

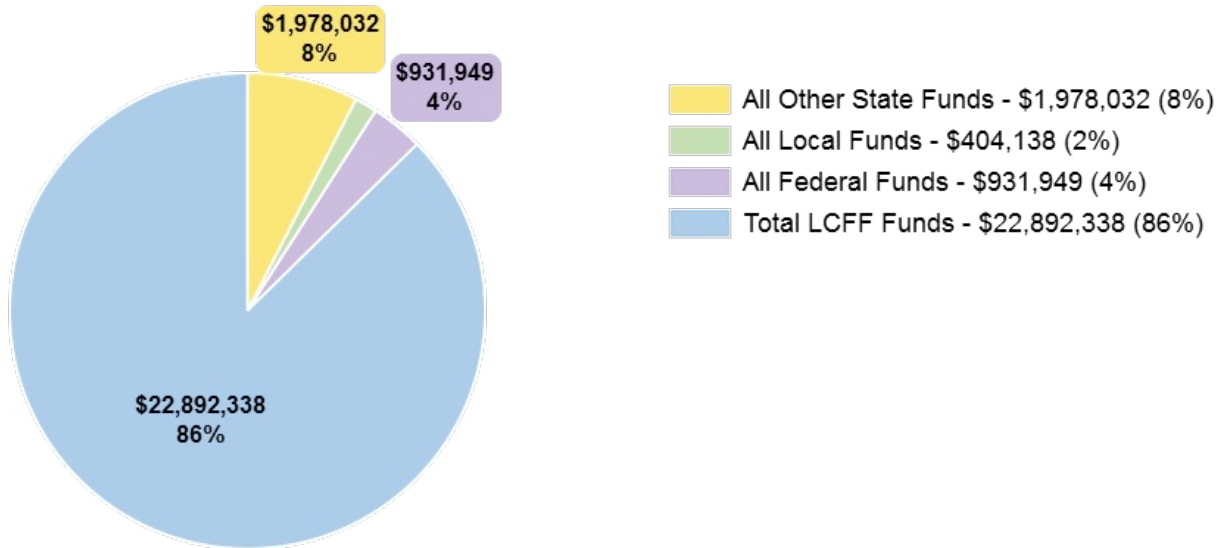
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union High  
 CDS Code: 34673550000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: William Spalding | [wspalding@GHSD.K12.CA.US](mailto:wspalding@GHSD.K12.CA.US) | 1-209-745-3061

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

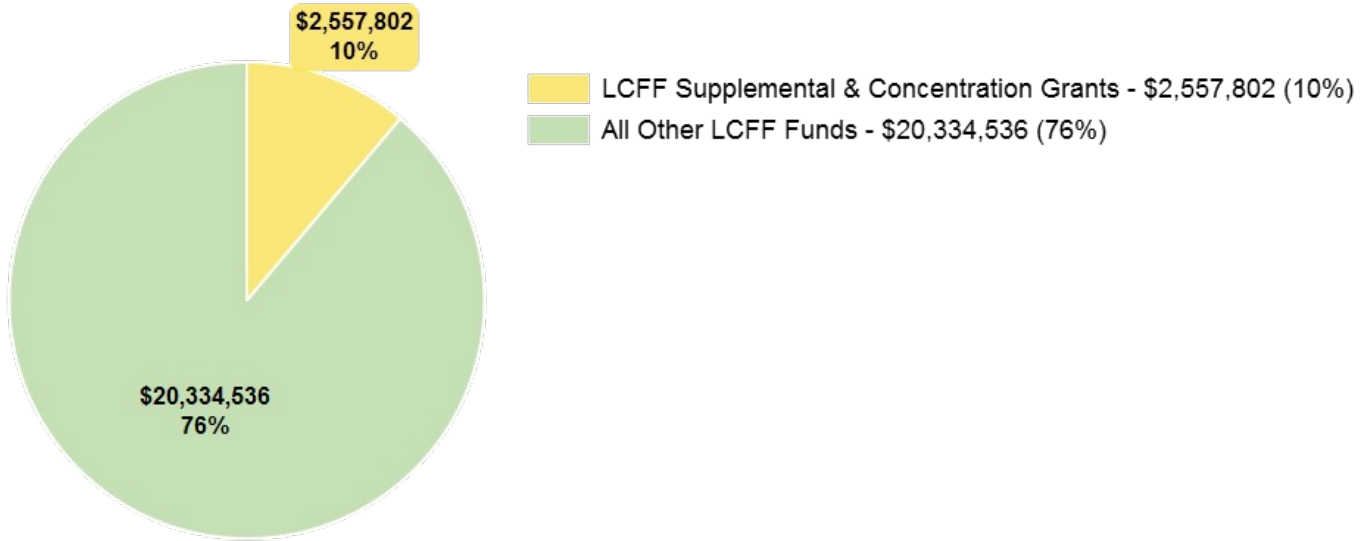
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,978,032	8%
All Local Funds	\$404,138	2%
All Federal Funds	\$931,949	4%
Total LCFF Funds	\$22,892,338	86%

## Breakdown of Total LCFF Funds



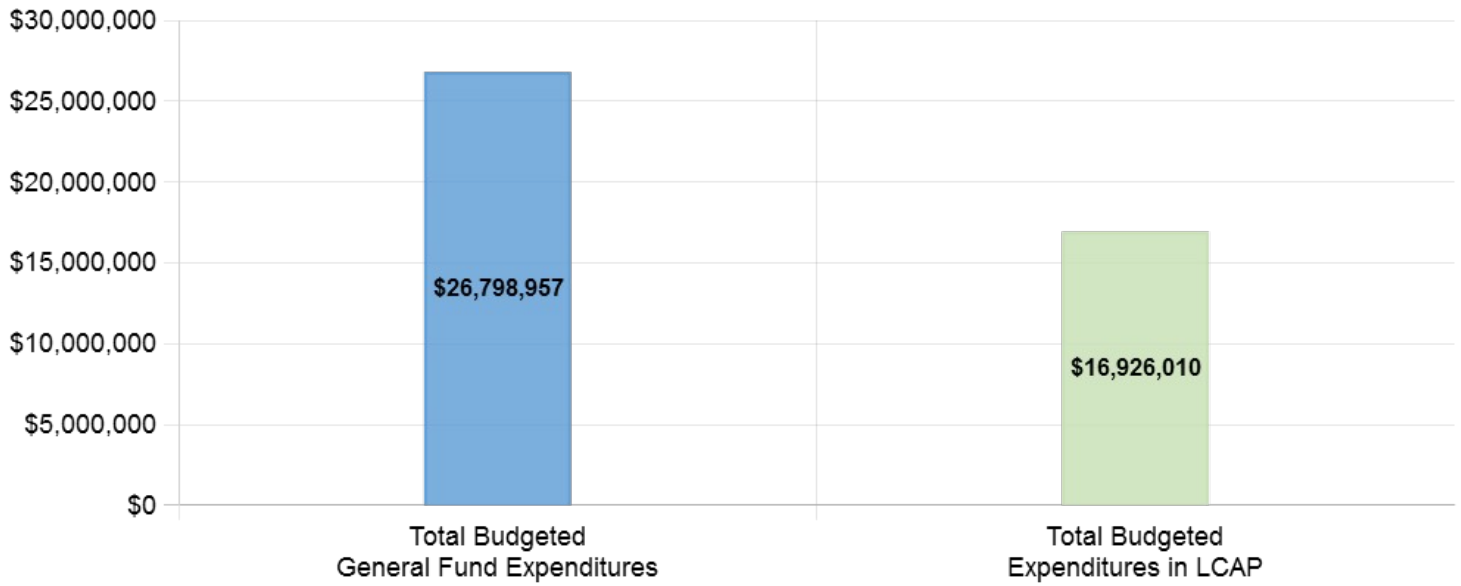
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$2,557,802	10%
All Other LCFF Funds	\$20,334,536	76%

*These charts show the total general purpose revenue Galt Joint Union High expects to receive in the coming year from all sources.*

The total revenue projected for Galt Joint Union High is \$26,206,457, of which \$22,892,338 is Local Control Funding Formula (LCFF), \$1,978,032 is other state funds, \$404,138 is local funds, and \$931,949 is federal funds. Of the \$22,892,338 in LCFF Funds, \$2,557,802 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$26,798,957
Total Budgeted Expenditures in LCAP	\$16,926,010

*This chart provides a quick summary of how much Galt Joint Union High plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Galt Joint Union High plans to spend \$26,798,957 for the 2019-20 school year. Of that amount, \$16,926,010 is tied to actions/services in the LCAP and \$9,872,947 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The costs not included in the LCAP are primarily operational costs, including utility costs, technology costs, and professional operational services. Also not included are OPEB (Other Post-Employment Benefits).

## Increase or Improved Services for High Needs Students in 2019-20

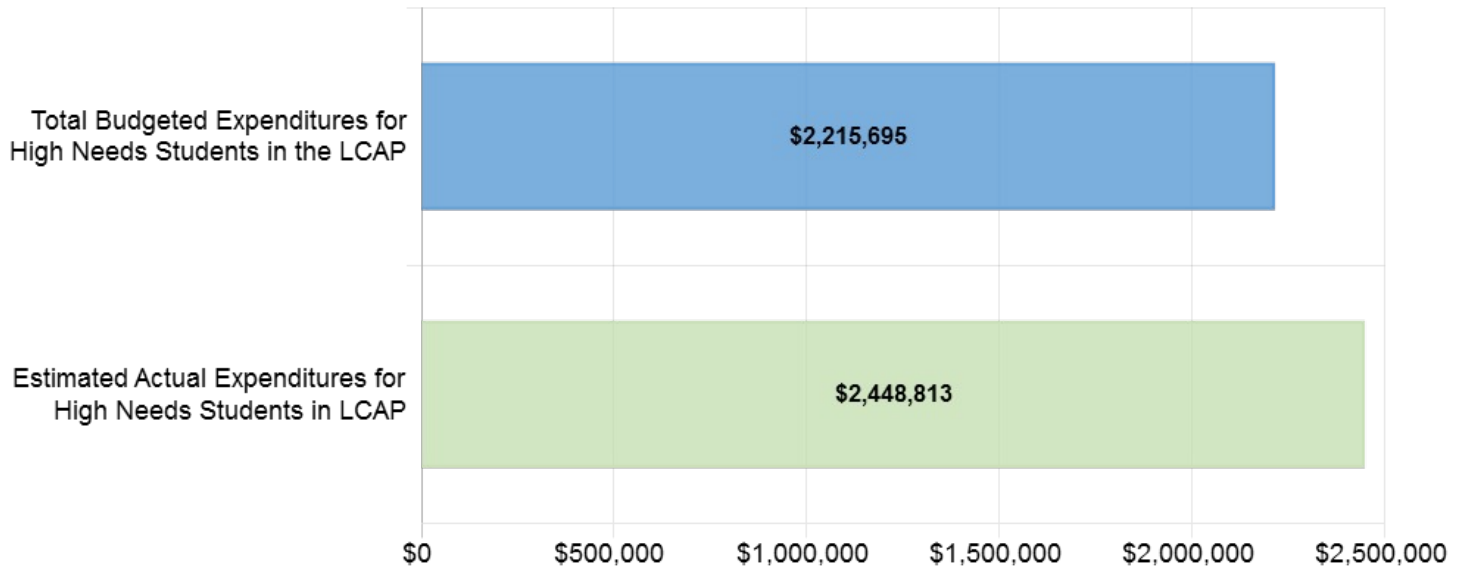
In 2019-20, Galt Joint Union High is projecting it will receive \$2,557,802 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Galt Joint Union High plans to spend \$2,273,104 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Services for the high needs students at Galt Joint Union High School District will be provided using funds outside of the LCFF supplemental and concentration grants. Funds are budgeted in categorical and

local grants to serve these students.

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

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,215,695
Estimated Actual Expenditures for High Needs Students in LCAP	\$2,448,813

*This chart compares what Galt Joint Union High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Galt Joint Union High's LCAP budgeted \$2,215,695 for planned actions to increase or improve services for high needs students. Galt Joint Union High estimates that it will actually spend \$2,448,813 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Galt Joint Union High

## Contact Name and Title

William Spalding

Superintendent

## Email and Phone

wspalding@GHSD.K12.CA.US

1-209-745-3061

## 2017-20 Plan Summary

### The Story

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

Galt Joint Union High School District provides a high school education (grades 9-12) for students from the Galt Elementary, Oak View Elementary, New Hope Elementary and Arcohe Elementary School Districts. The district is located approximately 30 miles south of Sacramento on both sides of CA Highway 99. Originally an agricultural region, the district now remains partially agricultural, but has also become a southern suburb of Sacramento, with extensive housing developments and associated commercial and retail businesses.

The district has approximately 2200 students: 54% Hispanic or Latino, 36% White and 10% other races. 7% of students are designated as English learners, and 59% are socioeconomically disadvantaged. For most of the district's history, the students have been served by one comprehensive high school, Galt High School. As the number of residences in the district increased in the 1990's and 2000's, a second comprehensive high school, Liberty Ranch High School was built, opening in 2009. Both schools offer a full comprehensive high school program to their students, including A-G classes, AP classes, and CTE Pathways classes. Intervention and support classes are offered to students who need them, with a special focus on English Learners and Students with Disabilities.

The district also operates Estrellita Continuation High School on a satellite campus near Liberty Ranch High School. At first, all students needing credit recovery attended this school, but during the 2016-17 school year, most students needing only credit recovery were returned to their home schools. This year, the District invested in hiring more teachers to staff Estrellita and, in turn, was able to serve more

students. Students are referred to Estrellita by a committee that determines the best placement for a student based upon their academic, behavioral, and socio-emotional needs.

In the past few years, the district has focused on increasing the opportunities for students to take a broad range of coursework. In 2016-17, the Board of Trustees approved the implementation of a hybrid block schedule which provides students the opportunity to take eight additional classes during their four-year tenure in our schools. This has allowed students to take advantage of the rich diversity of coursework offered. The District offers 24 Advanced Placement and honors courses, 9 career-technical education pathways, a broad range of visual and performing arts, 2 world languages, and a variety of elective courses, in addition to the core curriculum.

Last year, the Board approved an increase to the graduation requirements for students that mirrors the A-G requirements for admission to a California State University or University of California. In response, the district has worked to get the majority of our courses A-G approved and to increase the number of courses in subject areas with increased graduation requirements (math, science, world languages). To support students who may face challenges meeting the new requirements, the district has implemented a wide range of supports and interventions and has developed a process to identify at-risk students and provide them with the most appropriate support or intervention. Some of these interventions include: a robust placement and intervention program that provides extra support in Math and English; Flex Academy which provides opportunities for students to recover credits at their own pace in an online environment; designated English Language Development (ELD) classes for our English learners, Special Education and 504 services for student with disabilities, and our continuation high school, Estrellita.

In the fall of 2016, voters in the Galt High School District overwhelmingly approved a facilities bond and construction began in the summer of 2017. To date, new athletic facilities have been completed at both comprehensive high schools and considerable modernization and aesthetic improvements have been completed at Galt High School, mainly in the Agriculture building, the grounds and Administration parking lot. Construction will soon begin on a two-story science/CTE building to replace several portables in the center of the Galt High School campus.

## LCAP Highlights

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

This year's LCAP continues the goals from previous LCAPs, with the metrics, actions and services modified by the successes and failures of actions previously undertaken, by feedback from stakeholders, and by budgetary constraints and opportunities. This LCAP reflects the district's goal of more clearly aligning our actions and services to address identified needs and goals. As such, in several places throughout the LCAP, action and services have been moved, merged or reorganized to more accurately reflect the work being done and the expected outcomes of that work.

There are several key areas of focus for next year that are reflected in this LCAP.

Based upon the WASC self-study reports and action plans from the school sites and the Differentiated Assistance process we participated in as a district, we will be developing a professional development plan that focuses on a continuous improvement model to improve the quality and rigor of instruction in

our classrooms. Administrators and department chairs will receive training in how to lead this work and then will lead their staff through a series of cycles of learning that utilize student assessments and data to inform instructional decisions.

We will continue to grow our Future Ready Educators pilot group, who are learning how to successfully integrate technology into their instruction as we prepare to launch a one computer per student initiative for one or two grade levels in the 2020-21 school year. We will be purchasing an additional 280 Chromebooks to double the number of classrooms that are part of the pilot from 8 to 16. In addition, we will be upgrading all teacher computers from desktops to 2 in 1 laptops.

College and career readiness has been a priority in the district for the past several years. This year we will focus on the development of our supports and interventions for students, so that they can meet the increased graduation requirements and graduate from our high schools prepared to take on whichever path, college, career, military, etc, they choose to embark upon. We will look closely at our English Language Development and Special Education services to ensure that these students are making adequate progress in their mastery of the standards and are fully participating in the broad range of coursework offered. We will continue to refine our MTSS process, ensuring that all students identified as at-risk are provided the necessary supports and services in a timely manner.

Based upon feedback from parent groups and the annual survey, we see a need to improve our communication and engagement efforts with parents, students, and community. We will increase the use of our automatic phone dialer, website, social media, email, and other electronic communication methods to improve the efficiency of our communications. Also, we are exploring ways to engage more parents in the decision-making process within our schools and the district.

School safety is always a top priority for the district. School sites will continue to review and update their Comprehensive School Safety Plans, run disaster preparedness drills, and work along-side law enforcement to ensure a safe, orderly and secure environment for students, staff and parents. The District will annually review the Threat Assessment Recommendations and the safety improvements made from those recommendations. The District will also explore ways to meet the socio-emotional needs of our students and to continue to grow the positive culture that we are so proud of on our campuses.

## **Review of Performance**

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

## **Greatest Progress**

The district has seen significant progress in several areas this year.

One of the achievements of which we are most proud is the number of our students who graduate from our schools each year. This year, our graduation rates increased 4.6% to 95.9% overall. In addition, each of our student groups are outperforming their peers across the state. Furthermore, all student groups are graduating at rates greater than 90% indicating that there are not any significant performance gaps between our student groups in terms of graduation.

As a result of the needs assessment we conducted as part of the Differentiated Assistance process, we restructured the way we administer the CAASPP assessments to minimize their impact on instruction while demonstrating the value that we place on these assessments. This dramatically improved our participation rates, especially among our students with disabilities and English learner populations, and the seriousness with which students and staff took these assessments. We are hopeful that these improvements will result in improvements in student achievement on these tests.

This year we launched our Future Ready Educators pilot, which is a group of eight teachers who are learning how to effectively integrate technology into their instruction. The purpose of this pilot is to begin preparing our system and our teachers for a true one computer per student program, in which all students are issued a computer at the beginning of the year as an instructional tool for them to use in the classroom and at home. These eight teachers have participated in a series of professional learning and coaching opportunities and were provided with a class set of laptops for their students to use on a daily basis in the classroom. For the past semester, they have been learning how to leverage the power of technology to improve their instructional practice and student learning and engagement. Teachers and students have reported that the availability of technology in the classroom has transformed the learning experience, making it more student focused, collaborative, and engaging.

To ensure that we are preparing students for college/career, we implemented increased graduation requirements last year. To ensure that all students can meet these increased requirements, we have developed new courses in math and world languages, providing alternate pathways for students. We have also established a strong MTSS process to identify students at risk and provide them with appropriate supports and interventions to help them be successful.

As was noted in our WASC self-study reports of all three of our high schools, and was reported by parents, staff, and students in our annual Panorama surveys, the culture and climate of our schools is something of which we are very proud. We provide a wide range of extra and co-curricular activities for students to participate in and our students take advantage of those opportunities. Events are always well attended and students feel like they belong to and are proud of their school.

Another area of progress this year, was the safety and security of our campuses. Significant efforts were made to evaluate and improve the safety of our schools for our students. We trained all teachers on the ALICE protocol for immediate threats on campus. We conducted threat assessments of all of our campuses, and developed Comprehensive Safety plans for each of our schools. We have also been working with the Galt Police Department to ensure that our campuses are served by a School Resource Officer and to provide detection dogs to deter students from bringing illicit substances onto our campuses.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has



determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The district fell into the "red" or "orange" performance category on the California School Dashboard for the following indicators: Suspension Rate (orange), English-Language Arts (orange), and Mathematics (orange). Furthermore, the district was identified for Differentiated Assistance based upon the performance of two of our student groups: English learners, who fell into the 'red' performance category for English-Language Arts, Mathematics, and College/Career Indicator, and students with disabilities, who fell into the 'red' or 'orange' performance category in English-Language Arts, Mathematics, College/Career Indicator, and Suspension Rate.

