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

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue San Lorenzo Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Lorenzo Valley Unified School District is $26,989,790, of which $20,870,587 is Local Control Funding Formula (LCFF), $2,734,620 is other state funds, $2,333,030 is local funds, and $1,051,553 is federal funds. Of the $20,870,587 in LCFF Funds, $955,011 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

San Lorenzo Valley Unified School District plans to spend $29,443,896 for the 2019-20 school year. Of that amount, $5,078,301 is tied to actions/services in the LCAP and $24,365,595 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

SLVUSD's unrestricted budget is approximately 91% salaries and benefits all of which are not all included within the LCAP. In addition, the LCAP does not include all expenses as they relate to special education, maintenance and operations, transportation, books, supplies and services. The LCAP goals are focused on key actions to make progress in achieving our goals and the budgetary items to achieve those actions are included in the LCAP.

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

In 2019-20, San Lorenzo Valley Unified School District is projecting it will receive $955,011 based on the enrollment of foster youth, English learner, and low-income students. San Lorenzo Valley Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Lorenzo Valley Unified School District plans to spend $1,234,491 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

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

In 2018-19, San Lorenzo Valley Unified School District's LCAP budgeted $882,008 for planned actions to increase or improve services for high needs students. San Lorenzo Valley Unified School District estimates that it will actually spend $867,282 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-14,726 had the following impact on San Lorenzo Valley Unified School District's ability to increase or improve services for high needs students:
There was no impact to the actions and services for high needs students. The difference of $14K is based on the estimated actuals projections of expenditures and additional expenditures will adjust when the books are closed.
Local Control Accountability Plan

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
The San Lorenzo Valley Unified School District (SLVUSD) is located in the Santa Cruz Mountains, situated in the scenic San Lorenzo Valley redwood forest and close to Silicon Valley. As of April 2019, SLVUSD has a student enrollment of 2625 (including our dependent Charter School). Out of this population, 1.87% are English Learner students (49 students), 1.52% are RFEP (Reclassified Fluent English Proficient), 10.1% are Special Education and 25.1% are Free and Reduced Lunch. There are currently four Foster Youth in our district, (.15%), and there are 14 homeless students which is .53% of our population. Unduplicated students account for approximately 25.1% of our population. The students in our district are primarily white (81.5%) and Hispanic (7.7%). The district has a high school, a middle school, two elementary schools and a dependent charter school program. Additionally, the district oversees an independent charter school (Ocean Grove). All four traditional schools in SLVUSD are either current or past California Distinguished Schools. Additionally, San Lorenzo Valley Middle School was named a "Middle School to Watch" in 2013, and this was renewed in 2016 and 2019. SLVMS was named a Gold Ribbon School in 2015, and Boulder Creek Elementary and San Lorenzo Valley Elementary Schools were named California Gold Ribbon Schools in 2016. SLVHS and SLVUSD Charter are both WASC accredited. SLVUSD is a community-oriented district, committed to meeting the many needs of its students and families. The mission statement of SLVUSD is "Working Together to Ensure That All Students Learn and Are Fully Prepared for College and Career.” The focus of our district LCAP centers on three priorities: Common Core instruction (literacy, math, technology, NGSS, social studies and VAPA), College and Career Readiness, and Student/Family engagement/Social Emotional Learning.

Our LCAP for 2019-2020 focuses around three goals, which match the state priorities and are aligned with the district goals of Common Core (literacy, mathematics, technology, NGSS, social studies, VAPA and critical thinking skills), College and Career Readiness, and Engagement (for both students and families)/Social Emotional Learning. Our professional development plan for the year is also aligned with these goals, and will continue to support teachers in Common Core instruction (readers and writers workshop, Cognitively Guided Instruction (CGI) in math, math workshop and running records, Complex Instruction, social studies textbook adoption, and Next Generation Science Standards), assessment, technology and student social emotional learning. SLVUSD participated in a consortium through BaySci, with the entire Santa Cruz County and all districts. This consortium supported the implementation the Next Generation Science Standards.
and SLV will continue this work with a science lead teacher team in 19-20. Student and family engagement will be supported through a strong focus on social-emotional health and resources, with more outreach to families and more counseling services. We are looking at increasing both our school counselors and our social emotional counseling, to support students. Additionally, college and career readiness is a goal for TK-12, and supported through programs such as our partnership with S4C (Santa Cruz County College Commitment). Our College and Career Specialist at the high school has helped us to move forward with this goal, including more outreach to parents at all levels, and an immensely successful college and career faire. Last, our district will be continuing the work with an improvement collaborative through California Education Partners. We are working with this group, along with 25 other California Districts, to focus on student engagement and readiness for college and career. This is a three year commitment to district and school improvement, specifically focused on the middle school.

Review of Performance

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

Greatest Progress

The LCFF Evaluation Rubrics on the California School Dashboard showed some areas of strength for San Lorenzo Valley, along with some target areas for improvement. When comparing our district 2017 dashboard to our 2018 dashboard, we found the following areas of improvement, which are successes for our district:

- Our suspension rate in the district improved from orange to green.
- Our ELA data went from yellow to green, showing a strong improvement in the area of English Language Arts.
- Our math data stayed at yellow, and we maintained our math achievement. This continues to be an area for improvement but we are happy to have maintained rather than dropped.
- Our English learner progress was not calculated this year due to a change in the assessment (from the CELDT to the ELPAC). However, we had high scores on our first administration of the ELPAC, with 65% of our students performing at a level 4 or 3.
- Our college and career rating was green, which shows the hard work we put in to preparing our students for their futures.

For the second year in a row we met all of our local indicators on the dashboard.

We will continue our partnership with the Santa Cruz County COE to support our English Learners and professional development for teachers. We are also using our Title 3 funds for EL materials and EL parent education. College and Career Readiness is a strong goal for our district, and our college and career specialist at the high school has been instrumental in moving forward with support for families and students at all levels. We are continuing to work on alternatives for students, along with social and emotional support, so that all students can and will graduate from our high school programs. We implemented an alternative education program at our high school two years ago, and we continue to fine tune the program to support student success. Our School Resource Officer has been instrumental in supporting students and helping us to cut down our suspension rates, along with our mental health counselors.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Our dashboard results showed several areas for SLVUSD and our individual school sites to work on.

Areas which are in need of work include the following for our district data:

Our graduation rate went from blue to yellow. However we believe that to be due to only two students (as we have a small graduate population) who were mis-labeled in CalPads as drop outs (when in actuality they left our high school and completed high school at a county office program). That correction has been made, but the dashboard was not able to be updated.

Chronic absenteeism is at an orange, which is definitely an area of concern. Our Hispanic subgroup was in the red in this area, and our ELs, White students, Students with Disabilities and Homeless were all in the orange zone.

Mathematics is flat at a yellow for both years, and this continues to be an area of focus.

School concerns (overall):

- Boulder Creek Elementary: Yellow for math and ELA, orange for absenteeism
- SLVE: Yellow for absenteeism
- SLVMS: Orange for absenteeism and math, yellow for suspension and ELA
- SLVHS: Yellow for graduation rate and math

SLV Middle School is an ATSI (Additional Targeted Support and Improvement) school due to its special education data for two years in a row. We are working with our special education department and staff to identify areas of need and to supply professional development and support for teachers and students. We are analyzing our interventions and programs to ensure that we have the proper supports in place. Student performance data on the 16-17 dashboard showed that special education students were in the red area for both ELA and math. This academic achievement improved to orange for the 17-18 school year, but there is still room to grown. The suspension rate also went from red to orange, but special education students were in the red in a new category for 17-18, chronic absenteeism.

**SLVMS Subgroup performance: Special Ed 17-18**

- Chronic Absenteeism RED

- ELA ORANGE

- Math ORANGE

- Suspension ORANGE

**SLVMS Subgroup performance: Special Ed 16-17**
· ELA RED

· Math RED

· Suspension RED

Based on this data, we have a lot of work to do to support all students in our district. We have already begun the work, after a detailed analysis of the dashboard with our entire administrative team. The following are actions we have taken or that we are planning to take for the 19-20 school year:

1. Continued work on absent rates for students. Our district has a DARB system (District Attendance Review Board) that meets prior to the county SARB. Our School Resource Officer (SRO) is instrumental in this process, and he also supports our district with home visits as needed. Our office assistants work with the principal to send out attendance letters and track attendance data.

2. Continued support for Social Emotional Learning. We need to ensure that students and families are receiving the support they need, both in school and out of school. Additionally, we need to encourage family input and involvement in school. For the 19-20 school year we are increasing the time of our mental health counselors, especially at the secondary level.

3. We are working with our SIS database specialist to ensure that students who leave our high school are properly placed at their new school in CalPads. In this way we can avoid any false data that might affect our dashboard in the future. We also conduct exit interviews with all students who leave our school to determine their reasons for seeking an alternative high school. One of the main reasons that students leave is due to credit deficiency, so during the 19-20 school year we plan to analyze our credit recovery program to ensure that it is the best program to fit the needs of our students.

4. Mathematics achievement is always an area of focus for our district. We are continuing our involvement with SVMI (Silicon Valley Math Initiative), and ensuring that our math coaches and interventions will support students for the remainder of this year and for next year. Math classes are offered for high school students in summer school. Last year we implemented an elementary summer program, supporting both ELA and math achievement for 2nd and 3rd grade students. We will continue to offer this program for the summer of 2019. We are also expanding our math coaching for the 19-20 school year, and we are restructuring the secondary math department (middle and high schools).

5. We also need to address English Language Arts (ELA) achievement in grades 3-8 and 11 for our Hispanic and socioeconomically disadvantaged populations. They are in the orange for ELA, which is a concern. We have increased our teacher training for Reading Recovery (a reading intervention program), and we are offering summer school for elementary students and high school students to serve as an intervention. We did see some increase in our ELA scores, but we still need to pay attention to our subgroups and our students at BCE.

6. We have also sent administrators to the ACSA Equity Institute at the Santa Cruz COE, which supports looking at all subgroups to ensure that students have access to learning and resources at all levels. We will continue to take advantage of county trainings and also ACSA professional development and conferences related to these areas. We purchased the book Opening Doors by Trudy Arriaga to continue the learning about how to promote equity for all learners. We are also
continuing our work with analyzing data through our SAMs (Student Achievement Meetings) and we disaggregate to look at all subgroups.

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

**Performance Gaps**

After analyzing our Dashboard Data for 19-20, the following information details where we have student groups who are performing at two or more performance levels below the "all student" group.

**Overall Data for SLVUSD:**

Chronic Absenteeism is an overall concern (orange)

Suspension rate: We are green overall but English Learner (EL) students are at an orange (no group is at red)

ELA: We are green overall but Socioeconomically Disadvantaged (SED) and Hispanic students are at an orange (no group is at red)

College and Career: We are green overall but SED students are at an orange (no group is at red)

Boulder Creek:

Suspension rate: BCE is green overall but students from two or more races are at an orange (no group is at red)

SLVE:

Chronic Absenteeism is at orange: Hispanic is at red.

Suspension is at blue: Two or more races is at orange.

Math is at blue: Students with Disabilities (SWD) at yellow

SLVMS:

Suspension rate: Overall the school is at a yellow, but students with two or more races are at a red.

SLVHS:

College and Career: Overall the school is at green, but SED is at orange

The following actions were in place for 18-19 and/or will be implemented/continued for 19-20:

Graduation rate:

We continue to offer alternatives and options for students to ensure that they can graduate with their class. We have an alternative education program on campus that started in 16-17. We have
analyzed the data for that program, and it will continue for 19-20 with continued changes and improvements. The alt ed program also contains a mental health component and the teacher works closely with the school's mental health counselor. Due to the success of our alt ed program we have lost fewer students to county alternative programs. We updated our online credit recovery program to ensure that more students would find success to make up course credits, and this will be an ongoing analysis. Credit recovery will be offered in summer school in 2019.

ELA and Math:

ELA and math achievement are always priority goals for the district. We are continuing with math coaching plans for both elementary sites for next year, along with continued support for literacy coaching at Boulder Creek Elementary (this will come out of Title 1 funding). We are also continuing with Reading Recovery training (a reading intervention) for our teachers, and we added new Reading Recovery teachers for the 17-18 school year, and we may add more for the 19-20 school year depending on need. Readers and Writers workshop training will be continued for the 19-20 school year, to ensure that elementary teachers can provide the best support for their students. Both elementary schools implemented an online math program in 18-19 (Dreambox), for intervention and enrichment, which upon analysis has proved to be beneficial for our teachers and students (this program comes with its own data dashboard which has confirmed that students are increasing their achievement in math standards). We will continue this program for the 19-20 school year. Our secondary math coaching plans will continue for 19-20, with a goal of site visits and observations. The secondary math program/curriculum will be reviewed in the 19-20 school year, and the secondary math department will be restructured so that both middle and high school teachers work together, rather than in separate departments. A new after-school standards based math intervention program was implemented in the 18-19 school year for the high school, and this will continue and be expanded to the middle school in 19-20. Secondary math teachers will receive professional development in Complex Instruction/Math instruction during summer 2019 and during the school year of 19-20. Both math and ELA teachers are using the Interim Assessment Blocks through SBAC for benchmark assessments, and they are analyzing data and reteaching accordingly (using resources through the Digital Library).

