration: 100%
• Sponsorship
• 100% of administrators reported student groups represented in student senate and other decision making groups

• **ALE:** TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities.
• **Banyan:** TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate in Student Senate and all school activities.
• **Carnelian:** TAP has regular meetings with FY students throughout the |

year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club.

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

	BUDGETED	ESTIMATED ACTUAL
Expenditures	**Costs included in contractual duties**	**Costs included in contractual duties**

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 **6.10**

	PLANNED	ACTUAL
Actions/Services	Improved school connectedness for students and community through Junior High after-school sports program	After school sports program and participation • Alta Loma Junior High School: Participants 232 students participate in the school program with an approximate cost of $32,000. Soccer, basketball, football, volleyball and track • Vineyard Junior High School: 309 students participated in after school sports this year. The program costs are approx. $32,000. The sports include: Basketball, Volleyball, Football, Soccer, and Track.

Draft

Expenditures	BUDGETED Teacher Salaries -$ 27,000 Other Classified Salary-$8,000 Benefits-$5,000 Transportation-$2,000 LCFF	ESTIMATED ACTUAL Teacher Salaries -$ 37,000 Other Classified Salary-$15,600 Benefits-$7,400 Transportation-$4,000 LCFF

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 **6.11**

Actions/Services	PLANNED Improved school connectedness and safety for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	ACTUAL Improved school connectedness and safety for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools • ALJH: Rachel's Club was $4500. And now approximately 75 students are in the club. All students attended the assembly. Thirty-five students participated in SSA with a cost of $4,000. • Vineyard Junior High Student Participation: Leadership 28 students, Friends of Rachel Club (Began with 50 and now averages 25 students) costs = $4,500, and SSA 89 students with costs that = $2,500
Expenditures	BUDGETED Teacher Salaries -$ 3,400 Benefits-$400 Transportation-$800 LCFF	ESTIMATED ACTUAL Teacher Salaries -$ 4,400 Benefits-$600 LCFF Contracted Services-$1,000 LCFF (Included in 4.5) Contracted Services-$6,200 Donations

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 **6.12**

Draft

Actions/Services	PLANNED		ACTUAL	
	Extended Health Clerk hours at each school and the addition of a west-side and east-side LVN to assist with the management of chronic illnesses		Extended Health Clerk hours at each school and the addition of a west-side and east-side LVN to assist with the management of chronic illnesses	
	•1.5 hours Health Clerk increase x 10		•1.5 hours Health Clerk increase x 10	
	• LVN x 2		• LVN x 2	
Expenditures	BUDGETED		ESTIMATED ACTUAL	
	Classified Pupil Support Salaries -$ 40,000		Classified Pupil Support Salaries -$ 95,211	
	Benefits-$21,000		Benefits-$23,658	
	LCFF		LCFF	

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were implemented as articulated to create a safe, attractive and well maintained learning environment that supports student engagement, wellness, health, and school connectedness. New actions and services will include district wide nutrition and wellness support through student and employee groups.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students (78%), parents (91%), and staff (88%) all report a favorable report in regards to school facilities that are clean and in good repair. Students are generally our toughest critics and why their opinion is so important. In regards to school climate and safety, students (81%), parents (95%) and staff (96%) indicate successful campuses who make connections with students and the public they serve. Discrepancies in messaging in regards to absenteeism suggest that we have work here. Although Administrators (93%) agree that the school/district effectively address attendance, and that contacts to parents regarding student in danger of failure due to attendance and absenteeism (100%) are regularly reported, there is a disconnect with parent impressions. Only 63% of parents reported receiving messages from school if a child was late or absent, and only 83% thought the district/school effectively addressed attendance, dropout and absenteeism. Opportunities for participation in connectedness activities for students (78%) were reported through school sports, enrichment afterschool, school/district committees, and clubs, the messaging regarding the school being supportive and inviting was positive: Parents (92%), Administration (100%), Staff (99%), and Students (75%). Once again, students tend to provide the most honest indicator. 17% of students answered that they "Didn't Know" if the school was supportive and inviting, indicating some work here as well.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase is budgeted and estimated actual expenditures reflect the expansion and services to support the emotional and social well-being of students, especially Students with Disabilities (Suspension-ORANGE) through Clinical Counselor, Behavioral Specialist, and on-site support. The commitment to Problem Based Learning and additional training also increased estimates.
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.	Identified Needs: Re-numbered for coherence #1 Edit for clarity #2, #3 Add #4, #5, #6, #7: Edited for clarity #8: Remove- redundant (Goal 5) #9-13: Edited for clarity #13, #14: Added EAMO #9: Remove-redundant-included in goal 4, action 4.11 #14, (15),#15 (16)Added Action/Services #6.6: Broaden to encompass social and emotional learning/cultural proficiency #6.13 Add: Professional Development: Cultural Proficiency, Social and Emotional learning

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

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

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

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

Community Outreach:
Do to the cyclical nature of the LCAP and the release of the State Dashboard, Alta Loma School District held community forums to both inform stakeholders and seek input regarding priorities, goals and actions. Meetings included open forums during District Parent Advisory Group and District PTA, and School Site Council leadership meetings, as well as open forums for discussion. Parents participating at the Parent University event on October 31, 2016 were given data, information, and were encouraged to provide input on LCAP actions and services. They shared and documented collaborative conversations regarding open ended, priority-based questions. The District also held open forum meetings at each school site during regularly scheduled PTA, PTSA, or Site Council meetings. As part of our LCAP outreach plan, each school included representatives from their student Foster Youth, English Learner, and Special Education populations. The outreach encouraged attendance at all meetings and regularly scheduled agenda action items provided an on-going opportunity to voice concerns, questions, or make suggestions. (Please note the calendar below.)

Broad-based Survey Outreach:
Parent, staff, and community groups were emailed direct links to on-line surveys written to elicit input specific to each survey group. Paper and pencil copies of the surveys were made available for those who could not access on-line surveys. Direct email to parents has greatly improved the number of responses from all stakeholder groups. We enjoyed greater participation utilizing surveys and holding community forums at each school site throughout the year. Our Parent

University event included 371 participants. Although not yet reaching our goal of receiving comprehensive survey input from 50% of our parent population, we were able to communicate and receive input from over 45% of our parent stakeholder group. In regards to staff, we received a 92% return on our lengthy staff survey. We encouraged student input from grades three-eight. We received input from 48% of our students in that grade range. The information provided was invaluable in developing actions and services to best meet our community. The input surveys were written to gather information regarding each of the eight priority areas, especially in regards to basic needs (standards-based materials, qualified teachers, and safe facilities), school climate, implementation of standards, and parent involvement. Due to the comprehensive nature of our surveys, responses qualified the District to reach the threshold of MET on local indicators.

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

Public Hearing:
A public hearing on the goals and related actions of the 2017-2018 LCAP will be held during the Board Meeting for public comment, feedback and suggestions on June 7, 2017 at 6:00 p.m. at the District Support Center.
The Board of Trustees will approve the LCAP at the regularly scheduled Board Meeting on Wednesday, June 14, 2017 at the District Support Center.

Stakeholder Input Meeting Calendar:

**Alta Loma School District
LCAP Stakeholder Input and Meeting Timeline**

Date	Meeting
July, 2016: 27	Board Meeting
August, 2016: 2 24 25	New Teacher Orientation Media Clerks Meeting Curriculum and Instruction Meeting
September, 2016: 1 6 7 15 19 22	Management Meeting Curriculum Council Board Meeting Curriculum and Instruction Meeting Extended Professional Development-teachers GATE Coordinator and Parent Advisory Meeting

	District Parent Advisory Meeting
28	
October, 2016: 5 6 19 26 27	LCAP Advisory Meeting, Board Meeting Management Meeting District English Language Advisory Committee (DELAC) District Parent Advisory Meeting District-wide Parent University
November, 2016: 1 2 3 8 8-18 15 17 18 29	Alta Loma Elementary PTA LCAP Advisory Meeting, Board Meeting Carnelian PTS: FY, EL, SWD Stork, Jasper PTA: FY,EL,SWD Survey at Parent Conferences: Paper/ on-line available Hermosa, Victoria Groves PTA: FY, EL, SWD Deer Canyon, ALJH PTA: FY, EL, SWD PTA: FY, EL, SWD Vineyard Jr. High SSC:FY, EL, SWD
December, 2016 8 14	Management Meeting Board Meeting
January, 2017: 12 18 24 26 31	Management Meeting District Parent Advisory Committee and PTA Board Reps GATE Coordinator/Parent Advisor Mtg. Curriculum and Instruction Meeting Curriculum Council Meeting
February, 2017: 1 3 8 9	Board Meeting Sent Surveys to Staff, and Students District English Language Advisory Committee (DELAC) Title I Coordinator and Principal Meeting District LCAP Advisory Meeting

14	
March, 2017:	
1	Board Meeting
2	Management Meeting
	Classified Council
22	District Parent Advisory
23	Curriculum and Instruction Meeting
29	LCAP Advisory Meeting
April, 2017:	
5	Board Meeting
12	DELAC Meeting
19	Parent Leadership Meeting
27	GATE Coordinator and Parent Advisory Meeting
29	Submit LCAP to County
May, 2017	
3	Board Meeting, Public Forum
4	Management Meeting
5	Submit LCAP to County
17	Parent Leadership Meeting
June, 2017	
7	Board Meeting: LCAP presentation
14	Board Meeting: Board approves LCAP

IMPACT ON LCAP AND ANNNUAL UPDATE

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

Parent survey results and input opportunities indicated an increase in responses from several subgroups including Asians, Filipino, African American's and Hispanics. Survey results indicated that parents are highly satisfied with school facilities, services and programs for students in the Alta Loma School District. Priority areas included academic learning supports on school campuses by offering enrichment opportunities before or after school, Summer Learning Programs, additional time and support for those students who need it during the school day, and on-line learning supports for home use (new). Other priorities include access to technology and training, as well as offering a broad course of study for students to include world languages and the arts. Parents feel very strongly about the implementation of 21st Century Skills to include collaboration, digital literacy, creativity and innovation, with special emphasis on critical thinking and communication, both written and oral. 15% of parents encouraged the use of Problem Based Learning strategies for college and career preparedness, and encouraged more time and attention to multi-sourced evidence based writing. It was very clear in survey results that on-going training for educators was highly valued (93%) with top training priorities in math standards, 21st Century Learning Skills technology, and student engagement. Parents reported that they want to be actively involved in their child's education (96%), as well as to make sure their children are involved in enrichment activities and opportunities both in and outside of the classroom (96%). Both require good home/school communication (97%). Parents believe the greatest factors to support student achievement involves students feeling safe and enjoy coming to school. They believe that a student's connection to his/her teachers and their school are critical to student

success (98%). Another priority included ensuring facilities are safe and in good repair. Top priorities for LCAP goals and spending including academic learning supports (36%), access to technology and training (14%), 21st Century Skills (11%), to offer a broad course of study (10%), and Behavioral Supports (7%-new)

Areas of improvement indicated by the Parent survey included home/school communication regarding timely notification of students struggling academically (37% reported never informed, up from 29%), as well as understanding academic standards and what behavioral services are available to support students. Parents also stressed small group intervention services offered during the school day (40%,) and intervention before and after school (23%). Even more importantly, 81% of parents reported being satisfied with the instruction that his/her child received. Investigating concerns regarding general classroom instruction is warranted.

