

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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2017-20 Plan Summary

The Story

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

Our Mission

The mission of Union School District is to enrich the community through learning. We are dedicated to children: to involve the community; to anticipate challenges; to take advantage of opportunities; and, to guarantee vital skills for all our children to pursue lifelong learning and become productive citizens.

The Union School District is a TK-8 district located in Silicon Valley, serving students in the city of San Jose, unincorporated southwest Santa Clara County, and some areas that border the town of Los Gatos. The District encompasses seven square miles of single family and multiple unit homes. We are comprised of eight schools: six K-5 elementary schools, and two 6-8 middle schools. Each school is a California Gold Ribbon School, recognized for the outstanding educational programs and practices in our district. In 2018, three elementary schools were also recognized as California Distinguished Schools.

During the 2017-18 school year, we continued to see new students enrolling in the district. Total enrollment in 2017-18 was 5795 students. We employ 265 teachers and 70 (Full Time Equivalent - FTE) paraprofessionals to support average class sizes of 24:1 in TK-3 and 29.5:1 in grades 4-8. Approximately 45% of the district's students are white (non-Hispanic), 16% are Hispanic, 26% are Asian or Pacific Islander, and the remaining 13% are in other categories.

Union School District offers a range of educational programs to meet the needs of all students. The district provides exceptional education opportunities including: award winning Middle School band programs, Project Lead The Way (PLTW) STEM courses, the Future Ready 1:1 Learning Initiative, our Elementary STEAM initiative and our excellent Special Education services. We believe in the importance of providing a whole child learning environment focused on being a foundation of excellence for our community.

The 2017-2020 LCAP was developed by the LCAP Committee with input from school and community stakeholders. The three-year plan was approved by the Board on June 12, 2017 and by the Santa Clara County Office of Education in August 2017.

LCAP Highlights

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

Our LCAP includes four goals and twelve actions/services that are designed to ensure that all students continue to excel academically and social-emotionally as we close any performance gaps that exist between subgroups.

GOAL 1: Union School District will provide students with appropriate learning conditions by: hiring and retaining highly qualified certificated and classified employees that are fully qualified and fairly compensated; ensuring that students have access to state standards-aligned materials; and redesigning, upgrading and enhancing all classrooms to foster 21st Century teaching and learning.

1.1 Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment.

1.2 Pilot standards-aligned English language arts (ELA)/English language development (ELD) and science curriculum and instructional strategies and continue to implement our adopted math curriculum.

1.3 Continue to modernize classrooms with flexible furniture and provide students and teachers with access to 21st Century technology and instructional strategies.

GOAL 2: Union School District will raise the achievement of all students through rigorous instruction that is based on state standards, designed to develop students' 21st Century skills, and is appropriately assessed through the use of multiple measures including local and state assessments and accountability targets.

2.1 Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards.

2.2 Provide ongoing professional development and coaching to build capacity of staff to provide rigorous, differentiated instruction, using data to guide and meet the needs of all students, including identified subgroups.

2.3 Continue to develop and support the Elementary STEAM program utilizing ToSAs who will model instruction and build STEAM integrated units of study.

GOAL 3: The District and each school site will promote the complete education, both academically and socially, of every child in the district by providing support systems to ensure that all students successfully access the core curriculum.

3.1 Support school site and districtwide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups.

3.2 Provide social-emotional support programs and services at all schools to both promote a positive school climate and meet intervention needs of students.

3.3 Provide opportunities for extended learning and enrichment activities, within and outside of the school day, for students.

GOAL 4: The District will enhance parent engagement and improve communication among home, school and district stakeholders.

4.1 Provide opportunities for stakeholder involvement through district and school advisory committees in order to foster positive communication and input.

4.2 Provide translation services and equipment to increase parent communication and involvement of English learner parents in school activities. Continue to explore options for translation services that will promote EL parent and teacher communication.

4.3 Continue to seek ways to engage parents/caregivers that speak languages other than English through parent outreach programs, classes, district/school committees and events.

Review of Performance

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

Greatest Progress

Union School district is proud of the academic progress of our students who continue to excel in both English language arts (ELA) and mathematics (Math). The performance (status) of All Students on the California School Dashboard for ELA and Math indicators is "Very High" (Blue) and the change from the prior year in these content areas shows an increase of +0.4 points and +6.2 points respectively; an indication of continued growth.

In addition, the English Learner Progress indicator shows "Very High" (Blue) status and a performance increase of +6.1% over the prior year. Our overall suspension rate indicator also improved, with the California School Dashboard overall suspension indicator changing from "Medium" (Orange) to "Low" (Green) based on a decrease of 0.2% of the district's suspension rate.

Finally, we are extremely proud that we continue to expand STEAM across the district. In 2017-18, Makerspaces at all six elementary schools opened, and our STEAM Teachers on Special Assignment (ToSAs) continued integrating Science, Technology, Engineering, Art and Math into our elementary core curriculum. Additionally, our exceptional Technology and STEAM programs attracted

educational visitors from California, as well as from around the world, including Taiwan, Germany, Australia and Brazil.

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

Greatest Needs

We do not have any overall performance indicators in the "red" category nor did we receive any “Not Met” or “Not Met for Two or More Years” ratings on the California School Dashboard.

While our Overall Suspension Rate indicator improved from “Orange” to “Green” and our Socio-Economically Disadvantaged and Students with Disabilities subgroups improved from “Red” to “Orange”, our Suspension Rate indicator for English Learners changed from “Yellow” to “Orange”.

To address this, we will continue to provide intervention programs and services through our LCAP (see Goal 3) for behavior interventions and social/emotional support for all sites, with a continued focus on improving student suspension outcomes for our subgroups.

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

Performance Gaps

The following groups of students were identified as having gaps of two or more performance levels below the All Student group on the California School Dashboard:

- 1) In English language arts: Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.
- 2) In Mathematics: Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.

In order to address these gaps, the district will continue to provide:

- Professional development/coaching that builds capacity of staff to implement rigorous/differentiated instruction, using data to guide instructional decisions and meet the needs of all students (see Goal 2)
- Reading and math intervention/support programs (see Goal 3)

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

Increased or Improved services

We will implement the following services to meet the needs of low-income students, English learners and foster youth:

- Goal 2: Action 2.1 - Provide professional development for teachers to incorporate the English language development (ELD) standards into English language arts (ELA).
- Goal 3: Action 3.1- Provide reading and math intervention/support programs.
- Goal 3: Action 3.2 - Provide social-emotional support programs and services at all schools to both promote a positive school climate and meet intervention needs of students.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 64,815,410

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 4,680,249

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

Other general fund expenditures not included in the LCAP except where noted, include:

Salaries and benefits for Certificated and Classified staff.

Salaries and benefits, which equate to approximately 84% of the school district budget, are the largest expense of the general fund.

Certificated staff include Certificated Teachers, Certificated Pupil Support, Certificated Supervisors and Administrators, and other Certificated staff.

Classified staff include Instructional Assistants, Classified Support, Classified Supervisors and Administrators, Clerical, Technical, Office, and other Classified staff.

The following programs require a contribution from the general fund to meet expenditures of the programs:

Child Nutrition Program which provides meals to students.

Special Education Program which provides services to students.

Routine Restricted Maintenance Account – State required contribution to this program.

Other expenditures, not included in LCAP except where noted, are as follows:

Instructional Materials, Supplies and Equipment.

Services and Other Operating Expenditures which include Travel and Conferences, Sub-agreements for Services, Dues and Memberships, Insurance, Utilities, Rental, Leases, Repairs, and Communications.

Equipment replacement and expense for transportation of Special Education students.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 46,545,996

Annual Update

LCAP Year Reviewed: 2017-18

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

Union School District will provide students with appropriate learning conditions by

- Hiring and retaining highly qualified certificated and classified employees that are fully qualified and fairly compensated.
- Ensuring that students have access to state standards-aligned materials.
- Redesigning, upgrading and enhancing all classrooms to foster 21st Century teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Teacher assignments and credentials

- Maintain 100% Highly Qualified Teachers.

Teacher assignments and credentials

- 100% of teachers credentialed were highly qualified and appropriately assigned in 2017-18.

Williams Certification

- Maintain 100% access to standards-aligned materials
- District schools will be clean, safe and maintained in good repair per Williams compliance and California Ed. Code Section 17002 subsection (d).

Williams Certification

- 100% of students had access to aligned instructional materials in 2017-18 as certified by the Board on the Sufficiency of Textbooks and Instructional Materials resolution.

Expected

Actual

- 100% of school facilities are clean and functional as determined by the annual facilities survey and reported on the School Accountability Report Cards.

Annual teacher perception survey results

- Maintain that 100% of staff surveyed will rate working for the district satisfactory (3) or above on the annual perception survey.

Maintained an average of satisfactory (3) or above on the annual teacher perception survey results as detailed in the table below:

Questions	2018
I feel recognized for good work.	4.0
I work with people who listen if I have ideas about doing things better.	4.2
My administrators support shared decision making.	4.2
I have the opportunity to develop my skills.	4.4
I love working at this school.	4.4
I believe this school provides an atmosphere where every student can succeed.	4.3
I believe we have an action plan in place which can get us to our vision.	3.8

Modernize Classrooms and Collaborative Learning Spaces.
Add an additional 30 flexible furniture classrooms.