To increase the numbers of students who are identified as 'prepared' on the College/Career Indicator, we need to increase the number of students accessing and completing A-G classes, a Career Pathway, or otherwise demonstrating their preparedness for college/career . This item is further addressed in the 'Performance Gaps' section below.

Our academic indicators, Mathematics and English Language Arts, are areas of concern for many of our student groups, as well as our student body as a whole. As part of our Differentiated Assistance process this year, the district developed the following aim statement: Our district, school and community will understand the value of California Assessment of Student Performance Progress (CAASPP) and create a positive, efficient, effective spring 2019 testing system that will remove barriers for students and staff to reflect a more accurate measure of student achievement. To this effect, we restructured our testing system and environment to prioritize these assessments without creating too large of an impact on instructional time, ensured that all staff were trained for the role they play in the smooth administration of the CAASPP, implemented a communication plan so everyone knew about the tests, including their value to the school and the student. As a result, we had nearly a 98% participation rate and proctors and students reported that the test was taken more seriously and student took their time and put their best effort forward.

Now that our systems for administering the tests are in place, our focus for next year will be on the quality and rigor of instruction taking place in the classrooms. We are in the process of developing a professional development plan to train our staff in the science of continuous improvement, so that they can effectively implement cycles of inquiry to identify a need, develop an improvement test, collect evidence, and refine their practices. Parallel to the professional development plan, sites and departments will be developing assessment plans to effectively monitor student learning and achievement and guide instructional decisions. Administrators will work closely with departments to understand what improvement tests teachers are implementing, so the administrator can provide specific feedback during walkthroughs.

To address the Suspension Rate among our student with disabilities, we will be conducting an analysis of what is leading these students to be suspended and what interventions might we put in place that could have prevented these students from misbehaving. Based upon the results of that analysis, site administrators and the MTSS team will develop a plan to reduce the number of suspensions among our students with disabilities.

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

## Performance Gaps

On the 2017-18 California School Dashboard, the only indicator for which performance for a particular student group was two or more performance levels below the "all student" performance was the College/Career Indicator (CCI). The CCI performance level for "all students" was green. However, several student groups performed significantly lower on this indicator, including our English learners (red), students with disabilities (red), and homeless students (orange).

In recent years, the district has worked hard to make sure that all students have opportunities to complete coursework that will prepare them for college/career, including implementation of a hybrid block schedule, increasing graduation requirements to mirror the A-G requirements, providing a broad range of coursework including CTE and AP coursework, and developing a system of interventions to support students in mastering the content. However, many of our students are not taking full advantage of these increased opportunities, especially among some of our unduplicated student groups. This is preventing many of our students from being "prepared" for college/career, as described the the College/Career Indicator.

We have identified two areas that we would like to focus on to close this access gap.

First, many of our students are unaware of the benefit of taking these classes or they do not believe they are prepared academically to participate in them. To address this, we will work to improve our communication with students and parents, particularly among our unduplicated student groups, about the importance of these courses, how to access them, and the expectations of students who participate in them. In addition, we will explore ways to further recognize and incentivize students to participate in these courses and programs.

Second, we want to ensure that all students are accessing rigorous, grade-appropriate content in all subject areas and that teachers are trained to utilize student-level data to guide instruction and deliver appropriate and timely interventions when needed. A major focus for next year is to develop a professional development plan that provides time for teachers to develop formative assessments, collaborate around data, and participate in cycles of inquiry to inform their instruction. This continuous improvement model will be used by all departments to look closely at their instruction, their alignment to the standards, and student performance, and make adjustments, as needed, based upon the evidence the collect through the cycles of inquiry.

## Comprehensive Support and Improvement

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

### Schools Identified

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

No schools were identified for comprehensive support and improvement.

## **Support for Identified Schools**

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

No schools were identified for comprehensive support and improvement.

## **Monitoring and Evaluating Effectiveness**

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

No schools were identified for comprehensive support and improvement.

# Annual Update

## LCAP Year Reviewed:

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

College, Career, and Civic Readiness

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

**State Priorities:** 1, 4, 7, 8

**Local Priorities:** Basics (Teachers, Instructional Materials), Academic Standards

## Annual Measurable Outcomes

### Expected

A-G Completion Rate  
2018 34.6%

CTE Pathway Completion Rate  
2018 17.6%

### Actual

A-G Completion Rate  
2018 32.1% (increase of 2.5%)

CTE Pathway Completion Rate  
2018 25.5% (increase of 12.9%)

**Expected**

AP Exam Pass Rate  
2018 66.4%

**Actual**

AP Exam Pass Rate  
2018 68.4% (increase of 7%)

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Ensure all teachers are fully credentialed in the subject areas in which they teach.

Provide all new teachers with Teacher Induction services and other professional development as needed.

**Actual Actions/Services**

Every effort was made to ensure that all teachers were fully credentialed for the courses they taught. However, we did hire five intern teachers this year, and 3 teachers were assigned to teach some courses outside of their credentials to ensure that they had full schedules. These teachers had sufficient college credits in the subject area they were teaching to be awarded with temporary credentials to teach these sections.

Site administration and Human

**Budgeted Expenditures**

\$18,409 BTSA Mentor Program

**Estimated Actual Expenditures**

Amount \$21,300 BTSA Mentor Program

Source LCFF S&C \$21,300

Budget Reference 1xxx \$13,478;  
3xxx \$2,322, 5xxx \$5,500

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Resources personnel attend annual job fairs at nearby colleges and county offices of education, and all positions are posted on Ed Join and other job posting services.

Teacher induction services and professional development opportunities were provided to all new, non-intern teachers. A veteran teacher coordinates the district's teacher induction program and ensures all support providers are appropriately trained.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

The 3% raise granted in 2016-17 will remain on the salary schedule to ensure that the district continues to attract and retain highly qualified teachers to adequately support all students including unduplicated pupils.

All Certificated and Classified staff received a 3% raise in 2018-2019.

\$11,063,153 Salaries

Amount \$11,121,916 Salaries  
Source Unrestricted General Fund \$8,959,382; LCFF S&C \$446,725; Special Ed \$1,715,809  
Budget Reference 1xxx \$7,114,284; 2xxx 643,887; 3xxx 3,363,745

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide administrators and directors with ongoing training and support in the implementation of evidence-based instructional practices, systems thinking, resource management and leadership. This year's training will include other key members of each school's leadership team.

Comprehensive site principals participated in the Principal's Academy provided by Sacramento County Office of Education.

All district and site administration participated in a series of workshops over the course of the year focused on Leadership, Facilitation, and Team Building.

Administration and staff attended Title III Accountability Conference.

\$25,000 PD Contract

Amount \$25,000 PD Contract

Source Unrestricted General Fund \$18,600; Title II \$6,400

Budget Reference 5xxx \$25,000

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Conduct senior survey and long-term tracking of postsecondary enrollment and vocational plans.

All CTE completers are surveyed annually to track postsecondary enrollment and vocational plans.

District contracts with National Student Tracker to track long-term postsecondary enrollment and completion of our graduates.

\$1,500 Student Tracking

Amount \$850 Student Tracking  
 Source College Readiness \$850  
 Budget Reference 5xxx \$850

## Action 5

### Planned Actions/Services

The block bell schedule will be continued, to allow increased course access for all students, including unduplicated pupils, to increase A-G and CTE completion.

### Actual Actions/Services

This is our third year on a hybrid block schedule. The flexibility provided by the hybrid schedule has been refined to provide time for students to remediate and accelerate in core classes, while maintaining lower student contact ratios for core teachers, and simultaneously providing year-long contact in most elective and CTE classes.

### Budgeted Expenditures

No additional cost

### Estimated Actual Expenditures

No Additional Cost

## Action 6

**Planned Actions/Services**

Provide professional development to certificated and classified staff in the implementation of a block schedule.

**Actual Actions/Services**

With this being the 3rd year on a block schedule, professional development was not provided that was focused on specific instructional practices for teaching on a block schedule. However, all professional development provided now assumes the extended class time provided by block schedule and incorporates discussion around how to use this extended time to provide richer experiences for students, and how to adjust curriculum to meet the calendar constraints created by the block schedule.

**Budgeted Expenditures**

\$14,941 Substitutes  
 \$5,000 Contracted Services-Survey  
 \$12,000 Professional Development Contract

**Estimated Actual Expenditures**

Actual expenditures included in Goal 2 Action 3

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue Get Focused, Stay Focused program that began in the Fall 2016 to meet the needs of all students, including unduplicated pupils. Expand to include a unit during students' sophomore year.

Provide professional development and ongoing support for certificated and classified staff in the effective implementation of this program

The Get Focused, Stay Focused curriculum was incorporated into a full-year (10 credit) course that was made mandatory for all freshman, except those that took AVID 9, as much of the curriculum between these two programs overlaps. Follow up units were incorporated into 10th grade World History and 11th grade English III.

Teachers of this program attended a 3 day training over the summer.

At both comprehensive sites, a coordinator was identified and provided a release period to support the program.

Consumable books and modules were purchased for every student.

\$267,792 GFSF 17 Sections and 1 Prep at each site  
 \$8,000 Materials/Supplies  
 \$4,000 Professional Development

Amount \$243,328 GFSF 17 Sections and 1 Prep at each site  
 \$8,000 Materials/Supplies \$4,000 Professional Development

Source LCFF S&C \$244,393; Title II \$10,935

Budget Reference 1xxx \$197,414; 3xxx \$45,914; 4xxx \$ 8,000; 5xxx \$ 4,000;

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Maintain and expand academic and CTE pathways through implementation of the CTEIG grant and the Career Pathways/Crane grant

- Articulate pathways with feeder elementary school districts
- Expand pathway offerings to ensure programs aligned with current and future labor market data
- Continue to develop and expand BEST and Agriculture Academy Programs
- Expand the VAPA pathways,

**Actual Actions/Services**

New pathways were implemented at both comprehensive schools:

- Informational Technology Pathway added at Galt High School and Liberty Ranch.
- Sports Medicine Pathway added at Liberty Ranch

Transportation is provided to student who choose to participate in pathways not provided on their own campus.

Estrellita students are provided opportunities to enroll in CTE pathway courses provided at the comprehensive sites.

Articulation continues with the feeder Elementary schools:

- Ag Field Days for 3rd graders held at both LRHS and GHS
- LRHS Ag Academy is collaborating with McCaffrey Middle School in the development of a shared

**Budgeted Expenditures**

\$840,124 CTE maintenance and expansion

**Estimated Actual Expenditures**

Amount \$ 828,210 CTE Maintenance and Expansion

Source Unrestricted General Fund \$273,771; Lottery \$15,525; Perkins \$65,342; CTEIG Grant \$288,631; Ag Voc Ed \$106,562; Pathways Academy Grant \$ 78,379

Budget Reference 1xxx \$275,772; 2xxx \$1,668; 3xxx \$74,524; 4xxx \$381,350; 5xxx \$94,896

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

GHS Engineering pathway is coordinating mini robotic lessons with Middle School Science teachers

BEST and Agriculture pathways are well supported by the district and through grants.

District Art lead hired, and District Art Plan is being developed using SCOE Arts Integration Block Grant.

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to support online learning center with 35 tablets/laptops, flexible furnishings, individual work station and small group instruction areas for implementation of a blended learning program for credit recovery, independent study, and original credit using online courses at each comprehensive

Flex Academy is being used to provide opportunities for original credit, credit recovery, independent study, and home and hospital.

We are in the third year of a four year contract that we entered into with Fuel Education, the company providing the online

\$432,497 Teacher Salaries & Extra Time  
\$168,274 Software Licensing Contracts

Amount \$419,382 Teacher Salaries and Extra Time \$55,093  
Laptops/Supplies \$24,778  
Software Licensing

Source LCFF S&C \$424,205;  
Unrestricted General Fund \$73,929; Title I \$ 1,118

Budget Reference 1xxx \$336,751;

**Planned Actions/Services**

and alternative site.

Purchase universal license for online learning curriculum to support all staff in CCSS instruction and to offer all students, including unduplicated pupils, with computer assisted academic support in strategic and intensive settings and opportunities to pursue original credit and credit recovery options during the school day and after school hours throughout the year.

Establish supervision protocols and purchase implement software for monitoring student use of technology in the learning center settings

**Actual Actions/Services**

curriculum for the Flex Academy.

Purchased additional charging cart and laptops for Estrellita Continuation.

Flex Academy instructors and Instructional Assistants provided at each comprehensive site.

A Flex Academy coordinator at each comprehensive site is provide with a release period to orchestrate the program.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3xxx \$82,631; 4xxx \$55,093; 5xxx \$24,778

**Action 10**

**Planned Actions/Services**

Provide release time for content area teachers to review scope and sequence of online courses

**Actual Actions/Services**

A cohort of eight teachers are participating in a pilot program to explore how to teach in a 1

**Budgeted Expenditures**

\$25,000 Canvas Subscription

**Estimated Actual Expenditures**

Amount \$25,609 Canvas Online  
Source LCFF S&C \$25,609

**Planned Actions/Services**

to identify areas of alignment and overlap with regular core curriculum in order to enable use of the CCSS aligned in a blended curriculum format as appropriate.

Provide training and ongoing technical support to certificated staff in the use of purchased online curriculum and the development of blended courses using tools such as Fuel Education and Canvas.

Purchase ancillary and supplemental materials necessary to support online curriculum courses.

Develop student technology use policies that support use of 1:1 devices and “bring your own device” while also encouraging digital citizenship so that students are able to access instructional videos on websites such as YouTube in the course of online/blended instruction.

**Actual Actions/Services**

student per 1 device environment. The cohort is focusing on digital citizenship and the 21st Century Learning Design model of instruction to modify their instructional practices to leverage the power of each student having a device in their classroom. 290 student laptops and 8 teacher packages (laptop, monitor, docking station, keyboard, mouse, LCD projector w/ wireless connection, and network printer) were purchased for this pilot.

This cohort of teachers are also piloting the implementation of a Responsible Use Policy for students and teachers to encourage positive behaviors and responsible use of the technology that is being provided. In concurrence with this, access to instructionally valuable resources, like YouTube and certain blogs which were previously restricted to students,

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Budget Reference 5xxx \$25,609

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

is being enabled.

Canvas, Illuminate, Microsoft Office 365, and online textbook resources are being utilized to build a blended instructional experience for students in classes taught by cohort teachers.

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Restructure college and career counseling program, and staffing as appropriate, to allow students and families access to college and career counseling beyond the school day. Improve communication about counseling programs and availability.

Plan both summer school and intersession support for seniors as needed.

Revise guidance counseling

Our college and career counseling services continue to grow each year. This year, we have increased the number and frequency of College and Career presentations and programs to support college going students (FAFSA nights, college application workshops, parent nights, etc). In addition, communication regarding scholarships and other forms of financial aid has been increased.

\$764,965 Counseling, Registrar, Support Salaries  
\$97,067 Summer School

Amount \$768,353 Counseling, Registrar and Support Salaries;  
\$94,653 Summer School

Source Unrestricted General Fund \$576,411; LCFF S&C \$272,207; Lottery \$7,948; Migrant Ed \$6,440

Budget Reference 1xxx \$567,224; 2xxx \$110,314; 3xxx \$169,288; 4xxx \$11,244; 5xxx \$4,936



**Planned Actions/Services**

position to encompass targeted college and career readiness support addressing all aspects of the Get Focused Stay Focused program implementation and monitoring student achievement of district annual measurable outcomes and other indices of college and career readiness.

An additional guidance counselor, once considered a possibility, will not be hired, due to budget constraints.

**Actual Actions/Services**

Summer school expanded to include opportunities for credit recovery in core areas, acceleration in math, and bridge classes for incoming freshmen in math and reading.

No intersession opportunities held

Counselors have been trained in the 10 year plan that is part of the Get Focused, Stay Focused program and are using that during 1 on 1 discussions with students.

Counselors and administration were trained in the requirements for the Golden State Seal Merit Diploma and the Seal of Biliteracy to ensure that all eligible students are receiving these awards.

We are analyzing the data regarding which students are and are not reaching “prepared”

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

status for the College/Career Indicator on the CA School Dashboard, and using that data to develop a plan to improve the number of students meeting one or more of the measures.

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide professional development for AVID school wide and expand the number of staff trained in strategies and summer planning activities.

Continue to support WICOR activities in the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.

AVID continues to be a valued and supported program throughout our district.

11 teachers attended AVID Summer Institute and several more teachers have participated in AVID workshops throughout the school year.

LRHS and GHS have both received Demonstration Site certification.

Professional development around the Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies have focused primarily on academic conversations and collaboration this year, in concert with our work with California Ed Partners through the California Language and Literacy Innovation (CALLI) initiative.

\$34,440 PD & Contracted Services  
\$1,000 Materials and Supplies

Amount \$19,769 PD & Contracted Services, \$1,500 Materials and Supplies

Source Unrestricted General Fund \$2,526 ; LCFF S&C \$18,743

Budget Reference 1xxx \$3,975; 3xxx \$704; 4xxx \$1,500; 5xxx \$15,090

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement Expository Reading and Writing Curriculum in core ELA classes, particularly in twelfth grade, to ensure students who complete this course can enroll directly in general education English courses in their first year of college.

Offer a math class (EAP Senior Mathematics), for eligible seniors, to ensure students who complete this course can enroll in general mathematics courses in their first year of college.

The ERWC program was put on hold for 18-19 school year, as we waited for the CSU system to finalize their new guidelines for student placement in English and Math upon enrollment within their system. The course will be offered again in the 19-20 school year.

The EAP Senior Mathematics course was offered at Galt High School.

\$149,498 Teachers

Amount \$35,921 Teacher Salaries and Benefits

Source Unrestricted General Fund \$35,921

Budget Reference 1xxx \$30,117;  
3xxx \$5,804

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue district license for Turn It In to facilitate teacher review and editing of assignments. Include Revision Assistant in the license.

Districtwide license for Turnitin.com has been continued. Turn It In services have been integrated with Canvas to facilitate assignment submission and grading.

License for Revision Assistant has been discontinued.

\$10,000 Contract for Turn It In

Amount \$11,290 Contract for Turn It In

Source LCFF S&C \$11,290

Budget Reference 5xxx \$11,290

### Action 15

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Work with Delta College and other local community colleges to offer concurrent enrollment in college and vocational certification programs

We continue to articulate several of our courses with local Community Colleges (San Joaquin Delta College and Butte College) so students can earn credit upon enrollment in those schools, including: Interior Design, Agricultural Welding, and Ornamental Horticulture.

In addition, our Culinary program provides students the opportunity to earn their ServeSafe Certification for Culinary Arts, and our Ag Welding program offers Welding certification. Some of our other CTE pathways are exploring other options to provide certification opportunities for our students.

No cost to district; possible revenue from facilities use agreement.

Amount No Cost. Revenues Estimated \$3,000

**Action 16**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Establish criteria for enrollment and progress monitoring and provide continuation school program to students whose behaviors require an alternate placement within the Galt Joint Union High School District.

Students that participate in the continuation school program will be encouraged and provided access to participate in a Career Technical Pathway as part of their learning experience.

.  
MTSS moved to a new action:  
1.20

A student referral process has been established which requires students to be referred through the district's Multi-Tiered Systems of Support (MTSS) Committee.

Academic offerings and staffing at Estrellita have been expanded to meet student needs.

We are in the process of developing curriculum and implementing of project-based learning practices to increase engagement and provide rigorous learning opportunities in the continuation program.

Estrellita students are provided opportunities to enroll in CTE pathway courses provided at the comprehensive sites.

\$561,599 Continuation School Program  
\$47,804 Coordinator (.5 FTE)

Amount \$585,122 Continuation School Program \$51,783  
Coordinator (.5 FTE)

Source Unrestricted General Fund \$585,122; LCFF S&C \$51,783

Budget Reference 1xxx \$389,594; 2xxx \$66,886; 3xxx \$96,152; 4xxx \$57,716; 5xxx \$26,556

**Action 17**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Offset the costs of the AP and PSAT Exams for students that qualify for the National Free/Reduced Lunch Program.

We cover the costs for all 10th and 11th graders to take the PSAT in October. We also offered the SAT School Day in October to our students (at their expense) to reduce barriers for students to take this assessment.

We continue to offset the costs for all AP exams, more so for those who qualify for fee reductions.