Additional comments in regards to improving student success in the Alta Loma School district included parent communication, transportation, foreign language offering, smaller class size, counselors in the school setting, swimming pools at junior high schools, no combo classes, and more challenge and rigor in the classroom. Parents also suggested improved GATE opportunities, differentiated instruction, and consistency among schools regarding expectations. Other repeated suggestions include active shooter training and security, bullying and character education, and focuses on problem based and STEM learning.

Parent surveys and input opportunities representing unduplicated student groups indicated a strong desire for students to be provided 21st Century learning opportunities, especially in communication skills and digital literacy (95%). Top priorities for students needing to learn English included intervention support available before, during, and after school. Priorities also include supports for students both during the day and after school to receive additional time and support. They also focused on designated time for language instruction during the school day and providing instructional aide support for students who needed it. They also suggested tools and strategies that students could access at home (intervention programs, blended learning opportunities) that would directly benefit academic achievement and language acquisition.

Unduplicated parent groups suggested that they were not sure exactly how to get involved in school and that updated communication systems would be most beneficial. Parents of English learners in particular, reported that they would like to see improvements in G.A.T.E. qualification criteria for second language learners and the in-class model of the Gifted and Talented differentiated opportunities that teachers present. Overall, parent surveys indicated a need for behavior and "bully" support on the school campus.22% of unduplicated parent groups requested intervention before and /or after school.

Surveys from staff included teachers, bargaining union groups, classified, and administrative staff. The staff agreed that the District provides a high quality education for students (98%) to prepare them for high school, college and career. They reported that students feel safe at school (96%) and that the district values parent partnerships (99%). A large number of teachers also reported that they have implemented standards-based strategies, materials, and practices in their classroom (92%). They report that their students receive a broad course of study that includes the arts, and that campuses are clean and in good repair (83%). Teachers use technology to implement common standards at least one time a week and students use technology aligned to standards as well. An increase regarding PBIS strategies and implementation rose to 76%, and the inclusion of school staffs to help plan, implement and evaluate instructional materials, strategies and programs (89%) also rose. The highest priority for staff development included state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, and time to collaborate with colleagues.

Although an improvement, only 73% of teachers reported that they have adequate instruction materials to support student learning, a 0% increase from the year previously. Teachers reported that their greatest area of challenge in regards to implementation of shifts in ELA/Content literacy is analysis and writing from multiple sources. The greatest challenge in regards to literacy anchor standards is mastering the range of reading and level of text complexity. During math instruction, the mathematical practice most used is using tools that can help solve the problem. Sixty-six percent of teachers said that they ask student to draw a picture or model to "show the problem" and use the try, check, and revise method to determine whether or not their answer is correct. The 21st Century Skill most often used in the classroom is collaboration and the biggest challenge is Digital literacy/Technology. Sixty-nine percent of teachers claimed that they used technology daily during classroom instruction. Professional learning needs reported by teachers include technology implementation, writing, 21st Century Learning Skills/Critical Thinking, learning strategies, classroom management, NGSS/STEM, and student engagement.

Student surveys and input opportunities were provided to students ranging from 3rd to 8th grade. A high percent of students reported that they believed that they

received a good education (93%), were provided the materials they needed to be successful (90%), and were being taught common core standards in mathematics and English language arts. They agreed that they enjoyed a broad course of study (in the arts) and had opportunities to learn digital skills that would help prepare them for high school, college and career. They largely felt safe at school (81%) and knew an adult they could turn to if needed.

In regards to implementation of state standards, increased responses were made across the board regarding balance of literature/non-fiction-79%, multiple source evidence based writing-94%, close reading of text-67%, as well as implementation of math practices-87%. Other improvements included technology as a learning tool, proficiency in basic function of the chrome book- 71%, and shared writing-67%.

Greatest area of need for students ranged from making sure teachers contacted home with helps and supports when students struggled (48%) and creating a parent partnership. Students didn't feel that teachers and principals talked enough about the new standard expectations. Students reported that school facilities were in good condition (78%), the same as last year. Most importantly, students didn't report that they "always" looked forward to coming to school on a daily basis however 84% reported that they "mostly" enjoyed school. They reported that they would love to be more engaged in the classroom and utilize more technology, make learning fun, interesting, and more challenging. They also commented often about the need for help and understanding from teachers, to including that teachers slow down, allowing more time for practice, or providing specific intervention, especially in the area of math. They expressed the need for learning programs for students with poor grades, more adult help, and more hands-on learning especially in science, engineering, and electronics. Students reported that only 18% of students collaborated daily with peers, more than once a week rose to 36%. When asked if teachers provide opportunities to learn creatively, 38% said once every few weeks, while 22% reported once a month. 73% of students did report that his/her school/teacher provided opportunities to get extra help before, during, or after school.

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. Hire appropriately credentialed teachers and support credential completion through the Induction process
   - Teacher Assignment: 7% of teachers are in the process of clearing their credential, 0% misassigned

2. Provide adequate instructional materials to support learning for all students
   - Surveys indicated that 73% of teachers reported that they have enough common core aligned materials

3. Provide a high quality engaged, rigorous, and interactive education for all students
   - Parents/community: 81%, Administration-100%, Staff-98%, Students-93%

4. Ensure access to technology
   - Parent/Community: Access to digital tools at home/school-76%, students use technology for standards-aligned products 2xweek-60%, staff use technology 1xweek-78%, device used 87%-chrome book, chrome book to student ratio: 1:2.25 All computers ratio: 1:1.5

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Teacher	1. Hired Teachers with	100% of teachers are highly qualified with appropriate	100% of teachers are highly qualified with appropriate	100% of teachers are highly

Misassignment Rate, Highly Qualified Teacher Rate **Local Metric**: Number of new teachers enrolled in an Induction Program	appropriate credentials, 7% used Induction to Clear Credential	credentials and will participate in Induction to obtain a clear credential	credentials and will participate in Induction training to clear credential	qualified with appropriate credentials and will participate in Induction training to clear credential
State Metric: Students access to standards materials, Williams Report **Local Metric**: District and Site materials survey, Teacher and Student Surveys	2. Stakeholder groups reported that all students received instruction in state standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)	All students receive instruction in state academic standards via state adopted materials and additional resources	All students receive instruction in state academic standards via state adopted materials and additional resources	All students receive instruction in state academic standards via state adopted materials and additional resources
Local Metric: Teacher Survey	3.73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)	78% of teachers have sufficient standards aligned instructional materials to support classroom instruction	80% of teachers have sufficient standards aligned instructional materials to support classroom instruction	82% of teachers have sufficient standards aligned instructional materials to support classroom instruction
Local Metric: Parent Survey	4. 96% of parents reported having access to standards instructional resources	84% of parents will report that students have access to standards aligned instructional resources	86% of parents will report that students have access to standards aligned instructional resources	88% of parents will report that students have access to standards aligned instructional resources
Local Metric: Parent, Student Survey	5. 81% of parents reported they are satisfied with the instructions students receive citing the need for improved instruction in math in particular 100% administrators 98% teachers 93% students	85% of parents and students report they are satisfied with instruction	86% of parents and students report they are satisfied with instruction	86% of parents and students report they are satisfied with instruction
Local Metric: Teacher and Student Survey	6.New	75% of teachers and students report adequate access to the internet and devices daily	70% of teachers and students report adequate access to the internet and devices daily	78% of teachers and students report adequate access to the internet and devices daily

Local Metric: Student survey, staff survey	7.New (1x before)	72% of students and teachers report use of devices for standards aligned products 2 x week (SAMR)	76% of students and teachers report use of devices for standards aligned products 3 x week (SAMR)	80% of students and teachers report use of devices for standards aligned products 4 x week (SAMR)
Local Metric: Student and Parent Survey	8.76% parents/community reported that students used digital tools at school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported that GAFE was most useful tool.	75% of parents report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)	77% of parents report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)	77% of parents report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others)

PLANNED ACTIONS / SERVICES

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

Action   **1.1**

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:_____

<div align="center">

OR

</div>

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
Hire appropriately credentialed teachers with qualified English Learner certifications	Hire appropriately credentialed teachers with qualified English Learner certifications	Hire appropriately credentialed teachers with qualified English Learner certifications

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$23,793,702	Amount	$24,435,107	Amount	$25,097,205
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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   **1.2**

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
ICT Induction Services and Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program 10 Support Providers - ICT Contract (RCOE)	ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program 14 Support Providers - ICT Contract (RCOE)	ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program 14 Support Providers - ICT Contract (RCOE)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$35,778	Amount	$50,474	Amount	$50,862

Source	Educator Effectiveness	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits Conferences	Budget Reference	Teacher Salaries Benefits Conferences	Budget Reference	Teacher Salaries Benefits Conferences

[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   **1.3**

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:_6-8_____

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
Form History/Social Studies Task Force in grades 6-8 • 25 teachers x 4 days	Form NGSS Task Force in grades 6-8 • 25 teachers x 4 days	Form NGSS Task Force in grades K-5 • 25 teachers x 4 days

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$14,800	Amount	$14,800	Amount	$14,800
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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   **1.4**

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: Grades 6-8

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
Pilot and purchase History/Social Studies adoption in grades 6-8 for implementation in 2018-2019	Pilot and purchase NGSS adoption in grades 6-8 for implementation in 2019-2020	Pilot and purchase NGSS adoption in grades K-5 for implementation in 2020-2021

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500,000.	Amount	$500,000.	Amount	$700,000.
Source	Restricted Lottery Funds One-Time Funds	Source	Restricted Lottery Funds One-Time Funds	Source	Restricted Lottery LCFF
Budget Reference	Textbooks	Budget Reference	Textbooks	Budget Reference	Textbooks

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

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Improve technology infrastructure, purchase additional student devices, and expand use	Improve technology infrastructure, purchase additional student devices, and expand use	Improve technology infrastructure, purchase additional student devices, and expand use

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$350,000.	Amount	$150,000.	Amount	$150,000.
Source	One-Time Funds	Source	LCFF	Source	LCFF
Budget Reference	Technology Inventory	Budget Reference	Technology Inventory	Budget Reference	Technology Inventory

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 **1.6**

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:_6-8_____

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
Purchase NGSS Integrated Bridge Materials (Pearson Interactive)	Purchase NGSS Integrated Bridge Materials (Pearson Interactive)	Complete

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 22,000.	Amount	$22,000	Amount	N/A
Source	Restricted Lottery	Source	Restricted Lottery	Source	
Budget Reference	Instructional Materials	Budget Reference	Instructional Materials	Budget Reference	

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	1.Ongoing professional development regarding state standards, frameworks, college and career instructional supports focused on continuous improvement - Teacher and administrator survey, 96% ranked a high priority- 92% of teachers reported that they attended three or more professional learning events- Continue Math, ELA, and NGSS/STEM) 2. Collaborative structures to make informed decisions regarding curriculum, instructional and professional needs based on data - School staffs are invited to help plan, implement, and evaluate instructional materials, strategies and programs-89% agree 3.Increase teacher effectiveness with English learners through professional development, knowledge of ELD standards, specific instructional strategies, and integrated and designated delivery models - District EL progress: Yellow 4.Embed 21st Century Learning Skills into instructional pedagogy to increase engagement, personal learning, and achievement - Student. Staff, and parents ranked 21st Century Learning Skills as high priority- 89% on surveys

.Strengths-Collaboration (45%), Challenge- Critical Thinking through questioning and analysis and Digital Literacy

5. Increase student engagement and standard-based learning through the effective use of technology in daily instruction.
- 71% of students in grades 6-8 indicate that they are proficient on the basic functions of the chrome book and are proficient in collaborating digitally using Google shared documents-67% , while 78% of teachers indicate they are proficient in shared documents