30 Classrooms received flexible furniture over summer.

Actions / Services

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

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment.</p>	<p>Posted announcements of open positions in Edjoin and/or EdCal; Attended the job fairs at the Santa Clara County Office of Education and Santa Clara University; Maintained connections with college/university schools of education; Accepted the placement of student teachers in our elementary and middle schools; Invited student teachers demonstrating success to go through our interview process for possible employment; Provided classified staff with opportunities to participate in both district and outside professional development, including professional development opportunities for all classified staff during each of our district-wide professional development days.</p>	<p>Title II (\$4,820) 060-4035-0-4300-00-0000,7400-000000-200-0000</p>	<p>Title II (\$4,820) 060-4035-0-4300-00-0000,7400-000000-200-0000</p>

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Pilot standards-aligned ELA/ELD and science curriculum and instructional strategies and, continue to implement our adopted math curriculum.</p>	<p>TK-5 Teacher Innovators piloted ELA curriculum/strategies and Science curriculum. Middle School Teacher Leaders piloted ELA curriculum and continued working with the Next Generation Science Standards (NGSS) All teachers continued implementing Eureka Math (TK-5) and CPM (6-8) math curriculum.</p>	<p>a.) Base b.) ELA Adoption c.) Lottery a.) 010-0000-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$89,659)</p>	<p>a.) Base (\$50,270) b.) ELA Adoption (\$237,506) c.) Lottery (\$271,000) a.) 010-0000-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$16,270)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a.) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$26,000) b.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$40,370) b.) 010-0211-0-4100-00-1110-1000-000000-300-0000 (\$130,000) b.) 010-0211-0-5800-00-1110-1000-000000-300-0000 (\$93,000) c.) 060-6300-0-4100-00-1110-1000-000000-300-0000 (\$267,000)	a.) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$34,000) b.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$14,506) b.) 010-0211-0-4100-00-1110-1000-000000-300-0000 (\$130,000) b.) 010-0211-0-5800-00-1110-1000-000000-300-0000 (\$93,000) c.) 060-6300-0-4100-00-1110-1000-000000-300-0000 (\$271,000)

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to modernize classrooms with flexible furniture and provide students and teachers with access to 21st Century technology and instructional strategies.</p>	<p>Over summer, we installed flexible furniture in thirty additional classrooms, bringing the total districtwide flexible furniture classroom installations to over fifty. Additionally, previous pilot classrooms received additional items and adjusted configurations over summer.</p> <p>Third and sixth grade students received new Chromebooks to support 21st Century learning. Teachers continued to receive professional development on technology integration through the Mini-MERIT and the Technology Teacher Leaders professional development programs.</p>	<p>211-Fund 200030 – Cost Center</p> <p>\$660,000</p>	<p>211 & 213-Fund 200030 – Cost Center</p> <p>\$1,346,083</p>

Analysis

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

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

All actions/services for this goal were fully implemented.

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

Goal 1 actions/services were implemented as designed. This allowed us to meet our identified metrics for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.2 – We used less sub days than originally anticipated due to Extended Wednesdays for grade level meetings.

1.3 – Actual costs for the classroom furniture project were higher than originally estimated, partly due to an increase in per classroom costs as well as to an expanded project scope that included furnishing the six elementary Makerspaces, adding items to existing pilot classrooms and adjusting existing classroom configurations. Cost center 213 was added as the project was split funded from the first and second Measure J Bond issuances.

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 remains as previously written, however, per the Santa Clara County Office of Education's recommendations, a facilities metric has been added for 2018-19 to address State Priority 1 (*Changes will be reflected in Goal 1 metrics*).

Goal 2

Union School District will raise the achievement of all students through rigorous instruction that is based on state standards, designed to develop students' 21st Century skills, and is appropriately assessed through the use of multiple measures including local and state assessments and accountability targets.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measureable Outcomes

Expected

English Language Arts (3-8) California School Dashboard

- Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.
- Maintain or Improve ELA performance for individual student groups as reported on the California School Dashboard ELA Assessment Report.

Actual

English Language Arts (3-8) California School Dashboard

- The performance levels on state indicators in English Language Arts as reported on the California Schools Dashboard Status and Change Report indicate we:
 - Maintained Green or Blue status for All Students;
 - Maintained Green or Blue status for English Learners, African American, Asian, Filipino, Two or More Races and White;
 - Improved from Yellow to Green for African American;
 - Declined from Yellow to Orange for Socioeconomically Disadvantaged and Students with Disabilities.

Expected



Actual

	Student Performance	Status	Change
All Students		Very High 63.1 points above level 3	Maintained +0.4 points
English Learners		High 39.9 points above level 3	Maintained -1.4 points
Socioeconomically Disadvantaged		Low 16 points below level 3	Declined -3.9 points
Students with Disabilities		Low 35.3 points below level 3	Maintained -2.5 points
African American		Medium 3.8 points below level 3	Increased Significantly +15 points
Asian		Very High 107.2 points above level 3	Maintained +0.5 points
Filipino		Very High 73.4 points above level 3	Increased +3.7 points
Hispanic		Medium 0.9 points above level 3	Declined -3.4 points
Two or More Races		Very High 69.6 points above level 3	Declined -8.7 points
White		Very High 63.5 points above level 3	Maintained +0.3 points

Mathematics (3-8) California School Dashboard

- Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.
- Maintain or Improve Math performance for individual student groups as reported on the California School Dashboard Math Assessment Report.

Mathematics (3-8) California School Dashboard

- The performance levels on state indicators in Mathematics as reported on the California Schools Dashboard Status and Change Report indicate we:
 - Maintained Green or Blue status for All Students;
 - Maintained Green or Blue status for English Learners, African American, Asian, Filipino, Two or More Races and White;
 - Improved from Yellow to Green for African American;
 - Declined from Yellow to Orange for Socioeconomically Disadvantaged and Students with Disabilities.
 - Declined from Green to Yellow for Hispanic.

Expected

Actual



	Student Performance	Status	Change
All Students		Very High 57.1 points above level 3	Increased +6.2 points
English Learners		Very High 42.1 points above level 3	Increased +6.7 points
Socioeconomically Disadvantaged		Low 38.3 points below level 3	Declined -5.3 points
Students with Disabilities		Low 48.7 points below level 3	Maintained -0.4 points
African American		Medium 24.4 points below level 3	Increased +9.1 points
Asian		Very High 119.8 points above level 3	Increased +11.1 points
Filipino		Very High 55 points above level 3	Declined -7.1 points
Hispanic		Medium 22.4 points below level 3	Maintained +0.8 points
Two or More Races		Very High 68.4 points above level 3	Maintained +2.8 points
White		Very High 54 points above level 3	Maintained +2.9 points

English Learner Progress California School Dashboard

- Maintain Green or Blue status as reported by the California School Dashboard.

English Learner Progress California School Dashboard

The performance levels on state indicator for English Learner as reported on the California Schools Dashboard Status and Change Report indicate we maintained Blue status:

	Student Performance	Status	Change
English Learner		Very High 87.9%	Increased +6.1%

Continue to provide training in GLAD/ELD strategies to teachers until all district teachers have been trained.

10% of TK-5 teachers will participate in GLAD training until 100% of TK-5 teachers are GLAD trained.

Twenty (20) teachers were trained in GLAD/ELD strategies to support rigorous instruction for all students, including identified subgroups.

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards.</p>	<p>The district provided ELD professional development opportunities through Guided Language Acquisition Design (GLAD), ELD focused conferences and individualized sessions during district-wide professional development days. These opportunities provided teachers with strategies to incorporate ELD standards into their content instruction, enabling English learners to access core curriculum.</p> <p>As a result, English learner performance on the California School Dashboard indicators in English Learner Progress, Language Arts and Mathematics show increased levels of performance:</p> <p>English Learner Progress – Blue (Very High) English Language Arts – Green (High) Mathematics – Blue (Very High)</p>	<p>a.)ELA & ELD (\$141,531) b.)Supplemental (\$88,750) a.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$141,531) b.) 010-0709-0-4300-00-1110-2490-300300-300-0000 (\$15,000) b.) 010-0709-0-5800-00-1110-1000-000000-300-0000 (\$38,000) b.) 010-0709-0-5800-00-1110-2420-000000-300-0000 (\$30,750) b.)010-0709-0-5800-00-1110-1000-300300-013-0000 (\$5,000)</p>	<p>[a.]ELA & ELD (\$0) b.)Supplemental (\$26,808) a.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$0) Actual listed under Goal 2.2 b.) 010-0709-0-4300-00-1110-2490-300300-300-0000 (\$0) b.) 010-0709-0-5800-00-1110-1000-300200--300-0000 (\$25,808) b.) 010-3010-0-5800-00-1110-1000-000000-300-0000 (\$12,192) b.) 010-0709-0-5800-00-1110-2420-000000-300-0000 (0) b.)010-0709-0-5800-00-1110-1000-300200-013-0000 (\$1,000)</p>

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide ongoing professional development and coaching to build capacity of staff to provide rigorous, differentiated instruction, using data</p>	<p>177 teachers participated in the Teacher Leader opportunities offered by our district. These teachers were trained in common</p>	<p>Educator Effectiveness</p>	<p>Educator Effectiveness</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to guide and meet the needs of all students, including identified subgroups.	instructional strategies, implemented them within their classrooms and collaborated with grade level or content area colleagues. They then served as role models and mentors at their school sites in their grade-level or content areas to facilitate implementation of rigorous, differentiated instruction to meet the needs of all students, including identified subgroups.	060-6264-0-1900/3XXX-00-1110-2100-000000-XXX-0001 \$148,897	060-6264-0-1900/3XXX-00-1110-2100-000000-XXX-0001 (\$0) 010-0210-0-1900-00-1110-2100-000000-300-0000 (\$128,002) a.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$116,801)

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to develop and support the Elementary STEAM program utilizing ToSAs who will model instruction and build STEAM integrated units of study.	In 2017-2018, Makerspace classrooms officially opened at all elementary sites. To support instruction, a certificated STEAM teacher on special assignment (ToSA) continued to model STEAM initiatives and instructional practice at each elementary site. The ToSAs built additional units of study integrating STEAM concepts throughout multiple content areas.	a.) Mandated Cost (\$537,830) b.) Educator Effectiveness (\$35,465) a.) 010-0210/0855-0-1100/3XXX-00-1226-1000-000000-XXX-0000 (\$537,830) b.) 060-6264-0-1900/3XXX-00-1110-2100-000000-011-0001 (\$35,465)	[a.) Mandated Cost (\$737,015) b.) Educator Effectiveness (\$0) c.) One -Time Funds (\$6,796) d.) Bond Funds (\$4,798) a.) 010-/0855-0-1100/3XXX-00-1226-1000-000000-XXX-0000 (\$737,015) b.) 060-6264-0-1900/3XXX-00-1110-2100-000000-011-0001 (\$0) 010-0210-0-4300-00-1226-1000-000000-080-0000 (\$6,796)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			212-9010-0-4455-00-0000-8500-200110-013/022/011/017/019/023-000 (\$4,798)

Analysis

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

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

Actions and services for this goal were all implemented as planned.