Our Common Core math team had many achievements for the 18-19 school year, and they set goals for 19-20. These goals include the following:

- Continue observations of math classes both in schools and between schools to deepen teacher instructional strategies and foster teacher collaboration.
- The math coach at Boulder Creek Elementary will continue the lesson study protocol that has been powerful professional development for grade levels. This model will continue for next year, and needs to expand to other sites. Teachers involved in the lesson study (grades 2 and 3 from BCE) participated in an SVMI lesson study in South San Francisco School District, and they will continue to take part in this consortium.
- Classroom teachers at the elementary level have been successfully implementing number talks in their math instruction. We will work to expand number talks for secondary teachers.
- Math running records will be used to benchmark student math achievement levels and document periodic growth.
- We will work with our data/assessment coach to ensure consistency in benchmark assessments and philosophy.
- Last year our district implemented Performance Tasks and re-engagement strategies. We will continue with performance tasks in 19-20, including re-engagement and follow up.
- Elementary teachers will receive professional development in math workshop for the 19-20 school year.
This will help to boost our achievement in math for all students. We are continuing our involvement with SVMI (Silicon Valley Math Initiative) and S4C (Santa Cruz County College Commitment) as well.

Suspensions:

Our district focus for this year and for next year is on social and emotional support for all students, through ensuring equity--so that all students get what they need in order to succeed. This should mitigate our suspension rate data so that less students are suspended because they are receiving the social emotional (and academic) interventions needed. We are also adding professional development options to look at alternatives to suspension. We have added more support for PBIS at the elementary level to ensure that systems are in place to support students with a consistent school-wide discipline plan. Our Positive Behavior Coach has worked closely with all teachers at the elementary level to ensure consistent implementation of PBIS, and she will continue in the position for next year. Teachers at the elementary level are ready to move beyond Tier 1 to Tier 2 practices for next year. This means that teachers feel they have the school-wide discipline goals and practices in place (Tier 1). The next step is Tier 2, where strategies are implemented to support those students who are not following the systems implemented in Tier 1, and additional intervention is needed. We are also increasing counseling services for next year to support our students.

Our middle school is also investigating the PBIS model and will be starting implementation in the 19-20 school year. Both middle and high school administration are using "Don't Suspend Me: An Alternative Discipline Toolkit" to find other ways to work with students beyond suspension. This was from a professional development conference through ACSA.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

| Proficiency Targets: All students will achieve proficiency in standards (literacy, mathematics, critical thinking, and technology). |

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 6: School Climate (Engagement) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Benchmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT/ELPAC Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PFT results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP results (overall, SWD, economically disadvantaged)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**18-19**

5% increase in benchmark proficiency from 17-18. (10% overall)
ELPAC data--new baseline will need to be created.
15% of students will be reclassified.
92% of students will pass 5 or 6 out of 6 of the PFT (for all grade levels). 10% increase on CAASPP results.

Local Benchmarks have been administered throughout the year.
ELPAC data will be available in June/July.
CAASPP data will be available in June/July.
PFT results will be available in June/July.
RFEP Data: 22% of EL students were reclassified in the 18-19 school year.
Baseline
For 16-17, our district implemented a standardized benchmark assessment program.

SLVUSD Math Benchmark

Proficiency 2016-17

Overall % EL% SPED% SED%

T1average 55.00 33.00 34.00 36.00
T2average 57.00 29.00 38.00 46.00
Average 56.00 31.00 36.00 41.00

In 16-17, 24% of students increased a level on the CELDT. 2% of students were reclassified.

16-17 PFT results:
- 5th grade: 81% passed 5 or 6 out of 6 on the test.
- 7th grade: 75% passed 5 or 6 out of 6 on the test.
- 9th grade: 89% passed 5 or 6 out of 6 on the test.

Baseline CAASPP results from 16-17.

Exceeded and met: Overall

Math

3rd: 50%
4th: 53%
5th: 38%
6th: 44%
7th: 32%
8th: 34%
11th: 49%

ELA:

3rd: 48%
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum: Common core materials will be provided in all core content areas to support learning. This includes materials for English Learners. Social Studies materials will be investigated and piloted at all levels for a new adoption.</td>
<td>Common core materials were provided in all core content areas to support learning. Social studies materials were piloted, and high school chose an adoption (Pearson) for all levels. Elementary will wait until next year to continue the pilot and make a decision about materials. (Middle School adopted social studies last year.) All sites are currently piloting science materials and looking at adoptions for 19-20 or 20-21.</td>
<td>Common Core Instructional Materials FD01: RES:6300: OBJ:4100/4200 SITE:201/202/306/407/910 MNGMT: 0000 4000-4999: Books And Supplies Lottery 100,000</td>
<td>Social Studies Adoption FD01: RES: 0000: OBJ 4100/4200 SITE 910: MNGMT FD17 4000-4999: Books And Supplies Base 250,000</td>
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<tr>
<td></td>
<td></td>
<td>Social Studies Adoption FD01: RES: 0000: OBJ 4100/4200 SITE 910: MNGMT 0000 4000-4999: Books And Supplies Base 87,478</td>
<td></td>
</tr>
</tbody>
</table>
### Action 2

<table>
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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction: Strategies to support learning and staff development in all core content areas including current technology to support</td>
<td>Teachers received Professional Development through four district PD days. Additionally, teachers were provided with release time for New Teacher Project Training (11) Teachers</td>
<td><strong>EDMENTUM Licenses</strong>&lt;br&gt;FD01: RES:0000: OBJ:5800&lt;br&gt;SITE:407 MNGMT: SUPP&lt;br&gt;5000-5999: Services And Other Operating Expenditures Supplemental 20,000</td>
<td><strong>New Teacher Project Training (11) Teachers</strong>&lt;br&gt;FD01: RES:4035: OBJ:5800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books and Materials for EL - Title III 4000-4999: Books And Supplies Title III 2,000</td>
<td>Books and Materials for EL - Title III 4000-4999: Books And Supplies Title III 3934</td>
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<tr>
<td></td>
<td></td>
<td><strong>Chromebooks 4000-4999: Books And Supplies Base 15,000</strong></td>
<td><strong>Chromebooks 4000-4999: Books And Supplies Base 250,798</strong></td>
</tr>
</tbody>
</table>

**VAPA Materials (0833) $20K:**

**CTE Materials**

**Summer School Materials**
FD01: RES:0000 OBJ:4300<br>SITE:808 MNGMT: SUPP<br>4000-4999: Books And Supplies Supplemental 5,000

**EDMENTUM Licenses**
FD01: RES:0000: OBJ:5800<br>SITE:407 MNGMT: SUPP<br>5000-5999: Services And Other Operating Expenditures Supplemental 11,985

**Books and Materials for EL - Title III**
4000-4999: Books And Supplies Title III 2,000

**Chromebooks**
4000-4999: Books And Supplies Base 15,000

**Action 2**

**Planned Actions/Services**
Instruction: Strategies to support learning and staff development in all core content areas including current technology to support

**Actual Actions/Services**
Teachers received Professional Development through four district PD days. Additionally, teachers were provided with release time for New Teacher Project Training (11) Teachers

**Budgeted Expenditures**
New Teacher Project Training (11) Teachers
FD01: RES:4035: OBJ:5800

**Estimated Actual Expenditures**
New Teacher Project Training (11) Teachers
FD01: RES:4035: OBJ:5800
learning environment. Professional development will be supported for teachers and administrators, through PD days, tech cadres, release time and conferences. Support for new teachers will be provided through the new teacher project.

PD and were sent to conferences upon request. SLV teachers took part in a tech cadre and new teachers participated in the New Teacher Project.

SITE:917 MNGMT: NTP1
5000-5999: Services And Other Operating Expenditures Title II 42,000

Professional Development (Subs)
FD01: RES:0000: OBJ:1140
SITE:910 MNGMT: FD17
1000-1999: Certificated Personnel Salaries Base 30,000

BCE Math Intervention Support: 1.0 FTE
FD01: RES:3010: OBJ:1100
SITE:201 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Title I 106,389

PD Days (4)
FD01: RES:0000: OBJ:1100
SITE:201/202/306/407 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Base 247,000

Five Primary Teachers 24:1
FD01: RES:0000: OBJ:1100
SITE:201/202 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Base 378,805

SVMI Training
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 6,000

Tech Cadres
FD01: RES:0000: OBJ:1130
SITE:910 MNGMT: FD17
5000-5999: Services And Other

SITE:917 MNGMT: NTP1
5000-5999: Services And Other Operating Expenditures Title II 46,288

Professional Development (Subs)
FD01: RES:0000: OBJ:1140
SITE:910 MNGMT: FD17
1000-1999: Certificated Personnel Salaries Base 9,705

BCE Math Intervention Support: 1.0 FTE
FD01: RES:3010: OBJ:1100
SITE:201 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Title I 106,865

PD Days (4)
FD01: RES:0000: OBJ:1100
SITE:201/202/306/407 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Base 291,401

Six Primary Teachers 24:1
FD01: RES:0000: OBJ:1100
SITE:201/202 MNGMT: 0000
1000-1999: Certificated Personnel Salaries Base 457,542

SVMI Training
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 6,000

Tech Cadres
FD01: RES:0000: OBJ:1130
SITE:910 MNGMT: FD17
5000-5999: Services And Other
### Action 3

#### Planned Actions/Services

Assessment: SLVUSD will implement local and state assessments in order to review student achievement and implement interventions as needed. We will use Illuminate to administer and analyze our local benchmark assessments in reading, writing, and mathematics. Regular data cycles will be held at all school sites to review student achievement and make adjustments needed, such as implementing reteaching and re-engagement lessons. Teachers will be given release time as needed to update assessments, analyze data, and plan differentiated lessons. A certificated data coach will work with teachers and administrators to administer benchmark assessments and analyze local and state data. Stipends will be provided for our coordinators and lead teachers, who are supporting our EL students, GATE students, and district initiatives. Part of their

#### Actual Actions/Services

SLVUSD fully implemented Illuminate for the 18-19 school year, and sent 7 people to the Illuminate conference to become more advanced users. In addition, Illuminate was used to house all assessment results for SLV, including use of the Interim Assessment Blocks (IABs) through SBAC. Schools held their SAMs meetings on a regular basis to review data and make intervention and enrichment plans as needed. Teachers were given release time to collaborate around assessment data and planning, in conjunction with the math coaches (and literacy coach at the elementary school). Our data (accountability) dean worked closely with all sites on benchmark and assessment data, and our lead teacher team in assessment also supported the school sites. EL coordinators administered both the ELPAC initial exam and the ELPAC annual exam to EL students, and results were shared with teachers and the

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Fiscal Year</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Operating Expenditures</td>
<td>FY18</td>
<td>6,000</td>
</tr>
<tr>
<td>ELPAC Training (no exam cost)</td>
<td>FY18</td>
<td>1,000</td>
</tr>
<tr>
<td>TPS</td>
<td>FY18</td>
<td>232</td>
</tr>
<tr>
<td>ELPAC Exam Costs</td>
<td>FY18</td>
<td>4,000</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>0</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>4,000</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>0</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>4,000</td>
</tr>
</tbody>
</table>