7.Provide instructional coaching at the point of first instruction
- 93% Administration, 86% Teachers Agree beneficial

8.Focus on literacy anchor standards and instructional strategies in Social Studies and Science (NGSS) in grades K-8
- 4-8 Implementation of state literacy standards in Science and Social Studies
- 6-8 NGSS Bridge Material-Writing integration using Interactive Science (NGSS Integration)
- 4-8 Document Based Questioning (DBQ Project) Social Studies writing integration
- K-5: Integrated standards-based non-fiction into ELA
- K-8: Provide collaborative release time for curricular planning and implementation

9.Provide college and career preparedness through shifts in ELA, math, NGSS/STEM, inquiry, research and writing (evidence based analysis, close reading, non-fiction reading comprehension, writing)
- Teachers: Challenges in ELA- Analysis and writing from multiple sources-38%, Reading and writing in textual evidence-12%, Close Reading-9% Range of Reading of Text Complexity-23%, Math Challenges Math include translations into lists, graphs, and tables
- Admin: Challenges in ELA- Analysis and writing from multiple sources-50%, Text complexity-27%, Math-Explain thinking to someone else- 21%
- Students: Challenges in ELA- Multi-sourced evidence based reading/writing-67%, Non-fiction comprehension
- District CAASPP: ELA: Reading Comprehension, Math: Concepts and Procedures

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Implementation of Common Core ELA and Mathematics **Local Metric:** Teacher and Administrator Survey, Walk-through	1.92% of teachers and 100% of administrators report that standards-based practices and strategies learned during professional development are being implemented in the classroom.	88%% of teachers and 90% of administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being	90% of teachers and 92% of administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being	92% of teachers and 94% of administrators will report that standards-based practices and strategies learned during standards implementation staff development opportunities are being implemented.

		implemented.	implemented.	
protocol				
State Metric: Implementation of Common Core ELA **Local Metrics:** Teacher survey and administrator observation	2.92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned. Reported top priorities for teacher professional development continues to be state standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues. Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, Text dependent questioning, technology, differentiation, math, NGSS, facilitate 21st century learning	90% of teachers will attend at least 3 professional learning opportunities during the school year.	92% of teachers will attend at least 3 professional learning opportunities during the school year.	94% of teachers will attend at least 3 professional learning opportunities during the school year.
Local Metric: Teacher Survey	3.89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups	86% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups	88% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups	90% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups

State Metric: Implementation of Common Core ELA **Local Metrics:** Teacher and administrator survey/observation	4.78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction Improvement in progress toward English proficiency- 67% to 71%, however ELA SBAC scores were maintained at 28% proficiency	78% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.	79% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.	80% of teachers will report that they prepare and plan for broad implementation of ELD standards during designated and integrated instruction.
Local Metric: Teacher and administrator Survey, Walk-through protocol	5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction • Teachers report greatest challenge is critical thinking through questioning and analysis, and technology application • Administrators report greatest challenge is critical thinking and rigor, and collaborative structures used effectively • Students report they learn collaboratively with partner/groups: More than 1xweek: 36%, Daily-18%,	86% of teachers and 90% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)	88% of teachers and 92% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)	90% of teachers and 94% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication, and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking)

	Never 2% • Favorite way for students to learn creatively is: Build models-38%, see how things work-28%, invent things-23% research topics -19%, STEM Projects-18%, write stories, poems and songs-13% Do simulations-12%, problem based learning-7%			
Local Metric: Teacher and administrator Survey, Walk-through protocol	6. 75% of teachers and 60% of administrators report that technology to produce standards-aligned learning products is implemented at least 2 x year.	75% of teachers and 65% of administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week.	77% of teachers and 67% of administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week.	79% of teachers and 69% of administrators will report that technology to produce standards-aligned learning products is implemented at least two times per week.
Local Metric: Student Survey, administrator observation	7.78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE 75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents	75% of students and 69% of administrators in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing	77% of students and 71% of administrators in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing	80% of students and 74% of administrators in grades 6-8 are proficient in the use of GAFE applications as well as Google collaborative writing
State Metric: Implementation of Common Core ELA **Local Metric:** Student	8. Students reported the following regarding shifts in English language arts	75% of students will report that they employ the shifts in English language arts to include building knowledge	77% of students will report that they employ the shifts in English language arts: build knowledge through a balance	79% of students will report that they employ the shifts in English language arts: build knowledge through a balance

Survey, teacher survey and administrator observation	implementation: • 79% Balance of literature and information text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing	through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language
State Metric: Implementation of Common Core ELA **Local Metric:** Student Survey, teacher survey and administrator observation	9.Teachers reported the following regarding shifts in English language arts implementation: • 89% Balance of literature and information text • 93% Evidence based reading writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing Greatest challenge: Analysis	87% of teachers and will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	89% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language	90% of teachers will report that they employ the shifts in English language arts to include building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language

	and writing from multiple sources and evidence based reading and writing Administrators reported: • 70% Balance of literature and information text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development • 100% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing			
State metrics: Implementation of Common Core Math **Local Metric:** Student Survey, teacher survey and administrator observation	10.74% of students reported that they regularly utilize math practices Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers- not giving up- 82% of teachers reported most used practices were use tools to solve the problem, make sense of problem with	75% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons	77% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons	79% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons

	numbers, and explain thinking to someone else 86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as drawing a picture and/or modeling			
State Metric: Student access to standard aligned materials, Implementation of Standards **Local Metric**: Teacher and Administrator Survey, documented release time	11.80% of Grade K-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	90% of Grade 6-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	95% of Grade 6-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	90% of Grade K-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)
State Metric: Student access to standard aligned materials **Local Metric:** Teacher, Administrator survey;	12.68% of social studies teachers in grades 4-8 reported completion of one complete DBQ writing unit.	85% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit.	87% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit.	89% of social studies teachers in grades 4-8 will report that they have completed one complete DBQ writing unit.
State Metric: Student access to standard aligned materials **Local Metric:** Teacher, Administrator survey;	13.76% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies materials in his/her classroom	78% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom	80% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom	82% of social studies teachers will report successful implementation using Document Based Questioning (DBQ) strategies and materials in his/her classroom
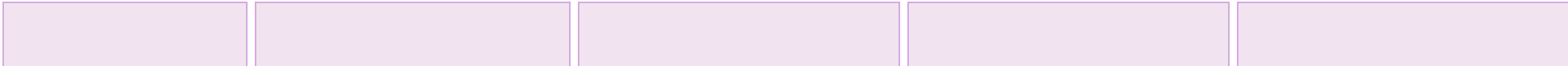
Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **2.1**

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:_____

<div align="center">

OR

</div>

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$128,615	Amount	$132,082	Amount	$135,660
Source	LCFF	Source	LCFF	Source	LCFF
Budget	Included in 1.1	Budget	Included in 1.1	Budget	Included in 1.1

Reference   Reference   Reference

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 **2.2**

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$128,615	Amount	$132,082	Amount	$135,660

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Included in 1.1	Budget Reference	Included in 1.1	Budget Reference	Included in 1.1

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 **2.3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 25 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day	Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day	Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 day

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$18,500	Amount	$17,168	Amount	$17,168

Source	Title I	Source	Title I	Source	Title I
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action **2.4**

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

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

OR

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

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

ACTIONS/SERVICES

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

Provide grade level collaborative planning days for instructional planning
• 30 teachers 2 days (6-8)
• NGSS Development
   • Cohorts: K-2, 3-5, 6-8
   • 3x8 for each cohort (24x3)x$150. ($10,800.)
   • Registration $19,000
	Provide grade level collaborative planning days for instructional planning
	• 30 teachers 3 days
	• NGSS Development
		Provide grade level collaborative planning days for instructional planning
		• 50 teachers 3 days
		• NGSS Development

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$38,536	Amount	$13,320	Amount	$22,200

Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher's Salaries Benefits Conference	Budget Reference	Teacher's Salaries Benefits	Budget Reference	Teacher's Salaries Benefits

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 **2.5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration • UMRA annual fee: Tools 4 Ever	Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration • UMRA annual fee-:Tools 4 Ever	Google Apps for Education (GAFE) and UMRA account management systems are implemented for digital teacher collaboration • UMRA annual fee- Tools 4 Ever

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,100	Amount	$3,100	Amount	$3,100
Source	LCFF	Source	LCFF	Source	LCFF
Budget	Technology Services	Budget	Technology Services	Budget	Technology Services

Reference

Reference

Reference

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   **2.6**

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
Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies	Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM, Social Studies Adoption 6-8	Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment. • Cost of 2 Instructional TOSA's • Content focus: Writing, ELA Adoption, NGSS/STEM adoption 6-8, Social Studies 6-8

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$235,856	Amount	$244,549	Amount	$253,410
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action   2.7

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Under the direction of the IT TOSA's, provide professional development and coaching using technology as a content learning tool: SAMR progress • 125 Substitutes	Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool: SAMR progress • 125 Substitutes	Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool: SAMR progress • 125 Substitutes

2017-18		2018-19		2019-20	
Amount	$18,500	Amount	$18,500	Amount	$18,500
Source	Title I	Source	Title I	Source	Title I

Budget
Reference

Teacher Salaries
Benefits

Budget
Reference

Teacher Salaries
Benefits

Budget
Reference

Teacher Salaries
Benefits

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 **2.8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional Development for coaches, administrators, and teacher leads: Contract services in writing instruction: • Thinking Maps, Write from the Beginning and Beyond- Writing from Text for Admin and Teacher Leads • Contract: $9,000. • 25X4 days teacher release ELA/ELD Adoption Implementation: • $2,500 (New teachers) Special Education: Guided/Shared Reading • Training/Consultant • $5,000. Document Based Questioning:	Professional Development for coaches, administrators, and teacher leads	Professional Development for coaches, administrators, and teacher leads

• Training/Consultant • $2,500 (new teachers)		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$33,800	Amount	$33,800	Amount	$33,800
Source	Title I Title II	Source	Title I Title II	Source	Title I Title II
Budget Reference	Teacher Salaries Benefits Contracted Services	Budget Reference	Teacher Salaries Benefits Contracted Services	Budget Reference	Teacher Salaries Benefits Contracted 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   **2.9**

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA

2017-18		2018-19		2019-20	
Amount	$86,556	Amount	$90,565	Amount	$94,659
Source	Educator Effectiveness	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action **2.10**

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)]___At-risk_____
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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Math TOSA professional development and collaborative coaching • Focus on SWD, at-risk student groups • 200 Substitute release days total	Math TOSA professional development and collaborative coaching • Focus on SWD, at-risk student groups • 200 Substitute release days	Math TOSA professional development and collaborative coaching • 200 Substitute release days

2017-18		2018-19		2019-20	
Amount	$29,600	Amount	$29,600	Amount	$29,600
Source	Title II	Source	Title II	Source	Title II

Budget Reference	Teacher Salaries	Budget Reference	Teacher Salaries	Budget Reference	Teacher Salaries
	Benefits		Benefits		Benefits

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   **2.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action   **2.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)]_____	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Immigrant student devices for Google Translator and educational software (LEP) • 5 Tablets • 10 chrome books	Immigrant student devices for Google Translator and educational software • 5 Tablets • 10 chrome books	Immigrant student devices for Google Translator and educational software • 5 tablets • 10 chrome books

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title III-LEP	Source	Title III-LEP	Source	Title III-LEP

Budget Reference	Technology Inventory	Budget Reference	Technology Inventory	Budget Reference	Technology Inventory