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

The overall effectiveness of the actions/services that were implemented to achieve Goal 2 was high, as demonstrated by student performance on the California School Dashboard indicators related to this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 – Funds were spent under Action 2.1, which better aligned with the actions for that goal. Overall GLAD Training costs were less than anticipated. Some funds were spent in Goal 3, Action 3.1, as they aligned better with that action.

2.2 – Funding was moved to 0210 as Educator Effectiveness funding was no longer available. Costs were lower than anticipated based on fewer teachers participating than budgeted.

2.3 - Funding was moved to 0210 as Educator Effectiveness funding was no longer available. Overall mandated cost spending was higher based on increased STEAM program costs.

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 has been modified to better address the identified student subgroup performance gaps. Subgroup ELA and Math performance goals have been moved from Goal 2 to Goal 3, as they more closely align with Goal 3's actions and services (*Changes will be reflected Goal 2 and Goal 3 Goals and metrics*).

Per the LCAP template requirements, local data metrics for 3-8th grades standards mastery in ELA and Math and reading proficiency in K-2nd grades have been added for All Students (*Changes will be reflected in Goal 2 metrics*).

Goal 3

The District and each school site will promote the complete education both academically and socially of every child in the district by providing support systems to ensure that all students successfully access the core curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Suspension Rate - California School Dashboard

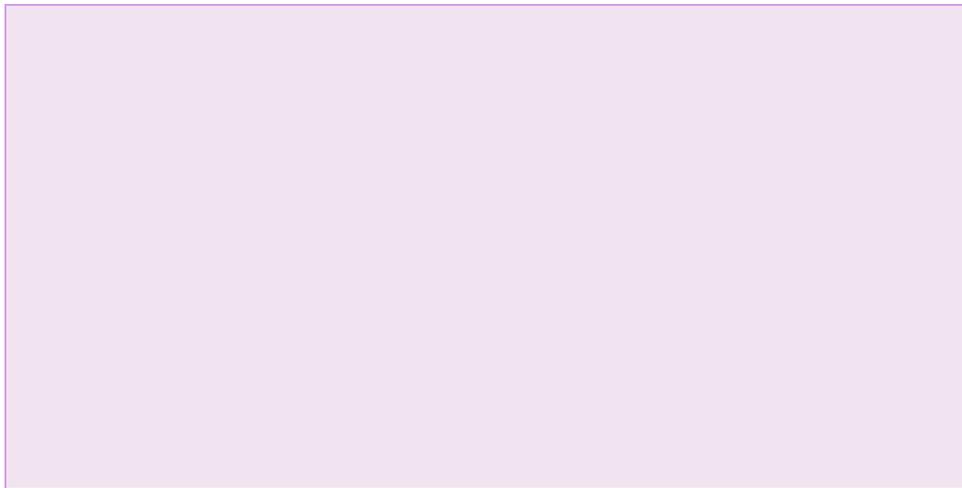
- Decrease the suspension rates for Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic sub groups by .1% as reported on the California School Dashboard.

Actual

As indicated on the California School Dashboard, the All Students suspension status improved from Orange (Medium) to Green (Low). The Students with Disabilities subgroup maintained with an increase of 0.2% while the African American subgroup declined by 0.7%. English learners, Socioeconomically Disadvantaged and Hispanic subgroups increased by 1.1%, 1.4% and 0.6%, respectively

Expected

Actual



	Student Performance	Status	Change
All Students		Low 1.1%	Maintained -0.2%
English Learners		Medium 2.1%	Increased +1.1%
Socioeconomically Disadvantaged		High 4.9%	Increased +1.4%
Students with Disabilities		High 5.1%	Maintained +0.2%
African American		Very High 6.6%	Declined -0.7%
Hispanic		Medium 2.7%	Increased +0.6%

Maintain or improve the following rates:

- District Attendance Rate
- Chronic Absenteeism Rate
- Middle School Dropout Rate
- Expulsion Rate

2016-17 Rates:

- District Attendance Rate (PA) remained flat at: 96.86%
- Chronic Absenteeism Rate remained flat at: 3.7%.
- Middle School Dropout Rate: 0%.
- Expulsion Rate: 0%

Student Perception Survey

100% of students surveyed will indicate with a score of 4 or above that they feel safe at school on the annual perception survey.

Student Perception Survey

Students in grades 4 through 8 surveyed using a 5-point scale (Disagree to Agree), responded to the following statements:

When I am at school, I feel:	2018
I am safe	4.2
My teacher listens to my ideas	4.0
My principal cares about me	4.2
My teacher believes I can learn	4.5
I am challenged by the work my teacher asks me to do	3.4

Expected

Actual

	Very good work is expected at my school	4.0
	Students at my school treat me with respect	3.7
	I am safe from bullies	3.9
	# of Responses	2461

Actions / Services

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

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support school site and districtwide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups.	<p>All schools provided intervention services to meet student needs. The services varied by site based on individual student needs and student populations. Every school offered one or more of the following services to support targeted students, including English Learners: Instructional Assistants, RTI tutors, EL specialists, ELD teachers who provided specialized instruction/supplemental support, and/or before/after school intervention programs.</p> <p>Additionally, District web-based intervention programs were provided to schools based on subgroup need, including Imagine Learning, Lexia, and Rosetta Stone at all elementary sites and Read 180 and Rosetta Stone at the middle schools.</p>	<p>a.)Supplemental Funds (\$971,633) b.)Title III (\$50,000) c.)Title I (\$31,962)</p> <p>(a.)010-0709-0-1100/3XXX-00-1110-1000-300200-015-0000 (\$95,997) (a.)010-0709-0-1100/3XXX-00-1110-1000-300300-XXX-0000 (\$305,396) (a.)010-0709-0-1190/3XXX-00-0000-3110-300300-022-0090 (\$5,759) (a. 010-0709-0-1190/3XXX-00-1110-1000-300300-011-0090 (\$22,887)</p>	<p>a.)Supplemental Funds (\$952,311) b.)Title III (\$52,000) c.)Title I (\$87,401)</p> <p>(a.)010-0709-0-1100/3XXX-00-1110-1000-300300-015-0000 (\$53,863) (a.)010-0709-0-1100/3XXX-00-1110-1000-300300-XXX-0000 (\$364,276) (a.)010-0709-0-1190/3XXX-00-0000-3110-300300-022-0090 (\$3,006) (a. 010-0709-0-1190/3XXX-00-1110-1000-300300-011-0090 (\$5,797)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

		(a.)010-0709-0-1190/3XXX-00-5770-1120-300300-015-0090 (\$6,760)	(a.)010-0709-0-1190/3XXX-00-5770-1120-300300-015-0090 (\$6,760)
		(a.)010-0709-0-1190/3XXX-00-1110-1000-300200-300-0000 (\$32,671)	(a.) 010-0709-0-1190/3xxx-00-1110-1000-300300-015/026-0090 (\$19,669)
		(a.)010-0709-0-1990/3XXX-00-1110-2100-300200-700-0090 (\$3,522)	(a.)010-0709-0-1190/3XXX-00-1110-1000-300200-300-0090 (\$18,720)
		(a.) 010-0709-0-2100-00-1110-1000-300300-XXX-0000 (\$123,640)	(a.)010-0709-0-1990/3XXX-00-1110-2100-300200-700-0090 (\$3,522)
		(a.)010-0709-0-2190/3XXX-00-0000-3110-300300-022-0090 (\$4,315)	(a.) 010-0709-0-2100-00-1110-1000-300300-XXX-0000 (\$112,985)
		(a.) 010-0709-0-2190/3XXX-00-1110-1000-300300-XXX-0090 (\$92,545)	(a.)010-0709-0-2190/3XXX-00-1110-1000--300300-022-0090 (\$5,765)
		(a.)010-0709-0-2190/3XXX-00-5750-4000-300300-015-0090 (\$2,226)	(a.) 010-0709-0-2190/3XXX-00-1110-1000-300300-XXX-0090 (\$97,002)
		(a.)010-0709-0-4400-00-1110-1000-300400-300-0000 (\$13,800)	(a.)010-0709-0-2190/3XXX-00-5750-4000-300300-015-0090 (\$2,226)
		(a.)010-0709-0-5800-00-1110-1000-300200-700-0000 (\$21,000)	(a.) 010-0709-0-4300-1110/5770-1000/1110-300300-011-0000 (\$3,093)
		(a.)010-0709-0-5800-00-1110-1000-300300-300-0000 (\$205,840)	(a.)010-0709-0-5800-00-1110-1000-300200-700-0000 (\$24,000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(a.)010-0709-0-5800-00-1110-2420-000000-300-0000 (\$35,275) (a.)060-3010-0-2100-00-1110-1000-000000-019-0000 (\$39,298) (b.)060-4203-0-5800-00-1110-1000-000000-300-0000 (\$50,000) (c.)010-3010-0-1100/3XXX-00-1110-1000-300300-0XX-0000 (\$31,962)	(a.)010-0709-0-5800-00-1110-1000-300300-700-0000 (\$4,500) (a.)010-0709-0-5800-00-1110-1000-300300-300-0000 (\$173,603) (a.)010-0709-0-5800-00-1110-2420-300300-300-0000 (\$13,709) (a.)010-0709-0-5800-00-1110-2420-000000-300-0000 (\$39,816) (a.)060-3010-0-2100-00-1110-1000-000000-019-0000 (\$54,386) (b.)060-4203-0-5800-00-1110-1000-000000-300-0000 (\$52,000) (c.)010-3010-0-1100/3XXX-00-1110-1000-300300-0XX-0000 (\$0) (c.)010-3010-0-1100/3XXX-00-1110-1000-300300-0XX-0000 (\$33,015)