#### Estimated Actual Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Fiscal Year</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Operating Expenditures</td>
<td>FY18</td>
<td>6,000</td>
</tr>
<tr>
<td>ELPAC Training (no exam cost)</td>
<td>FY18</td>
<td>1,000</td>
</tr>
<tr>
<td>TPS</td>
<td>FY18</td>
<td>232</td>
</tr>
<tr>
<td>ELPAC Exam Costs</td>
<td>FY18</td>
<td>4,000</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>0</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>4,000</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>0</td>
</tr>
<tr>
<td>ELPAC Training</td>
<td>FY18</td>
<td>4,000</td>
</tr>
</tbody>
</table>
Responsibilities involve testing and analyzing data around student achievement. Our GATE team took time to do case studies and analyze GATE student assessment.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID/EL Stipends</td>
<td>19,126</td>
</tr>
<tr>
<td>Lead Teacher Stipends</td>
<td>17,622</td>
</tr>
<tr>
<td>GATE Stipends</td>
<td>4,000</td>
</tr>
<tr>
<td>GATE Stipends</td>
<td>4,778</td>
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<tr>
<td>Substitutes for Data Review Mgmt:</td>
<td>20,000</td>
</tr>
<tr>
<td>Substitutes for Data Review Mgmt:</td>
<td>2,870</td>
</tr>
<tr>
<td>Substitutes for Elementary Release Coaching</td>
<td>16,000</td>
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<tr>
<td>AVID / Intervention Tutors</td>
<td>5000-5999: Services And Other</td>
</tr>
<tr>
<td>AVID / Intervention Tutors / PEER Tutors</td>
<td>SUPP/PEER</td>
</tr>
</tbody>
</table>
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Specialists will work with our EL and socio-economically disadvantaged students to support them in their English attainment and proficiency.</td>
<td>Our literacy specialists at both BCE and SLVE worked with target students to ensure their proficiency and support in reading. They also reached out to families to support the school-home connection.</td>
<td>Literacy Specialists, K-5 FD01: RES: 0000: OBJ:1100 SITE: 201/202 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Supplemental 223,884</td>
<td>Literacy Specialists, K-5 FD01: RES: 0000: OBJ:1100 SITE: 201/202 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Supplemental 223,712</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>An intervention teacher in math will support student achievement and differentiated instruction. Math coaching will be provided to help teachers improve their instructional strategies, specifically for English learners and low income students. Schoology is a Learning Management system that helps to improve communication with families.</td>
<td>Strong interventions were put in place this year for students at all levels, with a target on EL and SED students.</td>
<td>HS Schoology and Secondary Math Coach FD01: RES:000 OBJ:1100 SITE: 407/910 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Supplemental 65,201</td>
<td>HS Schoology, Secondary Math Coach and Intervention Sections FD01: RES:000 OBJ:1100 SITE: 407/910 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Supplemental 67,137</td>
</tr>
</tbody>
</table>

### 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.

Our goal is to ensure proficiency in the Common Core standards, through instruction, professional development, curriculum and assessment. We have strong systems in place to support all of these initiatives. We continue to evaluate our math achievement, and we are constantly reviewing the data to determine specific needs and to identify strategies to support student achievement. We
implemented the math intervention/enrichment program Dreambox this year at the elementary level, which proved to show increased achievement for students (by reviewing their dashboard reports). We are also evaluating our math coaching to ensure that it is making a difference for students and teachers, by looking at benchmark data, survey data and math running records. We encourage teachers to attend professional development opportunities, including conferences, collaboration and in-district opportunities. It is rare that we do not approve a teacher to attend a PD of their choice. We have strong staff in place to support math (coaching and intervention), literacy (coaching and intervention), data and assessment and Positive Behavior Intervention Supports. We are also evaluating our intervention structures at the middle and high school levels (alt ed, TEAM classes, RTI classes) to ensure that we are giving students the most targeted and strategic intervention needed. The intervention classes at the middle school will be revised for next year with a focus on standards attainment rather than work completion. In looking at our math needs, our high school created an after school intervention program this year that has shown an increase in student achievement and grades.

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

Our dashboard data showed some improvements this year in the area of English Language Arts. Math maintained their status, although we did see some improvements at the elementary level. Our graduation rate declined, but we determined that this was because of improper drop out coding, which has now been rectified. We are continuing to use benchmark data to track student progress, and we have now implemented the Interim Assessment Blocks (IABs) through the CAASPP system, which give useful information to our teachers and administrators. Our data cycles, which take place on a regular basis with the site principal, are ensuring that teachers are using data to inform their instruction and to implement targeted interventions. Our Accountability Dean works closely with the school sites to help them pull the appropriate data to inform their instruction. We have strong data that shows that our data driven instruction is supporting student achievement using our Illuminate Data System and the IABs. Last year, teachers created mini-assessments to determine intervention pre and post test data. They are continuing to use these assessments and Dreambox in order to assess student progress. Our high school math department has implemented a very successful standards mastery program both in class and for after school support. Professional Development also supports our goals of Common Core proficiency. Our preliminary CAASPP data as of June, 2019 is showing improvements in mathematics, due to the work we are doing with benchmarks, IABs and standards mastery. Our work with our EL students is also showing progress, as we reclassified 11 students (out of 50 total) in the 18-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The largest material difference is in curriculum materials and chromebooks. SLVUSD purchased 681 chromebooks in 1314 that are approaching the end of life and have allocated funds to replace $150K worth this year and another $100K the following year. In addition, we purchased additional chromebooks carts for the MS and HS and chromebooks/ipads for the elementary for centers. Sites utilized the lottery finds for programs such as Dreambox, graphing calculators, and other curriculum needs as approved by the Assistant Superintendent of Instructional Services. In addition, sites conducted data analysis during collaboration time, not utilizing the SAM budget allocation. An additional elementary teacher was hired to keep class sizes at 24:1. No staff attended the AVID training during the 18-19 school year. The substitute budget for instructional services was not utilized as most training was done during collaboration time.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue with this goal for 19-20 with a stronger emphasis on mathematics proficiency. We plan to expand the high school standards mastery intervention/instruction program to the middle school, and we will continue with math coaching and using Dreambox at the elementary level. We will also have some math coaching at the secondary level. We are continuing with our summer school intervention plans, and also continuing with our STEM summer school for middle school students. After careful analysis we have decided to discontinue AVID for the 19-20 school year as the data was showing that it was not effective for our students. We will replace that with college and career readiness and intervention classes at both the high school and middle school. Our Accountability Dean will continue his work with all schools to support them with assessments to guide instruction. We are changing our lead teacher team structure to eliminate the assessment team and add a science team. These actions are reflected in our LCAP and in our budget. The actions for math proficiency are within goal 1, which is our common core achievement goal.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

College Readiness: All students will graduate prepared for college and career.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-G Completion</td>
<td></td>
<td></td>
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<tr>
<td>AP 3+ Passage Rate</td>
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<tr>
<td>EAP Results</td>
<td></td>
<td></td>
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<tr>
<td>AVID Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students taking an ROP/CTE class by graduation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19

72% of students will meet A-G requirements.
84% of students will receive a “3” or better on the AP test.
85% of students will score “College Ready” on the EAP for ELA.
57% of students will score “College Ready” on the EAP for math.
87% of the class of 2018 will take an ROP/CTE class by graduation.

These data points will be available in mid-June.
EAP/CAASPP data will be available in June/July.
### Baseline
For the class of 2016, here is the following data.
- 49% met A-G requirements
- 74% of students received a "3" or better on the AP test.
- 64% of students scored "College Ready" in ELA and 49% scored "College Ready" in math as measured by the EAP.
- 76% of the class of 2016 took an ROP/CTE class by graduation.
- 82% of the class of 2017 took an ROP/CTE class by graduation.

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses: SLVUSD will support a broad course of study by providing courses in CTE, ROP, ERWC, AP, interventions, K-12 music, 4-5 science, additional VAPA, and alternative education options to support college and career readiness.</td>
<td>SLVUSD provided a broad course of study at all levels, including CTE, ROP, ERWC, AP, interventions, music, science, VAPA, credit recovery and alternative education options. We also provided support classes for special education (Directed Studies).</td>
<td>MS RTI (2) Section FD01: RES:3010: OBJ:1100 SITE:306 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Title I 38,487</td>
<td>MS RTI (2) Section FD01: RES:3010: OBJ:1100 SITE:306 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Title I 38,372</td>
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<tr>
<td>CTE Courses (Consortium with COE) FD01: RES:0000: OBJ:5800 SITE:000 MNGMT: 0000 1000-1999: Certificated Personnel Salaries Base 225,000</td>
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<tr>
<td>Secondary Directed Studies Sections</td>
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</tbody>
</table>
## Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Awareness: SLVUSD will offer college awareness opportunities K-12, for both students and parents. These include field trips, AP testing opportunities, PSAT for all 10th graders, college materials, CTE training, involvement with S4C and college/career readiness activities with our college and career specialist (who works with students and holds parent nights). | SLVUSD offered many college awareness opportunities, for K-12, both for students and parents. Field trips, AP testing, PSAT, college materials, CTE training, involvement with S4C and college/career readiness activities with our college and career specialist all occurred during the 18-19 school year. | College and Career Field trips
FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: SUPP 5000-5999: Services And Other Operating Expenditures Base 6,000 | College and Career Field trips
FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: SUPP 5000-5999: Services And Other Operating Expenditures Base 6,000 |
| AP Training
FD01: RES:0000: OBJ:5215 SITE:910 MNGMT: FD17 5000-5999: Services And Other Operating Expenditures Base 2,500 | AP Training
FD01: RES:0000: OBJ:5215 SITE:910 MNGMT: FD17 5000-5999: Services And Other Operating Expenditures Base 2,500 | AP Training
FD01: RES:0000: OBJ:5215 SITE:910 MNGMT: FD17 5000-5999: Services And Other Operating Expenditures Base 2,500 | AP Training
FD01: RES:0000: OBJ:5215 SITE:910 MNGMT: FD17 5000-5999: Services And Other Operating Expenditures Base 2,500 |
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>AP Exam Costs</strong></td>
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</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
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<tr>
<td>Supplemental 2,000</td>
<td></td>
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<tr>
<td><strong>AP Exam Costs</strong></td>
<td>SITE:407 MNGMT: SUPP</td>
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<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>Supplemental 2,000</td>
<td></td>
</tr>
<tr>
<td><strong>PSAT Exam Costs 10th Grade (CRBG-7338)</strong></td>
<td>FD01: RES:7338: OBJ:5800</td>
</tr>
<tr>
<td>SITE:910 MNGMT: 0000 5000-5999: Services And Other Operating Expenditures</td>
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</tr>
<tr>
<td>College Readiness Block Grant 5,000</td>
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<tr>
<td><strong>PSAT Exam Costs 10th Grade (CRBG-7338)</strong></td>
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<tr>
<td>College Readiness Block Grant 2,688</td>
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<tr>
<td><strong>Subs for CTE Training/Release Time</strong></td>
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<tr>
<td>SITE:910 MNGMT: 0000 1000-1999: Certificated Personnel Salaries</td>
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<td>College Readiness Block Grant 500</td>
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<tr>
<td><strong>Skills USA - CTE competition</strong></td>
<td>FD01: RES:7338: OBJ:5300</td>
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<td>SITE:910 MNGMT: 0000 1000-1999: Certificated Personnel Salaries</td>
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<tr>
<td>College Readiness Block Grant 1,025</td>
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<tr>
<td><strong>S4C Participation</strong></td>
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<tr>
<td>SITE:910 MNGMT: 0000 5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>Base 2,550</td>
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<tr>
<td><strong>S4C Participation</strong></td>
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<td>SITE:910 MNGMT: 0000 5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>Base 2,550</td>
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<td><strong>College and Career Specialist</strong></td>
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<td>Base 59,883</td>
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<td><strong>College and Career Specialist</strong></td>
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<td>Base 61,141</td>
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<tr>
<td><strong>HS College Days Materials</strong></td>
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</tr>
<tr>
<td>SITE:910 MNGMT: 0000 4000-4999: Books And Supplies</td>
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</tr>
<tr>
<td>College Readiness Block Grant 4,000</td>
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<tr>
<td><strong>HS College Days Materials</strong></td>
<td>FD01: RES:7338: OBJ:4300</td>
</tr>
<tr>
<td>SITE:910 MNGMT: 0000 4000-4999: Books And Supplies</td>
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</tr>
<tr>
<td>College Readiness Block Grant 3,787</td>
<td></td>
</tr>
</tbody>
</table>
**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Parent Education: Counseling services and support systems will be in place for all students and parents. Counselors will utilize Naviance to support students in college and career decisions. Parent workshops will be held, and data will be collected through the National Student Clearinghouse and the transcript review. | Counseling services, support systems, Naviance, parent workshops and data collection all occurred during the 18-19 school year. Parent workshops were held by our college/career counselor, so no costs were incurred. That funding was instead used for field trips to support college readiness and awareness. | Academic Counselors HS  
FD01: RES:0000: OBJ:1200  
SITE:407 MNGMT: 0000  
1000-1999: Certificated Personnel Salaries Base 192,422  
Naviance  
FD01: RES:0000: OBJ:5800  
SITE:407 MNGMT: SUPP  
5000-5999: Services And Other Operating Expenditures  
Supplemental 5,000  
Counseling Materials  
FD01: RES:7338: OBJ:4300  
SITE:910 MNGMT: 0000  
4000-4999: Books And Supplies  
College Readiness Block Grant 5,000  
Parent Workshops  
FD01: RES:7338: OBJ:5800  
SITE:910 MNGMT: 0000  
5000-5999: Services And Other Operating Expenditures  
College Readiness Block Grant 1,000  
National Student Clearing House  
FD01: RES:7338: OBJ:5800  
SITE:910 MNGMT: 0000  
5000-5999: Services And Other Operating Expenditures | Academic Counselors HS  
FD01: RES:0000: OBJ:1200  
SITE:407 MNGMT: 0000  
1000-1999: Certificated Personnel Salaries Base 195,113  
Naviance  
FD01: RES:0000: OBJ:5800  
SITE:407 MNGMT: SUPP  
5000-5999: Services And Other Operating Expenditures  
Supplemental 4,899  
Counseling Materials  
FD01: RES:7338: OBJ:4300  
SITE:910 MNGMT: 0000  
4000-4999: Books And Supplies  
College Readiness Block Grant 3,787  
Parent Workshops  
FD01: RES:7338: OBJ:5800  
SITE:910 MNGMT: 0000  
5000-5999: Services And Other Operating Expenditures  
College Readiness Block Grant 7,823  
National Student Clearing House  
FD01: RES:7338: OBJ:5800  
SITE:910 MNGMT: 0000  
5000-5999: Services And Other Operating Expenditures |
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| SLVUSD will provide secondary ELD sections to support our English Learners, AVID sections to support economically disadvantaged students, and summer intervention programs to support ELs and SED students. | We had two ELD sections at the secondary level. For middle school we offered a sheltered ELA class, and for high school we offered an ELD support class. We also offered AVID at both the middle and high school, and summer school intervention options to support ELs and SED students. | Secondary ELD sections (2 sections)  
FDO1: RES:0000 OBJ:1100  
SITE: 306/407 MNGMT: 0000  
1000-1999: Certificated Personnel Salaries Supplemental 30,097 | Secondary ELD sections (2 sections)  
FDO1: RES:0000 OBJ:1100  
SITE: 306/407 MNGMT: 0000  
1000-1999: Certificated Personnel Salaries Supplemental 30,697 |
| Summer School HS/MS/ELEM  
FDO1: RES:0000 OBJ:1130 SITE: 808  
MNGMT: SUPP  
1000-1999: Certificated Personnel Salaries Supplemental 31,000 | | Summer School HS/MS/ELEM  
FDO1: RES:0000 OBJ:1130 SITE: 808  
MNGMT: SUPP  
1000-1999: Certificated Personnel Salaries Supplemental 24,077 | |
| HS AVID Sections  
FDO1: RES: 0000 OBJ: 1100 SITE: 407  
MNGMT: 0000  
1000-1999: Certificated | | HS AVID Sections  
FDO1: RES: 0000 OBJ: 1100 SITE: 407  
MNGMT: 0000  
1000-1999: Certificated | |
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.