Action 2.13

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Digital DBQ license for Social Studies Multi-Sourced writing • District: $3750. • Sites: $375 each (Included in 4.5) • Consultant: $2,500. (new teachers 4-8-Included in 2.8)	Provide Digital DBQ license for Social Studies Multi-Sourced writing • District: $3750. • Sites: $375 each (Included in 4.5) • Consultant: $2,500 (new teachers 4-8-Included in 2.8)	Provide Digital DBQ license for Social Studies Multi-Sourced writing • District: $3750. • Sites: $375 each (Included in 4.5) • Consultant: $2,500 (new teachers 4-8-Included in 2.8)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Included in 2.8 and 4.5	Budget Reference	Included in 2.8 and 4.5	Budget Reference	Included in 2.8 and 4.5

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Provide all students a broad and enriching course of study at each grade level that reaches beyond the core

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. All students need access to a broad course of study that includes ELA, Math, Social Studies, and Science
   - CTE Enrollment, pupil rosters, master schedule, student (97%), administrator and teacher survey (98%))

2. All students need access to visual and performing arts, digital literacy, and physical education (vocal music, instrumental music, art, digital literacy, PE teachers)
   - CTE Enrollment, pupil rosters, master schedule, student survey 73%

3. Students will not be denied participation due to inability to buy necessary clothing, instruments, or other resources
   - Homeless and assistance fund, receipts, administrative reports- District FY/Homeless liaison reports

4. Site leadership to continue to supervise the number of instructional minutes students participate in physical education
   - Instructional minutes monitoring 200 minutes/10 days, administrative walk-thru, weekly schedules

5. Offer Spanish at both junior high schools beginning in the 7th grade
   - Parent Survey, high interest- college and career preparedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Student access and enrollment in all required areas of study **Local Metric**: Pupil rosters, master schedule, Student, Administrator, and Teacher Survey	1.97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science
Local Metric: Pupil rosters, master schedule, Student, Administrator Survey	2.73% of students, and 93% administrators report students have access to visual and performing arts, digital literacy, and physical education.	75% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.	77% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.	79% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education.
Local Metric: Unduplicated student survey, administrator and teacher observation	3.100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)	100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)	100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)	100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District liaison (services/resources provided)
State Metric: Student access and enrollment in all required areas of	5.Current Spanish course offerings at junior high schools: 4	Spanish course offerings at junior high schools will increase to: 6	Spanish course offerings at junior high schools will increase to 8	Spanish course offerings at junior high schools will be maintained at 8

study **Local Metric:** Pupil rosters, master schedule, Administrator Survey				
Local Metric: Parent, Teacher, and Administrator survey;	8.96% Parents reported interest in enrichment program • Launch L.E.A.P Into Summer Learning Program	Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)	Maintain L.E.A.P Into Summer Learning Program (Learning Enrichment Activities and Projects)
Local Metric: Parent, Student Teacher, and Administrator survey;	9.District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: • Top priorities as reported on all surveys	District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: • Top priorities as reported on all surveys	District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:	District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative:

[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   **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)](#)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
[Scope of Services](#)   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Offer a broad course of study to all students		

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	Included in 1.1	Amount	Included in 1.1	Amount	Included in 1.1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

[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 **3.2**

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
Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers to meet with all 4-6 grade students 1x week, two full time instrumental music teachers,60% choral music teacher • ½ time sub for Stork 1x week	Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers to meet with all 4-6 grade students 1x week, two full time instrumental music teachers,60% choral music teacher • ½ time sub for Stork 1x week	Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers to meet with all 4-6 grade students 1x week, two full time instrumental music teachers,60% choral music teacher • ½ time sub for Stork 1x week

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$281,715	Amount	$289,353	Amount	$297,166

Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	Teacher Salaries Benefits		Budget Reference	Teacher Salaries Benefits		Budget Reference	Teacher Salaries Benefits

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

Action **3.3**

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: Zero Period: ALJH, VJHS ☐ Specific Grade spans: ZERO Period 7/8

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period (costs)	Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period (costs)	Provide materials and resources to students with needs to fully participate in enriching coursework • Basic needs for educational access • Access to Zero period (costs)

	2017-18		2018-19		2019-20
Amount	$43,846	Amount	$44,530	Amount	$45,214
Source	One Time Funds	Source	LCFF	Source	LCFF

Budget
Reference

Teacher Salaries

Benefits

Budget
Reference

Teacher Salaries

Benefits

Budget
Reference

Teacher Salaries

Benefits

[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   **3.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Spanish curriculum and instructional resources • $10,000 • Planning and Implementation collaborative 2x 3 days	Provide Spanish curriculum and instructional resources • $2,000 • Planning and Implementation collaborative 2x 3 days	Provide Spanish curriculum and instructional resources • $2,000 • Planning and Implementation collaborative 2x 3 days

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$35,000	Amount	$2,900	Amount	$2,900
Source	LCFF Restricted Lottery	Source	LCFF	Source	LCFF

Budget Reference	Teacher Salaries Benefits Instructional Materials	Budget Reference	Teacher Salaries Benefits Instructional Materials	Budget Reference	Teacher Salaries Benefits Instructional Materials

Action 3.5

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:_____

<div align="center">OR</div>

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative • 25x3 days • Consultant Fees: $5,000.	Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative • 25x3 days • Consultant Fees: $5,000.	Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative • 25x3 days • Consultant Fees: $5,000.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$16,100	Amount	$16,100	Amount	$16,100
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries Benefits Outside Consultant	Budget Reference	Teacher Salaries Benefits Outside Consultant	Budget Reference	Teacher Salaries Benefits Outside Consultant

Action   **3.6**

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
Offer Summer Enrichment Program: L.E.A.P. into Summer • Enrichment materials cost: $3,000.	Offer Summer Enrichment Program: L.E.A.P. into Summer • Enrichment materials cost: $3,000.	Offer Summer Enrichment Program: L.E.A.P. into Summer • Enrichment materials cost: $3,000.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount	$3,000	Amount	$3,000

Source	One-Time Funds	Source	One-Time Funds	Source	One-Time Funds
Budget Reference	Instructional Materials	Budget Reference	Instructional Materials	Budget Reference	Instructional Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 4	Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

1. Increase achievement through the regular collection and collaborative analysis of common formative, interim, and summative assessments.

- Results from CAASPP, District Formative Assessments Illuminate, District Diagnostic Assessments (STAR):

- 2015-2016: SBAC: ELA-63%   Math: 49% proficient

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

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

Sub-group targets:

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

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

4.Systems to monitor on-going student progress using District-Wide Diagnostic assessment: STAR Early Literacy, STAR Reading, and STAR Math analysis, SBAC correlation to standards, collaborative planning and instructional outcomes- on-going progress monitoring

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes as defined by District pace and scope and sequence
- District Formative assessments- Illuminate and Key Data item bank
- ESGI used for running records data analysis for grades K-2

5.Close the achievement gap for at-risk student populations through supports and services

Sub-group targets:

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

6.Classrooms engage in regularly scheduled Universal Access Choice and Challenge (UACC) to differentiate student learner needs and supports during, before, and after school
- Top academic support priority for students and parents
- Student survey: 73% report that teacher/school provides opportunities to get extra help before, during, or afterschool
- Admin survey: 67% reported that school offered extra support

7.Support research-based effective practices and strategies to encourage college and career preparedness
- AVID: 3 sections at ALJH, UACC structure at elementary schools
- Close Reading Strategies: Students: 67% Almost always, 27% Sometimes Teachers: Almost always, 82%
- Students use notes/Thinking Maps: 91%
- Evidence-based reading and writing using multiple sources-85%

8.Increase percentage of students making progress towards learning English and provide system for monitoring Long Term EL's

- English Learner Progress: YELLOW-all students

- 2015-2016-English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores on old AMAO and 2016-2017 data **71.1 %** using local calculation of students achieving one level per year.
- EL Reclassification Rate: **41%** (LTEL study)

9.Provide ELD, content teachers and paraprofessionals opportunities to access effective instructional techniques based on research

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: CAASPP Proficient or Advanced; ELA, Math, Science	1.Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services • ELA- 63% proficient Target: Reading comprehension: multi-sourced evidence based reading and writing, close read strategies • Math-49% proficient Target: Conceptual and Procedural understanding	The percent of proficient students, as measured by the 2016-2017 CAASPP will meet or exceed proficiency in 2015-2016	The percent of proficient students, as measured by the 2017-2018 CAASPP will meet or exceed proficiency in 2016-2017	The percent of proficient students, as measured by the 2018-2019 CAASPP will meet or exceed proficiency in 2017-2018
State Metric: State Dashboard: Continuous Improvement-Status/Change	2.2016-2017 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN- all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African	Spring 2017-2018 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN- all students • Math: Green-all students • Suspension Rate: GREEN-all students • English Learner Progress: GREEN-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African	2018-2019 State Dashboard results will reflect progress in status and change for all students and reported subgroups:	2019-2020 State Dashboard results will reflect progress in status and change for all students and reported subgroups:

Americans: YELLOW
- Math: SWD RED/Two+Race ORANGE
- Suspension Rate: SWD ORANGE/African American ORANGE/Pacific Islander ORANGE

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

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Americans: YELLOW: 5 point growth
- Math: SWD RED: 5 point growth

  Two+Race ORANGE: 5 point growth
- Suspension Rate: SWD/African American/Pacific Islander YELLOW

Local Metric: Data analysis of Running Records, Diagnostic STAR, District Formative, and SBAC Interim Assessments

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

STAR: Early Literacy:
Trans/Prob Reader

School	Aug.	Jan.	May
ALSD	19.6	56.4	67.3
ALE	15.6	50.5	80.7
BAN	7.1	56.9	48.8
CARN	30.6	16.6	45.8
DC	-	59.7	71.7
HERM	33.4	66.7	68.9
JASPER	21.6	56.0	47.3
STORK	35.1	63.1	76.0
VG	14.1	50.	67.8

STAR Reading: PR 50% +

School	Aug.	Jan.	May
ALSD	48.3	50.1	51.8
ALE	40.	41.7	38.5
BAN	58.	59.	59.9
CARN	49.9	57.	53.
DC	50.3	*60.8	55.7
HERM	41.8	*55.1	53.7
JASPER	44.1	45.6	48.5

2017-2018 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring
- STAR Early Literacy…
- STAR Reading…
- STAR Math…

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes

- District Formative assessments created (math) using Illuminate and Key Data item bank

- ESGI used for running records data analysis for grades K-2

2018-2019 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring
- STAR Early Literacy…
- STAR Reading…
- STAR Math…

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes

- District Formative assessments created (math) using Illuminate and Key Data item bank

- ESGI used for running records data analysis for grades K-2

2019-2020 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes- on-going progress monitoring
- STAR Early Literacy…
- STAR Reading…
- STAR Math…

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes

- District Formative assessments created (math) using Illuminate and Key Data item bank

- ESGI used for running records data analysis for grades K-2

School	Aug.	Jan.	May
STORK	61.1	68.8	69.0
VG	54.1	55.7	59.1
ALJH	44.9	43.5	41.4
VJH	42.8	41.9	39.8

STAR Math: PR 50%+

School	Aug.	Jan.	May
ALSD	56.7	63.4	62.0
ALE	41.5	55.4	55.5
BAN	61.2	74.7	78.1
CARN	60.2	61.0	56.4
DC	58.4	63.7	67.0
HERM	51.1	64.6	59.1
JASPER	46.1	57.3	58.2
STORK	65.5	75.6	71.9
VG	62.4	68.2	65.3
ALJH	58.1	57.0	54.5
VJH	55.0	57.4	55.3