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide social-emotional support programs and services at all schools to both promote a	Each of the district's six elementary schools had a .5FTE Mental Health Therapist (MHT) or MHT intern to support students social/emotional needs. Each middle school	Supplemental Funds (\$506,169)	Supplemental Funds (\$439,732)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>positive school climate and meet intervention needs of students.</p>	<p>had a 1.0FTE Mental Health Therapist supporting the social/emotional needs of middle school students. Additionally, each of our schools had mental health therapist/intern support for up to 10 hours/weekly. Our elementary schools had a school psychologist for 3 days/weekly and the middle schools each have a full-time school psychologist. We also provided contracted services for mental health as needed as well as the Project Cornerstone program.</p>	<p>010-0709-0-1200/3XXX-00-1110-3120-300300-400-0000 (\$123,028) 010-0709-0-2900/3XXX-00-0000-3110-300300-XXX-0000 (\$303,491) 010-0709-0-5800-00-1110-1000-000000-300-0000 (\$67,650) 010-0709-0-5800-00-1110-2420-000000-300-0000 (\$12,000)</p>	<p>010-0709-0-1200/3XXX-00-1110-3120-300300-400-0000 (\$119,149) 010-0709-0-2900/3XXX-00-0000-3110-300300-XXX-0000 (\$235,933) 010-0709-0-2990/3xxx-00-0000-3110-300300-022-0090 (\$9,000) 010-0709-0-5800-00-1208-1000-000000-300-0000 (\$70,650) 010-0709-0-5800-00-1110-1000-0000-300300-300-0000 (\$5,000) Project Cornerstone 010-0709-0-5800-00-1110-2420-000000-300-0000 (\$0) Actual expenditures moved to Goal 2.3</p>

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for extended learning and enrichment activities, within and outside of the school day, for students.</p>	<p>All schools provided enrichment opportunities to support all students. The opportunities varied by site and were based on individual student needs and student populations. Additionally, GATE teacher leaders coordinated after school enrichment programs at their sites. Each teacher received a stipend and funding to pay for enrichment program materials, supplies, events and activities.</p>	<p>Base – General Fund (\$24,583) 010-0000-0-1190/3XXX-00-1110-1000-000000-300-7140 (\$14,083)</p>	<p>Base – General Fund (\$17,870) 010-0000-0-1190/3XXX-00-1110-1000-000000-300-7140 (\$7,042)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		010-0000-0-4300-00- 1110-2100-000000-300- 0000 (\$500) 010-0000-0-5800-00- 1110-1000-000000-300- 7140 (\$10,000)	010-0000-0-4300-00- 1110-2100-000000-300- 0000 (\$100) 010-0000-0-5800-00- 1110-1000-000000-300- 7140 (\$10,728)

Analysis

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

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

The actions and services under Goal 3 were generally implemented according to plan.

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

Overall, the actions and services in place for social and emotional support improved suspension outcomes for All Students, including our African American subgroup. However, decreasing suspension rates for English learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic subgroups remain an area of focus for the district. Our district attendance rate remained high while our Absentee and Dropout rates all remained well below the County and State averages. Additionally, students indicated a positive school experience on the annual perception survey across several indicators, with the lowest average score of 3.4 being related to feeling challenged by assignments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 – Additional funding was spent on software licensing to support English language learners. Increased salary costs also accounted for increased spending.

3.2 – Some service costs were higher than projected. Funds were spent in Goal 2.3.

3.3 – Program materials and supplies costs were less than anticipated.

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 has been modified. The Suspension goals have been updated to reflect the California School Dashboard status for All Students and identified subgroups (*Changes will be reflected in Goal 3*).

Grade 3-8th ELA and Math metrics for student subgroups have been moved from Goal 2 to Goal 3, as they more closely align with Goal 3's goals, actions and services which specifically address student subgroup identified needs in ELA and Math (*Changes will be reflected in Goal 3 metrics*).

Grade K-2nd reading metrics for student subgroups have been added to Goal 3 to address the need for local metrics for student subgroup performance (*Changes will be reflected in Goal 3 metrics*).

Per Santa Clara County Office of Education's recommendations, the following metrics have been added to this goal: District Attendance Rate, Chronic Absenteeism Rate and Middle School Dropout Rate (*Changes will be reflected in Goal 3 metrics*).

Goal 4

The District will enhance parent engagement and improve communication among home, school and district stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

Parent responses to the spring parent survey indicating that they are happy with home-school communication and that they feel welcome at schools.

- 100% or more of parent responses to the parent survey will indicate with a score of 4 or above that they are happy with home-school communication and that they feel welcome at schools.

Actual

Parent responses to the annual perception survey indicated that they are happy with home-school communication and that they feel welcome at schools.

Question (1714 responses)	Scale of 1-5
I feel welcome at my child's school	4.3
I have opportunities to get involved at my child's school	4.3
I am well-informed about school events	4.2
I am informed about my child's progress	4.0

Attendance/participation in district-sponsored EL Parent Programs.
Parent participation in district sponsored EL parent programs will maintain or increase from the previous year.

In 2017-18, 146 parents participated in district sponsored EL parent programs
Parent Outreach Events and Opportunities Offered in 2017-18:

	Elementary	Middle
September	<u>Table Talk Math with John Stevens</u> 21st, 5:30-7:00 @ DMS (100 copies of books provided)	

Expected

Actual

	<p>October</p> <p><u>Eureka Math Night</u> Carlton Tues, 10/17/17 6:00PM - 7:30PM Noddin Thurs, 10/26/17 6:00PM - 7:30PM</p> <p><u>Parent Project Jr. Parenting Classes</u> Oct 5 - Nov 9 on Thursdays 8:30 - 10:00 @ Lietz 4:30 - 6:00 @ Oster</p>	<p><u>CPM (Math) Parent Night</u> 2nd, 6:00 PM @ DMS</p>
	<p>November</p> <p><u>Intro to Google Tools</u> Mary Fran & Genevieve 6th, 6:00 - 7:30 @ Lietz</p> <p><u>Reclassification Ceremony</u> 1st 6:00 - 7:30 @ DMS</p> <p><u>Young Author's Night</u> 28th, Lietz 6:00-7:30</p> <p><u>DELAC</u> 29th, 5:00 - 6:30 @ DO</p>	
	<p><u>Digital TAT2 Parenting in the Age of Technology</u> November 30 6:00 - 7:30 @ UMS</p>	
	<p>December</p> <p><u>Eureka Math</u> Dec 6, 8:45 - 10:15 AM DO boardroom</p>	<p><u>Digital TAT2 Your Teen's Digital Life</u> 5th, 6:00 - 7:30 @ DMS One in English & one in Spanish</p>
	<p>January</p> <p><u>Merv Lapus Common Sense Media</u> January 17, 6:00 - 7:30 @ DO</p>	

Expected

Actual

	February	<p><u>DELAC</u> 7th, 5:00 - 6:30 @ DO</p> <p><u>STEM Night</u> 8th, 6:00-8:00 @ DMS</p>
	March	<p><u>Ken Wesson STEAM: Parent Education</u> March 20 6:00 - 7:30 @ DMS</p> <p><u>Be Seen and Heard</u> March 18th, 19th</p> <p><u>STEAM Night</u> 28th, 29th 6:00-7:30 @ Alta Vista, Oster</p>
		<p><u>Staying Connected to your Teenager</u> March 29th 7:00</p>
	April	<p><u>STEAM Night</u> 3rd, 5th, 18th, 24th, 6:00-7:30 @ Noddin, Lietz, Carlton, Guadalupe</p> <p><u>DELAC</u> 25th, 5:00 - 6:30 @ DMS</p>
		<p><u>Overview of Health Connected Curriculum</u> 7th grade parents 19th</p>
May	<p><u>Merv Lapus Common Sense Media</u> 22nd, 6:00 - 7:30 @ Noddin</p> <p><u>District Writing Faire</u> 29th, 6:00-7:00 @ DMS</p>	

Expected

Actual

		<p><u>GATE Showcase</u> 1st, 5:30-7:00 @ Guadalupe</p>	<p><u>Building Skills and Confidence</u> <u>When Talking to your Child</u> <u>About Sexual Health</u> 9th grade parents 9th 6:00-8:00 @ UMS</p>
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Actions / Services

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

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for stakeholder involvement through district and school advisory committees in order to foster positive communication and input.	The Parent Leadership Council (PLC) met 4 times during the 2017-18 school year, and the district DELAC committee met 3 times during school year to facilitate positive communication among district stakeholders, including parents/caregivers of English learners.	Title III 060-4203-0-4300-00- 1110-2490-000000-300- 0000 (\$1,900)	Title III (\$381) 060-4203-0-4300-00- 1110-2490-000000-300- 0000 (\$381)