College and Career Readiness is an important goal for all schools in SLVUSD. We have implemented many resources to support this goal, including increased work of the college and career specialist at the high school level. This goal also includes a broad course of study to ensure that all students have access to courses that will help them make decisions about their future pathways. Despite the small size of our middle and high schools, we offer a large variety of courses, elective offerings, AP classes, and CTE pathways for all students. We are continuing to expand our CTE courses at our high school. Additionally, our counselors and administrators work hard to ensure that all families are informed about college and career options, by holding parent nights, sending out regular College and Career Newsletters, and by holding a college and career faire. We know that these actions will support our unduplicated students while still benefitting all kids. One of our main goals is to increase achievement for our unduplicated students. This year our college and career specialist implemented a career faire and a college faire at the high school, which was very successful. We know this was successful due to the high attendance of students (it was optional during break and lunch and the cafeteria was full). There were also over 20 colleges in attendance and multiple career paths. We had participation from S4C, board members, administration and the community. We continue to expand our college and career offerings, with our high school academic counselors playing a bigger role in this area.

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

We have seen success and growth in many of the college and career readiness indicators. Our graduation rate remains high, although we had a glitch with the data for students who left our high school and enrolled in another program (they were counted as drop outs, even though they graduated from other programs). We have fixed that for the 19-20 school year. Our student enrollment in CTE/ROP courses has increased, and we continue to add CTE courses. We are looking at ways to add CTE courses to our middle school as well. Our a-g rate has also increased, however the number of students who are deemed college ready by the EAP for both math and English either decreased or remained steady. All of this data shows us that our continued focus on college and career readiness is making an impact on both our students and families. Our high school summer school has also reached many students, and we have had a large amount of students (58 last summer) complete at least one Credit Recovery course to get back on track for graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SLVUSD is still eligible for CTEIG funding reducing the consortium cost of the CTE program. Based on student need not all projected summer school classes were offered. With the College and Career Readiness Block Grant the high school created Skills USA
registration for CTE students to compete in regional competitions. In addition, the high school used the CRBG funding for additional fieldtrips.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to emphasis this goal and the actions within it. One thing that we need to do is to increase our college and career readiness services for our elementary and middle schools. They do participate in the 4th grade college field trip, but we need to deepen activities and parent awareness. There are elementary activities that are appropriate that go deeper than just wearing a college sweatshirt. Our high school focus is strong, but there is definitely room for improvement in the lower grades. We are discontinuing our AVID program at both middle and high school, but we are adding a new elective at the middle and high school for a college readiness course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our high school focus is strong, but there is definitely room for improvement in the lower grades. We are discontinuing our AVID program at both middle and high school, but we are adding a new elective at the middle and high school for a college readiness course.</td>
</tr>
</tbody>
</table>
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Engagement: Students and families will be engaged and connected to school.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rates</td>
<td></td>
<td>1819 District P-2 Attendance, as of Month 8 were as follows: SLVE - 94.97%, SLVMS - 95.06%, SLVHS - 94.86% and BCE - 93.22%, the goal is still to be at 96% by P-2 reporting.</td>
</tr>
<tr>
<td>Suspension Rates</td>
<td></td>
<td>Suspension rates for 19-20:</td>
</tr>
<tr>
<td>California Healthy Kids Data</td>
<td></td>
<td>CHKS Data: See below</td>
</tr>
<tr>
<td>(every other year)</td>
<td></td>
<td>Gallup Poll results: See below</td>
</tr>
<tr>
<td>Parent Surveys</td>
<td></td>
<td>58.4% of parents strongly agree or agree that they have input. This is from the 2019 parent LCAP survey.</td>
</tr>
<tr>
<td>F.I.T. Reports</td>
<td></td>
<td>1819 F.I.T Reports - All schools received good overall FIT reports from our maintenance crew. Any deficits were immediately addressed.</td>
</tr>
</tbody>
</table>
18-19
District/school attendance rates will be at 96% or higher.

District suspension rates: Decrease by 1% each year.

Student connection to and engagement with school: CHKS survey results will increase by 5% points in each category.

Gallup Poll Student Results:
- Each result will improve by 5% points.

Parent surveys: 90% of parents will report that they have input into school decision making

FIT reports: All sites will receive a "good" or better rating on their FIT reports.
### Expected

**Baseline**
16-17 Attendance: District P-2 Attendance, as of Month 8 were as follows: SLVE - 95.53%, SLVMS - 95.45%, SLVHS - 94.85% and BCE - 93.94%.

Suspension data:
- 15-16 BCE: 1.3%
- 15-16 SLVE: .5%
- 15-16 SLVMS: 4.9%
- 15-16 SLVHS: 4.7%
- 16-17 BCE: 1.6%
- 16-17 SLVE: 1%
- 16-17 SLVMS: 11%
- 16-17 SLVHS: 5.4%

For student connection to and engagement with school, the following data was collected (from the California Healthy Kids Survey, fall, 2016).
- "I am happy to be at this school." Grade 5: 80%; Grade 7: 84%; Grade 9: 65%; Grade 11: 69%
- "I feel safe at my school." Grade 5: 85%; Grade 7: 85%; Grade 9: 77%; Grade 11: 83%
- "At school, there is an adult who really cares about me." Grade 5: 86%; Grade 7: 68%; Grade 9: 57%; Grade 11: 61%

### Actual

2016-17: Gallup Poll Student Results:
- Each result gives the percentage of students who reported a positive response.

<table>
<thead>
<tr>
<th>BCE</th>
<th>SLVE</th>
<th>Charter</th>
<th>SLVMS</th>
<th>SLVHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>69%</td>
<td>66%</td>
<td>64%</td>
<td>57%</td>
</tr>
<tr>
<td>Hope</td>
<td>57%</td>
<td>67%</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Entrepreneurial Aspiration</td>
<td>59%</td>
<td>61%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Career/Financial Literacy</td>
<td>70%</td>
<td>78%</td>
<td>70%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Engagement: The involvement in and enthusiasm for school.
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections: SLVUSD schools will provide school events to encourage and welcome students and families. Venues will also be provided for parents to give feedback and input. These events include School Site Council, Open House, Back to School Night, and Family Education Nights (math night, science night, art night). Parents will be given opportunities to give feedback through surveys and social media. PowerSchool and Schoology will be used to keep parents informed about their students’ academic progress.</td>
<td>SLVUSD Schools had multiple school events to encourage family participation. All schools have back to school night and open house. Other events took place such as art night, science night and math night. Parents were given surveys to inform the LCAP and given a chance for in-person input at both the district and site levels. Schoology is used at the high school level and PowerSchool is also used across the district.</td>
<td>Survey Monkey License FD01: RES:0000: OBJ:5800 SITE:911 MNGMT: 0000 4000-4999: Books And Supplies Base 400</td>
<td>Survey Monkey License FD01: RES:0000: OBJ:5800 SITE:911 MNGMT: 0000 4000-4999: Books And Supplies Base 360</td>
</tr>
<tr>
<td><strong>Survey Monkey License</strong></td>
<td><strong>Survey Monkey License</strong></td>
<td><strong>Survey Monkey License</strong></td>
<td><strong>Survey Monkey License</strong></td>
</tr>
<tr>
<td><strong>Schoology /Power School</strong></td>
<td><strong>Schoology /Power School</strong></td>
<td><strong>Schoology /Power School</strong></td>
<td><strong>Schoology /Power School</strong></td>
</tr>
<tr>
<td>School Site Council Meetings 0</td>
<td>School Site Council Meetings 0</td>
<td>Back to School and Open House 0</td>
<td>Back to School and Open House 0</td>
</tr>
<tr>
<td>Booster Events 0</td>
<td>Booster Events 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Marketing FD01: RES:0000: OBJ:5800 SITE:911 MNGMT: 0000 5000-5999: Services And Other Operating Expenditures Base 1,000</td>
<td>District Marketing /Photographer FD01: RES:0000: OBJ:5800 SITE:911 MNGMT: 0000 5000-5999: Services And Other Operating Expenditures Base 1,800</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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**Page 34 of 122**
Activities: SLVUSD will offer myriad after school activities and extracurricular opportunities that encourage student involvement. These include extended library hours so that students have a safe place to study and do research, tutoring services, summer school, leadership, and athletics. In addition, WEB and Link Crew will be offered at middle school and high school to welcome new students to the schools and support them during their school career. PBIS (Positive Behavior Intervention Support) will be supported at the elementary schools in order to ensure an effective school wide discipline system that supports a positive school climate.

SLVUSD is proud of the after school and extra-curricular activities that we support. We had extended library hours for students to have a safe place. We offered tutoring and after school support, along with summer school. We also offered a "late bus" so that students could stay after school to get tutoring support and still have a way to get home. We have many leadership opportunities for students, and we offer a full sports program and athletic director. Middle school students participated in WEB, and high school students did LINK Crew. This helps to assimilate new students into the middle and high schools. PBIS was strongly supported at the elementary sites and is also being investigated at the middle school level. Student leadership is supported at both the middle and high school levels. We are also supporting flexible furniture requests from teachers in order to support students to learn and engage in a comfortable and personalized classroom environment.