*Missing Scores, MEAN not accurate

- SBAC Interim Assessments: IAB, ICA, Performance Task used for instructional purposes

- District Formative assessments created (math) using Illuminate and Key Data item bank

- ESGI used for running records data analysis for grades K-2

State Metric: English Learner Reclassification Rate, Percent of Cohorts Attaining English Proficient Levels ELPI	4.2015-2016: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator	79% of EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)	80% of EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)	81% of EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI)

Local Metric: Preliminary scoring of CELDT results and early implementation of instructional supports	(ELPI) • Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW			
State Metric: English Learner Reclassification Rate **Local Metric:** Preliminary scoring of CELDT results and early implementation of instructional supports	5.In 2016-2017 42% of EL students will be reclassified into RFEP as measured by the CELDT (LTEL study)	In 2017-2018 # of EL students will be reclassified from LEP as measured by the CELDT/ELPAC	In 2018-2019 # of EL students will be reclassified from LEP as measured by the ELPAC	In 2019-2020, # of EL students will be reclassified from LEP as measured by the ELPAC
Local Metric: Student, teacher, and administrator survey and observation	6.73% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool What is one thing that would help you better achieve all of your learning goals? (Students) • How do study • Technology • More help in math • Reading • Teachers explain more about certain things- slow down • Time in class to practice and answer questions • Interactive learning • More hands-on	75% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool	77% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool	79% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or afterschool

activities

- Writing
- Positive Attitudes
- Projects
- After school program- human help

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

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

Parent:

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

Admin:

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

- Extra support- 67%
- Progress Reports-100%

	• Parent Portal and/or weekly folder-73% • Email/Text-100% • Phone Calls-100% • Intervention Class-53% • Ability to improve grades 80% • Teachers are provided resources to promote parental involvement and student learning at home-70% Agree Staff: • Teachers actively seek parent input into decisions regarding his/her child-82% Agree • I have the information I need to determine whether a student needs intervention or enrichment- 85% • I regularly participate in identifying students who need intervention or enrichment- 86% Staff: How can ALSD help more students be successful at school? • ELA Adoption • Reduce combo classes • Provide more technology			

	• Increase intervention • Enrichment with the arts • Better textbooks • Limit classroom disruptions • Firmer hand against bullying • Behavioral supports • After school academic support • Updated libraries • Hands on learning and projects • Special Ed support • Foundational reading and math • Lower class size • UDL strategies (Universal Design Learning) • Homework help • Counselors • Afterschool Interventions • Teach self-reliance • Resources for EL's			
State Metric: Intervention/Remedial Course Enrollment Rate **Local Metric**: Class rosters, sign in sheets, student survey	7.79% of Junior High students reported that they have access to additional instructional time and support before, during, or after school	80% of Junior High students reported that they have access to additional instructional time and support before, during, or after school	81% of Junior High students reported that they have access to additional instructional time and support before, during, or after school	82% of Junior High students reported that they have access to additional instructional time and support before, during, or after school
Local Metric: Single Plan for Student	8.Individual school sites monitor and report on success	Individual school sites monitor and report on success of site-	Individual school sites monitor and report on success of site-	Individual school sites monitor and report on success of site-

Achievement	of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)	based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)	based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)	based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA)
	2016-2017 • **ALE:** Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation. • **Banyan:** Student in grades 1-6 are provided pull out intervention using Lexia Core 5 4x week. Instructional Aides, Parent Volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction. • **Carnelian:** Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach • **Deer Canyon:** Learning lab offers reading intervention 3 x week and Math	Need description for each school • ALE • Banyan • Carnelian • Deer Canyon • Hermosa • Jasper • Stork • Victoria Groves • ALJHS • VJHS	Need description for each school • ALE • Banyan • Carnelian • Deer Canyon • Hermosa • Jasper • Stork • Victoria Groves • ALJHS • VJHS	Need description for each school • ALE • Banyan • Carnelian • Deer Canyon • Hermosa • Jasper • Stork • Victoria Groves • ALJHS • VJHS

intervention 2 x week to student in grades K-6. Each intervention block is 45 minutes in length using *LexiaCore, FrontRow Ed* and small group instruction. Students are encouraged to use the computer lab from 8:00-8:30 a.m for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors.

- **Hermosa:** Morning Learning Lab is a before school intervention using *IXL Math, Imagine Learning and LexiaCore 4x* a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1- 2x week for 45 minutes in afternoon. Teacher keeps intervention group and releases the rest of the student to additional movement time with a proctor. Afternoon intervention for 2nd grade- 1 x week for 45 minutes. Teacher keeps intervention group and releases the rest of student to additional movement time with a proctor.

- **Jasper:** Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week.

- **Stork:** Daily instructional

	aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time. • **Victoria Groves:** Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets M & W afterschool RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach. • **ALJHS:** Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students. • **VJHS:** SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs:Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).			
Local Metric: Single Plan for Student Achievement	9.All school sites will receive Student Achievement Grant to provide on-going support to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups • Instructional aides • Coach	All school sites will receive Student Achievement Grant to provide on-going support to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups • Instructional aides • Coach	All school sites will receive Student Achievement Grant to provide on-going support to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups • Instructional aides • Coach	All school sites will receive Student Achievement Grant to provide on-going support to bring research based effective instructional techniques and strategies into the classroom to close the achievement gap for identified student groups • Instructional aides • Coach

	• Consultants • Intervention Materials • Blended Learning	• Consultants • Intervention Materials • Blended Learning	• Consultants • Intervention Materials • Blended Learning	• Consultants • Intervention Materials • Blended Learning
Local Metric: Sign in sheets, teacher and administrator survey	10.All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes	All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes	All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes	All EL and content teachers are provided regular opportunities to collaborate regarding data analysis and instructional planning focused on strategic student outcomes
Local Metric: Sign in sheets, agenda, administrator survey	11.All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services	All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services	All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services	All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services

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

Action   **4.1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services: Costs to communicate results • Postage and envelopes: $2,000	Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services Costs to communicate results • Postage and envelopes: $2,000	Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services Costs to communicate results • Postage and envelopes: $2,000

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Supplies

Postage

Budget
Reference

Supplies

Postage

Budget
Reference

Supplies

Postage

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

Action   **4.2**

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Students in K-8 will be assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2018 District license District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math • Additional Licensing: $2,000.	Students in K-8 were assessed during three windows throughout the year to aide analysis, and collaboratively build strategies for continuous improvement • 2016-2018 license District Report on Progress: Fall / Winter/ Spring • K/1: Early Literacy • K-8: STAR Reading • 2-8: STAR Math • Additional Licensing: $2,000.	

BUDGETED EXPENDITURES

2017-18

Amount	$2,000
Source	LCFF
Budget Reference	Computer License

2018-19

Amount	$2,000
Source	LCFF
Budget Reference	Computer License

2019-20

Amount	N/A
Source	
Budget Reference	

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   **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records $ 8,109.00 • Illuminate: DNA/Grading: $47,336. (2yrs) • Illuminate: Key Data Item Bank: $17,751. (2yrs)	Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records: Transition to Illuminate • Illuminate: DNA/Grading: • Illuminate: Key Data Item Bank:	Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • Illuminate: K-2 (included) • Illuminate: DNA/Grading: $47,336 (2 yrs) • Illuminate: Key Data Item Bank: $17,751 (2 yrs)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$74,000	Amount	Cost paid 2017-2018	Amount	$74,000

Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	Computer License		Budget Reference	Computer License		Budget Reference	Computer License

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

Action **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers released for collaborative analysis and instructional planning • Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject 1 x year) • Elementary teachers; ½ 1 x year (unless content sharing, full day)	Teachers released for collaborative analysis and instructional planning • Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject 1 x year) • Elementary teachers; ½ 1x year (unless content sharing, full day)	Teachers released for collaborative analysis and instructional planning • Jr. High Math, ELA, Social Studies (1/2 day for core classes, full day single subject, 1 x year) • Elementary teachers; ½ 1x year (unless content sharing, full day)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Title II	Source	Title II	Source	Title II

Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action   **4.5**

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Site Universal Access and intervention programs before, during, and/or after school: Single Plan for Student Achievement • $80.00 per student	Site Universal Access and intervention programs before, during, and/or after school: Single Plan for Student Achievement • $80.00 per student	Site Universal Access and intervention programs before, during, and/or after school: Single Plan for Student Achievement • $80.00 per student

2017-18		2018-19		2019-20	
Amount	$476,800	Amount	$473,520	Amount	$474,240
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Teacher Salaries
Instructional Aide Salaries
Benefits
Materials
Conferences
Contracted Services

Budget
Reference

Teacher Salaries
Instructional Aide Salaries
Benefits
Materials
Conferences
Contracted Services

Budget
Reference

Teacher Salaries
Instructional Aide Salaries
Benefits
Materials
Conferences
Contracted 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   **4.6**

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students • Devices Purchased: $3,000.(LEP)	Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students • Devices Purchased: $3,000. (LEP)	Purchase technology devices to access on-line intervention and language development programs for at-risk and EL students • Devices Purchased: $3,000. (LEP)

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Title III-LEP	Source	Title III-LEP	Source	Title III-LEP

Budget
Reference

Technology Inventory

Budget
Reference

Technology Inventory

Budget
Reference

Technology Inventory

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 **4.7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-*Imagine Learning*) • 85 Students $12,750. (Immigrant/Title III)	Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-*Imagine Learning*) • 90 Students	Provide level I and II English learners with access to online reading and language development intervention programs (Non-English speaking students-*Imagine Learning*) • 95 Students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,750	Amount	$13,500	Amount	$14,250
Source	Title III-Immigrant-LEP	Source	Title III-Immigrant-LEP	Source	Title III-Immigrant-LEP

Budget Reference | Computer Software

Budget Reference | Computer Software

Budget Reference | Computer Software

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 **4.8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Investigate Math Intervention $5,000 • Read Naturally, RSP: $3,000.	Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Math Intervention: $5,000. • Read Naturally, RSP $3,000 • Gr. 1-5: Write in Readers: HMH $5,000	Provide research based, standards aligned Tier 2 and 3 Intervention to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000. • Math Intervention: $5,000. • Read Naturally, RSP $3,000 • Gr. 1-5: Write in Readers: HMH, $5,000

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$13,000	Amount	$18,000	Amount	$18,000

Source	State Special Education	Source	State Special Education	Source	State Special Education
Budget Reference	Computer Software	Budget Reference	Computer Software	Budget Reference	Computer Software

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   **4.9**

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)]__English Learners_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license • 600 Students	English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license • 600 Students	English learners, identified SWD needing phonemic awareness support, and at-risk students are provided Lexiacore5 intervention home/school license • 600 Students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$18,000	Amount	$18,000	Amount	$18,000
Source	LCFF State Special Education	Source	LCFF State Special Education	Source	LCFF State Special Education

Budget Reference	Computer Software	Budget Reference	Computer Software	Budget Reference	Computer Software

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   **4.10**

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
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
English learners provided access to instructional aides for extra support daily • Increase in aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	English learners provided access to instructional aides for extra support daily • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	English learners provided access to instructional aides for extra support daily • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$132,578	Amount	$133,600	Amount	$134,668
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference

| Classified Aide Salaries |
| Benefits |

Budget Reference

| Classified Aide Salaries |
| Benefits |

Budget Reference

| Classified Aide Salaries |
| Benefits |

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

Action **4.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools spans:_____7-8_____ ☒ Specific Schools: Alta Loma Junior High, Vineyard Junior High ☐ Specific Grade