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide translation services and equipment to increase parent communication and involvement of English Learner parents in school activities. Continue to explore options for translation services that will promote EL parent and teacher communication.	In 2017-2018, the district did not have any sites with EL populations of 15% or more that speak the same primary language other than English. However, the district continued to provide translators to facilitate home/school communication when requested. The number of translation requests remained comparable to 2016-2017.	Supplemental Funds 010-0709-0-4400-00- 1110-1000-300400-300- 0000 (\$3,825)	Supplemental Funds (\$3,931) 010-0709-0-4400-00- 1110-1000-300400-300- 0000 (\$0) 010-0709-0-2990-00- 1110-2490/3xxx-300400- 400-0090 (\$2,183) 010-0709-0-2990-00- 1110-2490/3xxx-300400- 022-0090 (\$1,300)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			010-0709-0-2990-00-1110-2490/3xxx-300400-019-0090 (\$213) 010-0709-0-2990-00-1110-2490/3xxx-300400-023-0090 (\$235)

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to seek ways to engage parents/caregivers that speak languages other than English through parent outreach programs, classes, district/school committees and events.	For the 2018-2019 school year, Latino Family Literacy Project classes were held to increase bilingual family involvement through the building of reading and vocabulary development. On average, twenty families participated in 14 hours of parent engagement classes over the course of seven 2-hour sessions.	a.) Base – General Fund (\$1,000) b.) Supplemental Funds (\$19,113) c.) Title III (\$15,436) a.)010-0000-0-4300-00-1110-2100-000000-300-0000 (\$1,000) b.)010-0709-0-4400-00-1110-1000-300400-300-0000 (\$9,200) b.)010-0709-0-1990/3XXX-00-0000-2490-300400-300-0090 (\$9,913) c.)060-4203-0-1990/3XXX-00-0000-2490-000000-300-0090 (\$15,436)	a.) Base – General Fund (\$0) b.) Supplemental Funds (\$7,236) c.) Title III (\$30,520) a.)010-0000-0-4300-00-1110-2100-000000-300-0000 (\$0) b.)010-0709-0-5800-00-1110-2490-300400-300-0000 (\$6,440) b.)010-0709-0-1990/3XXX-00-0000-2490-300400-300-0090 (\$796) c.)060-4203-0-1990/3XXX-00-0000-2490-000000-300-0090 (\$0) d.)060-4201-0-1990/3XXX-00-0000-2490-000000-300-0090 (30,520)

Analysis

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

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

The actions and services related to Goal 4 were implemented according to plan.

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

While the actions/services that were implemented resulted in increased parent engagement and improved communication among our stakeholders, we realize that we must continue to work toward increasing this engagement even more.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 – Meeting costs were less than expected.

4.2 – We had initially planned to pilot a software-based service to provide translation services, however, based on feedback, we decided to continue to use in-person translation-based services instead.

4.3 – Fewer parent Rosetta Stone licenses were required than originally budgeted.

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 remains as previously written, however, in the metrics, the parent survey name has been updated to reflect that the data comes from the district's annual perception survey. *(Changes will be reflected in Goal 4 metrics).*

Stakeholder Engagement

LCAP Year: 2018-19

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?

One of Union School District's major strengths is its community. Union's community members have supported our schools, not only by passing both parcel and bond measures, but by being involved at both the site and district level. Participation in the annual review and update of the LCAP was no exception as indicated through survey results, attendance at meetings, and the willingness to be part of our district advisory committees.

The narrative below highlights some of the major forums in which the LCAP was the primary focus of discussion. Participants in these sessions were presented with information regarding the LCAP process, overall progress to date on the 2017-18 LCAP goals and how to provide input for the review and update of the LCAP.

LCAP Annual Update Review Sessions:

1. The LCAP Committee met four times during the school year. The committee's work included reviewing of the LCAP goals and actions for the 2017-18 school year, our progress toward attaining each of the expected metrics, reviewing the California School Dashboard results, and assessing the goals, actions and metrics for the 2018-19 school year. This committee's membership included but was not limited to: district and school administrators and teachers and classified staff representatives from the district's bargaining units, UDEA and CSEA.
2. The following stakeholder groups participated in reviewing and providing input to the annual update of the LCAP:
 - The Superintendent's Parent Leadership Council
 - Union District Education Association (UDEA)
 - Classified Employee's Association (CSEA)
 - District English Learners Advisory Committee (DELAC)
 - LCAP Committee

- The Superintendent’s Communication Committee
- School Site Councils (SSC) and Home & School Clubs (HSC) including:

<input type="checkbox"/> 3/6/18 – AV HSC	<input type="checkbox"/> 4/3/18 – Lietz HSC
<input type="checkbox"/> 3/8/18 – DMS HSC	<input type="checkbox"/> 4/6/18 – Noddin HSC
<input type="checkbox"/> 3/8/18 – UMS HSC	<input type="checkbox"/> 4/17/18 – Carlton HSC
<input type="checkbox"/> 3/12/18 – Oster SSC	<input type="checkbox"/> 4/23/18 – Guadalupe SSC

3. In addition to the above stakeholder meetings, where discussion around LCAP goals and actions took place, surveys were also used to collect stakeholder input for the annual review process. The main survey consisted of the District’s annual perception survey, which was taken by 4,426 participants, including members of the district’s two unions (UDEA and CSEA), administrators, parents and students. The survey asked questions related to the LCAP goals and the responses are reflected in the LCAP update. We also conducted a survey for English learner parents as well as posted the draft LCAP on the district web site during the month of May and provided open comment for public input.
4. At meetings held on February 7th, 2018 and April 25th, 2018, the DELAC reviewed LCAP drafts and provided input to inform the annual update.

Impact on LCAP and Annual Update

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

During LCAP outreach meetings, stakeholders indicated that the district is high-performing overall with exceptional programs that support educating the whole child. However, groups indicated that there is a need to continue to provide support for students in identified subgroups, including students with disabilities, as outlined in the LCAP goals and actions. Overall, the Goals and Actions address the identified areas of Greatest Needs and Performance Gaps and remain unchanged for the 2018-19 school year.

Stakeholders also provided the following feedback:

- Provide additional parent learning opportunities in Spanish related to curriculum adoption and homework help.
- District parent offerings are great, please provide more school-based opportunities for parents to learn.
- Improve school to home communication, particularly on student progress and curriculum programs.
- Increase the focus on the social/emotional health of students.

- Would like to see more student feedback on support needs, particularly from identified subgroups.

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 1

Union School District will provide students with appropriate learning conditions by:

- Hiring and retaining highly qualified certificated and classified employees that are fully qualified and fairly compensated.
- Ensuring that students have access to state standards-aligned materials.
- Redesigning, upgrading and enhancing all classrooms to foster 21st Century teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

The California Dashboard indicates a gap in academic achievement between our High/ALL Student group and Low/Socioeconomically Disadvantaged, Students with Disabilities, and African Americans, resulting in a need to:

- Maintain competitive salary and benefit packages in order to recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and creating an enriched, rigorous 21st century learning environment.
- Ensure that all students have access to state standards-aligned materials.
- Modernize classrooms and collaborative learning spaces to foster 21st Century teaching and learning.

- District schools will be clean, safe and maintained in good repair per Williams compliance and California Ed. Code Section 17002 subsection (d).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignments and credentials	100% of teachers are Highly Qualified	Maintain 100% Highly Qualified	Maintain 100% Highly Qualified	Maintain 100% Highly Qualified
Williams Certification	100% of our students have access to standards-aligned core instructional materials	Maintain 100% access to standards-aligned materials	Maintain 100% access to standards-aligned materials	Maintain 100% access to standards-aligned materials
Annual teacher perception survey results	100% of staff surveyed rate working for the district satisfactory (3) or above on the annual teacher perception survey.	Maintain that 100% of staff surveyed will rate working for the district satisfactory (3) or above on the annual perception survey.	Maintain that 100% of staff surveyed will rate working for the district satisfactory (3) or above on the annual perception survey.	Maintain that 100% of staff surveyed will rate working for the district satisfactory (3) or above on the annual perception survey.
Modernize Classrooms and Collaborative Learning Spaces	The district currently has 50 Flexible Furniture Classrooms	Add an additional 30 flexible furniture classrooms	Add an additional 10 flexible furniture classrooms	Add an additional 10 flexible furniture classrooms

Planned Actions / Services

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

Action 1.1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap and in creating an enriched, rigorous 21st century learning environment.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,820	\$10,820	\$10,820
Source	Title II	Title II	Title II
Budget Reference	060-4035-0-4300-00-0000,7400-000000-200-0000	060-4035-0-4300-00-0000,7400-000000-200-0000 (\$6,820) 060-4035-0-5800-00-0000-7400-000000-200-0000 (\$4,000)	060-4035-0-4300-00-0000,7400-000000-200-0000 (\$6,820) 060-4035-0-5800-00-0000-7400-000000-200-0000 (\$4,000)

Action 1.2

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Pilot standards-aligned ELA/ELD and science curriculum and instructional strategies and, continue to implement our adopted math curriculum.

2018-19 Actions/Services

Implement standards-aligned ELA/ELD curriculum and instructional strategies, pilot standards-aligned science curriculum and continue to implement our adopted math curriculum.