Increased Library Hours

Tutoring

Summer School Support (IA)
FD01: RES:0000: OBJ:2430/2130 SITE:808 MNGMT: SUPP 2000-2999: Classified Personnel Salaries Supplemental 1,000

ASB Sections (2HS / 1MS)

Athletic Stipends and Athletic Director
FD01: GOAL:1297 2000-2999: Classified Personnel Salaries Base 270,000

MS-WEB, HS-LINK, ES-PBIS Stipends

Increased Library Hours

Tutoring

Summer School Support (IA)

ASB Sections (2HS / 1MS)

Athletic Stipends and Athletic Director
FD01: GOAL:1297 2000-2999: Classified Personnel Salaries Base 264,976

MS-WEB, HS-LINK, ES-PBIS Stipends
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support: SLVUSD will provide mental health services and positive behavior support to ensure safe and positive campus environments. These supports include a partnership with the Foster Youth Advisory Board, professional development for teachers and staff regarding social-emotional learning, and a Positive</td>
<td>SLVUSD has made a concentrated effort to support the social-emotional needs of students in the district. We have safe campuses and updated facilities. We support a student resource officer at the tri-campus, and attendance clerks at all schools. We work with the COE to support Foster Youth and also the SARB process to promote</td>
<td>DM Plan Beyond 3% (Facilities) FD01: RES:0825: MNGMT: 8150 5000-5999: Services And Other Operating Expenditures Base 200,000</td>
<td>Student Resource Officer (25% of Sheriff Salary - MOU) 5000-5999: Services And Other Operating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DM Plan Beyond 3% (Facilities) FD01: RES:0825: MNGMT: 8150 5000-5999: Services And Other Operating Expenditures Base 200,000</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Resource Officer (25% of Sheriff Salary - MOU) 5000-5999: Services And Other Operating</td>
<td>307,973</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Resource Officer (25% of Sheriff Salary - MOU) 5000-5999: Services And Other Operating</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated Actual Expenditures</td>
<td>307,973</td>
</tr>
</tbody>
</table>
Behavior Coach. Additionally, support will be given to encourage strong student attendance through an additional office assistance, attendance incentives, and a partnership with SARB. Last, our learning environments will be safe, with excellent facilities, due to a Deferred Maintenance plan that keeps our facilities in good shape.

good attendance practices for students. We have invested in professional development to support SEL and PBIS, and our PBIS coach is now moving into her third year of supporting the elementary sites. Our Student Resource Officer (SRO) supports student attendance by making home visits, participating in SARB, and consulting with families.

Expenditures Supplemental 26,000

MOU with COE County Foster Youth Plan / Foster Youth Advisory Board
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

County SARB Agreement
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

Attendance Incentives
FD01: RES:0000: OBJ:4300
SITE:201/202/306/407 MNGMT: 0000
4000-4999: Books And Supplies Base 400

Office Assistants/Attendance Clerk
FD01: RES:0000: OBJ:2400
SITE:201/202/306/407 MNGMT: 0000
2000-2999: Classified Personnel Salaries Base 115,000

Staff Development - Student Engagement Follow up
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 30,000

MOU with COE County Foster Youth Plan / Foster Youth Advisory Board
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

County SARB Agreement
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

Attendance Incentives
FD01: RES:0000: OBJ:4300
SITE:201/202/306/407 MNGMT: 0000
4000-4999: Books And Supplies Base 400

Office Assistants/Attendance Clerk
FD01: RES:0000: OBJ:2400
SITE:201/202/306/407 MNGMT: 0000
2000-2999: Classified Personnel Salaries Base 114,709

Staff Development - Student Engagement Follow up
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 26,000

Expenditures Supplemental 26,000

MOU with COE County Foster Youth Plan / Foster Youth Advisory Board
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

County SARB Agreement
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

Attendance Incentives
FD01: RES:0000: OBJ:4300
SITE:201/202/306/407 MNGMT: 0000
4000-4999: Books And Supplies Base 400

Office Assistants/Attendance Clerk
FD01: RES:0000: OBJ:2400
SITE:201/202/306/407 MNGMT: 0000
2000-2999: Classified Personnel Salaries Base 115,000

Staff Development - Student Engagement Follow up
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 30,000

Expenditures Supplemental 26,000

MOU with COE County Foster Youth Plan / Foster Youth Advisory Board
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

County SARB Agreement
FD01: RES:0000: OBJ:5800
SITE:900 MNGMT: 0000
5000-5999: Services And Other Operating Expenditures Supplemental 2,000

Attendance Incentives
FD01: RES:0000: OBJ:4300
SITE:201/202/306/407 MNGMT: 0000
4000-4999: Books And Supplies Base 400

Office Assistants/Attendance Clerk
FD01: RES:0000: OBJ:2400
SITE:201/202/306/407 MNGMT: 0000
2000-2999: Classified Personnel Salaries Base 114,709

Staff Development - Student Engagement Follow up
FD01: RES:0000: OBJ:5800
SITE:910 MNGMT: FD17
5000-5999: Services And Other Operating Expenditures Base 26,000
**Action 4**

**Planned Actions/Services**
SLVUSD has a strong goal to support the mental health and well-being of our students. In particular, we strive to ensure that our students at risk, our socio-economically disadvantaged, and our English Learners are supported through the services of our mental health counselors.

**Actual Actions/Services**
SLVUSD has invested in mental health counselors to support the diverse needs of all of our students. It is critical that our EL students and our SED students receive additional support to help advance their learning and social-emotional well-being.

**Budgeted Expenditures**
- Mental Health Counselors (2.1 FTE)
  - FD01: RES:0000: OBJ:2115
  - SITE:909 MNGMT: 0000
  - 2000-2999: Classified Personnel Salaries Base 292,603

**Estimated Actual Expenditures**
- Mental Health Counselors (2.75 FTE)
  - FD01: RES:0000: OBJ:2115
  - SITE:909 MNGMT: 0000

**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.

This year, SLVUSD continued with a strong emphasis on Social-Emotional Learning and Positive Behavior to support student well-being. Our Positive Behavior coach is finishing her second year of work with our elementary sites, and the data has shown that she is making a difference in getting systems in place to support student discipline and a positive school culture. She also provided targeted staff development around PBIS and strategies to work with challenging students. She coached teachers and moved our PBIS strategies from a focus on Tier 1 to an inclusion of Tier 2 strategies. We have added counseling services, and we will continue to do so, to support the social and academic needs of our students. We are looking at increasing our mental health counseling for next year to have a dedicated person at each site (currently our middle and high schools share a full time counselor, which has not given the sites enough support). Our goal is for students and families to be engaged in school, as evidenced by high attendance, low suspension rates, and positive survey results. We also continue to analyze our discipline data to determine reasons for student suspensions and referrals.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our teachers continue to praise the work of Social Emotional Learning (SEL) that our district has prioritized, including the Positive Behavior coach, professional development (PD) and character curriculum. However, we continue to need more in this area, along with character curriculum taught consistently at the elementary level. All of the PD that we have provided has been well received and appreciated by teachers. PBIS at both the elementary and middle school has been welcomed. Unfortunately, our attendance rates have continued to remain below our goals, so we are evaluating how we can more effectively work with families to get students to attend school. We are looking at our alternative education program, along with interventions to support students and families. We will continue to work with the county to find strategies to improve our attendance, and our School Resource Officer has been a large help in this area. We hold DARB meetings (District Attendance Review Board) along with participation in SARB (School Attendance Review Board) through Santa Cruz County. We feel that a focus on student engagement will help with increasing attendance and will also support more positive behaviors at our school sites. We are also working more with parents to support them in different areas of SEL.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Based on stakeholder engagement, Mental Health Counselors increased .25 FTE. The 25% cost for the Student Resource Officer was increased by the Sheriff Department. The high school and middle school increased the teacher hours for after school tutoring. The District has contracted with a photographer to increase marketing of the District. In addition, the District allocated an additional $100K for maintenance projects throughout all sites.

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

This goal will continue for SLVUSD for next year and beyond. We will continue to support our teachers with Professional Development to support student engagement both academically and social-emotionally. We will add to our counseling personnel, resources and support, and increase Professional Development opportunities for our counseling staff. Our office staff, School Resource Officer and administrators will continue to support families to increase student attendance. Our efforts for involving families in school events and to give input will continue with many strong avenues for communication. In addition, we added flexible furniture to our classrooms and Maker Space in order to increase student engagement in the classroom. We have added a revised "Innovation Grant" for all teachers to provide flexible furniture and support innovative practices for 19-20.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Local Control Accountability Plan (LCAP) presentations explaining the Local Control Funding Formula (Base Growth and Supplemental Funds), the LCAP dashboard, and the LCAP goals were held at various stakeholder information and input meetings. The presentations reviewed the annual updates for the LCAP, along with the new LCAP goals and actions for 19-20. In the fall, the presentations were entitled "The State of the District" and in the spring they were called LCAP stakeholder meetings.

LCAP Information Input Meetings: 2018--19
BCE Staff  Sept. 10, 2018
Parent Advisory  Sept. 11, 2018
SLVE Staff  Sept. 24, 2018
SLV Charter Staff  Oct. 3, 2018
SLVE Parent  Oct. 9, 2018
SLVHS Staff  Oct. 10, 2018
BCE Parent  Oct. 11, 2018
SLVTA  Nov. 1, 2018
SEIU  Nov. 5, 2018
SLVMS Staff  Nov. 28, 2018
SLVHS Parents  Feb. 7, 2019
SLV Rotary  April 11, 2019
SLVMS Staff May 6, 2019
Parent Advisory May 22, 2019

Additionally, three surveys were sent out to gather feedback. A survey went out to all teachers/staff in SLVUSD, all parents in SLVUSD, and students in SLVUSD. The results of these surveys will be shared below.

Additionally, our Director of Student Services attends and participates in the Foster Youth Advisory Board.
Impact on LCAP and Annual Update

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

Input from stakeholders was valuable and helpful to guide our LCAP planning for the 19-20 school year and to revise and revisit the updated goals. Some of the feedback we received, that guided our planning and our revisions, included the following:

LCAP Parent Feedback 2018-19:

Parent survey feedback:

Positives:
- Community support for the schools and district
- Strong teachers who care about students
- Reading and writing instruction/workshop
- Charter options for students
- School admin and leadership
- SEL
- College/Career Counseling
- Principal communication (newsletters, emails)
- Less homework this year

Things to work on:
- Bullying
- Vaping
- Student behavior
- More music/art
- Earlier communication on academic progress of students
- Fix facilities/go green
- More tech, STEM, coding
- Education on racial/gender issues
- Intervention for struggling students
- Elementary science--need more
- Classroom management of teachers (more structured)

SLVE:

Love the support from the administration

Need more support for behavior issues with students

Need more mental health counseling

Continue the math coaching and intervention

Need more time to work on science integration

BCE:

Continue the work with lesson study and math coaching/intervention

Need support for stronger student discipline and support for students with SEL needs

Continue the support for workshop--need more time for training and planning

Need to monitor student screen time and use of technology

SLVHS:

Need support for cell phones--students are on their phones/devices too much

How to support student stress

Continue the support for college and career readiness

No pay for play sports and lots of extra-curricular activities to keep students involved is a huge plus for our district

SLVMS:

Need support for school culture
Need consistency with school discipline

Continue work on revising interventions and receive support in that area from the district

Extra-curricular activities are great for kids

Appreciate the AVID support class

Academic counselor has made a strong impact this year

Student Feedback:

Students appreciate the activities, sports and extra-curriculars that SLV provides. They also like hands-on science, the fact that there are caring teachers, and the clean campuses. Some needs that students expressed included a longer lunch, having more input from students (listening to more student voice), making sure that teachers act professionally and treat kids like mature adults.

Teacher feedback included the following positives about SLVUSD:

- Writers and Readers workshop
- Strong teachers and relationships
- SEL/PBIS
- Administration/Leadership
- Math support
- Positive School Culture
- Student connectedness
- Mental health support
- Extra-curriculars are very strong

Teacher feedback: Areas for improvement included:

- SEL: more support needed
- Student discipline
- Vaping/drug usage
- Academic intervention--need more
- Teacher salary increases--how to retain teachers?
- More mental health services
- Planning time
- More strategies to manage student tech access
We are continuing with the same LCAP goals for 19-20 but we have adjusted our action items based on stakeholder feedback and state and local data. We were pleased with the feedback that we received that showed that we are on target in almost all areas. We are adding more of a focus on instructional technology which includes looking at screen-time and cell phone use.

A few changes that we are making based on feedback include increasing our mental health counselors/time at school sites, and continuing with the an "at-risk" counselor for the middle school. We are working to increase our college and career options, and improving our safety protocols in all areas is a huge priority. We will add more parent outreach about screen-time and cell phone usage, and continue to work on innovative options to support social emotional wellness for all of our students. Not in the LCAP, but a district priority, is to look at teacher housing and how to retain our excellent teachers. We know that this is an issue in Santa Cruz County and California, and we are looking at ways in which we can overcome this issue.

The feedback that we have received has been encouraging, because it shows us that we are focusing on the right priorities.
## Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Goal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal 1

Proficiency Targets: All students will achieve proficiency in standards (literacy, mathematics, critical thinking, and technology).