\$26,000 AP and PSAT Testing Costs

Amount \$26,341

Source Unrestricted General Fund \$26,341

Budget Reference 1xxx \$4,498; 3xxx \$787; 4xxx \$1,300; 5xxx \$19,736

## Action 18

### Planned Actions/Services

New graduation requirements have been approved. Departments will develop additional, more varied and accessible classes that will be available to all students.

### Actual Actions/Services

New graduation requirements have been implemented for current juniors (increased credit requirement) and current sophomores & freshmen, and all future students (increase core requirements).

Departments with increased requirements (math, science, and world languages) have

### Budgeted Expenditures

\$29,881 Summer Project Work related to new Grad Requirements

### Estimated Actual Expenditures

Amount \$23,829 Summer Project Work related to new Grad Requirements

Source Unrestricted General Fund \$23,829

Budget Reference 1xxx \$20,010; 3xxx \$3,819



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

introduced new courses to meet these requirements for students who may not be prepared to meet them:

- Integrated Math I A & B
- Spanish I A & B
- German program reintroduced to GHS
- A variety of science electives available at both schools.

EHS has adopted a similar change to their graduation requirements, with an increased math and science requirement, and a lesser increase to the credit requirement.

**Action 19**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Program completed. Action will be discontinued.

Action discontinued.

n/a

n/a

**Action 20**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Continue and expand the Multi-Tiered Systems of Support for interventions throughout the district, and include a restorative practices component.

Explore the need and feasibility of increasing our academic support options (i.e. after school and evening tutoring, study hall, etc) for students.

**Actual Actions/Services**

We continue to refine our MTSS process. This year, we revised our online student referral process and provided laptops for counselors to facilitate this work. A report is made to the Board of Trustees annually on the number of students served through the MTSS process and their outcomes.

Administrators and psychologists from the district and the comprehensive sites attended a Restorative Practices training at SCOE. Restorative practices have been used at GHS to resolve social conflict between students.

After school tutoring is offered at both comprehensive sites 3 times per week. At GHS, this includes peer tutoring.

We have signed an MOU with Sacramento Public Library to provide all students with online

**Budgeted Expenditures**

\$12,789 Staff Salaries  
 \$500 Materials and Supplies  
 \$1,500 Contract for Software

**Estimated Actual Expenditures**

Amount \$68,615 Staff Salaries and Benefits, \$1,209 Materials and supplies, \$2,171

Source Unrestricted General Fund \$58,243; LCFF S&C \$13,752

Budget Reference 1xxx \$53,454; 2xxx \$3,819; 3xxx \$11,342; 4xxx \$1,209; 5xxx \$2,171

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

access to their resources,  
including online Homework Help.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Most of the actions and services in this goal were fully implemented, with a few being partially implemented. The hybrid block schedule and increased graduation requirements are fully in place and staff, students, and parents have adapted to these changes. As such, the professional development specific to block scheduling did not take place this year, instead professional development focused on effective instructional strategies. Some of our college readiness and intervention actions were partially implemented in response to changes in focus at the district level, or at the college level. Specifically, while we continue to focus on increasing the use of blended instruction in our classrooms, with the launch of the Future Ready Educators pilot we decided to no longer focus on using the Fuel Education curriculum as the foundation for this work. Also, we discontinued the Expository Reading and Writing Course (ERWC) for this school year in response to changes in the CSU placement system for English, and uncertainty around the usefulness of this course. The ERWC course will be reimplemented in the coming school year. Finally, while we did offer summer school, we did not offer an intersession, because the time and resource to implement the program were not available.

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

We saw increases in all three of our metrics for this year, a-g completion (increased 2.5%), CTE pathway completion (increased 12.9%), and AP exam pass rate (increased 7%). We attribute these successes to the many of the actions and services identified in this goal. The implementation of block schedule has provided more opportunities for students to take a-g courses and CTE courses simultaneously. It has also provided students greater opportunities to take AP classes, as they can accelerate faster through the high school level courses and have more space in their schedule for AP courses. Our supports and interventions are also effectively preparing students for college/career. Most of our Flex Academy courses are a-g approved and programs like AVID and Get Focused, Stay Focused are designed to help students successfully navigate through high school in preparation for college/career. Our MTSS process and team are constantly monitoring the progress of students who are identified as at-risk and provide these students with appropriate interventions, like Estrellita, Flex Academy, or independent study, as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.6 The actual expenditures are included in Goal 2 action 3.

1.7 The actual costs for salaries were less. The same number of sections were offered as budgeted, but the teachers that ended up with those sections were less costly than anticipated.

1.9 We ended up purchasing fewer devices/laptops than we had planned at Budget

1.12 The district reduced their contract costs for AVID

1.13 The ERWC program was put on hold for 2018-19. The only costs associated with this Action ended up being one course that was offered at Galt High School

1.20 The District's MTSS program has evolved and continues to grow. The portions of the salaries for the staff involved are included here and the number of staff involved has grown.

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.

There have been several modifications made to this goal and the associated outcomes, actions, and services.

State Priority 1 was removed from this goal, as the actions related to State Priority 1 were moved to another goal. State Priority 2 was added to this goal, as many of the outcomes, actions, and services deal directly with student mastery of the California state standards.

The Identified Needs were rewritten to more accurately highlight the specific needs we are addressing through this goal.

To reflect the information provided on the California School Dashboard, three new Annual Expected Measurable Outcomes were added to this goal: College/Career Preparedness, Access to a Broad Course of Study, and Early Assessment Program Readiness.

Actions 1.1, 1.2, 1.3, 1.10, 1.14, and 1.20 were moved to other goals to better align with the stated goals and outcomes. They are now identified as Actions 2.11, 2.12, 2.13, 2.14, 2.15, and 4.8 respectively

Actions 1.6 was completed and, therefore, discontinued for the 2019-20 school year.

Action 1.8 was modified by replacing the word expand with enhance to focus on strengthening the programs we currently have, rather than looking to

add additional pathways. Specific references were added to each of our current pathways. Also, the language referencing our VAPA program was moved into its own action, Action 2.16.

Action 1.9 was modified to focus on the continuation and future of the program, including exploring new options for the curriculum used.

Action 1.11 was modified to focus on the continuation of the program, including increasing communication about counseling and promotion of our college/career readiness programs.

Action 1.15 was modified to include language about developing articulation agreements with local community colleges for more of our CTE courses.

Action 1.16 was modified to emphasize the MTSS process used to place students at Estrellita and the focus on project-based learning.

Action 1.17 was modified to reference the range of AP courses we offer, the implementation of SAT school day in October, and the PSAT being offered to all Sophomores and Juniors free-of-charge.

Action 1.18 was modified to focus on the next steps to support our students in achieving the new increased graduation requirements.

# Goal 2

Rigorous Learning & High Achievement

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

**State Priorities:** 1, 2, 4, 5, 6, 7, 8

**Local Priorities:** Academic standards

## Annual Measurable Outcomes

### Expected

Reading Proficiency Measure  
May 2019 69%

Lexile College Readiness Measure  
2019 43%

### Actual

Reading Proficiency Measure  
May 2019 56%

Lexile College Readiness Measure  
2019 31.4%

**Expected**

English Learner Annual Yearly Progress  
2018 41.5%

English Learner Reclassification Rate  
2018 7.6%

CAASPP ELA & Math Meeting Standards Rate  
CAASPP English 2018 70%  
  
CAASPP Math 2018 36%

Teacher Assignments and Credentials  
2019 Met 100%

Access to Standards-Aligned Instructional Materials  
2019 Met

**Actual**

English Learner Annual Yearly Progress  
This outcome is discontinued as Annual Yearly Progress (AYP) Metric no longer measured/reported by State of California. New Outcome #9 created to measure English learner progress using growth on summative ELPAC.

English Learner Reclassification Rate  
2018 6.1%

CAASPP ELA & Math Meeting Standards Rate  
CAASPP English 2018 47.3% (decrease of 17.9%)  
  
CAASPP Math 2018 29.6% (decrease of 1.5%)

Teacher Assignments and Credentials  
2019 94.1% (4.4% of teachers are interns, 1.5% are teaching under CTC waivers to fill district needs)

Access to Standards-Aligned Instructional Materials  
2019 Met



**Expected**

Implementation of State Standards  
2019 Met

**Actual**

Implementation of State Standards  
2019 Met  
Teacher Survey administered for first time in 2018-19 (% of teachers reporting moderate to sustainable implementation of standards)  
Content Area Standards 70.5%  
Literacy Standards 62.8%  
English Language Development Standards 57.1%

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Provide Director of Curriculum, Instruction and Assessment to implement LCAP goals.

**Actual Actions/Services**

Director of Educational Services is responsible for implementing the District's LCAP goals.

**Budgeted Expenditures**

\$168,683 Director

**Estimated Actual Expenditures**

Amount \$174,611 Director  
  
Source Unrestricted General Fund \$52,383; LCFF S&C \$122,228;  
  
Budget Reference 1xxx \$140,612;  
3xxx \$33,999

**Action 2**

**Planned Actions/Services**

Implement CCSS/NGSS/State Curriculum Frameworks including the following

- Course map and syllabus revisions
- Materials and resources purchased, including increased copy paper for expository text reading
- Content area literacy tools, including Lexile and other close reading selections

Provide supplies for art and music

Audit the depth at which students accessed these standards. A standards based pacing is needed for core ELA and mathematics course and common standards-aligned benchmark assessments needs to be developed and evaluated to inform instructional planning on an ongoing basis. Disciplinary reading and increased reading of

**Actual Actions/Services**

All courses have a standards-aligned course of study.

Staff surveys were administered to evaluate the level of implementation of the state standards in all content areas.

Math and English departments have developed pacing guides.

All departments are developing and implementing common benchmark assessments.

Math and English are administering Smarter Balanced Interim Assessment Blocks to each grade level/course.

Illuminate is being used to collect and analyze data from classroom assessments, benchmark assessments, and statewide assessments to monitor student achievement and inform instruction and

**Budgeted Expenditures**

\$25,000 Art & Music Supplies

**Estimated Actual Expenditures**

Amount \$38,539 Art & Music Supplies and Services

\$13,104 Illuminate

\$220,681 New Textbooks

Source Unrestricted General Fund \$31,939; Restricted Lottery \$220,681; Unrestricted Lottery \$19,704;

Budget Reference 4xxx \$245,053; 5xxx \$22,048; 6xxx \$5,223

**Planned Actions/Services**

expository text need to be implemented as part of the CCSS aligned instruction in all courses. Alignment of curriculum with NGSS is requires additional time and professional development.

**Actual Actions/Services**

decision-making.

New textbooks have been adopted in World History, AP World History, American Government, and Economics.

District is beginning the process of adopting new Science textbooks.

Have established an MOU with Sacramento Public Library and CA State Library to provide access to their online resources, including homework help, periodical databases, and ebooks.

Art supplies purchased. Old microphones and band equipment were replaced.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide professional development, training and coaching in implementation of CCSS/NGSS/State Curriculum Frameworks including:

- Content area reading strategies/disciplinary literacy/reading apprenticeship
- Reading certification
- NGSS, CCSS in ELA and Math
- Direct Interactive Instruction
- Expository Reading and Writing Curriculum
- Differentiated Instruction
- Use of technology supports including Canvas, Power School, Illuminate, Fuel Ed, Turn it In, Digital Citizenship, Website Development
- Common formative assessment development and data driven instruction
- PLCs

Professional development, training, and coaching in the implementation of state standards and frameworks has been provided in the following areas:

- Academic conversations
- Use of Illuminate to create assessments and analyze results
- Improving tasks to meet the rigor of the standards
- Grading in PowerTeacher Pro
- Blended Learning in Canvas
- Co-Teaching Instruction
- Digital Citizenship
- 21st Century Learning Design
- Language Live
- Project-Based Learning (EHS)

District is working to develop a comprehensive professional development plan for next year focused on data literacy, collaboration, and rigor of instruction.

\$8,964 Substitutes  
\$20,000 Professional Development Contract

Amount \$7,872 Substitutes  
\$6,777 Professional Development/Training & Conference

Source Unrestricted General Fund \$14,649

Budget Reference 1xxx \$6,600;  
3xxx \$1,272; 5xxx \$6,777

## Action 4

**Planned Actions/Services**

Structure weekly collaboration time to support common planning of the CALLI District Framework, content area reading, instructional planning, and common formative assessments to guide instruction.

**Actual Actions/Services**

Much of collaboration time this year was dedicated to WASC activities (focus groups, action plan development, etc). The rest was used by departments to develop, implement, and analyze results from common benchmark assessments.

**Budgeted Expenditures**

\$110,671 Salaries (District Collaboration Time)

**Estimated Actual Expenditures**

These costs are incorporated in Goal 1 Action 2.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide limited summer project time for funded projects (e.g. agriculture). Summer project time has been decreased from previous years due to budget constraints.

A summer catch-up math program will be offered to specific incoming 8th graders to help them be prepared for Integrated Math One as ninth graders.

Teachers were awarded pay for summer projects for the following activities:

- AVID Training
- AP Training
- Get Focused, Stay Focused Training
- Curriculum Development
- Support to students with Agriculture SAE projects and County Fair

Elevate Math was offered to incoming Freshmen that tested at below grade level during summer school.

\$17,929 Summer Projects  
\$15,325 Elevate

Amount \$44,086 Summer Projects  
\$10,000 Elevate Math

Source Unrestricted General Fund \$24,143; LCFF S&C \$14,309; Title II \$5,634; College Readiness Block Grant \$10,000

Budget Reference 1xxx \$32,057; 3xxx \$5,923; 5xxx \$16,106

## Action 6

### Planned Actions/Services

Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills.

Hire Reading/EL coordinator for

### Actual Actions/Services

Emerging and Expanding ELs participated in designated ELD classes.

Instructional Assistants provided during designated ELD classes and in some integrated ELD core classes.

### Budgeted Expenditures

\$15,737 Salaries (EL)  
\$5,000 Student Incentives

### Estimated Actual Expenditures

Amount \$170,066 Salaries (EL)

Source LCFF S&C \$158,986; Title III \$11,080

Budget Reference 1xxx \$33,539; 2xxx \$96,051, 3xxx \$40,476

**Planned Actions/Services**

one period district-wide to maintain reading data EL files and track student progress in reading and language development using the parameters established in EL Master Plan

Provide student incentives for redesignation and seal of bi-literacy programs

**Actual Actions/Services**

A Reading/EL Coordinator was not hired. District and site administration and ELD teachers-maintained reading data, English learner files, administered the initial and Summative ELPAC, and monitored student’s progress throughout the school year

No incentives were provided for reclassification.

The Seal of Biliteracy is promoted in both English and World Language classes and students who earn the seal receive the seal and a cord to wear during graduation.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Create district newcomer program for all level 1 English learners. Provide instructional assistants to offer targeted support to newcomers in ELD and core content areas classes. Offer a newcomer program at both comprehensive high schools if needed.

The District Newcomer Program was discontinued at the comprehensive sites and collapsed into the designated ELD classes discussed in action #6.

\$138,612 Salaries (6 sections, EL Para)

Actual expenditures included in Action 1.6.

### **Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Create and implement a systematic process of reading intervention

- Purchase district wide SRI Lexile license
- Conduct universal screening of all students for Lexile growth three times annually
- Purchase Language! Live
- Train teachers in implementation
- Conduct ongoing progress monitoring using publisher online assessments and SRI Lexile
- Provide ongoing, program specific training in effective program implementation
- Use collaboration time to review data and student placement
- Hire reading coordinator for one period to monitor data and support student growth

District renewed HMH Reading Inventory license

Students participated in universal screening twice to monitor Lexile growth.

Comprehensive sites continued implementing Language Live and English 3-D. Staff participated in training.

Staff participated in district-wide collaboration to review student placement and make adjustments when necessary

A reading coordinator was not hired

\$10,000 Reading Intervention Instructional Materials  
 \$23,000 Reading Intervention Contracts

Amount \$18,231 English 3D  
 \$9,775 Language Live

Source LCFF S&C \$12,650; Title III \$5,581; Restricted Lottery \$9,775

Budget Reference 4xxx \$13,856;  
 5xxx \$14,150

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, with a focus on keeping class size small in the reading and math intervention classes.

District continued to offer smaller class sizes at the comprehensive sites in; English 3-D, Language Live, FLEX Academy, Math Foundations and Integrated I with Math Lab courses.

Smaller class sizes offered in all classes at Estrellita

\$399,616 Salaries (23 sections CSR)

Amount \$891,563 Salaries (51 sections CSR)

Source LCFF S&C \$513,325; Title I \$378,238

Budget Reference 1xxx \$747,504; 3xxx \$144,059

## Action 10

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide professional development for both paraprofessionals and teachers in the effective use of paraprofessionals in a classroom that includes English Learners.

District has purchased a suite of online professional learning courses for our paraprofessionals and is in the process of developing course sequences for our Instructional Assistants based upon the students they serve.

A new position, Instructional Assistant - Bilingual, has been added at each comprehensive site to provide translation during IEP meetings.

\$3,530 Substitutes  
\$10,000 PD Contract

Amount \$66,631 Salaries  
Source Federal Special Education \$66,631  
Budget Reference 2xxx \$52,361;  
3xxx \$14,270

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Most of the actions and services in this goal were fully implemented, with a few being partially implemented. The district has made considerable progress in the implementation of state standards, including the purchase of new curriculum from world history, American government, and economics classes, developing common assessments for many of our courses, and continuing to offer support and intervention classes in math and English. We have also provided professional learning for our teachers in the areas of 21st century learning design, AVID strategies, use of Illuminate, co-teaching, project-based learning, and academic conversations. We continue to improve our English learner program, including hiring additional instructional assistants to support these students. However, it was decided that an EL coordinator was not needed as those duties were being performed by site administration. The District Newcomer program was collapsed into our regular designated ELD classes.

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

We experienced significant decreases in student achievement on the 2018 Smarter Balanced assessments in math and English. As such, we spent most of this year analyzing potential causes for this decline. We believe that two major factors are at play here. The first was the value that staff and students placed on these assessments. To address this we restructured our testing environment and messaging this year and we are hopeful that we will see positive results. The second was the rigor of instruction taking place in our classrooms. This factor was also identified by our visiting WASC teams in their final reports. This is a more challenging task and will be the primary focus for next year. As such, the actions and services for Goal 2 for next year have been refined to include a Comprehensive Professional Development Plan, a districtwide Assessment and Analysis Plan, and an increased focus on collaboration around data to inform instruction and identify students who need support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 The large increase in actual costs is due to a text adoption for World History and Government and Economics, as well as some unexpected one-

time costs for equipment for the Art Department

2.3 The District did not offer as much professional development in this area as originally anticipated.

2.4 These costs are now included in Goal 1 Action 2.

2.6 & 2.7 Student incentives were not offered and the EL coordinator position was not hired therefore there were no costs for these services incurred in 2018-19. Costs associated with EL teachers and instructional assistants, originally included in action 2.7 were included in this action instead.

2.9 The significant increase was related to the large increase in the number of sections being offered with reduced class sizes. The District budgeted for 23 section, but ended up offering 51 sections.

2.10 Two new Bilingual Instructional Paraprofessional positions were created to address the need in the Special Education Department.

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.

There have been several modifications made to this goal and the associated outcomes, actions, and services.

State Priority 5 was added to this goal, as some of the outcomes, actions, and services deal directly graduation rates.

The Identified Needs were rewritten to more accurately highlight the specific needs we are addressing through this goal.

The English Learner Annual Yearly Progress measure (Outcome 2.2) was discontinued because the state no longer publishes this metric. In its place, we added a new outcome, called English Learner Progress (Outcome 2.9). Also, the Four-Year Cohort Graduation Rate was moved from Goal 3 to Goal 2. It is now identified as Outcome 2.10.

Action 2.2 was modified to include specific reference to the adoption of new textbooks and curriculum in history/social science and science. Also, references to development of common assessments have been moved into Action 2.17.

Actions 2.3, 2.4, 2.10 and parts of Action 2.5 have been merged as they all relate to professional development. The actions have been synthesized in the development of a Professional Development Plan that will guide our collaboration and professional learning experiences for the coming year. The merged action is now identified as Action 2.3.

Actions 2.6 and 2.7 have been merged as they both relate to the services we provide to our English learners. Focus on the integration of ELD strategies into regular course works was added. The merged action is now identified as Action 2.6.