2019-20 Actions/Services

Implement standards-aligned science curriculum and continue to implement our adopted math curriculum and ELA/ELD curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.)\$115,659 b.)\$263,370 c.)\$267,000	a.) \$6,000 b.) \$670,938 c.) 228,500	a.) \$6,000 b.) 228,500
Source	a.) Base b.) ELA Adoption c.) Lottery	a.) Base b.) ELA Adoption c.) Lottery	a.)Base b.) Lottery
Budget Reference	a.) 010-0000-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$89,659) a.)010-0000-0-5800-00-1110-2100-000000-300-0000 (\$26,000) b.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$40,370) b.) 010-0211-0-4100-00-1110-1000-000000-300-0000 (\$130,000) b.) 010-0211-0-5800-00-1110-1000-000000-300-0000 (\$93,000) c.) 060-6300-0-4100-00-1110-1000-000000-300-0000 (\$267,000)	a.) Base 010-0000-0-5800-00-1110-2420-000000-300-0000 (\$6,000) b.) ELA Adoption 010-0211-0-1990/3xxx-1110-1000-000000-300-0090 (154,501) 010-0211-0-4100-00-1110-1000-300102-300-0000 (\$257,625) 010-0211-0-5800-00-1110-1000-000000-300-000 (\$228,100) 010-0211-0-1990/3xxx-1110-2100-000000-300-0090 (\$30,757) c.) Lottery	a.)Base 010-0000-0-5800-00-1110-2420-000000-300-0000 (\$6,000) b.)Lottery 060-6300-0-4300-00-1110-1000-000000-300-0000 (\$228,500)

Year	2017-18	2018-19	2019-20
		060-6300-0-4300-00-1110-1000-000000-300-0000 (\$228,500)	

Action 1.3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to modernize classrooms with flexible furniture and provide students and teachers with access to 21st Century technology and instructional strategies.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$660,000	\$389,778	\$389,778
Source	Bond – Measure J	Bond – Measure J	Bond – Measure J
Budget Reference	211-Fund 200030 – Cost Center	213-Fund 200030 – Cost Center	213-Fund 200030 – Cost Center

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

Modified Goal

Goal 2

Union School District will raise the achievement of all students through rigorous instruction that is based on state standards, designed to develop students' 21st Century skills, and is appropriately assessed through the use of multiple measures including local and state assessments and accountability targets.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Identified Need:

There is a need for the district and each school to continue to meet state accountability targets. The district must:

- Continue to raise achievement of all students by providing rigorous, standards-based instruction that is designed to develop students' 21st Century skills.
- Continue to increase the percentage of EL students making progress toward proficiency and maintain a district performance level of green/blue on the California Dashboard indicator for English Learners making progress toward English proficiency.
- Utilize the data to inform instructional decisions and support learning for all USD students.
- Provide professional development to teachers so that they may provide the highest quality of instruction to all students and appropriately assess each student's progress toward meeting or exceeding grade level expectations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts (3-8) California School Dashboard	<p>9 Student Groups- 0 in Red or Orange All students - Blue Status: Very High (62.7 points above level 3) Change: Increased + 9.6 points</p> <p>Student Groups - Performance as reported on the California School Dashboard: All - Blue English Learners-Green</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p> <p>Maintain or Improve ELA performance for individual student groups as reported on the California School Dashboard ELA Assessment Report.</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Socioeconomically Disadvantaged - Yellow</p> <p>Students with Disabilities- Yellow</p> <p>Asian - Blue</p> <p>African American - Yellow</p> <p>Filipino - Blue</p> <p>Hispanic - Yellow</p> <p>Two or/More Races - Blue</p> <p>White - Blue</p>			
<p>Mathematics (3-8) California School Dashboard</p>	<p>9 Student Groups- 0 in Red or Orange</p> <p>All students - Blue</p> <p>Status: Very High (50.9 points above level 3)</p> <p>Change: Increased + 14.5 points</p> <p>Student Groups:</p> <p>All - Blue</p> <p>English Learners-Blue</p> <p>Socioeconomically Disadvantaged - Yellow</p> <p>Students with Disabilities - Yellow</p> <p>Asian - Blue</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p> <p>Maintain or Improve Math performance for individual student groups as reported on the California School Dashboard Math Assessment Report.</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p>	<p>Maintain the All Students group in the Green or Blue status as reported by the California School Dashboard.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	African American - Yellow Filipino - Blue Hispanic - Green Two or/More Races - Blue White - Blue			
English Learner Progress California School Dashboard	English Learners - Blue Status: Very High (+85.2%) Change: + 3.5 %	English Learners Maintain Green or Blue status as reported by the California School Dashboard.	English Learners Maintain Green or Blue status as reported by the California School Dashboard.	English Learners Maintain Green or Blue status as reported by the California School Dashboard.
Continue to provide training in GLAD/ELD strategies to teachers until all district teachers have been trained.	38 TK-5 teachers participated in GLAD professional development this year.	10% of TK-5 teachers will participate in GLAD training until 100% of TK-5 teachers are GLAD trained	10% of TK-5 teachers will participate in GLAD training until 100% of TK-5 teachers are GLAD trained	10% of TK-5 teachers will participate in GLAD training until 100% of TK-5 teachers are GLAD trained
Local ELA and Math Performance Indicators for grades 3-8	Students in grades 3-8 showed growth towards standards mastery in ELA and Math on district benchmarks.		Students in grades 3-8 will show annual growth towards standards mastery in ELA and Math on the district KDS assessments.	Students in grades 3-8 will show annual growth towards standards mastery in ELA and Math on the district KDS assessments.
Local Reading Performance Indicator for K-2	Students in grades K-2 showed growth towards grade level reading		Students in grades K-2 will continue to show growth towards grade level reading proficiency	Students in grades K-2 will continue to show growth towards grade level reading proficiency

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	proficiency on local reading assessments.		on local reading assessments.	on local reading assessments.

Planned Actions / Services

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

Action 2.1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

LEA-wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.)\$141,531 b.)\$88,750	a.) \$17,357 b.) \$69,207	a.) \$17,357 b.) \$69,207
Source	a.)ELA & ELD b.)Supplemental	a.)Base b.)Supplemental	a.)Base b.)Supplemental
Budget Reference	a.) 010-0211-0-1990/3XXX-00-1110-2100-000000-300-0090 (\$141,531) b.) 010-0709-0-4300-00-1110-2490-300300-300-0000 (\$15,000) b.) 010-0709-0-5800-00-1110-1000-000000-300-0000 (\$38,000) b.) 010-0709-0-5800-00-1110-2420-000000-300-0000 (\$30,750) b.)010-0709-0-5800-00-1110-1000-300300-013-0000 (\$5,000)	a.) Base 010-000-0-1190/3xxx-1110-1000-000000-300-0090 (\$17,357) b.) Supplemental 010-0709-0-1190/3xxx-1110-1000-300200-300-0090 (\$29,207) 010-0709-0-5800-00-1110-1000-300200-300-0000 (\$40,000)	a.) Base 010-000-0-1190/3xxx-1110-1000-000000-300-0090 (\$17,357) b.) Supplemental 010-0709-0-1190/3xxx-1110-1000-300200-300-0090 (\$29,207) 010-0709-0-5800-00-1110-1000-300200-300-0000 (\$40,000)

Action 2.2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Provide ongoing professional development and coaching to build capacity of staff to provide rigorous, differentiated instruction, using data to guide and meet the needs of all students, including identified subgroups.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$148,897	a.) \$351,772 b.) \$183,667 c.) \$141,160 d.) \$5,400	a.) \$351,772 b.) \$74,400 c.) \$5,400
Source	Educator Effectiveness	a.)Base b.)ELA c.)Mandated Cost d.) Supplemental	a.)Base b.)Mandated Cost c.) Supplemental
Budget Reference	060-6264-0-1900/3XXX-00-1110-2100-000000-XXX-0001	a.) Base 010-0000-0-1190/3xxx-1110-1000-000000-300-0090 (\$75,772) 0100-0000-0-1990/3xxx-1110-2100-000000-300-0090 (\$54,800) 010-0000-0-4200-00-1110-2100-000000-300-0000 (\$1,000) 010-0000-0-4300-00-1110-2100-000000-300-0000 (\$5,000) 010-0000-0-5200-00-1110-1000-000000-300-000 (\$48,000) 010-0000-0-5200-00-1110-2100-000000-300-0000 (\$13,500) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$30,500) 010-0000-0-5800-00-1110-2100-000000-300-0001 (\$123,200) b.)ELA 010-0211-0-1990/3xxx-1110-2100-000000-300-0090 (\$1,907) 010-0211-0-5800-00-1110-1000-000000-300-0000 (\$37,000) 010-0211-0-1990/3xxx-1110-1000-000000-300-0090 (\$66,760)	a.)Base 010-0000-0-1190/3xxx-1110-1000-000000-300-0090 (\$75,772) 0100-0000-0-1990/3xxx-1110-2100-000000-300-0090 (\$54,800) 010-0000-0-4200-00-1110-2100-000000-300-0000 (\$1,000) 010-0000-0-4300-00-1110-2100-000000-300-0000 (\$5,000) 010-0000-0-5200-00-1110-1000-000000-300-000 (\$48,000) 010-0000-0-5200-00-1110-2100-000000-300-0000 (\$13,500) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$30,500) 010-0000-0-5800-00-1110-2100-000000-300-0001 (\$123,200) b.)Mandated Cost 010-0855-0-5200-00-1220-1000-000000-300-0000 (\$2,400) 010-0855-0-5200-00-1110-1000-000000-300-0000 (\$72,000) c.)Supplemental

Year	2017-18	2018-19	2019-20
		010-0211-0-5200-00-1110-1000-000000-300-0000 (\$78,000) c.)Mandated Cost 010-0855-0-1990/3xxx-1110-2100-000000-300-0090 (\$66,670) 010-0855-0-5200-00-1220-1000-000000-300-0000 (\$2,400) 010-0855-0-5200-00-1110-1000-000000-300-0000 (\$72,000) d.)Supplemental 010-0709-0-5800-00-1110-2420-300202-300-0000 (\$5,400)	010-0709-0-5800-00-1110-2420-300202-300-0000 (\$5,400)

Action 2.3

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):

Specific Grade Spans: 1st-5th

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Continue to develop and support the Elementary STEAM program utilizing ToSAs who will model instruction and build STEAM integrated units of study.