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
Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans • Target groups: Suspension: SWD/African Americans/ORANGE • Target groups: Math: SWD RED/2+ races/ORANGE	Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans	Beginning in the 7th grade, junior high students monitored by Dean of Students regarding academics and social/emotional well-being to ensure successful promotion at the end of 8th grade • Cost of 2 Deans

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$281,013	Amount	$284,888	Amount	$288,763

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Administrator Salaries Benefits	Budget Reference	Administrator Salaries Benefits	Budget Reference	Administrator Salaries Benefits

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

Action   **4.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☒ Specific Schools: Alta Loma Junior High, Vineyard Junior High ☐ 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:_____

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District sponsored intervention at the two junior high schools • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) • $6,000. (total)	District sponsored intervention at the two junior high schools	District sponsored intervention at the two junior high schools

2017-18		**2018-19**		**2019-20**	
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference

| Teacher Salaries |
| Benefits |

Budget Reference

| Teacher Salaries |
| Benefits |

Budget Reference

| Teacher Salaries |
| Benefits |

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

Action **4.13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]___Advanced Learners_____
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
G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2 Days	G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2	G.A.T.E. Coordinators collaborate 2 x year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25x2

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,400	Amount	$7,400	Amount	$7,400

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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   **4.14**

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)]__Advanced Learners_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs	Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs	Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 x year • Assessment Needs

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,220	Amount	$2,220	Amount	$2,220
Source	Title II	Source	Title II	Source	Title II

Budget Reference

Teacher Salaries

Benefits

Budget Reference

Teacher Salaries

Benefits

Budget Reference

Teacher Salaries

Benefits

[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   **4.15**

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
Class-sizes reduced to accommodate personalized learning and individual student learning needs • TK-3 24:1	Class-sizes maintained to accommodate personalized learning and individual student learning needs • TK-3 24:1	Class-sizes maintained to accommodate personalized learning and individual student learning needs • TK-3 24:1

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$1,675,000 Included in 1.1	Amount	$1,750,000 Included in 1.1	Amount	$1,700,000 Included in 1.1
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries	Budget	Teacher Salaries	Budget	Teacher Salaries

Benefits		Reference	Benefits		Reference	Benefits

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 **4.16**

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)]_Title I, AVID_____	
Location(s)	☐ All schools ☒ Specific Schools:_VJHS, ALJH_____ ☐ 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
Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA • ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1) • VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE	Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA • ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1) • VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE	Junior High Schools offer college/career preparedness through AVID (SAG grant) and Title I Targeted support programs in math and ELA • ALJH: AVID 2 Sections: 1-7th, 1-8th (Included in 1.1) • VJHS: Targeted Assist: Sections 1-Math Success (8th), 2-Reading Success (7th): 1 Full FTE

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $89,257	Amount $93,309	Amount $97,445

Source	Title I	Source	Title I	Source	Title I
Budget Reference	Certificated Salaries Benefits	Budget Reference	Certificated Salaries Benefits	Budget Reference	Certificated Salaries Benefits

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

Action **4.17**

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:_____	

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	School Site FY & Homeless liaison (TAP) will plan in conjunction with District Foster Youth & Homeless liaison to monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%

2017-18		2018-19		2019-20	
Amount	$17,268	Amount	$17,700	Amount	$18,152
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference

Classified Office Salaries	
Benefits	

Budget Reference

Classified Office Salaries	
Benefits	

Budget Reference

Classified Office Salaries	
Benefits	

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 **4.18**

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: _Elementary 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
Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 8 TAPS x 36 weeks 1 day a week Stork: 3 days a week	Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • 8 TAPS x 36 weeks 1 day a week Stork: 3 days a week	Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • GATE/Advanced Learners • I.E.P.'s • Progress monitor English learners • PBIS • Foster Youth and Homeless Liaison • `8 TAPS x 36 weeks 1 day a week Stork: 3 days a week

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$53,280	Amount	$53,280	Amount	$53,280
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action **4.19**

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:_____	

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental	Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental	Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under-represented or at-risk student groups • Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental

BUDGETED EXPENDITURES

2017-18

Amount	$58,300
Source	LCFF
Budget Reference	Administrator Salaries Benefits

2018-19

Amount	$59,120
Source	LCFF
Budget Reference	Administrator Salaries Benefits

2019-20

Amount	$59,941
Source	LCFF
Budget Reference	Administrator Salaries Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 5	Provide opportunities for parent input on educational programs, services, and use of resources

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1.Seek input from parents/guardians through surveys, district Advisory groups, school visits, scheduled meetings, and community forums
- State metric: Effort to Engage Parents, fluid adjustment of stakeholder surveys to identify need

2.Use data to identify needs regarding school/home relationships, the instructional program, and information flow regarding parent learning and connection opportunities
- State metric, stakeholder input

3.Continually improve home/school communication system and provide parents on-going training on system use
- Parent survey results: Unduplicated priority-parent communication and participation. General survey: 37% reported that they were notified by the school when their student began to struggle academically.
- Parents preferred the following messaging tools: email-52%, phone-11%, and website-5%.
- State Metric

4.Provide outreach to encourage volunteerism and school connectedness participation
- Parent survey results: Unduplicated priority, parent communication and participation; Parent general survey, parent Involvement in child's education ranked as extremely important-98%
- State Metric: Effort to Engage Parents and Use Input

5.Include English learners, foster youth guardians, student with disabilities, and socio-economically

challenged parents in school and District advisory and decision making committees	
• Unduplicated parent priority- Be engaged in decision making processes, 94%	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Effort to Engage Parents and Use Input **Local Metric:** Percentage of responses, attention to comments regarding timely topics	1.Improved stakeholder response rate on annual survey and attendance to community forums • Direct contact and/or input comprehensive parent survey-48% • 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input Parent survey data identified needs regarding school/home relationship, the instructional program, information flow, and parent learning and connection opportunities: • Offer enrichment opportunities before and after school-18% • Additional time and support during the school day-13% • Student instruction through Problem Based Learning projects-15% • Most important 21st Century Skill for implementation- Critical Thinking-60% • District should	Improve parent, student, and staff quality of input by 1% on annually updated survey	Improve parent, student, and staff quality of input by 1% on annually updated survey	Improve parent, student, and staff quality of input by 1% on annually updated survey

	increase behavioral supports through PBIS-41%, Counseling-36% Top priority for LCAP goals and spending: - Academic learning support-37% - Access to technology-14% - 21st Century Skills-11% - Facilities safe and in good repair-8% - Behavior supports-7% Other spending suggestions: - Implement more science/STEM programs - More emphasis on performing arts - More technology, classroom tools - Reduce class sizes - Behavioral supports for students, teachers, and parents - Afterschool programs - More intervention opportunities - Use ONE way to communicate to parents - Too many worksheets and not enough problem based learning - Writing instruction Student engaged in learning			

	not just passive			
State Metric: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, administration observation, participation response rate on surveys	2.Improved attendance/ response rate for under-represented families • EL-4% increase • SWD-2% increase • LI-2% increase • Broadened participation of unduplicated groups into district advisory forums, outreach meetings: 13 Priorities included : • Designated time for language instruction during the day- 23% • Language and literacy software support that can be used both at school and at home- 26% Instructional aide support- 15%	Improve attendance from parents of under-represented families to meetings, District advisory groups, and parent information opportunities	Improve attendance from parents of under-represented families to meetings, District advisory groups, and parent information opportunities	Improve attendance from parents of under-represented families to meetings, District advisory groups, and parent information opportunities
State Metric: Effort to Engage Parents and Use Input. **Local Metric:** Sign-in sheets, observation, participation rate response on surveys	3.Improved attendance at school functions as reported by survey: • 86% attended Back to School (compared to 82%) • 76% Open House Participation (compared to 68%) • 48% Volunteerism at school (compared to 41%) • 41% School-based information nights- (compared to 40%)	Improve school-based parent learning opportunities and attendance and at school functions	Improve school-based parent learning opportunities and attendance and at school functions	Improve school-based parent learning opportunities and attendance and at school functions

- 30% Choral/band concerts (compared to 32%)
- 21% Parent University (compared to 21%)

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

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

Sites:

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

	family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • **Carnelian:** PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences • **Deer Canyon:** Parents are provided opportunities to serve on advisory committees, such as site council. PTA hosts pastries with parents, spring fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences. • **Hermosa:** Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA • **Jasper** • **Stork**: PFSA, SSC, Classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • **Victoria Groves:**			

	Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, pancakes for mom, donuts for dad, school dance, and many other events for parents • **ALJH:** PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight A Parties, AVID, ASB, Warrior Pride Night, Back to School Night • **VJHS**			
State Metric: Effort to Engage Parents and Use Input **Local Metric**: Sign-in sheets, observation, participation rate response on surveys	4.Updated communication systems between home/school and training for parents on how to access communication systems. • Instructional Technology TOSA training 3 x year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation) • Most helpful messaging tool-Email-52%, smartphone-11%, Teacher website-5% Suggestions include: • Improve messaging regarding school tardies, absences, and when student is struggling academically • More on-going	Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff • Focus on ONE parent/teacher communication system	Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff • Focus on ONE parent/teacher communication system	Continually improve home/school communication and provide parent training 1 x trimester on how to access web-site, parent portal, and parent connect application for parents, students, staff • Focus on ONE parent/teacher communication system

	communication between parents and teachers Use ONE communication system as opposed to teachers using a variety of systems and platforms			
State Metric: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets	5.Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups	Inclusion of ELAC and Foster Youth representation on school-site decision making committees	Inclusion of ELAC and Foster Youth representation on school-site decision making committees	Inclusion of ELAC and Foster Youth representation on school-site decision making committees
State Metric: Effort to Engage Parents and Use Input **Local Metric:** Rosters, sign-in sheets	6.Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017-2018)	Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit	Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit	Expansion of opportunities for under-represented parent groups to serve on District-wide Advisory Committees: Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit

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

Action **5.1**

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:_____

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited	Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited	Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home • Paper Pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited

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

Amount	$300.00		Amount	$300.00		Amount	$300.00
Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies

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

Action   **5.2**

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute • "Resource of the week" distributed • Liaison meeting 3 x year	Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute • "Resource of the week" distributed • Liaison meeting 3 x year	Director of HR and Pupil Services will promote outreach to increase input from under-represented families and work with school sites to monitor Foster Youth and Homeless services • Foster Youth Summit • Community/Site Forums • Update Students in Transition Handbook and distribute • "Resource of the week" distributed • Liaison meeting 3 x year

2017-18	2018-19	2019-20

Amount	$300.00		Amount	$300.00		Amount	$300.00
Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies

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   **5.3**

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:_____	

<div align="center">

OR

</div>

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
Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Distribution of District handbooks • Site Council • ELAC • PTA/PTSA • Principal Groups	Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Distribution of District handbooks • Site Council • ELAC • PTA/PTSA • Principal Groups	Inclusion of representatives for Foster Youth, English learners, and students with disabilities on individual School Site Councils. Distribution of District handbooks • Site Council • ELAC • PTA/PTSA • Principal Groups

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$300.00	Amount	$300.00	Amount	$300.00

Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies		Budget Reference	Materials and Supplies

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

Action   **5.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Translate necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other	Translate necessary District documents (Doc-Tracking/other) • Report Cards • LCAP • I.E.P. • Other	Translate necessary District documents (Doc-Tracking) • Report Cards • LCAP • I.E.P. • Other

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000.	Amount	$2,000.	Amount	$2,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