Actions 2.8 and 2.9 have been merged as they both relate to the intervention classes we offer in math and English for students who need additional support in these areas. Action was modified to reflect the continuation of these programs, and the revisions to specific courses and course offerings we are implementing next year. The merged action is now identified as Action 2.8.

Action 2.11 was moved from Goal 1 (originally Action 1.1).

Action 2.12 was moved from Goal 1 (originally Action 1.2). Language was modified to reflect an on-going commitment to offering competitive salaries.

Action 2.13 was moved from Goal 1 (originally Action 1.3).

Action 2.14 was moved from Goal 1 (originally Action 1.10). Language was modified to reflect our implementation and growth of our Future Ready Educators pilot program as we work to prepare our staff and systems for the true implementation of a one computer per student program beginning in the 2020-21 school year.

Action 2.15 is the merged action which incorporates language from Actions 1.14 and 3.6.

Action 2.16 is a new action focused on the implementation of Visual and Performing Arts plan .

Action 2.17 is a new action focused on the implementation of districtwide Assessment and Analysis plan.

# Goal 3

Transparent Communication and Engagement of All Stakeholders

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

**State Priorities:** 3, 5, 6

**Local Priorities:** Parent Engagement

## Annual Measurable Outcomes

### Expected

Four-Year Cohort Graduation Rate  
2018 100%

Four-Year Cohort Dropout Rate  
2017-18 0%

Daily Attendance Rate  
2017-18 94.3%

### Actual

Four-Year Cohort Graduation Rate  
2017-18 95.9% (decrease of 2.3%)

Four-Year Cohort Dropout Rate  
2017-18 1.7% (increase of 0.8%)

Daily Attendance Rate  
2017-18 93.0% (decrease of 1.3%)

**Expected**

Chronic Absenteeism Rate  
2017-18 14.2%

Participation of Parents of Unduplicated Students/Students with Disabilities  
2019 Verified by principals

Parent Participation in Decision Making  
2018-19 250 responses on Panorama Survey

Participation in Extra/Co-Curricular Activities Rate  
Metric discontinued.

**Actual**

Chronic Absenteeism Rate  
2017-18 16.1% (decrease of 0.1%)

Participation of Parents of Unduplicated Students/Students with Disabilities  
2018-19 Verified by principals

Parent Participation in Decision Making  
2018-19 332 responses on Panorama Survey (increase of 148 responses)

Participation in Extra/Co-Curricular Activities Rate  
Metric discontinued.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Develop and implement public relations and communications

**Actual Actions/Services**

We have a dynamic website that is kept up-to-date with all

**Budgeted Expenditures**

\$18,744 Salaries, Extra Time  
\$6,000 Website

**Estimated Actual Expenditures**

Amount \$8,951 Salaries, Extra Time; \$13,805 Website and



**Planned Actions/Services**

outreach plan integrating a dynamic website, social media, print and radio media. Continue live streaming of Board meetings for increased public access.

For 2017-18, implement support for ongoing maintenance and regular updating of the district website.

Improve availability of on-line information in Spanish.

Our community forums have increased our focus on college and career readiness as a system and the stakeholder input has helped us to begin to define a blueprint for achieving college and career readiness in our system. Communication and stakeholder involvement remain issues of concern in that we do not have a systematic and consistent approach at the district and site levels for sharing information and updates with parents and

**Actual Actions/Services**

relevant information and we are using email, phone, and text messaging to communicate important information to families via Swift K-12 software.

We have been expanding our social media presence (Facebook, Remind) to keep parents, community, staff, and students informed about upcoming events and important information.

We survey students, families, and staff annually to gather feedback on how our schools are performing in the areas of safety, discipline, connectedness, academics, parent involvement, and socio-emotional learning.

A new electronic marquee has been installed at GHS. The marquees at both schools are used to communicate important events and information to the

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Survey Contracts

Source Unrestricted General Fund \$7,431; LCFF S&C \$15,325;

Budget Reference 1xxx \$1,200; 2xxx \$5,909; 3xxx \$1,842; 5xxx \$13,805

**Planned Actions/Services**

students in a timely manner. It is hoped that the development of an improved web site, the expanded use of messaging capacities in Power School and the introduction of online registration and parent-student monitoring options through Power School and CANVAS will improve our effectiveness in this area.

**Actual Actions/Services**

community.

Student-produced shows, Hawk TV and Galt TV, are created bi-weekly. These shows are shown during the school day to students and are available on the website for public viewing.

Galt High School hosted a community forum on gang awareness presented by the Galt Police Department.

Parents have many opportunities to serve on committees including English Learner Advisory Committee, School Site Council, WASC Committee, and CTE Advisory Committees at the site level, and the District Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee, and Bond Oversight Committee at the district level.

The Parent Advisory Committee

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

has been holding some meetings in conjunction with the Parent Advisory Committee from the Galt Elementary District.

We continue to live stream our Board Meetings.

IT Teacher at GHS, administrative secretaries at both comprehensive sites, and SIS Technician maintain our district and site websites. Individual access is provided to specific departments to maintain their own portions of the websites.

Website has a built-in translation feature. All publications and correspondence are provided in both English and Spanish, whether online or in hard copy.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Continue to offer student engagement and assimilation activities for incoming eighth grade students during the spring and summer before they enter high school.

**Actual Actions/Services**

Incoming freshmen from our feeder districts have the opportunity to visit our schools during Shadow Days and Open House in January.

CTE pathways and site administration visit our feeder schools to present their programs and get students excited to come to high school.

Counselors go to the feeder schools to enroll students in courses for their freshman year in February.

Freshmen orientation activities are provided on the School Business Days prior to the first day of school to orient students to their new campus and have them start to build relationships with other high school students.

All schools hold a Back to School Night at the beginning of the school year and an Open

**Budgeted Expenditures**

Costs included in other goals

**Estimated Actual Expenditures**

Costs included in other goals

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

House in the middle of the year to provide families the opportunity to meet with their child's teacher, learn about the school, and get assistance with accessing services (food service, technology, transportation, etc.).

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide training for parents in Get Focused, Stay Focused ten year plans and in monitoring students' progress in A-G over time. Offer grade level parent meetings for transcript review and planning following the conclusion of each semester grading period. Use online registration for parents/students to complete annual course registration. Offer college counseling opportunities to parents and students in the evenings and on weekends during college application windows in the

Senior meetings with parents and students are held at the beginning of the school year to review expectations of seniors and steps to college/career. No trainings for parents were held on the 10 year plan or on monitoring progress in A-G completion.

During parent-teacher conferences, counselors review student progress and transcripts with parents. All sophomores participate in 4 year planning

\$2,000 Materials & Supplies  
\$10,000 Contracts Training

Amount \$549 Salaries Extra Time,  
\$500 Materials & Supplies, \$4,452  
Postage

Source Unrestricted General  
Fund \$5,501

Budget Reference 1xxx \$460;  
3xxx \$89; 4xxx \$500; 5xxx \$4,452

**Planned Actions/Services**

fall and winter. Add a parent meeting specifically for EL parents.

**Actual Actions/Services**

process with their counselors at the beginning of their 10th grade year.

Progress reports/report cards are sent home every 4-5 weeks. Report cards have been redesigned to include more information for the parent including progress toward graduation and A-G completion and attendance.

Students receiving grades of D or F in one or more of their classes receive 1 on 1 or group academic counseling. Those students failing several classes must participate in an SST and are referred to MTSS. An academic review is conducted after every grading period for our English learners and students with disabilities.

Students with credit deficiencies are referred to MTSS and carefully monitored. Many of

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

these students are referred to Flex Academy or Summer School to make up missing credits. Those with severe deficiencies may be referred to Estrellita Continuation High School.

New students enroll using the online registration process through PowerSchool. Students choose courses using the Course Registration tool in PowerSchool with the support of their counselor.

At EHS, students meet with site admin quarterly to check on credit progress and to set goals. Parents are provided report cards and graduation progress updates in a 1 on 1 conference with the site administrator.

College counseling opportunities for parents and students about the college application process and FAFSA are offered in the

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

evenings in the fall.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain athletic and activities leadership by offering two preparation periods for each comprehensive school athletic director and one for each activity director.

Athletic Directors and Activities Directors at both schools are provide two release periods to organize their programs.

\$140,867 Salaries & Stipends

Amount \$146,965 Salaries and Stipends

Source Unrestricted General Fund \$146,965

Budget Reference 1xxx \$123,218;  
3xxx \$23,747

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Offer online platforms for parent and student engagement including Power School, Canvas, Fuel Ed online learning and TurnItIn. Pursue single sign on/rapid identity to facilitate login and access to multiple programs simultaneously.

We continue to use PowerSchool and Canvas to communicate with students and parents about assignments due, grades, and attendance. We have just implemented the online score reports to inform students and parents about their performance on state tests

\$40,000 Licensing Contracts

Amount \$41,859 Licensing Contracts and Training

Source Unrestricted General Fund \$41,859

Budget Reference 5xxx \$ 41,859



**Planned Actions/Services**

Improve the ease of access and consistency of use of the online platforms, in response to suggestions from both parents and students.

**Actual Actions/Services**

(CAASPP, ELPAC).

Single sign on has been implemented for all districtwide applications, including computer access, Microsoft Office 365, PowerSchool, Canvas, and Illuminate.

TurnItIn and other applications are integrated directly into Canvas.

We are currently developing procedures for teachers to ensure consistency of use across the various platforms, and are working to improve the PowerSchool parent/student portal to make it easier to use.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 6**

**Planned Actions/Services**

Continue SARB process to increase attendance and improve truancy, with a focus on

**Actual Actions/Services**

All sites have implemented Perfect Attendance awards.

**Budgeted Expenditures**

\$15,538 Salary  
\$1,500 Materials and Supplies

**Estimated Actual Expenditures**

Amount \$15,235 Salary; \$1,209 Materials & Supplies; \$521 Travel & Conference

**Planned Actions/Services**

unduplicated pupils. Our data show that homeless youth, foster youth, and students with disabilities had higher rates of chronic absenteeism than other students, so those groups will be monitored separately and carefully, with the goal of decreasing their absenteeism rates.

**Actual Actions/Services**

Tardy sweeps and implementation of common procedures for students leaving the classroom (eg. to use the bathroom) at the sites have reduced tardies and the number of students out of class during class time.

Seniors must have minimal attendance issues as part of their senior contract in order to be allowed to participate in senior activities and to walk at graduation.

Monthly attendance reports are provided to site administration. We are exploring options for software that can support our attendance tracking, notification, and reporting needs.

Students with excessive tardies or unexcused absences are assigned to attend Saturday school or Thursday school (after the school day ends) to make up

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Source LCFF S&C \$16,965;

Budget Reference 1xxx \$12,773;  
3xxx \$2,462; 4xxx \$1,209; 5xxx \$521

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

days missed. Bus passes are provided to students who do not otherwise have access to transportation.

SARB process is fully implemented and being followed, including the issuance of letters, referral to MTSS committee, SART meetings, home visits, and monthly SARB panel hearings. We also participate in countywide SARB meetings for our McKinney-Vento students.

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Continue to maintain Link Crew teacher periods and student outreach and orientation activities at each school. In 2017-18, add a student outreach program focused on students with special needs and newcomer ELs. Activity directors will develop a plan to ensure that students with IEPs and Newcomers are included in student activities.

**Actual Actions/Services**

We continue to offer the Link Crew class and club at both comprehensive high schools to support our freshman throughout their first year of high school.

LRHS has continued their Social Exchange program in which students with disabilities are paired with Leadership students to help get them engaged in school activities and events.

Unified Sports is being implemented for the first time to provide opportunities for students with disabilities to participate in athletic events.

**Budgeted Expenditures**

\$54,838 Salaries (3 Sections)  
 \$4,000 Materials and Supplies  
 \$1,000 Travel & Conference

**Estimated Actual Expenditures**

Amount \$34,140 Salaries (2 Sections) \$5,243  
 Materials/Supplies \$1,145 Field Trip

Source Unrestricted General Fund \$40,528

Budget Reference 1xxx \$28,624;  
 3xxx \$5,516; 4xxx \$ 5,243; 5xxx \$ 1,145;

## 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.

Most of the actions and services in this goal were fully implemented, with a few being partially implemented. We continue to work on our communication processes to ensure our students, staff, and parents are receiving accurately and timely information about important topics and upcoming events. We have increased our use of the website, social media, PowerSchool, Canvas, and our autodialer to improve overall communication, and have increased the number of opportunities that parents have to participate in the school through parent nights, health fairs, committees, and boosters. We hosted a fingerprinting campaign to increase the number of parents that were qualified to volunteer on our campuses and at events. We continue to provide transition programs (shadow and orientation days, Link Crew) for our incoming freshman to improve their chances of a successful start to their high school career. We also offer many opportunities for all students to get involved with their schools through clubs, athletics, rallies, and social events. Finally, we are working to improve attendance across the district by refining our attendance procedures, increasing communication about the importance of good attendance, and building a strong SARB process.

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

We feel our efforts to increase parent engagement are working, as we are seeing more parent participation in committees, like DAC, DELAC, and School Site Council, and more parents taking the annual Panorama surveys. While we saw a decrease in daily attendance and only a minor change in chronic absenteeism, we are hopeful that the revival of our SARB process and improved attendance procedures and communication will have a positive impact on attendance for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 3.1 There were less costs for translations due to the creation of the positions in 2.10 and the addition of costs for a surveying program.
- 3.7 Fewer sections of Link crew were offered than what was budgeted at the beginning of the year. Offering 2 sections instead of 3.

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.

There have been several modifications made to this goal and the associated outcomes, actions, and services.

The Identified Needs were rewritten to more accurately highlight the specific needs we are addressing through this goal.

To reflect the information provided on the California School Dashboard, the Four-Year Cohort Graduation Rate (Outcome 3.1) was moved into Goal 2 (Outcome 2.10) and the Participation in Extra/Co-Curricular Activities Rate (Outcome 3.8) was reinstated.

Action 3.1 has been modified to include the annual Panorama surveys of staff, students, and parents, the use of vendors to provide document translations and help with the creation of state and federal plans and documents (SARC, School Site Plans, LCAP), and the possible creation of a position responsible for increasing communication with and engagement of our parents and community.

Action 3.3 has been modified to more specifically identify the types of programs and support we will be offering our parents.

Action 3.4 was merged with Action 1.14. Merged action is now identified as Action 2.15

Action 3.6 has been modified to include offering student incentives for good attendance, and improving our attendance and SARB procedures.

Action 3.7 has been modified to include our Social Exchange and Unified Sports programs designed to encourage unduplicated students and students with disabilities to become more involved in their schools.

# Goal 4

Safe, Healthy, and Supportive School/Work Environment

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

**State Priorities:** 1, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

School Safety Panorama Survey Results  
Spring 2019 (Favorable)  
Parents 88%  
Students 73%  
Staff 80%

Sense of Belonging Panorama Survey Results  
Spring 2019 (Favorable)  
Parents 85%  
Students 61%  
Staff 74%

### Actual

School Safety Panorama Survey Results  
Spring 2019 (Favorable)  
Parents 89% (increase of 3%)  
Students 69% (decrease of 2%)  
Staff 79% (increase of 1%)

Sense of Belonging Panorama Survey Results  
Spring 2019 (Favorable)  
Parents 85% (increase of 2%)  
Students 57% (decrease of 2%)  
Staff 76% (increase of 4%)

**Expected**

Climate of Support for Academic Learning Panorama Survey Results  
 Spring 2019 (Favorable)  
 Parents 83%  
 Student 69%  
 Staff 90%

Suspension & Expulsion Rates  
 2018 1.6% suspension  
 2018 0% expulsions

English Learner Suspension Rate  
 2018 0.2%

Facilities Inspection Tool - Facilities not meeting "Good Repair" standard  
 0%

**Actual**

Climate of Support for Academic Learning Panorama Survey Results  
 Spring 2019 (Favorable)  
 Parents 82% (increase of 1%)  
 Student 66% (decrease of 1%)  
 Staff 90% (increase of 2%)

Suspension & Expulsion Rates  
 2018 4.6% suspensions (increase of 2.5%)  
 2018 0.6% expulsions (increase of 0.6%)

English Learner Suspension Rate  
 2018 5.6% (increase of 4.4%)

Facilities Inspection Tool - Facilities not meeting "Good Repair" standard  
 3% or 11 out of 364 identified areas (increase of 4%)

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Planned Actions/Services**

Use facilities assessment tools and facilities master plan to guide allocation of resources for facilities safety.

**Actual Actions/Services**

Based on information from the Facilities Inspection Tool and other sources, bond monies and developer fees were used to improve facilities safety and make improvements at GHS, including:

- Leveling/replacing sidewalks
- New roofing on several buildings
- Bringing access and walkways up to ADA compliance
- Replacing HVAC units
- Repairing and updating fire alarm systems
- Tree maintenance
- Redesigning the administration building parking lot and front entryway
- New flooring in some buildings
- Replacing backflows and main lines

Security cameras installed at new LRHS stadium  
 Driveway into LRHS parking lot was redesigned.

**Budgeted Expenditures**

\$8,000,000 Construction and Modernization

**Estimated Actual Expenditures**

Amount \$10,990,537 Construction & Modernization

Source GO Bond Fund 21 \$10,826,665; Developer Fee Fund 25 \$163,872;

Budget Reference 5xxx \$340,340; 6xxx \$10,650,197

## Action 2

### Planned Actions/Services

Conduct annual emergency preparedness planning, staff training and ongoing scheduled and unscheduled drills.

### Actual Actions/Services

The district has contracted with ALICE to provide training to our entire staff on the ALICE procedures to be used in the case of a potential threat on campus. All staff have completed the training.

Threat assessments have been conducted of all district facilities. Plans to address the considerations provided from these assessments are in development.

Safety committee meetings are held quarterly and safety plans are reviewed and updated annually.

Fire drills and lockdown drills were conducted in the fall and spring.

Remind 411 has been adopted at both comprehensive site as

### Budgeted Expenditures

\$7,500 PD/Training Contract

### Estimated Actual Expenditures

Amount \$8,217 Training & Contracts

Source Unrestricted General Fund \$8,217

Budget Reference 5xxx \$8,217

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

an easy way to communicate quickly and efficiently with parents and students.

New phone system was installed districtwide providing multiple avenues to access paging system in case of emergency. Front office staff and administration have been trained on the "All call" capabilities of this system.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain routine maintenance account for ongoing facilities repair.

Routine maintenance account is maintained to ensure facilities are kept in good repair.

\$1,186,415 Salaries  
 \$200,000 Materials and Supplies  
 \$350,000 Contracted Services, Repairs

Amount \$1,248,556 Salaries;  
 \$228,772 Materials & Supplies;  
 \$278,116 Contracted Services, Repairs;  
 \$97,191 Capital & Construction

Source Routine Maintenance  
 \$1,852,635

Budget Reference 2xxx \$924,095;  
 3xxx \$324,461; 4xxx \$228,772;  
 5xxx \$278,116; 6xxx \$97,191

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

The Program Coordinator II will make and document home visits, serve as a member of the SARB panel, monitor the Strategies for Change program, coordinate student referrals to the MTSS, Independent Study, Home and Hospital and Student Study Team (SST) meetings.

Program Coordinator II oversees many of our intervention services for students, including:

- Inter/ Intra District Transfers
- Truancy/Chronic Absenteeism, SARB
- Bullying Prevention
- Alcohol and Drug Prevention (Every 15 minutes)
- McKinney Vento – support for homeless/foster youth
- Services for students in need (hygiene, school supplies)
- MTSS process, including EHS referrals
- Independent study
- Home and Hospital
- Home Visits

\$47,804 Coordinator (.5FTE)

Amount \$48,600 Coordinator (.5FTE)

Source LCFF S&C \$48,600;

Budget Reference 2xxx \$38,191;  
3xxx \$10,409

## Action 5

### Planned Actions/Services

School climate programs and safety and violence prevention programs will become site-based.

### Actual Actions/Services

Administration, Teachers, Staff, and Student Leadership programs on both campuses work hard to successfully build a

### Budgeted Expenditures

\$13,885 Contracts

### Estimated Actual Expenditures

Amount \$13,422 Every 15 Minutes; \$11,500 Gaggle Contract; \$4,668 Fingerprinting

positive school culture and climate in which students feel safe.

The Hope Dealer program was offered on both campuses to address drug and alcohol prevention, bullying, and mental health awareness.

Every 15 minutes program is being held at GHS this year to prevent students from driving under the influence.