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

### Identified Need:

Student academic achievement is the highest priority for our school district. This goal reflects our commitment to ensure that students are academically proficient in all areas.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Benchmarks</td>
<td>For 16-17, our district implemented a standardized benchmark assessment program.</td>
<td>5% increase in benchmark proficiency from 16-17. 29% of students will increase a level on the CELDT. 10% of students will be reclassified.</td>
<td>5% increase in benchmark proficiency from 17-18. (10% overall) ELPAC data--new baseline will need to be created.</td>
<td>5% increase in benchmark proficiency from 18-19. (15% overall) ELPAC data will show an increase of 5% over baseline data.</td>
</tr>
<tr>
<td>CELDT/ELPAC Data PFT results CAASPP results (overall, SWD, economically disadvantaged)</td>
<td>SLVUSD Math Benchmark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>--------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Proficiency 2016-17</td>
<td>55.00 33.00 34.00 36.00</td>
<td>90% of students will pass 5 or 6 out of 6 of the PFT (for all grade levels). 5% increase on CAASPP results.</td>
<td>15% of students will be reclassified. 92% of students will pass 5 or 6 out of 6 of the PFT (for all grade levels). 10% increase on CAASPP results.</td>
<td>20% of students will be reclassified. 95% of students will pass 5 or 6 out of 6 of the PFT (for all grade levels). 15% increase on CAASPP results.</td>
</tr>
<tr>
<td>Overall % EL% SPED% SED%</td>
<td>56.00 31.00 36.00</td>
<td>Average 56.00 31.00 36.00 41.00</td>
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<tr>
<td>T1average</td>
<td>55.00 33.00</td>
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<tr>
<td>T2average</td>
<td>57.00 29.00</td>
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</tr>
<tr>
<td>Average</td>
<td>56.00 31.00</td>
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</tr>
</tbody>
</table>

In 16-17, 24% of students increased a level on the CELDT. 2% of students were reclassified.

16-17 PFT results:
- 5th grade: 81% passed 5 or 6 out of 6 on the test.
- 7th grade: 75% passed 5 or 6 out of 6 on the test.
- 9th grade: 89% passed 5 or 6 out of 6 on the test.

Baseline CAASPP results from 16-17.

90% of students will pass 5 or 6 out of 6 of the PFT (for all grade levels).
5% increase on CAASPP results.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded and met:</td>
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<tr>
<td>Overall</td>
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<tr>
<td>Math</td>
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<tr>
<td>3rd: 50%</td>
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<tr>
<td>4th: 53%</td>
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<td>5th: 38%</td>
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<td>6th: 44%</td>
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<tr>
<td>7th: 32%</td>
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<tr>
<td>8th: 34%</td>
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<tr>
<td>11th: 49%</td>
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<tr>
<td>ELA</td>
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<td>3rd: 48%</td>
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<td>4th: 56%</td>
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<td>5th: 58%</td>
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<td>6th: 61%</td>
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<td>3rd: 14%</td>
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<td>5th: 8%</td>
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<td>6th: 4%</td>
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<td>Metrics/Indicators</td>
<td>Baseline</td>
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<td>Exceeded and met:</td>
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<td>7th: 40%</td>
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<td>8th: 37%</td>
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<tr>
<td>11th: 58%</td>
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</tr>
</tbody>
</table>
### Planned Actions / Services

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

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

### 2017-18 Actions/Services

**Curriculum:** Common core materials will be provided in all core content areas to support learning. This includes materials for English Learners.

### 2018-19 Actions/Services

**Curriculum:** Common core materials will be provided in all core content areas to support learning. This includes materials for English Learners. Social Studies materials will be investigated and piloted at all levels for a new adoption.

### 2019-20 Actions/Services

**Curriculum:** Common core materials will be provided in all core content areas to support learning. This includes materials for English Learners. Materials for NGSS will also be investigated and potentially adopted for use in science instruction.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000</td>
<td>Title II</td>
<td>4000-4999: Books And Supplies GATE Materials FD01: RES:4035: OBJ:4300 SITE:910 MNGMT: 0000</td>
</tr>
<tr>
<td></td>
<td>250,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Social Studies Adoption FD01: RES: 0000: OBJ 4100/4200 SITE 910: MNGMT FD17</td>
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<tr>
<td></td>
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<td>Supplemental</td>
<td>4000-4999: Books And Supplies Read 180 Materials FD01: RES:0000: OBJ:4300 SITE:910 MNGMT: SUPP</td>
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</tr>
<tr>
<td></td>
<td>1,500</td>
<td>Supplemental</td>
<td>4000-4999: Books And Supplies Read 180 Materials FD01: RES:0000: OBJ:4300 SITE:910 MNGMT: SUPP</td>
</tr>
<tr>
<td></td>
<td>8,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AVID Materials /Contract FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: SUPP</td>
</tr>
<tr>
<td></td>
<td>8,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AVID Materials /Contract FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: SUPP</td>
</tr>
<tr>
<td></td>
<td>50,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Innovation Grant FD01: MNGMT: INOV</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
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<tr>
<td>20,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies 4000-4999: Books And Supplies VAPA Materials (0833)</td>
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<tr>
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<td>Supplemental</td>
<td>4000-4999: Books And Supplies 4000-4999: Books And Supplies Summer School Materials FD01: RES:0000 OBJ:4300</td>
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<td>SITE:808 MNGMT: SUPP</td>
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<tr>
<td>5,000</td>
<td>Supplemental</td>
<td>4000-4999: Books And Supplies 4000-4999: Books And Supplies Summer School Materials FD01: RES:0000 OBJ:4300</td>
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<td>Supplemental</td>
<td>4000-4999: Books And Supplies 4000-4999: Books And Supplies Summer School Materials FD01: RES:0000 OBJ:4300</td>
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<td>Amount</td>
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<tr>
<td>8,500</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>Cyber High Licenses</td>
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<td>20,000</td>
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<td>12,000</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<tr>
<td>All</td>
<td>All Schools</td>
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</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
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<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

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<tr>
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<tr>
<td>Modified Action</td>
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</table>

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

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</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
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Select from New, Modified, or Unchanged for 2019-20

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<tr>
<td>Unchanged Action</td>
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### 2017-18 Actions/Services

**Instruction:** Strategies to support learning and staff development in all core content areas including current technology to support learning environment. Professional development will be supported for teachers and administrators, through PD days, tech cadres, release time and conferences. Support for new teachers will be provided through the new teacher project.

### 2018-19 Actions/Services

**Instruction:** Strategies to support learning and staff development in all core content areas including current technology to support learning environment. Professional development will be supported for teachers and administrators, through PD days, tech cadres, release time and conferences. Support for new teachers will be provided through the new teacher project.

### 2019-20 Actions/Services

**Instruction:** Strategies to support learning and staff development in all core content areas including current technology to support learning environment. Professional development will be supported for teachers and administrators, through PD days, tech cadres, release time and conferences. Support for new teachers will be provided through the new teacher project.

### Budgeted Expenditures

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### Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
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</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services

Assessment: SLVUSD will implement local and state assessments in order to review student achievement and implement interventions as needed. We will use Illuminate to administer and analyze our local benchmark assessments in reading, writing, and mathematics. Regular data cycles will be held at all school sites to review student achievement and make adjustments needed, such as implementing reteaching and re-engagement lessons. Teachers will be given release time as needed to update assessments, analyze data, and plan differentiated lessons. A certificated data coach will work with teachers and

### 2018-19 Actions/Services

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### 2019-20 Actions/Services

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administrators to administer benchmark assessments and analyze local and state data. Stipends will be provided for our coordinators and lead teachers, who are supporting our EL students, GATE students, and district initiatives. Part of their responsibilities involve testing and analyzing data around student achievement.

Budgeted Expenditures

<table>
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<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>Illuminate Contract</td>
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<td>2018-19</td>
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<td>Illuminate Contract</td>
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<tbody>
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<td></td>
</tr>
<tr>
<td>4,500</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AVID Tutors FD01: RES:0000: OBJ:5800 SITE:306/407 MNGMT: SUPP</td>
<td></td>
</tr>
<tr>
<td>10,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AVID / Intervention Tutors FD01: RES:0000: OBJ:5800 SITE:306/407 MNGMT: SUPP</td>
<td></td>
</tr>
<tr>
<td>25,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures Intervention Tutors (UCSC) and Peer Tutors FD01: RES:0000: OBJ:2130/5800 SITE:306/407 MNGMT: SUPP/PEER</td>
<td></td>
</tr>
</tbody>
</table>

**Action 4**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-5

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Unchanged Action

2017-18 Actions/Services
Literacy Specialists will work with our EL and socio-economically disadvantaged students to support them in their English attainment and proficiency.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>201,257</td>
<td>223,884</td>
<td>201,712</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

Action 5
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### English Learners Low Income
### LEA-wide
### All Schools
Specific Grade Spans: 6-12

#### Actions/Services

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

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

2017-18 Actions/Services

An intervention teacher in math will support student achievement and differentiated instruction. Math coaching will be provided to help teachers improve their instructional strategies, specifically for English learners and low income students. Schoology is a Learning Management system that helps to improve communication with families.

2018-19 Actions/Services

An intervention teacher in math will support student achievement and differentiated instruction. Math coaching will be provided to help teachers improve their instructional strategies, specifically for English learners and low income students. Schoology is a Learning Management system that helps to improve communication with families.

2019-20 Actions/Services

An intervention teacher in math will support student achievement and differentiated instruction. Math coaching will be provided to help teachers improve their instructional strategies, specifically for English learners and low income students. Schoology is a Learning Management system that helps to improve communication with families.

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>39,374</td>
<td>65,201</td>
<td>89,912</td>
</tr>
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<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>90,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel Salaries Additional Math Teacher at the Middle School FD01: RES:7510 OBJ:1100 SITE: 407 MNGMT: 0000</td>
<td></td>
</tr>
<tr>
<td>90,000</td>
<td>Low Performing Block Grant</td>
<td>1000-1999: Certificated Personnel Salaries Additional Math Teacher at the High School FD01: RES:7510 OBJ:1100 SITE: 407 MNGMT: 0000</td>
<td></td>
</tr>
<tr>
<td>70,000</td>
<td>Low Performing Block Grant</td>
<td>1000-1999: Certificated Personnel Salaries 30% Math Intervention Teacher at BCE and Long Term Sub at SLE FD01: RES:7510 OBJ:1100/1140 SITE: 201/202 MNGMT: 0000</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 2
College Readiness: All students will graduate prepared for college and career.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |

Local Priorities:

Identified Need:
San Lorenzo Valley Unified School District has a strong focus on student readiness for college and career, from TK-12 and beyond. Our mission is "Working Together to Ensure All Students Learn and are Fully Prepared for College and Career". We take this mission very seriously and we focus our programs and professional development to implement and achieve this goal.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-G Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 3+ Passage Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAP Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students taking an ROP/CTE class by graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the class of 2016, here is the following data. 49% met A-G requirements 74% of students received a &quot;3&quot; or better on the AP test. 67% of students will meet A-G requirements. 82% of students will receive a &quot;3&quot; or better on the AP test. 83% of students will score &quot;College Ready&quot; on the EAP for ELA. 72% of students will meet A-G requirements. 84% of students will receive a &quot;3&quot; or better on the AP test. 85% of students will score &quot;College Ready&quot; on the EAP for ELA. 77% of students will meet A-G requirements. 86% of students will receive a &quot;3&quot; or better on the AP test. 87% of students will score &quot;College Ready&quot; on the EAP for ELA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64% of students scored &quot;College Ready&quot; in ELA and 49% scored &quot;College Ready&quot; in math as measured by the EAP.</td>
<td>55% of students will score &quot;College Ready&quot; on the EAP for math. 85% of the class of 2018 will take an ROP/CTE class by graduation.</td>
<td>57% of students will score &quot;College Ready&quot; on the EAP for math. 87% of the class of 2018 will take an ROP/CTE class by graduation.</td>
<td>59% of students will score &quot;College Ready&quot; on the EAP for math. 89% of the class of 2018 will take an ROP/CTE class by graduation.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Action 1**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| All | All Schools |

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
Courses: SLVUSD will support a broad course of study by providing courses in CTE, ROP, ERWC, AP, interventions, K-12 music, 4-5 science, additional VAPA, and alternative education options to support college and career readiness.