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   **5.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Update and maintain on-going communication contracts • Blackboard connect: $8,859.00 • Parentlink (app): $6,000. • Blackboard web-hosting: $7,297. • iBoss web-filtering: $41,885. (5 yrs) • SonicWall Firewall: $5,498. • EXPLOR LMS (build into web-site solution)	Update and maintain on-going communication contracts • Blackboard connect • Parentlink (app) • Blackboard web-hosting • iBoss web-filtering: (4 years) • SonicWall Firewall • EXPLOR LMS (build into web-site solution)	Update and maintain on-going communication contracts • Blackboard connect • Parentlink (app) • Blackboard web-hosting • iBoss web-filtering (3 years) • SonicWall Firewall • EXPLOR LMS (build into web-site solution)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$69,539	Amount	$69,539	Amount	$69,539

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Computer Software	Budget Reference	Computer Software	Budget Reference	Computer Software

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   **5.6**

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
Communication consultant retained	Communication consultant retained	Communication consultant retained

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$24,000	Amount	$24,000	Amount	$24,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Consultant Services	Budget Reference	Consultant Services	Budget Reference	Consultant 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   **5.7**

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)]__African American_____
[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
District to provide opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • Investigate SWD Summit	District to provide opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group	District to provide opportunities for community input through Stakeholder events such as Community Forums, committees, informational meetings, and open discussion formats • Expand opportunities for under-represented parent groups to serve on district-wide Advisory Committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • Commit to SWD Summit

• Investigate African American Forum	• Foster Youth Summit • Commit to SWD Summit • Commit to African American Forum	• Commit to African American Forum

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,000.00	Amount	$1,000.00	Amount	$1,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

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

Action   **5.8**

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS • Math Discovery Night	Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS	Increase District and site-based Family Engagement Activities • CBET maintained • Parent University • Site-based engagement activity 1 x trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Art Festival • District Spelling Bee • PBIS

BUDGETED EXPENDITURES

2017-18

Amount	$11,820.
Source	LCFF (Included in 4.5) Title I (Parent University) Title III-LEP (CBET)
Budget Reference	Teacher Salaries Classified Aide Salaries Other Classified Salaries Benefits Materials and Supplies Outside Services

2018-19

Amount	$11,820.
Source	LCFF (Included in 4.5) Title I (Parent University) Title III-LEP (CBET)
Budget Reference	Teacher Salaries Classified Aide Salaries Other Classified Salaries Benefits Materials and Supplies Outside Services

2019-20

Amount	$11,820.
Source	LCFF (Included in 4.5) Title I (Parent University) Title III-LEP (CBET)
Budget Reference	Teacher Salaries Classified Aide Salaries Other Classified Salaries Benefits Materials and Supplies Outside Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 6	Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. Maintain facilities to provide a safe and productive learning environment through systematic procedures
   - Parent Survey: Facilities are safe and in good repair-91%; Teacher Survey: 88%
   - State Metric: Facilities in good repair

2. Conduct an annual school climate and safety assessment among parents, students, and staff to be shared with all stakeholders
   - State Metric: Effort to Engage and Use Input

3. Utilize multi-tiered system of supports to improve school climate, safety, and overall student wellness
   - Behavioral Support Team
   - Positive Behavior Intervention Supports (PBIS)
   - Daily social/emotional instructions
   - Youth decision making and empowerment strategies
   - State Metric: Effort to Engage and Use Input
   - Survey results: 95% of parents, 96% staff, and 81% students report feeling safe at school

4. Provide Behavioral Specialist and Clinical Counselor- Tier 3 services for SWD
   - State Metric: Middle School Dropout, Suspension, Expulsion

5. Provide access to Tier 2 counseling for all students
   - Parent and staff priority-Additional comments

6. Embed Positive Behavior Intervention Supports to reduce incidents of bullying, build student resourcefulness, and problem solving
   - State Metric: Middle School Dropout, Suspension, Expulsion
   - Parent, student and staff priority: Additional comments

7. Continue high attendance rate for all students through attendance review procedures and routines
   - Illuminate student information system: district-wide 2014-2015-96.5%, 2015-2016-96.17%, 2016-2017-96.28 %

8. Maintain low incidents of chronic absenteeism through systematic attendance monitoring
   - Illuminate student information system: 2014-2015-2.2%, significant rise in 2015-2016-5.2%, 2016-2-17- 5.0%

9. Offer incentives and a variety of student activities to encourage attendance and a sense of connectedness to school
   - Illuminate student information: attendance rosters, activity sign-in : to encourage and celebrate excellent attendance
   - State Metric: Attendance

10. Provide opportunities for under-represented student groups, LI, FY, EL, students with disabilities to participate in decision making and empowerment strategies
    - Ensure representation in Student Senate, Safe School Ambassador and other student leadership groups, sign-in sheets, rosters, administrator survey, reporting of opportunities and participation- 100% of schools reported that unduplicated students participated in groups
    - State Metric: Middle School Dropout, Suspension, Expulsion

11. Reduce the rate of suspensions and continue the low incidences of expulsions through other means of correction, academic interventions, behavior support plans, and cultural proficiency and restorative justice practices
    - State Metric: Suspense Rate/Middle School Dropout

12. Involve students in maintaining a healthy lifestyle through student wellness and nutrition programs
    - Parent and staff priority- additional comments

13. Provide on-going professional development and curriculum in cultural proficiency, social and emotional learning.
    - Parent and staff priority- additional comments

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Local Metric: Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Facilities in good repair	1.78% of students reported that school facilities are clean and in good repair in annual survey	79% of students will report that school facilities are clean and in good repair in annual survey	80% of students will report that school facilities are clean and in good repair in annual survey	81% of students will report that school facilities are clean and in good repair in annual survey
Local Metric: Annual parent/community survey **State Metric:** Facilities in good repair	2.91% of parents reported school facilities are clean and in good repair	92% of parents will report school facilities are clean and in good repair	93% of parents will report school facilities are clean and in good repair	94% of parents will report school facilities are clean and in good repair
Local Metric: Annual staff survey **State Metric:** Facilities in good repair	3.88% of staff reported that facilities are clean and in good repair	89% of staff will report that facilities are clean and in good repair	90% of staff will report that facilities are clean and in good repair	91% of staff will report that facilities are clean and in good repair
Local Metric: Student Senate/Site Council will put facilities on regular agenda, student survey **State Metric:** Suspension/Expulsion Rate	4.81% agree, 14% sometimes of students reported that they feel safe at school	82% of students will report that they feel safe at school	85% of students will report that they feel safe at school	88% of students will report that they feel safe at school
Local Metric: Parent survey	5.95% of parents report that they feel safe at school	95% of parents will report that they feel safe at school	95% of parents will report that they feel safe at school	95% of parents will report that they feel safe at school
Local Metric: Staff meeting agenda, student survey	6.96% of staff will report that they feel safe at school	96% of staff will report that they feel safe at school	97% of staff will report that they feel safe at school	98% of staff will report that they feel safe at school
State Metric: Attendance Rate, Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy	7.Increase student attendance rate by .01% from previous year. Parents • Do you receive messages from school if your child is late to school or	Increase student attendance rate by .01% from previous year	Increase student attendance rate by .01% from previous year	Increase student attendance rate by .01% from previous year

absent? 63% agree
- Does the District/School effectively address attendance, dropout and absenteeism?- 83% agree

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

Staff:
How can your school improve attendance rates?

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

Site Report:
- **ALE** Principal writes acknowledgements, on report cards, for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absence and administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom

incentives to help promote monthly perfect attendance.

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

- **Carnelian:** Attendance is monitored by clerk and principal; Students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017-2018 school year.

- **Deer Canyon:** Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly recognition assemblies.

- **Hermosa:** Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance. Attendance clerk calls daily

	to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance. • **Jasper** • **Stork:** Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year. • **Victoria Groves:** Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. • **ALJHS:** 6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year, SST, SART, SARB, Dean meets with students • **VJHS:** We follow SART process (phone calls, letters, meetings with parents, SARB Board), Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students Attendance Rate: 96.28%			
State Metric: Attendance Rate,	8.Chronic Absenteeism rate was reduced by .2 % from	Chronic Absenteeism rate will be reduced by .5% from	Chronic Absenteeism rate will be reduced by .5% from	Chronic Absenteeism rate will be reduced by .5% from

Chronic Absenteeism **Local Metric:** Attendance rosters, sign-in and out records, Truancy	previous year: 2012016: 5.2% 2017-2018: 5.0% **SARTS/SARBS District-wide:** **ALE:** 11 SARTS, 1 SARBS **Banyan:** 29 SARTS **Carnelian:** 24 SARTS, 5 SARBS **Deer Canyon:** 0 SARTS, 0 SARBS **Hermosa:** 5 SARTS **Jasper:** 3 SARTS, 1 SARB **Stork:** 0 SARTS, 0 SARBS **Victoria Groves**: 5 SARTS **ALJH:** 4 New SARTS, 2 continuing, 4 SARBS **VJH:** 2 SARTS, 3 SARBS	previous year (added)	previous year (added)	previous year (added)
State Metric: Middle School Dropout Rate **Local Metric**: Intervention plans, conference notes, parent and student signatures, intervention pupil rosters and attendance	9.Identified students at risk of not promoting or dropping out of middle school early in the school year and developed intervention plan and implement ALJH: 19 At-Risk: 2 Non-promotes VJHS: 34 At-Risk: 6 Non-promotes	Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement • Number of student conferences • Number of non-promotes	Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement • Number of student conferences • Number of non-promotes	Identify students at risk of not promoting or dropping out of middle school early in the school year and develop intervention plan and implement • Number of student conferences • Number of non-promotes
Local Metric: Participation rates at school events, student survey, fewer discipline referrals	10.Students will report that they have a variety of activities to participate in to improve connectedness to school 78% of students reported that their school offered connectedness activities • Sports • Enrichment (afterschool) • District Nutrition Advisory Committee • Clubs	Students will report that they have a variety of activities to participate in to improve connectedness to school	Students will report that they have a variety of activities to participate in to improve connectedness to school	Students will report that they have a variety of activities to participate in to improve connectedness to school

Our school is supportive and inviting
- Parents: 92% Agree
- Admin-100% Agree
- Staff- 99% Agree
- Students- 75% Agree, 17% "Don't know"

Site Connectedness Activities:
- **ALE:** ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly throughout each trimester. All 1st- 6th grade students participate in the fall "Meet the Masters" Art program, the opportunity to participate in spring Choral instruction, weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly "individual" Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for Patients drive, monthly Family Fun NIghts, Book Fairs, and school wide annual JogAThon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities are open to all students and include afterschool Chess Masters class and a teacher sponsored "Hair/Bow" craft club. Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April. All 5th Graders participate in

band appreciation classes and 6th graders may choose to participate in the year-long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school.

- **Banyan:** Provide a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel

- **Carnelian:** Opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly

- **Deer Canyon:** The Deer Canyon Community Council plan and coordinate spirit days, pennies for patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive trimester and yearly recognition.

- **Hermosa:** Opportunities to joining Student Senate, after school enrichment classes, Spirit Team, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly

- **Jasper:** Student Senate hosts many student and community activities

(Valentines for elderly, Pennies for Patients, canned food drive), weekly Champion assembly, monthly writing award, and HERO assembly (Helping Everyone Respect Others): Academic Bee, Student honorees in Newsletter

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

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

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

- **Vineyard Junior High:** Leadership (ASB), After School Sports, Assemblies,

Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, Lunch Activities, Scholarship Bowl, Dances, Field Trips, Camp, Viking of the Week Awards (7th and 8th), Daily Announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, Band and Choral Concerts, End of the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares, Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards

Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD-
- 100% of administrators reported student groups represented in student senate and other decision making groups

Sites Outreach:

100% of administrators reported unduplicated student groups represented in student senate and other decision making committees
- **ALE:** TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets & monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored

extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school based & extracurricular activities.