Digital citizenship lessons were taught in our College and Career Ready classes to all freshmen, and to many of our other students as ancillary lessons taught during statewide testing.

Gaggle has been purchased and implemented to monitor student online activity (email, OneDrive) to minimize cyberbullying and inappropriate use.

Source Unrestricted General Fund \$4,668; Unrestricted Lottery \$6,500; Bullying Prevention Grant \$5,000; Every 15 Minutes Donations \$13,422

Budget Reference 2xxx \$835; 3xxx \$79; 4xxx \$1,287; 5xxx \$27,389

We held a fingerprinting campaign on both comprehensive campuses during open house for potential volunteers.

District has contracted with Galt Police Department to provide canine detection services.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Action completed.

Action completed.

n/a

n/a

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Reinstate a School Resource Officer (collaboratively with the City of Galt Police Department and the Galt Joint Union Elementary School District). The SRO, due to changes in the City's boundaries, is now able to serve all three sites in the district. The SRO was not funded by LCFF funds during 2017-18.

District contracts with the Galt Police Department to provide a full time School Resource Officer who is available on our campuses during school hours.

\$37,500 SRO Contract

Amount \$45,917 SRO Contract

Source LCFF S&C \$45,917

Budget Reference 5xxx \$45,917



## Analysis

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

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

Actions and services were implemented as planned to achieve the articulated goal. Specifically, considerable progress was made in the construction and modernization of our facilities. Athletic facilities at both Liberty Ranch and Galt High Schools were completed and considerable modernization of facilities was completed at Galt High School. Furthermore, ground has been broken on the flagship project for Measure E bond project, a two story science/CTE building at Galt High School. Also, we dedicated considerable resources and efforts toward improving the safety of our campuses. All staff have been ALICE trained and threat assessments have been completed of all district facilities. Comprehensive safety plans have been developed for each site and a School Resource Officer is now permanently assigned to help monitor our three campuses.

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

District facilities are looking better than they have in years and facilities issues that have lingered for years are being addressed. While the Facilities Inspection Tool actually shows an increase in the number of facilities not meeting the 'good repair' standard, we are confident that this is a reflection of the authentic use of the tool, rather than an actual deterioration of our facilities. Staff and parents are reporting that the schools feel safer and that they feel a greater sense of belonging to their school. Students, however, show small decreases in their sense of safety and sense of belonging on our campuses. Suspension and expulsion rates have increased this year. While this is partly a result of more accurate reporting of behavioral incidents, this will be a focus for next year as we try to develop better interventions to prevent students from being suspended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 The District ended up completing more bond projects than anticipated at Budget.

4.5 Fingerprinting was done for all volunteers and Every 15 Minutes Donations were received which allowed the District to put the event on. At Budget these items were not budgeted for.

4.7 In the fall of 2018 the District revised the MOU with Galt Police Department for the School Resource Officer. There ended up being an increase to

the program which is reflected in the increase in the estimated actual expenditures.

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

There have been several modifications made to this goal and the associated outcomes, actions, and services.

State Priority 5 was removed from this goal, as the actions related to State Priority 5 were moved to another goal.

The Identified Needs were rewritten to more accurately highlight the specific needs we are addressing through this goal.

To reflect the information provided on the California School Dashboard, the Suspension & Expulsion Rate (Outcome 4.4) was divided into two separate metrics, Suspension Rate (Outcome 4.4) and Expulsion Rate (Outcome 4.7), and the English Learner Suspension Rate (Outcome 4.5) was renamed to Unduplicated Pupil Suspension Rate and expanded to include homeless youth and students with disabilities.

Actions 4.1 and 4.3 have been merged as these two actions both addressed the monies being spent to modernize, update, and maintain our facilities. Merged action is now identified as Action 4.1.

Action 4.2 has been expanded to reflect the development of Comprehensive Safety Plan and our increased focus on safety districtwide.

Action 4.4 has been expanded to include bullying prevention and coordination of services for foster and homeless youth.

Action 4.5 has been expanded to include fingerprinting campaign for volunteers to increase parent participation and the purchase of email and online storage monitoring services for students to prevent cyberbullying and other inappropriate use of district provided services.

Action 4.8 has been moved here from Action 1.20 to better align with the goal. Action was further modified to include expanding MTSS to include behavioral and socio-emotional interventions, exploring the implementation of full-time independent student and on-campus suspension, and summer school programs.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The district consulted many stakeholders through many different channels. The meetings included district level committees, including District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Visioning Day, Special Ed Parent Advisory Committee (PAC), Superintendent's Student Advisory, district cabinet, Differentiated Assistance workgroup, and various curriculum and facilities subgroups; and site committees, including School Site Council (SSC), English Learner Advisory Committee (ELAC), Western Association of Schools and Colleges (WASC) subgroups, staff meetings, and department chair meetings.

Much of the stakeholder input and discussion was focused on six critical topics:

- Hybrid block schedule and increased graduation requirements,
- School safety and Comprehensive School Safety Plans,
- State Assessments and Differentiated Assistance,
- Future Ready Educators and one computer per student initiative
- WASC Self Study and Action Plan (all three schools)
- Construction and modernization

The draft LCAP was posted on the district's website June 6 for questions and comments, to which the Superintendent responded in writing, and was presented to the Board of Trustees and a public hearing was held at the June 11, 2019 regular Board meeting. Budget and LCAP approval occurred on June 25, 2019.

At the school level, there were two general meetings at each comprehensive high school plus SSCs, ELACS, booster groups and student leadership

meetings. All three of our high schools also participated in a WASC Self Study this year and meetings with parents, students, and staff were an integral component of this work.

There was one major survey of staff, students, and parents. Staff and committee meetings throughout the year regularly focused on LCAP issues. Regular communication sessions were held with union representatives on district issues, including LCAP. The website posted the current LCAP throughout the year.

The Director of Educational Services presented the LCAP draft to the DELAC over the course of four consecutive meetings (3/28/19, 4/25/19, 5/25/19, and 6/13/19) and to the DAC over three consecutive meetings (3/27/19, 5/25/19, and 6/13/19) and asked for feedback and comments. The Superintendent responded in writing to this feedback.

Below are the dates of district and site meetings in which discussions were had or decisions were made which influenced the development of this year's LCAP.

#### District-Level Meetings

Board Meetings: 8/14/18, 9/11/18, 9/18/18, 10/9/18, 11/13/18, 12/11/18, 1/8/19, 1/19/19, 2/12/19, 2/19/19, 3/12/19, 4/9/19, 5/7/19, 5/14/19, 5/28/19, 6/11/19, 6/25/19

District Advisory Committee Meetings: 9/25/18, 12/13/18, 1/24/19, 4/25/19, 5/23/19, 6/13/19

District English Learner Advisory Committee Meetings: 9/9/18, 10/18/18, 12/6/18, 1/24/19, 3/28/19, 4/25/19, 5/21/19, 6/13/19

Special Education Parent Advisory Committee Meetings: 9/25/2018, 12/13/2018, 2/21/2019, 5/7/2019

Meetings with Union Leadership: 12/18/18, 1/16/19, 2/19/19, 3/19/19, 5/20/19, 5/21/19

Superintendent's Student Advisory Council: 12/3/18, 1/7/19, 2/7/19, 3/4/19, 4/8/19, 5/6/19

Cabinet Meetings: 8/7/18, 9/28/18, 12/4/18, 1/8/19, 1/22/19, 2/12/19, 3/8/19, 4/2/19, 4/30/19, 5/21/19, 6/4/19, 6/18/19

LCAP Planning Meetings: 2/12/19, 2/15/19, 2/20/19, 3/1/19, 3/27/19, 4/16/19

Differentiated Assistance & Performance Indicator Review Meetings: 1/15/19, 1/29/19, 2/1/19, 2/13/19, 3/6/19, 3/13/19, 4/22/19, 5/2/19, 5/29/19, 6/4/19

SELPA Consultations: 4/2/2019, 5/21/19, 5/22/19, 5/28/19, 5/29/19

College and Career Readiness Committee Meetings: 9/6/2018, 10/4/2018, 12/6/2018, 2/7/2019, 3/20/2019

Curriculum Committee Meetings: 8/22/2018, 10/26/2018, 12/5/2018, 1/25/2019, 4/3/2019

Instruction Committee Meetings: 9/12/2018, 10/10/2018, 11/8/2018, 12/12/2018, 1/11/2019, 2/18/2019, 5/8/2019

Data and Assessment Committee Meetings: 9/13/2018, 10/11/2018, 2/14/2019, 3/14/2019, 5/8/2019

Technology Committee Meetings & Visioning Day: 10/25/18, 11/26/18, 12/10/18, 12/14/18, 1/28/19, 2/25/19, 3/19/19, 4/30/19, 5/13/19, 5/20/19

#### School Level Meetings

Galt High School

School Site Council Meetings: 9/27/18, 11/25/18, 12/15/18, 1/31/19, 2/28/19, 4/25/19

Back to School Night & Open House: 9/5/18 & 1/30/19

English Learner Advisory Committee Meetings: 8/30/18, 9/27/18, 11/1/18, 12/13/18, 1/31/19, 2/28/19, 3/28/19, 4/25/19, 5/30/19

Staff Meetings: 8/20/18, 9/10/18, 10/1/18, 11/5/18, 12/3/18, 1/7/19, 2/4/19, 3/4/19, 4/1/19, 5/6/19

WASC Subgroup Meetings (staff): 10/1/18, 11/5/18, 12/3/18, 1/7/19, 2/4/19, 2/6/19, 2/27/19

WASC Subgroup Meetings (parents/community): 11/1/18, 12/13/18, 1/31/19, 2/28/19

Department Chair Meetings: 8/21/18, 9/18/18, 10/16/18, 11/27/18, 1/15/19, 2/19/19, 3/19/19, 4/23/19, 5/21/19

Liberty Ranch High School

School Site Council Meetings: 9/11/18, 11/9/18, 2/12/19, 4/9/19

Back to School Night & Open House: 9/5/18 & 1/30/19

English Learner Advisory Committee Meetings: 9/5/18, 10/4/18, 11/1/18, 12/6/18, 1/24/19, 2/21/19, 4/4/19, 5/2/19

Staff Meetings: 8/20/18, 9/10/18, 10/1/18, 11/5/18, 12/3/18, 1/7/19, 2/4/19, 3/4/19, 4/8/19, 5/6/19

WASC Subgroup Meetings: 9/10/18, 9/20/18, 9/26/18, 10/31/18, 11/28/18, 12/5/18

Department Chair Meetings:

8/30/18, 9/27/18, 11/29/18, 1/31/19, 2/28/19, 3/21/19, 4/25/19, 5/30/19

Estrellita Continuation High School

School Site Council Meetings: 9/27/18 & 11/8/18

Back to School Night & Open House: 9/5/18 & 1/30/19

Staff and WASC meetings: 8/29/18, 9/12/18, 9/26/18, 11/7/18, 11/28/18, 12/5/18, 1/9/19, 2/6/19, 3/13/19, 4/10/19, 4/24/19, 5/8/19

Staff & WASC Subgroup Meetings

## Impact on LCAP and Annual Update

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

Based on recommendations from the various stakeholder groups, several changes and additions were made to the LCAP for the 2019-20 school year, including:

- Reorganizing the LCAP so that the metrics, actions and services are better aligned to the goals and to streamline the overall document so that it was more understandable for our parents and community.
- Develop a clear professional development plan and to restructure our calendar to provide more minimum days to facilitate more effective collaboration and inquiry.
- Exploring the establishment of a Communications and Parent/Community Outreach Liaison to provide greater and improved communication with our parents and community.
- Providing parents with more education about our schools and about the educational system through parent workshops and classes.
- Exploring the implementation of a Full Time Independent Study program to meet the needs of some students, who are currently accessing these services outside of our district.
- Exploring the establishment of an On-Campus Suspension program as an intermediate intervention for students who make poor decisions/misbehave.
- Restructuring the College and Career Class, which has been taught in the freshman year, by moving it to the senior year and incorporating curriculum related to personal finance.
- Creating or restructuring our interventions in math and English to provide an appropriate pace for students who struggle in these subjects, without holding them back from accessing and completing a full series of high school level courses in these subjects.

- Implementing a graduation requirement policy that addresses the needs of students who transfer to us from a school that has fewer periods/opportunities to earn credits.

# 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 1

College, Career, and Civic Readiness

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

**State Priorities:** 2, 4, 7, 8

**Local Priorities:**

**Identified Need:**

Several student groups, including students with disabilities (3.8%), English learners (9.1%), and homeless youth (25.9%) are not demonstrating



preparedness for college/career at equitable rates to the general student population (43.6%), as measured by the College/Career Indicator on the CA School Dashboard.

Currently, 37% of our seniors are completing A-G requirements by the time they graduate, as compared to 43% countywide and 50% statewide.

Currently, 14% of our seniors are Exceeding Standard on the Smarter Balanced Assessments in English-Language Arts, as compared to 26% statewide, and 9% of our seniors are Exceeding Standard on the Smarter Balanced Assessments in Mathematics, as compared to 13% statewide.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion Rate Percentage of four-year cohort graduates/seniors who completed A-G requirements will increase by 5% annually	2016 36.6%	2017 29.6% (decrease of 7%)	2018 34.6%	2019 37.1%

CTE Pathway Completion Rate  
 Percentage of four-year cohort graduates/seniors who completed at least one CTE pathway will increase by 5% annually.

2016 31.1% (District estimate based on incomplete data.)

2017 12.6% (decrease of 18.5%, using CALPADS data)

2018 17.6%

2019 30.5%

AP Exam Pass Rate  
 Percentage of Students Who Passed at least one of their AP Exams with a Score of 3 or Higher will increase by 5% annually.

2016 74%

2017 61.4%

2018 66.4%

2019 73.4%

College/Career Readiness Indicator  
Percentage of students who qualify as 'Prepared' on the CA School Dashboard  
College & Career Indicator will increase by 4% annually.

2017-18 43.6%

N/A

N/A

2018-19 47.6%

Access to a Broad Course of Study  
Students have access to and are enrolled in a broad course of study as measured by the number of elective, CTE, and AP courses offered and the number of students enrolled in those courses.

Indicator 'Met' in 2017-18 school year (reported in 2018-19 CA School Dashboard).

N/A

N/A

Indicator 'Met' in in 2018-19 school year

<p>Early Assessment Program Readiness Rate Percentage of students who demonstrate college preparedness (EAP) by earning 'Exceeds Standard' on the Smarter Balanced ELA &amp; Math Assessments will increase by 3% annually.</p>	<p>2017-18 13.8% ELA 9.5% Math</p>	<p>N/A</p>	<p>N/A</p>	<p>2018-19 16.8% ELA 12.5% Math</p>
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## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Ensure all teachers are fully credentialed in the subject areas in which they teach.

Ensure all teachers are fully credentialed in the subject areas in which they teach.

Moved to Action 2.11 (to better align with stated goal, needs, and metrics)

Provide all new teachers with Teacher Induction services.

Provide all new teachers with Teacher Induction services and other professional development as needed.

Explore the feasibility of providing all new teachers and new to district teachers with professional development and coaching in direct interactive instruction to effectively

engage and instruct all learners, including unduplicated pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$11,972 BTSA Mentor Program \$ 5,000 Reading Certification Program	\$18,409 BTSA Mentor Program	Moved to Action 2.11 (to better align with stated goal, needs, and metrics)
<b>Source</b>	LCFF S&C \$16,972	LCFF S&C \$18,409	Moved to Action 2.11 (to better align with stated goal, needs, and metrics)
<b>Budget Reference</b>	1xxx \$5,500, 3xxx \$972, 4xxx \$2,500, 5xxx \$8000	1xxx \$10,800, 3xxx \$2,109, 5xxx \$5,500	Moved to Action 2.11 (to better align with stated goal, needs, and metrics)

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

The 3% raise granted in 2016-17 will remain on the salary schedule to ensure that the district continues to attract and retain highly qualified teachers to adequately support all students including unduplicated pupils.

The 3% raise granted in 2016-17 will remain on the salary schedule to ensure that the district continues to attract and retain highly qualified teachers to adequately support all students including unduplicated pupils.

Moved to Action 2.12 (to better align with stated goal, needs, and metrics).

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**



<b>Amount</b>	\$9,820,802 Salaries	\$11,063,153 Salaries	Moved to Action 2.12 (to better align with stated goal, needs, and metrics).
<b>Source</b>	Unrestricted General Fund \$8,975,354 LCFF S&C \$845,448	LCFF S&C \$716,278, Unrestricted General Fund \$8,411,681, Title I \$399,659, Special Education \$1,535,535	Moved to Action 2.12 (to better align with stated goal, needs, and metrics).
<b>Budget Reference</b>	1xxx \$7,756,071, 2xxx \$545,012 3xxx \$1,519,719	1xxx \$8,515,739, 2xxx \$693,857 3xxx \$1,853,557	Moved to Action 2.12 (to better align with stated goal, needs, and metrics).

### Action #3

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## 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

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Provide administrators and directors with ongoing training and support in the implementation of evidence-based instructional practices, systems thinking, resource management and leadership. This year's training will include other key members of each school's leadership team.

Provide administrators and directors with ongoing training and support in the implementation of evidence-based instructional practices, systems thinking, resource management and leadership. This year's training will include other key members of each school's leadership team.

Moved to Action 2.13 (to better align with stated goal, need, and metrics)

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$25,000 PD Contract

\$25,000 PD Contract

Moved to Action 2.13 (to better align with stated goal, need, and metrics)

<b>Source</b>	LCFF S&C \$25,000	Unrestricted General Fund \$25,000	Moved to Action 2.13 (to better align with stated goal, need, and metrics)
<b>Budget Reference</b>	5xxx \$25,000	5xxx \$25,000	Moved to Action 2.13 (to better align with stated goal, need, and metrics)

## Action #4

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

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

Modified

**2017-18 Actions/Services**

Develop data dashboard aligned to LCAP metrics, the Get Focused, Stay Focused ten year plan data points and the LCFF Accountability Report to ensure all students, including unduplicated pupils, achieve district's expected measurable annual outcomes.

Conduct senior survey and long-term tracking of postsecondary enrollment and vocational plans.

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

Modified

**2018-19 Actions/Services**

Conduct senior survey and long-term tracking of postsecondary enrollment and vocational plans.

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

Modified

**2019-20 Actions/Services**

Post-Secondary Student Tracking: Conduct senior survey and long-term tracking of postsecondary enrollment and vocational plans.

Continue to use National Student Tracking Database to monitor where our students are going after graduation.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$30,275 GFSF \$850 Student Tracking \$6,150 Data Dashboard \$5,000 PD	\$1,500 Student Tracking	\$850.00 Student Tracking

**Source**

LCFF S&C \$41,425  
College Readiness CRBG \$850

LCFF S&C \$1,500

LCFF S&C \$850

**Budget Reference**

1xxx \$25,728, 3xxx \$4,547, 5xxx \$12,000

5xxx \$1,500

5xxx 850.00

## Action #5

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## 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

**2017-18 Actions/Services**

The alternative block bell schedule will be continued, to allow increased course access for all students, including unduplicated pupils, to increase A-G and CTE completion. Strategic changes to the schedule recommended by the College /and Career Success Academy will be implemented with the goal of increasing enrollment in A-G, CTE, and AP classes.

Modified

**2018-19 Actions/Services**

The block bell schedule will be continued, to allow increased course access for all students, including unduplicated pupils, to increase A-G and CTE completion.

Modified

**2019-20 Actions/Services**

This action will now include actions/services previously listed in Action 1.6.

**Hybrid Block Schedule**

The hybrid block schedule will be continued to allow increased course access for all students, including unduplicated pupils, to increase A-G and CTE pathway completion.

Support teachers as they refine their instructional strategies to take advantage of longer periods provided by the block schedule, through collaboration time and professional learning opportunities.

Support administration, counselors, and registrars with on-going training around master scheduling and PowerSchool.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No additional cost	No additional cost	No additional cost
<b>Source</b>	No additional cost	No additional cost	No additional cost
<b>Budget Reference</b>	No additional cost	No additional cost	No additional cost

## Action #6

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
------------------------------------------------------------	------------------------------------------------------------	------------------------------------------------------------

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Survey staff and provide professional development to certificated and classified staff in the implementation of a block schedule

Provide professional development to certificated and classified staff in the implementation of a block schedule.