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Courses: SLVUSD will support a broad course of study by providing courses in CTE, ROP, ERWC, AP, interventions, K-12 music, 4-5 science, additional VAPA, and alternative education options to support college and career readiness.</td>
<td>Courses: SLVUSD will support a broad course of study by providing courses in CTE, ROP, ERWC, AP, interventions, K-12 music, 4-5 science, additional VAPA, and alternative education options to support college and career readiness.</td>
<td>Courses: SLVUSD will support a broad course of study by providing courses in CTE, ROP, ERWC, AP, interventions, K-12 music, 4-5 science, additional VAPA, and alternative education options to support college and career readiness.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>36,000</td>
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<td>1000-1999: Certificated Personnel Salaries</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MS RTI (2) Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FD01: RES:3010: OBJ:1100</td>
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<td>SITE:306 MNGMT: 0000</td>
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<tr>
<td>2018-19</td>
<td>38,487</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MS RTI (2) Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FD01: RES:3010: OBJ:1100</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MS RTI (2) Section</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FD01: RES:3010: OBJ:1100</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SITE:306 MNGMT: 0000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>150,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTE Courses (Consortium with COE)</td>
</tr>
<tr>
<td></td>
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<td>FD01: RES:0000: OBJ:5800</td>
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<tr>
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<td>SITE:000 MNGMT: 0000</td>
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<tr>
<td>225,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTE Courses (Consortium with COE)</td>
</tr>
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<td>SITE:000 MNGMT: 0000</td>
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<tr>
<td>170,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTE Courses CTEIG and SWG</td>
</tr>
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<td></td>
<td>FD01: RES:0000/6338: OBJ:5800</td>
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<td>SITE:000 MNGMT: 0000</td>
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<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget</td>
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<tr>
<td>Reference</td>
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<table>
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<tr>
<th>Amount</th>
<th>33,098</th>
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<tr>
<td>Budget</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

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

Select from New, Modified, or Unchanged for 2019-20
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awareness: SLVUSD will offer college awareness opportunities K-12, for both students and parents. These include field trips, AP testing opportunities, PSAT for all 10th graders, college materials, CTE training, involvement with S4C, and our college and career specialist (who works with students and holds parent nights).</td>
<td>6,000</td>
<td>6,000</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>2,500</td>
<td>2,500</td>
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</tr>
<tr>
<td></td>
<td>Source</td>
<td>Title II</td>
<td>Base</td>
<td>Base</td>
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<td>Amount</td>
<td>Source</td>
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<tr>
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<td>----------------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td>2,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AP Exam Costs</td>
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<td>FD01: RES:0000: OBJ:5800 SITE:407 MNGMT: SUPP</td>
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<td>5000-5999: Services And Other Operating Expenditures AP Exam Costs</td>
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<td>FD01: RES:0000: OBJ:5800 SITE:407 MNGMT: SUPP</td>
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<tr>
<td>2,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures AP Exam Costs</td>
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<td>FD01: RES:0000: OBJ:5800 SITE:407 MNGMT: SUPP</td>
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<tr>
<td>2,700</td>
<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures PSAT Exam Costs 10th Grade (CRBG-7338)</td>
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<td>FD01: RES:7338: OBJ:5800 SITE:910 MNGMT: 0000</td>
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<tr>
<td>5,000</td>
<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures PSAT Exam Costs 10th Grade (CRBG-7338)</td>
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<tr>
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<td>FD01: RES:7338: OBJ:5800 SITE:910 MNGMT: 0000</td>
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<tr>
<td>5,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures PSAT Exam Costs 10th Grade (CRBG-7338)</td>
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<td>FD01: RES:0000: OBJ:5800 SITE:407 MNGMT: SUPP</td>
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<tr>
<td>3,400</td>
<td>College Readiness Block Grant</td>
<td>1000-1999: Certificated Personnel Salaries Subs for CTE Training/Release Time</td>
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</tr>
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<td></td>
<td>FD01: RES:7338: OBJ:1140 SITE:910 MNGMT: 0000</td>
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<td></td>
</tr>
<tr>
<td>500</td>
<td>College Readiness Block Grant</td>
<td>1000-1999: Certificated Personnel Salaries Subs for CTE Training/Release Time</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FD01: RES:7338: OBJ:1140 SITE:910 MNGMT: 0000</td>
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</tr>
<tr>
<td>500</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures Skills USA for CTE FD01:</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>RES:0000: OBJ:5300 SITE:407 MNGMT: 0000</td>
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<td></td>
</tr>
<tr>
<td>2,100</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures S4C Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: 0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,550</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures S4C Participation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2,550</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures S4C Participation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>FD01: RES:0000: OBJ:5800 SITE:910 MNGMT: 0000</td>
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<td></td>
</tr>
<tr>
<td>Amount</td>
<td>46,886</td>
<td>59,883</td>
<td>66,449</td>
<td></td>
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<td>----------</td>
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<tr>
<td>Source</td>
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<td></td>
<td>College and Career Specialist</td>
<td>College and Career Specialist</td>
<td>College and Career Specialist</td>
<td></td>
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<tr>
<td>Amount</td>
<td>2,000</td>
<td>4,000</td>
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<tr>
<td>Source</td>
<td>College Readiness Block Grant</td>
<td>College Readiness Block Grant</td>
<td>Supplemental</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
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<td>HS College Days Materials</td>
<td>HS College Days Materials</td>
<td>HS College Days Materials</td>
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<tr>
<td>Amount</td>
<td>1,500</td>
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<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education: Counseling services and support systems will be in place for all students and parents. Counselors will utilize Naviance to support students in college and career decisions. Parent workshops will be held, and data will be collected through the National Student Clearinghouse and the transcript review.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education: Counseling services and support systems will be in place for all students and parents. Counselors will utilize Naviance to support students in college and career decisions. Parent workshops will be held, and data will be collected through the National Student Clearinghouse and the transcript review.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education: Counseling services and support systems will be in place for all students and parents. Counselors will utilize Naviance to support students in college and career decisions. Parent workshops will be held, and data will be collected through the National Student Clearinghouse and the transcript review.</td>
<td></td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>175,617</td>
<td>192,422</td>
<td>203,787</td>
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<tr>
<td>Source</td>
<td>Base</td>
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<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
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</tr>
<tr>
<td>6,154</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td></td>
<td>NAVIANCE</td>
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<td></td>
<td>FD01: RES:0000: OBJ:5800 SITE:407 MNGMT: SUPP</td>
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<td>5,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>5,000</td>
<td>College Readiness Block Grant</td>
<td>4000-4999: Books And Supplies</td>
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<td>Counseling Materials</td>
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<td>FD01: RES:7338: OBJ:4300 SITE:910 MNGMT: 0000</td>
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<td>5,000</td>
<td>College Readiness Block Grant</td>
<td>4000-4999: Books And Supplies</td>
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<td>College Readiness Block Grant</td>
<td>4000-4999: Books And Supplies</td>
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<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>Parent Workshops</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<td></td>
<td>College Readiness Block Grant</td>
<td>Parent Workshops</td>
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<td>FD01: RES:7338: OBJ:5800 SITE:910 MNGMT: 0000</td>
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<tr>
<td>500</td>
<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>National Student Clearing House</td>
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<td>500</td>
<td>College Readiness Block Grant</td>
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<td>National Student Clearing House</td>
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<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>National Student Clearing House</td>
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<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>National Student Clearing House</td>
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<td>FD01: RES:7338: OBJ:5800 SITE:910 MNGMT: 0000</td>
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<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
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</tr>
<tr>
<td>1,000</td>
<td>College Readiness Block Grant</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>70,876</td>
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<td>Transcript Analysis</td>
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<tr>
<td>24,704</td>
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</tr>
</tbody>
</table>

**Action 4**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Add Location(s) selection here</th>
</tr>
</thead>
</table>

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide
- Limited to Unduplicated Student Group(s)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**Actions/Services**
SLVUSD will provide secondary ELD / Read 180 sections to support our English Learners, AVID sections to support economically disadvantaged students, and summer intervention programs to support ELs and SED students.

| Year       | Amount  | Source       | Budget Reference                                                                 |
|------------|---------|--------------|**********************************************************************************|

SLVUSD will provide secondary ELD sections to support our English Learners, AVID sections to support economically disadvantaged students, and summer intervention programs to support ELs and SED students. SLVUSD is no longer supporting AVID but we have created two college and career readiness courses that will serve similar purposes.
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modified Goal</strong></td>
</tr>
</tbody>
</table>

**Goal 3**

Engagement: Students and families will be engaged and connected to school.

**State and/or Local Priorities addressed by this goal:**

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

**Identified Need:**

Engagement is one of SLVUSD’s three goals. We strive to ensure that students and parents are active and engaged in our schools and in their education. Part of this goal also includes social and emotional support for students and families through counseling services and professional development.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rates</td>
<td>16-17 Attendance: District P-2 Attendance, as of Month 8 were as follows: SLVE - 95.53%, SLVMS - 95.45%, SLVHS - 94.85% and BCE - 93.94%.</td>
<td>District/school attendance rates will be at 96% or higher. District suspension rates: Decrease by 1% each year.</td>
<td>District/school attendance rates will be at 96% or higher. District suspension rates: Decrease by 1% each year.</td>
<td>District/school attendance rates will be at 96% or higher. District suspension rates: Decrease by 1% each year.</td>
</tr>
<tr>
<td>Suspension Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Healthy Kids Data (every other year) and Gallup Poll Data (every year)</td>
<td>Parent Surveys</td>
<td>F.I.T. Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<td>-------------------</td>
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<td>---------</td>
</tr>
<tr>
<td><strong>Suspension data:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>15-16 BCE: 1.3%</td>
<td></td>
<td>Student connection to and engagement with school: CHKS survey results will increase by 5% points in each category.</td>
<td>Student connection to and engagement with school: CHKS survey results will increase by 5% points in each category.</td>
<td>Student connection to and engagement with school: CHKS survey results will increase by 5% points in each category.</td>
</tr>
<tr>
<td>15-16 SLVE: 0.5%</td>
<td></td>
<td>Gallup Poll Student Results:</td>
<td>Gallup Poll Student Results:</td>
<td>Gallup Poll Student Results:</td>
</tr>
<tr>
<td>15-16 SLVMS: 4.9%</td>
<td></td>
<td>- Each result will improve by 5% points.</td>
<td>- Each result will improve by 5% points.</td>
<td>- Each result will improve by 5% points.</td>
</tr>
<tr>
<td>15-16 SLVHS: 4.7%</td>
<td>Parent surveys: 90% of parents will report that they have input into school decision making</td>
<td>Parent surveys: 90% of parents will report that they have input into school decision making</td>
<td>Parent surveys: 90% of parents will report that they have input into school decision making</td>
<td></td>
</tr>
<tr>
<td>16-17 BCE: 1.6%</td>
<td></td>
<td>FIT reports: All sites will receive a &quot;good&quot; or better rating on their FIT reports.</td>
<td>FIT reports: All sites will receive a &quot;good&quot; or better rating on their FIT reports.</td>
<td></td>
</tr>
<tr>
<td>16-17 SLVE: 1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17 SLVMS: 11%</td>
<td></td>
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</tr>
<tr>
<td>16-17 SLVHS: 5.4%</td>
<td></td>
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</tr>
<tr>
<td>For student connection to and engagement with school, the following data was collected (from the California Healthy Kids Survey, fall, 2016).</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- &quot;I am happy to be at this school.&quot; Grade 5: 80%; Grade 7: 84%; Grade 9: 65%; Grade 11: 69%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- &quot;I feel safe at my school.&quot; Grade 5: 85%; Grade 7: 85%; Grade 9: 77%; Grade 11: 83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td></td>
<td>- &quot;At school, there is an adult who really cares about me.&quot; Grade 5: 86%; Grade 7: 68%; Grade 9: 57%; Grade 11: 61%</td>
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<tr>
<td>2016-17: Gallup Poll Student Results:</td>
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<tr>
<td></td>
<td>- Each result gives the percentage of students who reported a positive response.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BCE SLVE Charter SLVMS SLVHS</td>
<td>Engagement 69% 66% 64% 57% 38%</td>
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<tr>
<td></td>
<td>Hope 57% 67% 48% 53% 38%</td>
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<tr>
<td></td>
<td>Entrepreneurial Aspiration 59% 61% 48% 48% 40%</td>
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<tr>
<td></td>
<td>Career/Financial Literacy 70% 78% 70% 68% 70%</td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
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<td>2019-20</td>
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<tr>
<td>Engagement: The involvement in and enthusiasm for school.</td>
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<tr>
<td>Hope: The ideas and energy students have for the future.</td>
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<tr>
<td>Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.</td>
<td></td>
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<tr>
<td>Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.</td>
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</tr>
<tr>
<td>2016-2017: Survey results indicate the following percentage of parents agree or strongly agree that they have opportunities for input. SLVHS: 59.34%, SLVMS: 75.61%, SLVE: 91.22%, BCE: 93%</td>
<td></td>
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<tr>
<td>16-17 FIT reports: All sites received an</td>
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</tbody>
</table>
**Planned Actions / Services**

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

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
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</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  Select from New, Modified, or Unchanged for 2018-19  Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections: SLVUSD schools will provide school events to encourage and welcome students and families. Venues will also be provided for parents to give feedback and input. These events include School Site Council, Open House, Back to School Night, and Family Education Nights</td>
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</tr>
</tbody>
</table>
Parents will be given opportunities to give feedback through surveys and social media. PowerSchool and Schoology will be used to keep parents informed about their students’ academic progress.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
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<td>4000-4999: Books And Supplies</td>
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<tr>
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<td>SITE:911 MNGMT: 0000</td>
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<tr>
<td>2018-19</td>
<td>400</td>
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<td>4000-4999: Books And Supplies</td>
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<td>Survey Monkey License</td>
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<tr>
<td>2019-20</td>
<td>400</td>
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<td>4000-4999: Books And Supplies</td>
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<td>Survey Monkey License</td>
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<td></td>
<td></td>
<td>Operating Expenditures</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Schoology /Power School</td>
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<td>15,000</td>
<td>Base</td>
<td>5000-5999: Services And Other</td>
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<td></td>
<td></td>
<td>Operating Expenditures</td>
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<td></td>
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<td></td>
<td>Schoology /Power School</td>
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<td>25,000</td>
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<td>5000-5999: Services And Other Operating Expenditures District Marketing FD01: RES:0000: OBJ:5800 SITE:911 MNGMT: 0000</td>
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</table>

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action
Activities: SLVUSD will offer myriad after school activities and extracurricular opportunities that encourage student involvement. These include extended library hours so that students have a safe place to study and do research, tutoring services, summer school, leadership, and athletics. In addition, WEB and Link Crew will be offered at middle school and high school to welcome new students to the schools and support them during their school career. PBIS (Positive Behavior Intervention Support) will be supported at the elementary schools in order to ensure an effective school wide discipline system that supports a positive school climate.