- **Banyan:** TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate in Student Senate and all school activities.
- **Carnelian:** TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate in Student Senate and Friends of Rachel's Club.
- **Deer Canyon:** TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students; Students from all demographics participate in the Deer Canyon Community Council and all school activities
- **Hermosa:** TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students; Students from all demographics participate
- **Jasper:** TAP touched base with each FY student making a rapport and checking on them; jog-a-thon incudes all students; student council officers are from all demographics
- **Stork:** TAP has regular meetings with FY students throughout the year and

	supported their needs; Monthly flag assemblies include participation of all students; Students from all demographics participate • **Victoria Groves:** Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • **ALJH:** Dean meet with students, all activities listed above are offered to EL • **VJHS:** Our Dean of Students meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, etc… as listed in the Action/Services 6.5 above)			
State Metric: Suspension Rate **Local Metric:** Discipline referrals, conference records on alternate means of correction, student information system	11.Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1% Use of other means of correction and student involvement in youth decision making and empowerment strategies, and PBIS being implemented to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors • I am participating in Positive Intervention Supports and strategies- • Students 48%. • Teacher-76%, • My staff has been informed of other	Student suspension rate will be reduced by .3% through the use of other means of correction	Student suspension rate will be reduced by .2% through the use of other means of correction	Student suspension rate will be reduced by .1% through the use of other means of correction

	means of correction and restorative justice practices: Admin-86%			
	Suspension Rate: 017%			
State Metric: Expulsion Rate **Local Metric**: Discipline referrals, conference records on alternate means of correction, student information system	12.Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion (1 student) Involve students in youth decision making and empowerment strategies to prevent bullying and violence on campus: • Junior High Schools: Safe School Ambassadors: ALJH-35, JVJHS-89 • Rachel's Club: ALJH-75, VJHS-50 • Elementary Schools: Rachel's Club, Student Senate Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Social and emotional instruction on campus: Admin 73% • Cultural Proficiency Training for Admin: 100%	Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion • Cultural Proficiency Training	Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion • Cultural Proficiency Training	Continue to provide alternatives to student expulsion when possible to maintain low incidences of expulsion • Cultural Proficiency Training

	# of expulsions: 1			
Local Metric: Team rosters, sign-in sheets, agenda, registration	13.Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier 3 training.) Participation in Positive Intervention Supports and strategies- • Students 48%. I have been informed of PBIS strategies; • Teacher-76%, • My staff has been informed of other means of correction and restorative justice practices: Admin-86% • Facilitate Team Meetings	Teachers will be trained to implement Positive Behavior Intervention actions on school campuses • Facilitate Team Meetings	Teachers will be trained to implement Positive Behavior Intervention actions on school campuses • Facilitate Team Meetings	Teachers will be trained to implement Positive Behavior Intervention actions on school campuses • Facilitate Team Meetings
State Metric: Suspension Rate **Local Metric:** Discipline referrals, conference records on alternate means of correction, student information system	14.Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • February 2, 2017 • March 2, 2017	Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • Restorative Practices	Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • Restorative Practices	Provide on-going professional development in cultural proficiency and social and emotional learning • Cultural Proficiency Training, Generation Ready • Restorative Practices
Local Metric: Referrals, schedules	15.Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high	Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools	Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools	Students will have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools

	schools Referrals: - Tier 2: 51 Agency, 11 ALSD - Tier 3: 58 ALSD			
Local Metric: Parent, Student and Staff survey	16. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning.	Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning.	Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning.	Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning.
Local Metric: Schedules, agenda, notes, observation	17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: - Staff Wellness Committee - Student Nutrition Advisory Council (NAC) - Met 3 x year	Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: - Staff Wellness Committee - Student Nutrition Advisory Council (NAC) Met 3 x year	Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: - Staff Wellness Committee - Student Nutrition Advisory Council (NAC) Met 3 x year	Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: - Staff Wellness Committee - Student Nutrition Advisory Council (NAC) Met 3 x year

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

Action   **6.1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Regular implementation of Facility Inspection Tool (FIT) for every school	Regular implementation of Facility Inspection Tool (FIT) for every school	Regular implementation of Facility Inspection Tool (FIT) for every school

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Costs included in contractual duties	Amount	Costs included in contractual duties	Amount	Costs included in contractual duties
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Action   **6.2**

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Work orders and deferred maintenance projects will be completed according to schedule	Work orders and deferred maintenance projects will be completed according to schedule	Work orders and deferred maintenance projects will be completed according to schedule

2017-18		2018-19		2019-20	
Amount	$1,649,766	Amount	$1,649,766	Amount	$1,649,766
Source	Routine Restricted Maintenance	Source	Routine Restricted Maintenance	Source	Routine Restricted Maintenance
Budget Reference	Classified Support Salaries $356,677 Classified Admin Support Salaries:	Budget Reference	Classified Support Salaries $356,677	Budget Reference	Classified Support Salaries $356,677 Classified Admin Support Salaries:

$41,852

Classified Clerical Support $40,257

Benefits: $228,580

Materials and Supplies $321,500

Non Capitalized Equip $3,000

Travel and Conferences $3,000

Operations Services $5,000

Rents, Leases, Repairs $450,000

Contracted Services $95,900

Equipment Replacement $10,000

Indirect Costs $94,000

Classified Admin Support
Salaries:
$41,852

Classified Clerical Support
$40,257

Benefits:
$228,580

Materials and Supplies
$321,500

Non Capitalized Equip
$3,000

Travel and Conferences
$3,000

Operations Services
$5,000

Rents, Leases, Repairs
$450,000

Contracted Services
$95,900

Equipment Replacement
$10,000

Indirect Costs
$94,000

$41,852

Classified Clerical Support $40,257

Benefits: $228,580

Materials and Supplies $321,500

Non Capitalized Equip $3,000

Travel and Conferences $3,000

Operations Services $5,000

Rents, Leases, Repairs $450,000

Contracted Services $95,900

Equipment Replacement $10,000

Indirect Costs $94,000

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

Action   **6.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3	Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3	Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 x 3

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4,400	Amount	$4,400	Amount	$4,400
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Teacher Salaries

Benefits

Budget
Reference

Teacher Salaries

Benefits

Budget
Reference

Teacher Salaries

Benefits

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

Action **6.4**

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School sites develop a plan of incentives and activities to encourage outstanding attendance • $500.00 per site	School sites develop a plan of incentives and activities to encourage outstanding attendance • $500.00 per site	School sites develop a plan of incentives and activities to encourage outstanding attendance • $500.00 per site

	2017-18		2018-19		2019-20
Amount	Included in 4.5	Amount	Included in 4.5	Amount	Included in 4.5
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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   **6.5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester)	Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester)	Schools will provide multiple opportunities for students to make a positive connection at school (at least one activity a trimester)

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	

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   **6.6**

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
Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days	Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days	Provide training and collaborative time for staff to implement Positive Behavior Intervention Supports district-wide. • Sub costs: 25 teachers x 3 days

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$11,100	Amount	$11,100	Amount	$11,100
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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   **6.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD) Provide Behavioral Specialist for Tier 3 support to SWD	Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD) Provide Behavioral Specialist for Tier 3 support to SWD	Provide Clinical Counselor for Tier 3 counseling to students with disabilities (SWD) Provide Behavioral Specialist for Tier 3 support to SWD

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$117,641	Amount	$124,472	Amount	$131,467
Source	Mental Health	Source	Mental Health	Source	Mental Health

Budget Reference	Certificated Pupil Support Benefits	Budget Reference	Certificated Pupil Support Benefits	Budget Reference	Certificated Pupil Support Benefits

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

Action   **6.8**

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Tier 2 counseling services for all students through a referral process	Provide Tier 2 counseling services for all students through a referral process	Provide Tier 2 counseling services for all students through a referral process

2017-18		2018-19		2019-20	
Amount	$56,865	Amount	$58,026	Amount	$59,248
Source	LCFF MBO	Source	LCFF MBO	Source	LCFF MBO
Budget Reference	Classified Pupil support Benefits	Budget Reference	Classified Pupil support Benefits	Budget Reference	Classified Pupil support Benefits

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

Action   **6.9**

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:_____

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs	School sites (through site liaison and in collaboration with district liaison) will provide outreach to under-represented student populations to assist them in participating in Leadership and extra-curricular programs

2017-18		**2018-19**		**2019-20**	
Amount	$1,000.	Amount	$1,000.	Amount	$1,000.
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Materials and Supplies

Budget
Reference

Materials and Supplies

Budget
Reference

Materials and Supplies

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 **6.10**

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: Alta Loma Junior High, Vineyard Junior High ☐ 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
Improved school connectedness for students and community through Junior High after-school sports program	Improved school connectedness for students and community through Junior High after-school sports program	Improved school connectedness for students and community through Junior High after-school sports program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,000	Amount	$60,000	Amount	$60,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Teacher Salaries	Budget	Teacher Salaries	Budget	Teacher Salaries

| Other Classified Salaries | | Reference | Other Classified Salaries | | Reference | Other Classified Salaries |
| Benefits | | | Benefits | | | Benefits |

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 **6.11**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Alta Loma Junior High, Vineyard Junior HIgh ☐ 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
Improved school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Improved school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Improved school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits	Budget Reference	Teacher Salaries Benefits

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

Action **6.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Health Clerk at each school • West-side and East-side LVN for chronic illnesses management. • District-Wide Wellness and student Nutrition and Advisory meets 3 x's year	• Health Clerk at each school • West-side and East-side LVN for chronic illnesses management.	• Health Clerk at each school • West-side and East-side LVN for chronic illnesses management.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$280,090	Amount	$288,097	Amount	$296,509
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Pupil Support Salaries Benefits	Budget Reference	Classified Pupil Support Salaries Benefits	Budget Reference	Classified Pupil Support Salaries Benefits

6.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Consultants	Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Consultants	Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning. • Materials/resources • Consultants

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000.	Amount	$10,000.	Amount	$10,000.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials and Supplies Consultants	Budget Reference	Materials and Supplies Consultants	Budget Reference	Materials and Supplies Consultants

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$ 3,002,284.	Percentage to Increase or Improve Services:	7.00 %

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).

Provide focused professional development principally directed towards supporting English learners, students who are at-risk, and Students With Disabilities.
School resources will be translated and principally directed to facilitate home-to-school programs into home language.
Technology will be purchased and principally directed to assist targeted student groups instructional and language acquisition programs both at home and at all schools.
English Language Development Instructional aides will be principally directed towards providing additional time and support to English learners at all schools.
English language arts materials that are aligned and embedded with ELD standards will provide teachers the tools necessary to implement Integrated and Designated English language arts instruction via newly adopted ELA/ELD program at each school.
District Foster Youth liaison (Senior Secretary) under the direction of Pupil Services Director will assist, plan, and coordinate with school sites in monitoring student progress, seeking supports, and communicating directly with the legal guardian, case worker and/or attorney.
Provide differentiated or personalized instructional opportunities (AVID, Title I, Universal Access Choice and Challenge, Zero Period).
Increased access to accelerated math at the junior high schools for second language learners.
Utilize multi-tiered supports such as Positive Behavior Intervention Supports, District Behavioral Team, embedded social and emotional learning, and cultural proficiency awareness and implementation principally directed towards English learners, at-risk student groups, and Foster Youth.

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

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. 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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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