Action completed and discontinued.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$11,768 Substitutes \$2,000 Contracted Services-Survey \$10,000 Professional Development Contract	\$14,941 Substitutes \$5,000 Contracted Services-Survey \$12,000 Professional Development Contract	No costs. Action discontinued.
<b>Source</b>	LCFF S&C \$23,768	LCFF S&C \$5,000 Title II \$14,941 Unrestricted General Fund \$12,000	No costs. Action discontinued.
<b>Budget Reference</b>	1xxx \$7,000, 2xxx \$3,000, 3xxx \$1,768, 5xxx \$12,000	1xxx \$12,500, 3xxx \$2,441, 5xxx \$17,000	No costs. Action discontinued.



## Action #7

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Continue Get Focused, Stay Focused program that began in the Fall 2016 to meet the needs of all students, including unduplicated pupils. Expand to include a unit during students' sophomore year.

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

Modified

### 2018-19 Actions/Services

Continue Get Focused, Stay Focused program that began in the Fall 2016 to meet the needs of all students, including unduplicated pupils. Expand to include a unit during students' sophomore year.

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

Modified

### 2019-20 Actions/Services

Get Focused, Stay Focused Program: Get Focused, Stay Focuses program will be moved into the senior-year Senior Seminar class to meet the needs of all students, including unduplicated students.

Provide professional development and ongoing support for certificated and classified staff in the effective implementation of this program

Provide professional development and ongoing support for certificated and classified staff in the effective implementation of this program

Provide professional development and on-going support for certificated and classified staff in the effective implementation of this program.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$229,127 GFSF 17 Sections \$10,290 Materials/Supplies \$5,000 PD Contract	\$267,792 GFSF 17 Sections and 1 Prep at each site \$8,000 Materials/Supplies \$4,000 Professional Development	\$267,792 GFSF 17 Sections and 1 Prep at each site \$4,000 Materials/Supplies \$8,000 Professional Development
<b>Source</b>	Unrestricted General Fund \$229,127 Restricted Lottery \$10,290 CRBG \$5,000	Unrestricted General Fund \$271,792 Restricted Lottery \$8,000	LCFF S & C \$279,792
<b>Budget Reference</b>	1xxx \$194,712, 3xxx \$34,415, 4xxx \$10,290, 5xxx \$5,000	1xxx \$224,047, 3xxx \$43,745, 4xxx \$8,000, 5xxx \$4,000	1xxx \$224,600, 3xxx \$43,192 4xxx \$4,000, 5xxx \$8,000

## Action #8

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

Maintain and expand academic and CTE pathways through implementation of the CTEIG grant and the Career Pathways/Crane grant

- Articulate pathways with feeder elementary school districts
- Expand pathway offerings to ensure programs aligned with current and future labor market data

**2018-19 Actions/Services**

Maintain and expand academic and CTE pathways through implementation of the CTEIG grant and the Career Pathways/Crane grant

- Articulate pathways with feeder elementary school districts
- Expand pathway offerings to ensure programs aligned with current and future labor market data

**2019-20 Actions/Services**

Career-Technical Education Pathways: Maintain and enhance high-quality CTE pathways

- Articulate pathways with feeder elementary school districts
- Ensure programs are aligned with current and future labor market data
- Continue to support BEST and Agriculture Academy Programs

- Use pathways to drive student choice of school site
- Continue to develop and expand BEST and Agriculture Academy Programs
- Expand the VAPA pathways

- Continue to develop and expand BEST and Agriculture Academy Programs
- Expand the VAPA pathways,

- Continue to develop and expand Informational Technology, Sports Medicine, and Culinary pathways
- Work with counselors/CTE teachers to ensure that students are completing a full pathway sequence

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$687,616 CTE maintenance and expansion	\$840,124 CTE maintenance and expansion	\$440,984 CTE maintenance and expansion
<b>Source</b>	Perkins \$56,856 CTEIG Grant \$473,800 Ag Voc Ed \$85,890 Pathways Academy Grant \$71,070	Perkins \$62,231 CTEIG Grant \$473,800 Ag Voc Ed \$92,323 Unrestricted General Fund \$141,637 Pathways Academy Grant \$70,133	CTEIG Grant \$146,373 Unrestricted General Fund \$134,134 Ag Voc Ed \$91,000 Pathways Academy Grant \$69,477
<b>Budget Reference</b>	1xxx \$90,821, 3xxx \$19,327 4xxx \$524,741, 5xxx \$52,727	1xxx \$210,965, 3xxx \$43,451 4xxx \$545,047, 5xxx \$40,661	1xxx \$208,953 3xxx \$41,722 4xxx \$137,768 5xxx \$52,541

## Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to support online learning center with 35 tablets/laptops, flexible furnishings, individual work station and small group instruction areas for implementation of a blended learning program for credit recovery, independent study, and original credit using online courses at each comprehensive and

Continue to support online learning center with 35 tablets/laptops, flexible furnishings, individual work station and small group instruction areas for implementation of a blended learning program for credit recovery, independent study, and original credit using online courses at each comprehensive and

Flex Academy Program:  
Continue to support a flexible online learning center on each comprehensive and alternative campus for implementation of a blended learning program for credit recovery, independent study, and original credit.

alternative site.

Purchase universal license for online learning curriculum to support all staff in CCSS instruction and to offer all students, including unduplicated pupils, with computer assisted academic support in strategic and intensive settings and opportunities to pursue original credit and credit recovery options during the school day and after school hours throughout the year.

Establish supervision protocols and purchase implement software for monitoring student use of technology in the learning center settings

alternative site.

Purchase universal license for online learning curriculum to support all staff in CCSS instruction and to offer all students, including unduplicated pupils, with computer assisted academic support in strategic and intensive settings and opportunities to pursue original credit and credit recovery options during the school day and after school hours throughout the year.

Establish supervision protocols and purchase implement software for monitoring student use of technology in the learning center settings

Continue to use the Fuel Education universal license for online learning curriculum to offer all students, including unduplicated pupils, opportunities to pursue original credit and credit recovery options during the school day and after school hours throughout the year in a strategic and intensive setting with, computer-assisted academic support.

Begin to explore options to Fuel Education for the 2020-2021 school year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$363,780 Teacher Salaries & Extra Time \$168,074 Software Licensing Contracts	\$432,497 Teacher Salaries & Extra Time \$168,274 Software Licensing Contracts	\$ 298,241 Teachers Salaries and Extra Time \$ 1,000 Additional Software

<b>Source</b>	LCFF S&C \$12,154 Title I \$166,574 Unrest. General Fund \$353,126	LCFF S&C \$432,497 Title I \$166,574 Unrest. General Fund \$1,700	LCFF S&C \$299,241
<b>Budget Reference</b>	1xxx \$309,139, 3xxx \$54,640, 5xxx \$168,074	1xxx \$361,846, 3xxx \$70,651, 5xxx \$168,274	1xxx \$241,655 3xxx \$56,586 5xxx \$1,000

## Action #10

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

Provide release time for content area teachers to review scope and sequence of online courses to identify areas of alignment and overlap with regular core curriculum in order to enable use of the CCSS aligned in a blended curriculum format as appropriate .

Provide training and ongoing technical support to certificated staff in the use of purchased online curriculum and the development of blended courses using tools such as Fuel Education and Canvas.

Purchase ancillary and supplemental materials necessary to support online curriculum courses.

Develop student technology use policies that support use of 1:1 devices and “bring your own device” while also encouraging digital citizenship so that students are

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

Modified

**2018-19 Actions/Services**

Provide release time for content area teachers to review scope and sequence of online courses to identify areas of alignment and overlap with regular core curriculum in order to enable use of the CCSS aligned in a blended curriculum format as appropriate.

Provide training and ongoing technical support to certificated staff in the use of purchased online curriculum and the development of blended courses using tools such as Fuel Education and Canvas.

Purchase ancillary and supplemental materials necessary to support online curriculum courses.

Develop student technology use policies that support use of 1:1 devices and “bring your own device” while also encouraging digital citizenship so that students are

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

Modified

**2019-20 Actions/Services**

Moved to Action 2.14 (to better align with stated goal, needs, and metrics)



able to access instructional videos on websites such as You Tube in the course of online/blended instruction.

able to access instructional videos on websites such as You Tube in the course of online/blended instruction.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$40,000 PD Contract \$40,000 Devices	\$25,000 Canvas Subscription	Moved to Action 2.14 (to better align with stated goal, needs, and metrics)
<b>Source</b>	LCFF S&C \$40,000 Unrestricted Lottery \$40,000	LCFF S&C \$25,000	Moved to Action 2.14 (to better align with stated goal, needs, and metrics)
<b>Budget Reference</b>	4xxx \$40,000, 5xxx \$40,000	5xxx \$25,000	Moved to Action 2.14 (to better align with stated goal, needs, and metrics)

## Action #11

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**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**

Restructure college and career counseling program, and staffing as appropriate, to allow students and families access to college and career counseling beyond the school day. Improve communication about counseling programs and availability.

Plan intersession support for seniors during first two days of Thanksgiving break and during winter break.

Revise guidance counseling position to encompass targeted college and career

**2018-19 Actions/Services**

Restructure college and career counseling program, and staffing as appropriate, to allow students and families access to college and career counseling beyond the school day. Improve communication about counseling programs and availability.

Plan both summer school and intersession support for seniors as needed.

Revise guidance counseling position to encompass targeted college and career

**2019-20 Actions/Services**

College and Career Counseling:  
Continue college and career counseling program, and staffing as appropriate, to allow students and families access to college and career counseling beyond the school day.

Improve communication about counseling programs and availability.

Promote and monitor student achievement of district annual measurable outcomes and other indices of college

readiness support addressing all aspects of the Get Focused Stay Focused program implementation and monitoring student achievement of district annual measurable outcomes and other indices of college and career readiness.

An additional guidance counselor, once considered a possibility, will not be hired, due to budget constraints.

readiness support addressing all aspects of the Get Focused Stay Focused program implementation and monitoring student achievement of district annual measurable outcomes and other indices of college and career readiness.

An additional guidance counselor, once considered a possibility, will not be hired, due to budget constraints.

and career readiness (a-g completion, CTE pathway completion, Seal of Biliteracy, Golden State Seal Merit Diploma, etc).

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$739,996 Counseling, Registrar, Support Salaries \$33,280 Intersession Support Salaries	\$764,965 Counseling, Registrar, Support Salaries \$97,067 Summer School	\$ 813,679 Counseling, Registrar, Support Salaries
<b>Source</b>	LCFF S&C \$140,218 Unrest. General Fund \$633,058	LCFF S&C \$209,582 Unrest. General Fund \$652,450	LCFF S&C \$121,445 Unrestricted General Fund \$692,234
<b>Budget Reference</b>	1xxx \$472,112, 2xxx \$166,668 3xxx \$134,496	1xxx \$516,436, 2xxx \$191,960 3xxx \$153,636	1xxx \$479,019 2xxx \$185,391 3xxx \$149,269

# Action #12

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide professional development for AVID school wide and expand the number of staff trained in strategies and summer planning activities.

Provide professional development for AVID school wide and expand the number of staff trained in strategies and summer planning activities.

AVID District-wide:  
Continue to grow and support the AVID program on our comprehensive sites, by providing resources, staff, and professional development to improve the program.

Continue to support WICOR activities in

Continue to support WICOR activities in

the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.

the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.

Continue to support WICOR activities in the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$12,500 PD Contracted Services \$2,500 Materials and Supplies	\$34,440 PD & Contracted Services \$1,000 Materials and Supplies	\$13,210 PD & Contracted Services \$100 Materials and Supplies
<b>Source</b>	College Readiness (CRBG) \$15,000	LCFF S&C \$35,440	LCFF S&C \$13,310
<b>Budget Reference</b>	4xxx \$2,500, 5xxx \$12,500	4xxx \$1,000, 5xxx \$34,440	4xxx \$100, 5xxx \$13,210

## Action #13

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**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**

Implement Expository Reading and Writing Curriculum in core ELA classes, particularly in twelfth grade, to ensure students who complete this course can enroll directly in general education English courses in their first year of college.

Offer a math class (EAP Senior Mathematics), for eligible seniors, to ensure students who complete this course can enroll in general mathematics courses in their first year of college.

**2018-19 Actions/Services**

Implement Expository Reading and Writing Curriculum in core ELA classes, particularly in twelfth grade, to ensure students who complete this course can enroll directly in general education English courses in their first year of college.

Offer a math class (EAP Senior Mathematics), for eligible seniors, to ensure students who complete this course can enroll in general mathematics courses in their first year of college.

**2019-20 Actions/Services**

Early Assessment Program:  
Implement Expository Reading and Writing Curriculum in core ELA classes, particularly in twelfth grade, to ensure students who complete this course can enroll directly in general education English courses in their first year of college.

Offer a math class (EAP Senior Mathematics), for eligible seniors, to ensure students who complete this course can enroll in general mathematics courses in their first year of college.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$260,872 Teachers	\$149,498 Teachers	\$87,541 Teachers
<b>Source</b>	Unrest. General Fund \$260,872	Unrest. General Fund \$149,498	Unrestricted General Fund \$87,541
<b>Budget Reference</b>	1xxx \$221,689, 3xxx \$39,183	1xxx \$127,043, 3xxx \$22,455	1xxx \$73,188 3xxx \$14,353

## Action #14

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## 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

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Continue district license for Turn It In to facilitate teacher review and editing of assignment. Add Revision Assistant to the license for the current year.

Continue district license for Turn It In to facilitate teacher review and editing of assignments. Include Revision Assistant in the license.

Action merged with new Action 2.15.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$21,000 Contract for Turn It In

\$10,000 Contract for Turn It In

Action merged with new Action 2.15.

Source

LCFF S&C \$14,000  
Unrest. General Fund \$7,000

Unrest. General Fund \$10,000

Action merged with new Action 2.15.

Budget Reference

5xxx \$21,000

5xxx \$10,000

Action merged with new Action 2.15.



# Action #15

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

Work with Delta College and other local community colleges to offer concurrent enrollment in college and vocational certification programs

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

Modified

**2018-19 Actions/Services**

Work with Delta College and other local community colleges to offer concurrent enrollment in college and vocational certification programs

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

Modified

**2019-20 Actions/Services**

Dual Enrollment and Articulation with Community Colleges:  
Work with Delta College and other local community colleges to offer dual/concurrent enrollment in college and vocational certification programs and

develop articulation agreements for certain CTE courses.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	No cost to district; possible revenue from facilities use.	No cost to district; possible revenue from facilities use.	No cost to district
<b>Source</b>	No cost to district; possible revenue from facilities use.	No cost to district; possible revenue from facilities use.	No cost to district
<b>Budget Reference</b>	No cost to district; possible revenue from facilities use.	No cost to district; possible revenue from facilities use.	No cost to district

### Action #16

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**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**

Establish criteria for enrollment and progress monitoring and provide continuation school program to students whose behaviors require an alternate placement within the Galt Joint Union High School District.

Begin to implement a multi-tiered system of intervention throughout the district.

Include a restorative practices component (as in Goal 3)

**2018-19 Actions/Services**

Establish criteria for enrollment and progress monitoring and provide continuation school program to students whose behaviors require an alternate placement within the Galt Joint Union High School District.

Students that participate in the continuation school program will be encouraged and provided access to participate in a Career Technical Pathway as part of their learning experience.

.  
MTSS moved to a new action: 1.20

**2019-20 Actions/Services**

Estrellita Continuation High School: Continue to provide continuation school program to students who would benefit most from an alternate placement.

Continue to use the MTSS process to identify and place students into the Estrellita program.

Increase the amount of project-based learning opportunities for students who attend Estrellita.

Encourage and provide access to continuation students to participate in a Career Technical Pathway as part of their

learning experience.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$271,530 Continuation School Program \$44,414 Coordinator (.5FTE)	\$561,599 Continuation School Program \$47,804 Coordinator (.5FTE)	\$583,363 Continuation School Program
<b>Source</b>	Unrestricted General Fund \$237,548 LCFF S&C \$73,896 Unrestricted Lottery \$500 Perkins \$4,000	Unrestricted General Fund \$401,079 LCFF S&C \$208,324	Unrestricted General Fund \$545,372 LCFF S&C \$37,991
<b>Budget Reference</b>	1xxx \$139,832, 2xxx \$80,324 3xxx \$73,629, 4xxx \$17,939 5xxx \$4,220	1xxx \$374,216, 2xxx \$131,018 3xxx \$60,669, 4xxx \$33,000 5xxx \$10,500	1xxx \$356,867 2xxx \$88,974 3xxx \$110,837 4xxx \$19,571 5xxx \$7,114

## Action #17

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Offset the costs of the AP Exams for students that qualify for the National Free/Reduced Lunch Program.

Offset the costs of the AP and PSAT Exams for students that qualify for the National Free/Reduced Lunch Program.

Advanced Placement & College Readiness Testing  
Continue to offer a wide range of Advanced Placement opportunities for students.

Reduce the cost to the student of the AP exams for students that qualify for the National Free/Reduced Lunch Program or who are taking more than one AP exam.

Provide the PSAT/NMSQT to all sophomores and Juniors, free-of-charge,

in October during the school day.

Offer the SAT to all Seniors/Juniors, at their expense, during the school day in October.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$24,000 AP and PSAT Testing Costs	\$26,000 AP and PSAT Testing Costs	\$26,000 AP and PSAT Testing Costs
<b>Source</b>	College Readiness (CRBG) \$24,000	LCFF S&C \$26,000	LCFF S&C \$26,000
<b>Budget Reference</b>	5xxx \$24,000	5xxx \$26,000	5xxx \$26,000

## Action #18

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

### Students to be Served

All Students

### Location(s)

All Schools

OR

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Form a committee to study our current graduation requirements and explore the possibility of expanding graduation requirements to increase college and career readiness of our students.

New graduation requirements have been approved. Departments will develop additional, more varied and accessible classes that will be available to all students.

Graduation Requirements  
Departments will continue to develop additional, more varied and accessible classes that will be available to all students.

Increase communication around new graduation requirements.

Implement policies and procedures for students who transfer into the district after their freshman year.

Closely monitor and support students who are falling behind in required credits.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	No cost	\$29,881 Summer Project Work related to new Grad Requirements	\$23,922 Summer Project work
<b>Source</b>	No cost	Unrestricted General Fund \$29,881	Unrestricted General Fund \$23,922
<b>Budget Reference</b>	No cost	1xxx \$25,000 3xxx \$4,881	1xxx \$20,000 3xxx \$3,922

## Action #19

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

\_\_\_\_\_

**Scope of Services:**

\_\_\_\_\_

**Location(s)**

\_\_\_\_\_



N/A

N/A

N/A

### 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

New

Modified

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Participate in the Lead Higher Initiative to close the equity gap in AP/Honors participation rates.

Program completed. Action will be discontinued.

Program completed. Action will be discontinued.

### Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$54,000 Contracted Services

n/a

n/a

Source

College Readiness (CRBG)  
\$54,000

n/a

n/a

Budget Reference

5xxx \$54,000

n/a

n/a

## Action #20

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Previously part of Action #1.16

Continue and expand the Multi-Tiered Systems of Support for interventions throughout the district, and include a restorative practices component.

Moved to Action 4.8 (to better align with stated goal, needs, and metrics)

Explore the need and feasibility of

increasing our academic support options (i.e. after school and evening tutoring, study hall, etc) for students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	n/a	\$12,789 Staff Salaries \$500 Materials and Supplies \$1,500 Contract for Software	Moved to Action 4.8 (to better align with stated goal, needs, and metrics)
<b>Source</b>	n/a	LCFF S&C \$2,000 Unrestricted General Fund \$12,789	Moved to Action 4.8 (to better align with stated goal, needs, and metrics)
<b>Budget Reference</b>	n/a	1xxx \$10,700 3xxx \$2,089 4xxx \$500 5xxx \$1,500	Moved to Action 4.8 (to better align with stated goal, needs, and metrics)

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

Modified

## Goal 2

Rigorous Learning & High Achievement

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

**State Priorities:** 1, 2, 4, 5, 7, 8

**Local Priorities:**

### Identified Need:

56% of our student body is currently reading at grade level, as measured by the Lexile framework.

47% of our Juniors are meeting or exceeding standard on the Smarter Balanced English-Language Arts assessment, as compared to 56% of Juniors statewide.

Several student groups, including students with disabilities (19%), English learners (6%), and economically disadvantaged (37%) are not meeting or exceeding standards on the Smarter Balanced English-Language Arts assessment administered in the Junior year at equitable rates to the general student population (47%).