Budgeted Expenditures

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<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<tr>
<td>2000-2999: Classified Personnel Salaries</td>
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<td>Amount</td>
<td>Source</td>
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<td>After School Bus for Middle School</td>
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<td>After School Bus for Middle School</td>
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</tbody>
</table>

**Action 3**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

| Location(s): |
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
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<tr>
<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services
Support: SLVUSD will provide mental health services and positive behavior support to ensure safe and positive campus environments. These supports include a partnership with the Foster Youth Advisory Board, professional development for teachers and staff regarding social-emotional learning, and a Positive Behavior Coach. Additionally, support will be given to encourage strong student attendance through an additional office assistance, attendance incentives, and a partnership with SARB. Last, our learning environments will be safe, with excellent facilities, due to a Deferred Maintenance plan that keeps our facilities in good shape.

### 2018-19 Actions/Services
Support: SLVUSD will provide mental health services and positive behavior support to ensure safe and positive campus environments. These supports include a partnership with the Foster Youth Advisory Board, professional development for teachers and staff regarding social-emotional learning, and a Positive Behavior Coach. Additionally, support will be given to encourage strong student attendance through an additional office assistance, attendance incentives, and a partnership with SARB. Last, our learning environments will be safe, with excellent facilities, due to a Deferred Maintenance plan that keeps our facilities in good shape.

### 2019-20 Actions/Services
Support: SLVUSD will provide mental health services and positive behavior support to ensure safe and positive campus environments. These supports include a partnership with the Foster Youth Advisory Board, professional development for teachers and staff regarding social-emotional learning, and a Positive Behavior Coach. Additionally, support will be given to encourage strong student attendance through an additional office assistance, attendance incentives, and a partnership with SARB. Last, our learning environments will be safe, with excellent facilities, due to a Deferred Maintenance plan that keeps our facilities in good shape.

#### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
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<td>Student Resource Officer (25% of Sheriff Salary - MOU)</td>
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<td>Student Resource Officer (25% of Sheriff Salary - MOU)</td>
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<td>County SARB Agreement</td>
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Page 90 of 122
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### Action 4

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### Actions/Services

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

- Modified Action

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

- Modified Action

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

- Unchanged Action

### SLVUSD's Goal

SLVUSD has a strong goal to support the mental health and well-being of our students. In particular, we strive to ensure that our students at risk, our socio-economically disadvantaged, and our...
English Learners are supported through the services of our mental health counselors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</table>

Budgeted Expenditures

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<th>Year</th>
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
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<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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<tbody>
<tr>
<td>$955,310</td>
<td>4.93%</td>
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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).

We believe that we have developed a program for our unduplicated students that addresses their needs above and beyond the base program that is at least or more than the required 4.9% for the 19-20 school year. The following action items, data and justifications explain how we meet the needs of these students.

SLVUSD has chosen specific programs and personnel to support our low income, EL and foster youth. While we acknowledge that these programs and personnel do benefit other students, the services are principally directed to meet/address the specific needs of our district’s unduplicated students.

This is the most effective use of the funds based on a data analysis of our current populations and programs. For example: Mental Health Counseling has shown to be a need for our unduplicated students because our data has shown that they have higher counseling referrals than our general population of students.

Here is a list of our increased and improved services and where they are present in our LCAP:

Goal 1:
1. Literacy specialists: Our literacy specialists for our elementary sites support our English Learners with the acquisition of the English Language, along with supporting low income and foster youth with Reading Recovery, a research based strategy to improve comprehension and reading skills.
2. Math coaches and math intervention teacher: These teachers work with struggling students in math, using best practices for intervention which help our ELs and low income populations.

Goal 2:
1. ELD sections for Middle School and High School English learners specifically support student growth in their language development. Additionally, Read 180 is another researched based program that supports English Learners to acquire English and reading skills.
2. Summer School: We offer three different summer programs, one for English Learners, and two for intervention for our struggling and low income learners. All of our summer programs are free of charge, including the materials needed. We have expanded our summer programs this year, offering additional intervention programs.

Goal 3:
1. Mental Health Counselors: We are increasing the staffing of our mental health counselors because of a need for our unduplicated student population. These counselors reach out to our students in need and also do proactive work to ensure that mental health needs are met.

Additional ways that we support our unduplicated students include the following:
1. Increased work with Mountain Community Resources/Community Bridges to support EL families through DELAC.
2. We employ instructional aides and tutors who work with students who are at risk and struggling.
3. Continuing with a data and assessment coach (accountability dean) who will disaggregate our district and site data to review subgroup achievement and areas of need.
4. Continuing with an alternative education classroom at the high school to support struggling and low achieving students.

FOSTER:
SLVUSD is committed to serving Foster Youth in the best manner possible and therefore is following the recommendation of Foster Youth Services Coordinating Program to continue an implementation process known locally as The Foster Ed Initiative. Here a coordinated case management and communication system is arranged and monitored allowing key stakeholders to stay connected and responsive to the needs of foster youth. It is a statewide recognized promising practice and endorsed by leading advocacy groups and state agencies.
LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
$809,920 | 4.36%

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).

SLVUSD has chosen specific programs and personnel to support our low income, EL and foster youth. While we acknowledge that these programs and personnel do benefit other students, the services are principally directed to meet/address the specific needs of our district’s unduplicated students.

Here is a list of our increased and improved services and where they are present in our LCAP:

**Goal 1:**
1. Literacy specialists: Our literacy specialists for our elementary sites support our English Learners with the acquisition of the English Language, along with supporting low income and foster youth with Reading Recovery, a research based strategy to improve comprehension and reading skills.
2. Math coaches and math intervention teacher: These teachers work with struggling students in math, using best practices for intervention which help our ELs and low income populations.

**Goal 2:**
1. ELD sections for Middle School and High School English learners specifically support student growth in their language development. Additionally, Read 180 is another researched based program that supports English Learners to acquire English and reading skills.
2. AVID sections for Middle and High School students support those whose families have not attending college and are typically of lower income status. We also support professional development for AVID teachers, AVID field trips, and AVID materials.
3. Summer School: We offer three different summer programs, one for English Learners, and two for intervention for our struggling and low income learners. All of our summer programs are free of charge, including the materials needed. We have expanded our summer programs this year, offering additional intervention programs.

Goal 3:
1. Mental Health Counselors: We are increasing the staffing of our mental health counselors because of a need for our unduplicated student population. These counselors reach out to our students in need and also do proactive work to ensure that mental health needs are met.

Additional ways that we support our unduplicated students include the following:
1. Increased work with Mountain Community Resources/Community Bridges to support EL families through DELAC.
2. We employ instructional aides and tutors who work with students who are at risk and struggling.
3. Continuing with a data and assessment coach who will disaggregate our district and site data to review subgroup achievement and areas of need.
4. Continuing with an alternative education classroom at the high school to support struggling and low achieving students.

FOSTER:
SLVUSD is committed to serving Foster Youth in the best manner possible and therefore is following the recommendation of Foster Youth Services Coordinating Program to continue an implementation process known locally as The Foster Ed Initiative. Here a coordinated case management and communication system is arranged and monitored allowing key stakeholders to stay connected and responsive to the needs of foster youth. It is a statewide recognized promising practice and endorsed by leading advocacy groups and state agencies.

LCAP Year: 2017-18

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
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).

Research has proven that high quality teachers are the number one impact on student achievement. SLVUSD's LCAP addresses this through new teacher support, PLC collaboration, and on-going professional development. In addition, access to a broad course of study is essential in ensuring students are prepared for college and career. SLVUSD's LCAP addresses this through K-3 class size reduction, academic and intervention sections, such as AP, ERWC, and itinerant teachers. When students are in the right classes with a highly qualified teacher we need to make sure students remain on graduation path, receive necessary support, and stay connected to our schools. SLVUSD's LCAP addresses social emotional needs through counseling support, PBIS, school wide activities, continual communication with parents and a standards aligned curriculum for all. SLVUSD has 18.27% unduplicated students estimated for the 2017-2018 school year that generate approximately $626K in supplemental funding. Expenditures for all students are addressed below and are a combination of base, supplemental and other funding:

District Wide: New Teacher Project, Instructional Materials and Professional Development, Maintenance of Facilities, College Field trips, Office Assistants/Attendance Clerk, Counseling Contracts, Athletic Stipends

Elementary Sites: Music Teachers, Science Teachers, Positive Behavior Coach, Literacy specialists (who support students through Reading Recovery and also teach ELD)

Secondary Sites: Alternative Education Teacher, Music Teachers, CTE Sections and Materials, Counselors, Naviance, AP Training, ERWC Sections, PLC Time, WEB, Link Crew Training, AP Training, Credit Recovery (UC Scout or Cyber High)

The components are "district wide" because these activities are the foundation of the district's Response to Intervention. The majority of these services are paid from the base allocation with a few coming from supplemental funds. Before our teachers can differentiate and close the achievement gap there needs to be a solid Tier I base of services applied to all students.

Specific services that support our unduplicated students include an EL support section at the middle school and high school, stipends for our EL coordinators, summer school and EL summer tutoring support, after school (AOS) tutoring, DELAC, EL family meetings, and AVID. We also employ instructional aides who work with students who are at-risk and struggling. Read 180 supports our
struggling and EL students through a section and materials. Professional development targets equity and differentiation, which allows for teachers to focus on students at different levels, including our EL students. We have added Title III funding to ensure resources for parents and additional summer programs for our English Learners.

FOSTER:

SLVUSD is committed to serving Foster Youth in the best manner possible and therefore is following the recommendation of Foster Youth Services Coordinating Program to continue an implementation process known locally as The Foster Ed Initiative. Here a coordinated case management and communication system is arranged and monitored allowing key stakeholders to stay connected and responsive to the needs of foster youth. It is a statewide recognized promising practice and endorsed by leading advocacy groups and state agencies.

We will continue to fund the support structures that were provided in the previous year. In addition, we are expanding our services in the following ways:

- Adding an additional AVID section at the high school and expanding our AVID professional development
- Increased section of high school counselor to support at-risk, unduplicated youth
- Increasing counseling services at the elementary schools
- Adding behavior support at the elementary schools (for teachers)
- Continuing with a data and assessment coach who will disaggregate our district and site data to review subgroup achievement and areas of need
- Continuing with an alternative education classroom at the high school to support struggling and low achieving students
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.
Instructions: Linked Table of Contents

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

## New, Modified, Unchanged

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

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
       (A) enrolled less than 31 days
       (B) enrolled at least 31 days but did not attend at least one day
       (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
           (i) are enrolled in a Non-Public School
           (ii) receive instruction through a home or hospital instructional setting
           (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
       (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
       (B) The total number of students in the cohort.
       (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
       (A) The number of students who either graduated as grade 11 students or who earned any of the following:
           (i) a regular high school diploma
           (ii) a High School Equivalency Certificate
           (iii) an adult education diploma
           (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
       (B) The number of students in the DASS graduation cohort.
       (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)?
   How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type

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