2018-19 Actions/Services

2019-20 Actions/Services

Support the Elementary STEAM program through professional development focused on classroom teacher implementation of STEAM integrated units while utilizing ToSAs to model instruction and build STEAM integrated units of study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.)\$547,830 b.)\$35,465	a.)\$736,821 b.)\$1,500	a.)\$759,489 b.)\$1,500
Source	a.) Mandated Cost (\$537,830) b.) Educator Effectiveness (\$35,465)	a.) Mandated Cost b.) Supplemental	a.) Mandated Cost b.) Supplemental
Budget Reference	a.) 010-0210/0855-0-1100/3XXX-00-1226-1000-000000-XXX-0000 (\$537,830) b.) 060-6264-0-1900/3XXX-00-1110-2100-000000-011-0001 (\$35,465)	a.) Mandated Cost 010-0855-0-1100/3xxx-1226-1000-000000-xxx-0000 (\$700,821) 010-0855-0-4300-00-1226-1000-000000-300-0000 (\$12,000) 010-0855-0-5800-00-1226-1000-000000-300-0000 (\$24,000) b.)Supplemental	a.) Mandated Cost 010-0855-0-1100/3xxx-1226-1000-000000-xxx-0000 (\$723,489) 010-0855-0-4300-00-1226-1000-000000-300-0000 (\$12,000) 010-0855-0-5800-00-1226-1000-000000-300-0000 (\$24,000) b.)Supplemental

Year	2017-18	2018-19	2019-20
		010-0709-0-5800-00-1110-2420-300203-300-0000 (\$1,500)	010-0709-0-5800-00-1110-2420-300203-300-0000 (\$1,500)

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

Modified Goal

Goal 3

The District and each school site will promote the complete education both academically and socially of every child in the district by providing support systems to ensure that all students successfully access the core curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 8

Local Priorities:

Identified Need:

Individual students are failing to meet grade level standards and their needs vary from student to student. Some students demonstrate academic based needs in reading and/or math. Other students demonstrate needs that may not be rooted in academics but may be rooted in the acquisition of the English language. Still other students are not as successful as possible due to mental health/counseling related needs.

- Reduce the suspension rate, which is “High” based on the California School Dashboard.
- Eliminate current disproportionality of suspension rate for the following student groups: English learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic. Although the district suspension rate is “Green”, the noted student groups are “Orange” according to the California School Dashboard.
- Reduce the number of behavior-related offenses and suspensions based on reported district discipline data.

- Reduce the achievement gap in ELA and Math as indicated on the California School Dashboard where student subgroup status is two or more levels below the All Student group.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts (3-8) California School Dashboard	Student Groups: All - Blue English Learners-Blue Socioeconomically Disadvantaged - Yellow Students with Disabilities - Yellow Asian - Blue African American - Yellow Filipino - Blue Hispanic - Green Two or/More Races - Blue White - Blue		Maintain or Improve ELA performance for individual student groups as reported on the California School Dashboard ELA Assessment Report.	Maintain or Improve ELA performance for individual student groups as reported on the California School Dashboard ELA Assessment Report.
Mathematics (3-8) California School Dashboard	Student Groups: All - Blue English Learners-Blue Socioeconomically Disadvantaged - Yellow Students with Disabilities - Yellow Asian - Blue		Maintain or Improve Math performance for individual student groups as reported on the California School Dashboard Math Assessment Report.	Maintain or Improve Math performance for individual student groups as reported on the California School Dashboard Math Assessment Report.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>African American - Yellow</p> <p>Filipino - Blue</p> <p>Hispanic - Green</p> <p>Two or/More Races - Blue</p> <p>White - Blue</p>			
Local ELA and Math Performance Indicators for grades 3-8	Students in identified subgroups in grades 3-8 showed growth towards standards mastery in ELA and Math on district benchmarks.		Students in identified subgroups in grades 3-8 showed growth towards standards mastery in ELA and Math on district benchmarks.	Students in identified subgroups in grades 3-8 showed growth towards standards mastery in ELA and Math on district benchmarks.
Local Reading Performance Indicator for K-2	Students in identified subgroups in grades K-2 showed growth towards grade level reading proficiency on local reading assessments.		Students in identified subgroups in grades K-2 showed growth towards grade level reading proficiency on local reading assessments.	Students in identified subgroups in grades K-2 showed growth towards grade level reading proficiency on local reading assessments.
Suspension Rate - California School Dashboard	<p>All Students: Orange 1.6%</p> <p>English Learners: Yellow 1.3%</p> <p>Socioeconomically Disadvantaged: Red 4.7%</p> <p>Students with Disabilities: Red 5.6%</p>	Decrease the suspension rates for Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic sub groups by .1% as reported on the California School Dashboard.	Decrease the suspension rates for Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic sub groups by .1% as reported on the California School Dashboard.	Decrease the suspension rates for Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic sub groups by .1% as reported on the California School Dashboard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	African American: Orange 3.3% Hispanic: Orange 2.9% White: Orange 1.8%			
District Attendance Rate	96.86%	Maintain rate or Increase rate	Maintain rate or Increase rate	Maintain rate or Increase rate
Chronic Absenteeism Rate	3.7%	Maintain or Decrease rate	Maintain or Decrease rate	Maintain or Decrease rate
Middle School Dropout Rate	<.01%	Maintain or Decrease rate	Maintain or Decrease rate	Maintain or Decrease rate
Expulsion Rate	0.0%	Maintain rate	Maintain rate	Maintain rate
Student Perception Survey	100% of students surveyed indicated with a score of 4 or above that they felt safe at school.	100% of students surveyed will indicate with a score of 4 or above that they feel safe at school on the annual perception survey.	100% of students surveyed will indicate with a score of 4 or above that they feel safe at school on the annual perception survey.	100% of students surveyed will indicate with a score of 4 or above that they feel safe at school on the annual perception survey.

Planned Actions / Services

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

Action 3.1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Support school site and districtwide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.)\$971,633 b.)\$50,000 c.)\$31,962	a.)\$1,024,717 b.)\$50,000 c.)\$4,173	a.)\$1,043,134 b.)\$50,000 c.)\$4,173
Source	a.)Supplemental Funds b.)Title III c.)Title I	a.)Supplemental Funds b.)Title III c.)Mandated Cost	a.)Supplemental Funds b.)Title III c.)Mandated Cost
Budget Reference	(a.)010-0709-0-1100/3XXX-00-1110-1000-300200-015-0000 (\$95,997) (a.)010-0709-0-1100/3XXX-00-1110-1000-300300-XXX-0000 (\$305,396) (a.)010-0709-0-1190/3XXX-00-0000-3110-300300-022-0090 (\$5,759) (a.)010-0709-0-1190/3XXX-00-1110-1000-300300-011-0090 (\$22,887) (a.)010-0709-0-1190/3XXX-00-5770-1120-300300-015-0090 (\$6,760) (a.)010-0709-0-1190/3XXX-00-1110-1000-300200-300-0000 (\$32,671) (a.)010-0709-0-1990/3XXX-00-1110-2100-300200-700-0090 (\$3,522) (a.)010-0709-0-2100-00-1110-1000-300300-XXX-0000 (\$123,640) (a.)010-0709-0-2190/3XXX-00-0000-3110-300300-022-0090 (\$4,315) (a.)010-0709-0-2190/3XXX-00-1110-1000-300300-XXX-0090 (\$92,545) (a.)010-0709-0-2190/3XXX-00-5750-4000-300300-015-0090 (\$2,226) (a.)010-0709-0-4400-00-1110-1000-300400-300-0000 (\$13,800)	a.)Supplemental 010-0709-0-1100/3xxx-1110-1000-300301-019/026-0000 (\$214,623) 010-0709-0-1190/3xxx-00-1110-1000-300301-015-0090 (\$14,496) 010-0709-0-1190/3xxx-00-1110-1000-300301-700-0090 (\$11,921) 010-0709-0-11xx/3xxx-00-1110-1000-300301-xxx-0090 (\$357,009) 010-0709-0-2190/3xxx-00-1110-1000-300301-019-0090 (\$2,019) 010-0709-0-2190/3xxx-00-1110-1000-300301-023-0090 (\$5,797) 010-0709-0-21xx/3xxx-00-1110-1000-300301-xxx-0000 (\$133,419) 010-0709-0-21xx/3xxx-00-1110-1000-300301-xxx-0090 (\$101,955) 010-0709-0-4300-00-1110-1000-300301-011-0000 (\$2,000) 010-0709-0-5800-00-1110-1000/2420-300301-300-0000 (\$181,478) b.)Title III 060-4203-0-5800-00-1110-1000-000000-300-0000 (\$50,000)	.)Supplemental 010-0709-0-1100/3xxx-1110-1000-300301-019/026-0000 (\$221,836) 010-0709-0-1190/3xxx-00-1110-1000-300301-015-0090 (\$14,496) 010-0709-0-1190/3xxx-00-1110-1000-300301-700-0090 (\$11,921) 010-0709-0-11xx/3xxx-00-1110-1000-300301-xxx-0090 (\$368,213) 010-0709-0-2190/3xxx-00-1110-1000-300301-019-0090 (\$2,019) 010-0709-0-2190/3xxx-00-1110-1000-300301-023-0090 (\$5,797) 010-0709-0-21xx/3xxx-00-1110-1000-300301-xxx-0000 (\$133,419) 010-0709-0-21xx/3xxx-00-1110-1000-300301-xxx-0090 (\$101,955) 010-0709-0-4300-00-1110-1000-300301-011-0000 (\$2,000) 010-0709-0-5800-00-1110-1000/2420-300301-300-0000 (\$181,478) b.)Title III 060-4203-0-5800-00-1110-1000-000000-300-0000 (\$50,000)