30% of our Juniors are meeting or exceeding standard on the Smarter Balanced Mathematics assessment, as compared to 31% of Juniors statewide.

Several student groups, including students with disabilities (6%), English learners (3%), and economically disadvantaged (19%) are not meeting or

exceeding standards on the Smarter Balanced English-Language Arts assessment administered in the Junior year at equitable rates to the general student population (30%).

27% of our English learners are demonstrating they are well developed in their English language acquisition, as compared to 31% statewide.

Based on our WASC self study and action plan, we need to develop a professional development plan that addresses the need for increased rigor in the classroom and a use of assessments and data to inform instructional decisions.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Reading Proficiency Measure</p> <p>The percentage of students reading proficiently will increase 10% annually, as measured by the SRI Lexile assessment.</p>	<p>May 2016 59%</p> <p>May 2017 60%</p>	<p>May 2018 59%</p>	<p>May 2019 69%</p>	<p>May 2020 66%</p>

**Lexile College Readiness Measure**

The percentage of graduating seniors achieving at least a 1300 Lexile will increase 10% annually.

2016 22.4  
2017 25.8

May 2018 33.5%

2019 43%

May 2020 41.4%

**English Learner Annual Yearly Progress**

The percentage of English Learners Making Annual Progress in Learning English will increase by 5% annually.

2015 57.6%  
2016 31.5%

2017-18 Data not available; waiting for ELPAC results

2018 41.5%

State no longer publishes Annual Yearly Progress. Metric discontinued. English Learner Progress as measured by the ELPAC is now Outcome 2.9.

English Learner  
Reclassification  
Rate

The percentage of  
English learners  
who are  
reclassified will  
increase by 2%  
annually

2015 7.3%  
2016 8.1%  
2017 6.1%

2017 5.6% (decrease  
.5%)--CELDT results

2018 7.6%

2019 8.1%

CAASPP ELA & Math Meeting Standards Rate  
Increase the percentage of students who meet and exceed standards on the CAASPP by a total 5% annually in English language arts and mathematics. (CAASPP results now are used for EAP).

CAASPP English 2016  
Met or Exceeded  
Standard 60%

CAASPP Math 2016  
Met or Exceeded  
Standard 23%

CAASPP English 2017  
Met or Exceeded  
Standard 65.2%  
(increase of 5.2%)

CAASPP Math 2017  
Met or Exceeded  
Standard 31.1%  
(increase of 8.1%)

CAASPP English 2018  
Met or Exceeded  
Standard 70%

CAASPP Math 2018  
Met or Exceeded  
Standard 36%

CAASPP English 2019  
Met or Exceeded  
Standard 52.3%

CAASPP Math 2019  
Met or Exceeded  
Standard 34.6%



<p>Teacher Assignment and Credentials All teachers are appropriately assigned with appropriate credentials</p>	<p>2016 Met 100% 2017 Met 100%</p>	<p>2018 Met 100%</p>	<p>2018 Met 100% 2019 Met 100%</p>	<p>2020 Met 100%</p>
<p>Access to Standards Aligned Instructional Materials All students have access to standards-based instructional materials, as measured by classroom observations and annual curriculum audit.</p>	<p>2016 Met 2017 Met</p>	<p>2018 Met</p>	<p>2019 Met</p>	<p>2020 100% sufficient instructional materials</p>

Implementation of State Standards CCSS ELA and Math, NGSS Science and ELD Standards are implemented in all classrooms, as measured by classroom observation reports and annual curriculum audit

2016 Met  
2017 Met

Met

Met

Implementation of State Standards (% of teachers reporting moderate to sustainable implementation of standards)  
2019  
Content Area Standards 75%  
Literacy Standards 68%  
English Language Development Standards 62%

English Learner Progress Percentage of students who demonstrate growth on the summative English Language Proficiency Assessments of California (ELPAC) will increase annually by 3%.

Baseline will be set when we receive the results from this year's summative ELPAC.

N/A

N/A

3% higher than baseline.

<p>Four-Year Cohort Graduation Rate (moved from Goal 3, Outcome 3.1) Increase the percentage of students who graduate from high school by two percent annually as measured by the Four Year Cohort High School Graduation rate annually until the rate approaches 100%.</p>	<p>2016-17 96.1% 2017-18 98.2% (increase 2.1%)</p>	<p>N/A</p>	<p>N/A</p>	<p>2018-19 97.9%</p>
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## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide Director of Curriculum, Instruction and Assessment to implement LCAP goals.

Provide Director of Curriculum, Instruction and Assessment to implement LCAP goals.

Director of Educational Services  
Provide Director of Educational Services to implement LCAP goals.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	Amount \$152,997 Director	\$168,683 Director	\$173,192 Director
<b>Source</b>	Source LCFF S&C \$107,098 Unrest. General Fund \$45,899	LCFF S&C \$118,078 Unrest. General Fund \$50,605	LCFF S&C \$121,234 Unrestricted General Fund \$51,958
<b>Budget Reference</b>	Budget Reference 1xxx \$124,153 3xxx \$28,844	1xxx \$135,355 3xxx \$33,328	1xxx \$144,796; 3xxx \$28,396

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Unchanged

#### 2017-18 Actions/Services

Implement CCSS/NGSS/State Curriculum Frameworks including the following

- Course map and syllabus revisions
- Materials and resources purchased, including increased copy paper for expository text reading
- Content area literacy tools, including Lexile and other close reading selections

Provide supplies for art and music

Audit the depth at which students accessed these standards. A standards based pacing is needed for core ELA and mathematics course and common standards-aligned benchmark assessments needs to be developed and evaluated to inform instructional planning on an ongoing basis. Disciplinary reading and increased reading of expository text

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

Modified

#### 2018-19 Actions/Services

Implement CCSS/NGSS/State Curriculum Frameworks including the following

- Course map and syllabus revisions
- Materials and resources purchased, including increased copy paper for expository text reading
- Content area literacy tools, including Lexile and other close reading selections

Provide supplies for art and music

Audit the depth at which students accessed these standards. A standards based pacing is needed for core ELA and mathematics course and common standards-aligned benchmark assessments needs to be developed and evaluated to inform instructional planning on an ongoing basis. Disciplinary reading and increased reading of expository text

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

Modified

#### 2019-20 Actions/Services

Implementation of the State Standards: Implement CCSS/NGSS/State Curriculum Frameworks including the following

- Review and revise course maps/pacing guides and syllabi in World History, Government, Economics
- Materials and resources purchased, including increased copy paper for expository text reading
- Review, adopt, and purchase new Instructional Resources (online/textbooks) for US History & Science
- Content area literacy tools, including Lexile and other close reading selections
- Disciplinary reading and increased reading of expository text need to be implemented in all courses.
- Alignment of curriculum with NGSS requires additional time and professional development.

need to be implemented as part of the CCSS aligned instruction in all courses. Alignment of curriculum with NGSS is requires additional time and professional development.

need to be implemented as part of the CCSS aligned instruction in all courses. Alignment of curriculum with NGSS is requires additional time and professional development.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Amount \$35,303 Substitutes \$10,000 Art & Music Supplies \$80,000 Textbooks	\$25,000 Art & Music Supplies	\$70,000 Textbooks
<b>Source</b>	Source Unrestricted General Fund \$35,303 LCFF S&C \$60,000 Restricted Lottery \$30,000	Unrestricted General Fund \$10,000 Unrestricted Lottery \$15,000	Unrestricted Lottery \$20,000 Restricted Lottery \$50,000
<b>Budget Reference</b>	Budget Reference 1xxx \$30,000, 3xxx \$5,303 4xxx \$90,000	4xxx \$20,000, 5xxx \$5,000	4xxx \$70,000

### Action #3

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

**Students to be Served**

**Location(s)**



N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide professional development, training and coaching in implementation of CCSS/NGSS/State Curriculum Frameworks including:

- Content area reading strategies/disciplinary literacy/reading apprenticeship
- Reading certification
- NGSS, CCSS in ELA and Math
- Direct Interactive Instruction

Provide professional development, training and coaching in implementation of CCSS/NGSS/State Curriculum Frameworks including:

- Content area reading strategies/disciplinary literacy/reading apprenticeship
- Reading certification
- NGSS, CCSS in ELA and Math
- Direct Interactive Instruction

This action now includes actions/services previously listed in Actions 2.4, 2.5, & 2.10.

Comprehensive Professional Development Plan:  
Develop and implement a plan for systemic, on-going professional development, coaching, and collaboration, which includes:

- Expository Reading and Writing Curriculum
- Differentiated Instruction
- Use of technology supports including Canvas, Power School, Illuminate, Fuel Ed, Turn it In, Digital Citizenship, Website Development
- Common formative assessment development and data driven instruction
- PLCs

- Expository Reading and Writing Curriculum
- Differentiated Instruction
- Use of technology supports including Canvas, Power School, Illuminate, Fuel Ed, Turn it In, Digital Citizenship, Website Development
- Common formative assessment development and data driven instruction
- PLCs

- Effective Collaboration Structures
- Data Literacy & Using Data to Inform Instruction
- 21st Century Learning Design & the 4 C's (collaboration, communication, critical thinking, and creativity)
- Instructional technology (Canvas, Power School, Illuminate, Fuel Ed, Turn it In, Digital Citizenship)
- State Standards & Frameworks (CCSS, NGSS, HSS Framework, ELD/ELA Framework)
- Content-based Literacy
- Curriculum-specific training (Expository Reading and Writing Curriculum, IMPACT Social Science Curriculum)
- Differentiated Instruction
- (Moved from Action 2.10) Effective Use of Paraprofessionals in the classroom (English learners, Students with Disabilities, Migrant students)

(Moved from Action 2.4) Structure and schedule collaboration time to provide for professional learning and collaboration within and between departments.

(Moved from Action 2.5) Provide limited summer project time for funded projects

(e.g. agriculture, AP/AVID trainings, curriculum-based training/development).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Amount \$5,844 Substitutes \$1,000 Contracted Services-Survey \$5,000 Professional Development Contract	\$8,964 Substitutes \$20,000 Professional Development Contract	\$20,334 Summer Projects \$10,000 CALLI \$17,224 1:1 PD- Subs \$11,765 Per Diem Dept. Chairs
<b>Source</b>	Source LCFF S&C \$11,884	Unrestricted General Fund \$8,964 LCFF S&C \$10,000 Title II \$10,000	Unrestricted General Fund \$5,981 LCFF S&C \$8,373 CALLI \$10,000 Title II \$17,745 Title IV \$17,224
<b>Budget Reference</b>	Budget Reference 1xxx \$3,500, 2xxx \$1,500, 3xxx \$884, 5xxx \$6,000	1xxx \$7,500, 3xxx \$1,464, 5xxx \$20,000	1xxx \$41,236; 3xxx \$8,087; 5xxx \$10,000

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Structure weekly collaboration time to support common planning of the CALLI District Framework, content area reading, instructional planning, and common formative assessments to guide instruction.

Structure weekly collaboration time to support common planning of the CALLI District Framework, content area reading, instructional planning, and common formative assessments to guide instruction.

Action 2.4 has been merged with Action 2.3.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	Amount \$106,717 Salaries (District Collaboration Time)	\$110,671 Salaries (District Collaboration Time)	Action 2.4 has been merged with Action 2.3.
<b>Source</b>	Source Unrestricted General Fund \$106,717	Unrestricted General Fund \$110,671	Action 2.4 has been merged with Action 2.3.
<b>Budget Reference</b>	Budget Reference 1xxx \$90,688, 3xxx \$16,029	1xxx \$92,592, 3xxx \$18,079	Action 2.4 has been merged with Action 2.3.

## Action #5

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Provide limited summer project time for funded projects (e.g. agriculture). Summer project time has been decreased from previous years due to budget constraints.

A summer catch-up math program will be offered to specific incoming 8th graders to help them be prepared for Integrated Math One as ninth graders.

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

Modified

### 2018-19 Actions/Services

Provide limited summer project time for funded projects (e.g. agriculture). Summer project time has been decreased from previous years due to budget constraints.

A summer catch-up math program will be offered to specific incoming 8th graders to help them be prepared for Integrated Math One as ninth graders.

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

Modified

### 2019-20 Actions/Services

Action 2.5 has been merged into Actions 2.3 (summer project time) and Action 4.8 (summer math program).

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Amount \$30,000 Summer Projects  
\$28,000 Elevate Math

\$17,929 Summer Projects  
\$15,325 Elevate

Action 2.5 has been merged into Actions 2.3 (summer project time) and Action 4.8 (summer math program).

<b>Source</b>	Source LCFF S&C \$30,000 College Readiness (CRBG) \$28,000	LCFF S&C \$17,929 Unrestricted General Fund \$15,325	Action 2.5 has been merged into Actions 2.3 (summer project time) and Action 4.8 (summer math program).
<b>Budget Reference</b>	Budget Reference 1xxx \$49,288, 3xxx \$8,712	1xxx \$19,455, 3xxx \$3,799, 5xxx \$10,000	Action 2.5 has been merged into Actions 2.3 (summer project time) and Action 4.8 (summer math program).

## Action #6

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners	LEA-Wide	All Schools

## Actions/Services

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

Unchanged

### 2017-18 Actions/Services

Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills.

Hire Reading/EL coordinator for one period district-wide to maintain reading data EL files and track student progress in reading and language development using the parameters established in EL Master Plan

Provide student incentives for redesignation and seal of bi-literacy programs

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

Modified

### 2018-19 Actions/Services

Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills.

Hire Reading/EL coordinator for one period district-wide to maintain reading data EL files and track student progress in reading and language development using the parameters established in EL Master Plan

Provide student incentives for redesignation and seal of bi-literacy programs

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

Modified

### 2019-20 Actions/Services

This action will now include actions/services previously listed in Action 2.7.

English Language Development (ELD) Program:

Implement specific Designated ELD support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills.

Offer newcomer program (ELD Academy) for all level 1 English learners at both comprehensive high schools. Provide instructional assistants to offer targeted support to newcomers in ELD and core content areas classes.

Ensure that teachers are integrating



ELD/SDAIE strategies into all classes to support our English learners.

Communicate requirements for reclassification and seal of bi-literacy program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Amount \$9,651 Salaries (EL) \$5,000 Student Incentives	\$15,737 Salaries (EL) \$5,000 Student Incentives	\$160,427 English Language Development Program
<b>Source</b>	Source Unrestricted General Fund \$9,651 LCFF S&C \$5,000	LCFF S&C \$20,737	LCFF S&C \$160,427
<b>Budget Reference</b>	Budget Reference 1xxx \$8,201, 3xxx \$1,450 4xxx \$5,000	1xxx \$13,167, 3xxx \$2,570 4xxx \$5,000	1xxx \$25,571 2xxx \$96,051 3xxx \$38,805

### Action #7

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

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**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Create district newcomer program for all level 1 English learners. Provide instructional assistants to offer targeted support to newcomers in ELD and core content areas classes. Locate the newcomer center at one of the comprehensive high schools in order to provide a more comprehensive and consistent program.

Create district newcomer program for all level 1 English learners. Provide instructional assistants to offer targeted support to newcomers in ELD and core content areas classes. Offer a newcomer program at both comprehensive high schools if needed.

Action 2.7 has been merged with Action 2.6.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Amount \$98,547 Salaries (4 sections, Para, Transportation)	\$138,612 Salaries (6 sections, Para)	Action 2.7 has been merged with Action 2.6.
<b>Source</b>	Source LCFF S&C \$98,547	LCFF S&C \$118,888 Title III \$19,724	Action 2.7 has been merged with Action 2.6.
<b>Budget Reference</b>	Budget Reference 1xxx \$56,091, 2xxx \$26,039 3xxx \$16,417	1xxx \$91,120, 2xxx \$23,294 3xxx \$24,198	Action 2.7 has been merged with Action 2.6.

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

Unchanged

#### 2017-18 Actions/Services

Create and implement a systematic process of reading intervention

- Purchase district wide SRI Lexile license
- Conduct universal screening of all students for Lexile growth three times annually
- Purchase Language! Live
- Train teachers in implementation
- Conduct ongoing progress monitoring using publisher online assessments and SRI Lexile
- Provide ongoing, program specific training in effective program implementation
- Use collaboration time to review data and student placement
- Hire reading coordinator for one period to monitor data and support student

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

Modified

#### 2018-19 Actions/Services

Create and implement a systematic process of reading intervention

- Purchase district wide SRI Lexile license
- Conduct universal screening of all students for Lexile growth three times annually
- Purchase Language! Live
- Train teachers in implementation
- Conduct ongoing progress monitoring using publisher online assessments and SRI Lexile
- Provide ongoing, program specific training in effective program implementation
- Use collaboration time to review data and student placement
- Hire reading coordinator for one period to monitor data and support student

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

Modified

#### 2019-20 Actions/Services

This action will now include actions/services previously listed in Action 2.9.

#### Reading & Math Intervention:

- Create and implement a systematic process of reading & math intervention
- Continue to use state assessments, publisher online assessments, HMH Reading Inventory, and MDTP Diagnostic Assessments to determine placement in math and English and to monitor learning progress.
  - Continue to offer remediation/acceleration courses in English-Language Arts for students who need additional reading/ELA instruction. Evaluate the effectiveness of the Language Live and English 3D intervention courses and explore the

growth

growth

possibility of creating a new set of courses which combine these two curricula, in the effort to reduce the amount to time students need to participate in remediation courses prior to taking high school level coursework.

- Continue to offer remediation/acceleration courses in Mathematics for student who need additional Math instruction. Develop and implement an Integrated Math I A & B course to provide a less accelerated course pacing for students who need more time to learn the content.
- Provide ongoing, program specific training in effective program implementation
- Use collaboration time to review data and student placement

Continue to offer smaller class sizes in the reading and math intervention classes to impact student achievement and attain district goals.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

<b>Amount</b>	Amount \$9,651 Salaries (EL) \$41,650 Reading Intervention Instructional Materials \$47,000 Reading Intervention Contracts	\$10,000 Reading Intervention Instructional Materials \$23,000 Reading Intervention Contracts	\$692,139 Reading and Math Intervention
<b>Source</b>	Source Unrestricted General Fund \$9,651 LCFF S&C \$6,500 Title III \$26,150 Restricted Lottery \$56,000	LCFF S&C \$23,750 Title III \$9,250	LCFF S&C \$478,609 Title I \$213,530
<b>Budget Reference</b>	Budget Reference 1xxx \$8,201, 3xxx \$1,450 4xxx \$41,650, 5xxx \$47,000	4xxx \$10,000, 5xxx \$23,000	1xxx \$542,538 3xxx \$132,221 4xxx \$4,730 5xxx \$12,650

## Action #9

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, with a focus on keeping class size small in the reading and math intervention classes.

Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, with a focus on keeping class size small in the reading and math intervention classes.

Action 2.9 has been merged with Action 2.8.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Amount \$253,113 Salaries (16 sections CSR)

\$399,616 Salaries (23 sections CSR)

Action 2.9 has been merged with Action 2.8.

<b>Source</b>	Source Title I \$140,972 Unrestricted General Fund \$112,141	LCFF S&C \$101,560 Title One \$298,056	Action 2.9 has been merged with Action 2.8.
<b>Budget Reference</b>	Budget Reference 1xxx \$215,095, 3xxx \$38,018	1XXX \$334,337 3XXX \$65,279	Action 2.9 has been merged with Action 2.8.

## Action #10

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged



**for 2017-18**

**for 2018-19**

**for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide professional development for both paraprofessionals and teachers in the effective use of paraprofessionals in a classroom that includes English Learners.

Provide professional development for both paraprofessionals and teachers in the effective use of paraprofessionals in a classroom that includes English Learners.

Action 2.10 has been merged with Action 2.3.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Amount \$1,059 Substitutes

\$3,530 Substitutes  
\$10,000 PD Contract

Action 2.10 has been merged with Action 2.3.

**Source**

Source LCFF S&C \$1,059

LCFF S&C \$13,530

Action 2.10 has been merged with Action 2.3.

**Budget Reference**

Budget Reference 1xxx \$900,  
3xxx \$159

1xxx \$3,000, 3xxx \$530. 5xxx  
\$10,000

Action 2.10 has been merged with Action 2.3.

**Action #11**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

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

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

Moved from Action 1.1 (to better align with stated goal, needs, and metrics)

Qualified Teachers:  
Ensure all teachers are fully credentialed in the subject areas in which they teach.