Year	2017-18	2018-19	2019-20
	(a.)010-0709-0-5800-00-1110-1000-300200-700-0000 (\$21,000) (a.)010-0709-0-5800-00-1110-1000-300300-300-0000 (\$205,840) (a.)010-0709-0-5800-00-1110-2420-0000000-300-0000 (\$35,275) (a.)060-3010-0-2100-00-1110-1000-0000000-019-0000 (\$39,298) (b.)060-4203-0-5800-00-1110-1000-00000000-300-0000 (\$50,000) (c.)010-3010-0-1100/3XXX-00-1110-1000-300300-0XX-0000 (\$31,962)	c.)Mandated Cost 010-0855-0-1190/3xxx-1226-1000-000000-300-0090 (\$4,173)	c.)Mandated Cost 010-0855-0-1190/3xxx-1226-1000-000000-300-0090 (\$4,173)

Action 3.2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide social-emotional support programs and services at all schools to both promote a positive school climate and meet intervention needs of students.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$506,169	\$714,439	\$727,912
Source	Supplemental Funds	Supplemental Funds	Supplemental Funds
Budget Reference	010-0709-0-1200/3XXX-00-1110-3120-300300-400-0000 (\$123,028) 010-0709-0-2900/3XXX-00-0000-3110-300300-XXX-0000 (\$303,491) 010-0709-0-5800-00-1110-1000-000000-300-0000 (\$67,650) 010-0709-0-5800-00-1110-2420-000000-300-0000 (\$12,000)	010-0709-0-1200/3xxx-00-1110-3120-300302-400-0000 (\$123,507) 010-0709-0-1900/3xxx-00-1110-2100-300302-400-0000 (\$53,216) 010-0709-0-2900/3xxx-00-0000-3110-300302-xxx-0000 (\$308,577) 010-0709-0-2990/3xxx-00-0000-3110-300302-022-0090 (\$13,601) 010-0709-0-5800-00-1110-1000/2420-300302-300-0000 (\$10,000) 010-0709-0-5800-00-1110-3110-300302-xxx-0000 (\$28,538) 010-0709-0-5800-00-1208-1000-300302-xxx-0000 (\$177,000)	010-0709-0-1200/3xxx-00-1110-3120-300302-400-0000 (\$127,631) 010-0709-0-1900/3xxx-00-1110-2100-300302-400-0000 (\$54,832) 010-0709-0-2900/3xxx-00-0000-3110-300302-xxx-0000 (\$316,310) 010-0709-0-2990/3xxx-00-0000-3110-300302-022-0090 (\$13,601) 010-0709-0-5800-00-1110-1000/2420-300302-300-0000 (\$10,000) 010-0709-0-5800-00-1110-3110-300302-xxx-0000 (\$28,538) 010-0709-0-5800-00-1208-1000-300302-xxx-0000 (\$177,000)

Action 3.3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide opportunities for extended learning and enrichment activities, within and outside of the school day, for students.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,583	\$37,779	\$37,779
Source	Base	Base	Base
Budget Reference	010-0000-0-1190/3XXX-00-1110-1000-000000-300-7140 (\$14,083) 010-0000-0-4300-00-1110-2100-000000-300-0000 (\$500) 010-0000-0-5800-00-1110-1000-000000-300-7140 (\$10,000)	010-0000-0-1190/3xxx-1110-1000-000000-300-7140 (\$15,879) 010-0000-0-4300-00-1110-2100-000000-300-0000 (\$2,400) 010-0000-0-5800-00-1110-1000-000000-300-7140 (\$10,000) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$2,000) 010-0000-0-5800-00-1110-3160-000000-300-7140 (\$7,500)	010-0000-0-1190/3xxx-1110-1000-000000-300-7140 (\$15,879) 010-0000-0-4300-00-1110-2100-000000-300-0000 (\$2,400) 010-0000-0-5800-00-1110-1000-000000-300-7140 (\$10,000) 010-0000-0-5800-00-1110-2100-000000-300-0000 (\$2,000) 010-0000-0-5800-00-1110-3160-000000-300-7140 (\$7,500)

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

Modified Goal

Goal 4

The District will enhance parent engagement and improve communication among home, school and district stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

There is a continued need to engage with, and empower, more parents/caregivers of English learners to ensure that their children receive the benefits of the strongest home-school support system possible.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent responses to the annual perception survey indicating that they are happy with home-school communication and that they feel welcome at schools.	100% of parent responses to the spring parent survey indicated with a score of 4 or higher that they feel welcome at schools. 100% of parents indicate with a score of 3.9 or higher that they are happy with home-school communication.	100% or more of parent responses to the spring parent survey will indicate with a score of 4 or above that they are happy with home-school communication and that they feel welcome at schools.	100% or more of parent responses to the annual perception survey will indicate with a score of 4 or above that they are happy with home-school communication and that they feel welcome at schools.	100% or more of parent responses to the annual perception survey will indicate with a score of 4 or above that they are happy with home-school communication and that they feel welcome at schools.
Attendance/participation in district-sponsored EL Parent Programs.	121 EL parents participated in district sponsored parent programs during the 2016-17 school year.	Parent participation in district sponsored EL parent programs will maintain or increase from the previous year.	Parent participation in district sponsored EL parent programs will maintain or increase from the previous year.	Parent participation in district sponsored EL parent programs will maintain or increase from the previous year.

Planned Actions / Services

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

Action 4.1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

Provide opportunities for stakeholder involvement through district and school advisory committees in order to foster positive communication and input.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text" value="\$1,900"/>	<input type="text" value="\$1,802"/>	<input type="text" value="\$1,802"/>

Year	2017-18	2018-19	2019-20
Source	Title III	Title III	Title III
Budget Reference	060-4203-0-4300-00-1110-2490-000000-300-0000	060-4201-0-4300-00-1110-2490-00000-300-0000 (\$1,802)	060-4201-0-4300-00-1110-2490-00000-300-0000 (\$1,802)

Action 4.2

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners	LEA-wide	All Schools
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Actions/Services

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

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

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

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

Provide translation services and equipment to increase parent communication and involvement of English Learner parents in school activities. Continue to explore options for translation services that will promote EL parent and teacher communication.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,825	\$1,331	\$1,331
Source	Supplemental Funds	Supplemental Funds	Supplemental Funds
Budget Reference	010-0709-0-4400-00-1110-1000-300400-300-0000	Supplemental 010-0709-0-2990/3xxx-00-1110-2490-300402-xxx-0090 (\$1,331)	Supplemental 010-0709-0-2990/3xxx-00-1110-2490-300402-xxx-0090 (\$1,331)

Action 4.3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to seek ways to engage parents/caregivers that speak languages other than English through parent outreach programs, classes, district/school committees and events.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.)\$1,000 b.)\$19,113 c.)\$15,436	\$33,043	\$33,043
Source	a.) Base – General Fund b.) Supplemental Funds c.) Title III	Supplemental	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	a.)010-0000-0-4300-00-1110-2100-000000-300-0000 (\$1,000) b.)010-0709-0-4400-00-1110-1000-300400-300-0000 (\$9,200) b.)010-0709-0-1990/3XXX-00-0000-2490-300400-300-0090 (\$9,913) c.)060-4203-0-1990/3XXX-00-0000-2490-000000-300-0090 (\$15,436)	Supplemental 010-0709-0-5800-00-0000-2490-300403-300-0000 (\$9,200) 010-0709-0-1990/3xxx-00-0000-2490-300403-300-0000 (\$23,843)	Supplemental 010-0709-0-5800-00-0000-2490-300403-300-0000 (\$9,200) 010-0709-0-1990/3xxx-00-0000-2490-300403-300-0000 (\$23,843)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,797,169

4.03%

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

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

The services in the LCAP demonstrate a 4.03% in increased or improved services to unduplicated students as compared to the services provided to all pupils in the 2017-18 school year. A quantitative increase in services is demonstrated through the expenditure of Local Control Funding Formula funds for:

- Goal 3 Action 3.2: Additional support personnel
- Goal 3 Action 3.1: Provide materials/services targeted primarily to meet the needs of unduplicated students above and beyond those provided to all students
- Goal 3 Action 3.1: Supplemental personnel who assist our students in identified sub groups, particularly English learners
- Goal 3 Action 3.2: Additional psychologist, counseling and behavior services that benefit all students, but provide our subgroups with additional support
- Goal 2 Action 2.1: Professional development related to the use of differentiation-based strategies designed to enable unduplicated count students to access the Common Core

□ Goal 3 Action 3.1: Research-based materials designed to assist our unduplicated student populations access the Common Core based curriculum

A qualitative increase in services is demonstrated through the expenditure of Local Control Funding Formula funds for additional professional development provided to teachers designed to help them meet the specific needs of our English learners. This will enable teachers to better address the needs of our English learners, as well as other unduplicated students who may be in other subgroups such as foster youth and low socioeconomic students who are identified as needing these supports.

Services provided to support low income, foster youth, and English learners include:

- 1) Goal 3 Action 3.1: Research-based support in literacy and math using supplemental instructional materials specific to the needs of the students, i.e. literacy support through flexible reading instruction, reading and math interventions/support programs, summer school intervention, and English learner intervention support.
- 2) Goal 2 Action 2.1: Professional development to all staff in differentiation and best practices for English learner students.
- 3) Designated personnel to provide push-in services to support the needs of English learners.
- 4) Goal 3 Action 3.2: Funding for continued support of additional behavioral support time and counseling hours for all schools.

District-wide actions to support low income, foster youth, and English learners include:

- 1) Goal 2 Action 2.2: Providing teachers with professional development focused on the utilization of particular strategies to differentiate instruction to meet the needs of our student groups, particularly English learners.
- 2) Goal 3 Action 3.2: Providing supplemental online reading, language, and math programs specifically designed to adapt to the individual needs of targeted student populations, including English learners and Socioeconomically Disadvantaged student.