Provide all newly credentialed teachers with Teacher Induction services and other

professional development as needed.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	N/A	\$15,859 Qualified Teachers
<b>Source</b>	N/A	N/A	LCFF S&C \$15,859
<b>Budget Reference</b>	N/A	N/A	1xxx \$13,248 3xxx \$2,611

### Action #12

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Moved from Action 1.2 (to better align with stated goal, needs, and metrics)

Teacher Salaries:  
District will continue to evaluate teacher salary schedules to ensure that the district continues to attract and retain highly qualified teachers to adequately support all students, including unduplicated pupils.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$10,550,992 Teacher Salaries

<b>Source</b>	N/A	N/A	Unrestricted General Fund \$9,022,062 LCFF S&C \$310,192 Special Education \$1,218,738
<b>Budget Reference</b>	N/A	N/A	1xxx \$7,911,567 3xxx \$2,639,425

## Action #13

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## 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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Moved from Action 1.3 (to better align with stated goals, needs, and metrics)

Professional Development for Administrators:  
Provide administrators and directors with ongoing training and support in the implementation of evidence-based instructional practices, systems thinking, resource management and leadership. This year's training will include other key members of each school's leadership team

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$25,100 Professional Development for Administrators

<b>Source</b>	N/A	N/A	Unrestricted General Fund \$18,600 Title II \$ 6,500
<b>Budget Reference</b>	N/A	N/A	5xxx \$25,100

## Action #14

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
N/A	N/A	<p>Moved from Action 1.10 (to better align with stated goal, needs, and metrics)</p> <p>Future Ready Educators: 1:1(One Student/One Computer) Implementation Develop and begin implementation of a plan to phase in 1:1 devices district-wide, including securing on-going, sustainable fiscal resources.</p> <p>Provide time, training, and support to certificated staff as they learn how to leverage technology to enhance instruction and learning (21st Century Learning Design)</p> <p>Develop staff and student technology use policies that support use of 1:1 devices. Adopt district-wide digital citizenship lessons and scope and sequence.</p> <p>Review and revise current policies, procedures, protocols, and rules regarding equitable access, student privacy, student data, student access to</p>



resources on the internet, filtering, cyberbullying, and online safety.

Explore furniture options to support 21st Century Learning Design.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$130,574 Future Ready Educators (1-1)
Source	N/A	N/A	Unrestricted Lottery \$70,574 Restricted Lottery \$60,000
Budget Reference	N/A	N/A	2xxx \$2,500 3xxx \$749 5xxx \$127,325

### Action #15

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

This action will now include actions/services previously listed in Actions 1.14 & 3.5.

Instructional Technology  
Invest in instructional technology resources to support teaching and learning and foster increased communication and engagement with students and parents, including PowerSchool, Canvas, Illuminate, Microsoft Office 365, TurnItIn.com.

District staff will provide certificated and classified staff with professional learning on how to use these resources, specifically how to accurately report information, such as behavioral incidents and consequences, CTE pathway concentrators/completers, state/federal program participation (migrant, special education, free/reduced lunch, English learner, foster/homeless youth, etc).

Improve the ease of access for staff students using single sign on/Active Directory to facilitate login and access to multiple programs simultaneously.

Improve the consistency of use of the online platforms so parents and students are clear on where they can find information (grades, assignments, etc.)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$100,960 Instructional Technology

<b>Source</b>	N/A	N/A	Unrestricted General Fund \$21,360 LCFF S&C \$79,600
<b>Budget Reference</b>	N/A	N/A	5xxx \$100,960

## Action #16

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## 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

		New
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
N/A	N/A	Visual and Performing Arts Plan: Develop and implement a district Arts Plan.  Provide supplies for art and music.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	N/A	\$25,000 Supplies for Art and Music
<b>Source</b>	N/A	N/A	SSAE \$25,000
<b>Budget Reference</b>	N/A	N/A	4xxx \$25,000

### Action #17

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

District-wide Assessment & Analysis Plan  
 Develop and implement an assessment plan, in concert with the Professional Development Plan in Action 2.3, that identifies the purpose, audience, and time frame for administration and results analysis of each of the following assessments:  
 - College readiness tests (AP, SAT, ACT, PSAT)  
 - State Assessments (Smarter Balanced, CAST, CAA, CSA, ELPAC, PFT)

- CAASPP Interim Assessments (IABs and IACs)
- District-wide Benchmark Assessments
- Department Common Assessments
- Common Formative Assessments

Provide access to the CAASPP Digital Library and other formative assessment resources, like those from the Math Assessment Project.

Continue to focus on valuing the statewide assessment (CAASPP, ELPAC, & PFT) by:

- Developing a plan to continuously train and reinforce students in test content & structures, administration, and available tools through practice, training, benchmark, and interim assessments.
- Implementing a plan to communicate and reinforce the importance, schedule, expectations, and results of these tests to students, staff, parents, and the public.
- Having administrators, teachers, counselors, and psychologists meet with test takers prior to assessment to discuss the importance and value of the assessments for the district, school, teacher, and student- Ensuring that all

identified staff are trained in the proper administration procedures for the assessments (set up, identifying supports and accommodations, proctoring, reporting)

- Ensuring that the infrastructure and schedule will not be an obstacle to successful administration of the assessments.
- Having district-credentialed teachers administer the assessments
- Providing celebrations for all students who take the assessments and, specifically, for those who demonstrate mastery of the content assessed.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2,500 Incentives and Celebrations
Source	N/A	N/A	LCFF S&C \$2,500
Budget Reference	N/A	N/A	4xxx \$2,500



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

Modified

## Goal 3

Transparent Communication and Engagement of All Stakeholders

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

**State Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

Based upon parent surveys and feedback through parent committees, we need to improve communication with parents and students about important information and events.

We need to find ways to increase parent and student participation in the decision-making processes within our district.

16.1% of our students are chronically absent.

### Expected Annual Measureable Outcomes

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

Four-Year Cohort Graduation Rate  
Increase the percentage of students who graduate from high school by two percent annually as measured by the Four Year Cohort High School Graduation rate annually until the rate approaches 100%.

2016 96.1%

2017- 98.2% (increase 2.1%)

2018 100%

Outcome 3.1 moved to Goal 2, Outcome 2.10.

Four-Year Cohort Dropout Rate  
Decrease the percentage of students who do not graduate from high school by two percent annually as measured by the Four Year Cohort Drop Out rate annually until the rate drops to 0.

2016 2.1%

2017 .9% (1.2% decrease)

2018 0%

2019 0%

Daily Attendance Rate  
Increase the daily attendance rate by .5% annually.

Baseline will be set using 2016-17 data.

2016-17 93.8%

2017-18 94.3%

2018-19 93.5%

Chronic Absenteeism Rate  
Chronic absenteeism, as measured by State-provided formula, will be reduced from the previous year by 2%.

Baseline will be set using 2016-17 percentage. As a lagging indicator, this will be reported in 2017-18.

2016-17 16.2% (actual)\*  
\*District's original calculation of 17.5% was an error.

2017-18 14.2% (expected)

2018-19 14.1%

Participation of Parents of Unduplicated Students/Students with Disabilities  
All schools will increase participation of parents of unduplicated pupils and of parents of students with exceptional needs in School

2016 Verified by principals  
2017 Verified by principals

2018 Verified by principals

2019 Verified by principals

2020 Verified by principals

Site Council, School Advisory Committee (if receiving Title I funds) and English Learner Advisory Committees, and the District Advisory Committee and District English Learner Advisory Committee, as measured by attendance records of each committee. Attendance records, agendas and minutes will be provided for each committee meeting.

Parent Participation in Decision Making  
All schools and the district will seek input from parents, students, and staff in decision-making, as measured by participation in annual surveys.

2015-16 386 Responses  
2016-17 241 Responses

2017-18 184 Responses

2018-19 250 responses

2018-19 400 responses

Participation in Extra/Co-Curricular Activities Rate  
 Increase the percentage of students who participate in at least one extracurricular or co-curricular activity by 5% each year.

2017 57%

Metric discontinued.

Metric discontinued.

Students will be asked questions about their participation in extra/co-curricular activities on the annual Panorama surveys in 2019-20. This data will be used to set a baseline for this metric.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Develop and implement public relations and communications outreach plan integrating a dynamic website, social media, print and radio media. Continue live streaming of Board meetings for increased public access.

For 2017-18, implement support for ongoing maintenance and regular updating of the district website.

Improve availability of on-line information in Spanish.

Develop and implement public relations and communications outreach plan integrating a dynamic website, social media, print and radio media. Continue live streaming of Board meetings for increased public access.

For 2017-18, implement support for ongoing maintenance and regular updating of the district website.

Improve availability of on-line information in Spanish.

Communications & Community Outreach: Develop and implement a communications and community outreach plan integrating a dynamic website, social media, print and radio media.

Continue video recording of Board meetings for increased public access.

Improve the use of our automatic phone dialing system.

Provide all communication (verbal, print,



Our community forums have increased our focus on college and career readiness as a system and the stakeholder input has helped us to begin to define a blueprint for achieving college and career readiness in our system. Communication and stakeholder involvement remain issues of concern in that we do not have a systematic and consistent approach at the district and site levels for sharing information and updates with parents and students in a timely manner. It is hoped that the development of an improved web site, the expanded use of messaging capacities in Power School and the introduction of online registration and parent-student monitoring options through Power School and CANVAS will improve our effectiveness in this area.

Our community forums have increased our focus on college and career readiness as a system and the stakeholder input has helped us to begin to define a blueprint for achieving college and career readiness in our system. Communication and stakeholder involvement remain issues of concern in that we do not have a systematic and consistent approach at the district and site levels for sharing information and updates with parents and students in a timely manner. It is hoped that the development of an improved web site, the expanded use of messaging capacities in Power School and the introduction of online registration and parent-student monitoring options through Power School and CANVAS will improve our effectiveness in this area.

and electronic) in both English and Spanish. Consider contracting with vendor to provide translation services.

Continue the use of the Panorama surveys to gather input and feedback from parents, students, and staff.

Use Axiom and Document Tracking Services to provide services related to the development of our School Accountability Report Cards, School Site Plans, and Local Control and Accountability Plan.

Explore the creation of a Communications & Community Outreach position.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

<b>Amount</b>	\$17,555 Salaries, Extra Time \$6,000 Website \$20,000 Public Relations/Communications	\$18,744 Salaries, Extra Time \$6,000 Website	\$8,826 Salaries, Extra Time; \$20,855 Website, Survey, SARC, and Translation Contracts
<b>Source</b>	LCFF S&C \$10,000 Unrestricted General Fund \$33,555	LCFF S&C \$10,384 Unrestricted General Fund \$14,360	Unrestricted General Fund \$9,685; LCFF S&C \$19,996
<b>Budget Reference</b>	1xxx \$1,260, 2xxx \$12,859 3xxx \$3,436, 5xxx \$26,000	1xxx \$1,501, 2xxx \$13,293 3xxx \$3,950, 5xxx \$6,000	1xxx \$1,200; 2xxx \$5,692; 3xxx \$1,934; 5xxx \$20,855

## Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Continue to maintain Link Crew teacher periods and student outreach and orientation activities at each school. In 2017-18, add a student outreach program focused on students with special needs.

Continue to maintain Link Crew teacher periods and student outreach and orientation activities at each school. In 2017-18, add a student outreach program focused on students with special needs and newcomer ELs. Activity directors will develop a plan to ensure that students with IEPs and Newcomers are included in student activities.

This action is listed as Action 3.7 in the Annual Update portion of this LCAP.

Student Outreach Programs:  
Continue to maintain Link Crew teacher periods and student outreach and orientation activities at each school.

Continue with Social Exchange Program at Liberty Ranch HS focused on students with special needs. Consider expanding program to Galt HS and to include newcomer English learners. Activity directors will develop a plan to ensure that students with IEPs and Newcomers are included in student activities.

Continue the Unified Sports program to

provide students with special needs an opportunity to participate in sporting events with their peers.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$50,963 Salaries (3 Sections) \$4,000 Materials and Supplies \$1,000 Travel & Conference	\$54,838 Salaries (3 Sections) \$4,000 Materials and Supplies \$1,000 Travel & Conference	\$43,207 Salaries (2 Sections) \$6,719 Materials/Supplies
<b>Source</b>	LCFF S&C \$5,000 Unrestricted General Fund \$50,963	Unrestricted General Fund \$59,838	Unrestricted General Fund \$49,926
<b>Budget Reference</b>	1xxx \$43,309, 3xxx \$7,654 4xxx \$4,000, 5xxxx \$1,000	1xxx \$45,896, 3xxx \$8,942 4xxx \$4,000, 5xxxx \$1,000	1xxx \$36,122; 3xxx \$7,085; 4xxx \$6,719

## Action #3

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

### Students to be Served

All Students

### Location(s)

Specific Grade spans, Incoming 9th graders

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to offer student engagement and assimilation activities for incoming eighth grade students during the spring and summer before they enter high school. Increase high school activities budget annually.

Continue to offer student engagement and assimilation activities for incoming eighth grade students during the spring and summer before they enter high school.

Freshman Transition:  
Continue to offer student engagement and assimilation activities for incoming eighth grade students during the spring and summer before they enter high school.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Costs included in other goals

Costs included in other goals

Costs included in other goals

<b>Source</b>	Costs included in other goals	Costs included in other goals	Costs included in other goals
<b>Budget Reference</b>	Costs included in other goals	Costs included in other goals	Costs included in other goals

## Action #4

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Modified	Modified	Modified

**2017-18 Actions/Services**

Provide training for parents in Get Focused, Stay Focused ten year plans and in monitoring students' progress in A-G over time. Offer grade level parent meetings for transcript review and planning following the conclusion of each semester grading period. Use online registration for parents/students to complete annual course registration. Offer college counseling opportunities to parents and students in the evenings and on weekends during college application windows in the fall and winter. Add a parent meeting specifically for EL parents.

**2018-19 Actions/Services**

Provide training for parents in Get Focused, Stay Focused ten year plans and in monitoring students' progress in A-G over time. Offer grade level parent meetings for transcript review and planning following the conclusion of each semester grading period. Use online registration for parents/students to complete annual course registration. Offer college counseling opportunities to parents and students in the evenings and on weekends during college application windows in the fall and winter. Add a parent meeting specifically for EL parents.

**2019-20 Actions/Services**

Parent Support:  
 Offer opportunities for Parents to learn how to better support their children's education (Parent Nights, Back to School, Open House, etc).  
 - 10 Year Plan and A-G completion  
 - Grade level parent meetings for transcript review and planning  
 - College-Going Process, Applications, and FAFSA Nights  
 - Parenting Meetings  
 - Vaping & Drug Awareness Nights  
 - Literacy

Offer all meetings in English and Spanish

Use online registration for parents/students to complete annual course registration and keep their contact information up-to-date.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	\$2,000 Materials & Supplies \$10,000 Contracts Training	\$2,000 Materials & Supplies \$10,000 Contracts Training	\$4,306 Salaries Extra Time \$2,000 Materials & Supplies \$1,600 Training
<b>Source</b>	LCFF S&C \$12,000	LCFF S&C \$12,000	LCFF S&C \$7,906
<b>Budget Reference</b>	4xxx \$2,000 5xxx \$10,000	4xxx \$2,000 5xxx \$10,000	1xxx \$3,600 3xxx \$706 4xxx \$2,000 5xxx \$1,600

## Action #5

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A



## 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

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Maintain athletic and activities leadership by offering two preparation periods for each comprehensive school athletic director and one for each activity director.

Maintain athletic and activities leadership by offering two preparation periods for each comprehensive school athletic director and one for each activity director.

Athletics and Activities:  
Maintain athletic and activities leadership by offering two preparation periods for each comprehensive school athletic director and one for each activity director.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,256 Salaries & Stipends	\$140,867 Salaries & Stipends	\$149,869 Salaries and Stipends
Source	Unrestricted General Fund \$143,256	Unrestricted General Fund \$140,867	Unrestricted General Fund \$149,869
Budget Reference	1xxx \$121,739, 3xxx \$21,517	1xxx \$117,855, 3xxx \$23,011	1xxx \$125,297; 3xxx \$24,572

## Action #6

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Offer online platforms for parent and student engagement including Power School, Canvas, Fuel Ed online learning and TurnItIn. Pursue single sign on/rapid identity to facilitate login and access to multiple programs simultaneously.

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

Modified

### 2018-19 Actions/Services

Offer online platforms for parent and student engagement including Power School, Canvas, Fuel Ed online learning and TurnItIn. Pursue single sign on/rapid identity to facilitate login and access to multiple programs simultaneously.

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

Modified

### 2019-20 Actions/Services

Action merged with new Action 2.15.

Improve the ease of access and consistency of use of the online platforms, in response to suggestions from both parents and students.

Improve the ease of access and consistency of use of the online platforms, in response to suggestions from both parents and students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$62,607 Licensing Contracts	\$40,000 Licensing Contracts	Action merged with new Action 2.15.
<b>Source</b>	Unrestricted General Fund \$38,490 LCFF S&C \$24,117	Unrestricted General Fund \$40,000	Action merged with new Action 2.15.
<b>Budget Reference</b>	58xx \$62,607	5xxx \$40,000	Action merged with new Action 2.15.

### Action #7

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

n/a

Continue SARB process to increase attendance and improve truancy, with a focus on unduplicated pupils. Our data show that homeless youth, foster youth, and students with disabilities had higher rates of chronic absenteeism than other students, so those groups will be monitored separately and carefully, with the goal of decreasing their absenteeism rates.

Attendance Interventions:  
Continue to provide attendance incentives at the school sites.

Continue to review and improve our attendance procedures.

Continue SARB process to increase attendance and improve truancy, with a focus on unduplicated pupils.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	n/a	\$15,538 Salary \$1,500 Materials and Supplies	\$15,865 Salary; \$2,854 Materials & Supplies; \$2,750 Travel & Conference
<b>Source</b>	n/a	LCFF S&C \$17,038	LCFF S&C \$21,469
<b>Budget Reference</b>	n/a	1xxx \$13,000, 3xxx \$2,538, 4xxx \$1,500	1xxx \$13,153; 2xxx \$100; 3xxx \$2,612; 4xxx \$2,854; 5xxx \$2,750

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

Modified

## Goal 4

Safe, Healthy, and Supportive School/Work Environment

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

**State Priorities:** 1, 6

**Local Priorities:**

### Identified Need:

Some school facilities, particularly at Galt High School, do not currently meet the 'good repair' standard and need to be modernized.

Our students with disabilities (8.8%), our Homeless Youth (7.2%), Asian (8.3%), African American (8.6%), and students of Two or More Races (6.3%) are suspended at disproportionately higher rates than the general student population (4.6%)

We need to continue to focus on the safety and security of our campuses.

We need to continue to build our systems of intervention and support to ensure that all students are meeting requirements for graduation and are prepared for college/career.

### Expected Annual Measureable Outcomes

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

School Safety  
Panorama Survey  
Results  
The percentage of staff, students and parents reporting that school is safe will increase by 2% annually

Spring 2017 (Favorable)  
Parents 91%  
Students 73%  
Staff 73%

Panorama Results-  
Spring 2018  
School Safety  
(Favorable)  
Parents 86% (decrease of 5%)  
Students 71% (decrease of 2%)  
Staff 78% (increase of 5%)

Panorama Results-  
Spring 2019  
School Safety  
(Favorable)  
Parents 88%  
Students 73%  
Staff 80%

Spring 2020 (Favorable)  
Parents 91%  
Students 71%  
Staff 81%

Sense of Belonging  
Panorama Survey  
Results  
The percentage of staff, students and parents reporting a favorable Sense of Belonging at the school will increase by 2% annually.

Spring 2017 (Favorable)  
Parents 82%  
Students 58%  
Staff 68%  
  
Corrected baseline,  
Spring 2017 (Favorable)  
Parents 87%  
Students 58%  
Staff 68%

Panorama Results-  
Spring 2018  
Sense of Belonging  
(Favorable)  
Parents 83% (decrease of 4%)  
Students 59% (increase of 1%)  
Staff 72% (increase of 4%)

Panorama Results-  
Spring 2019  
Sense of Belonging  
(Favorable)  
Parents 85%  
Students 61%  
Staff 74%

Spring 2020 (Favorable)  
Parents 87%  
Students 59%  
Staff 78%

Climate of Support  
for Academic  
Learning  
Panorama Survey  
Results

The percentage of  
staff, students and  
parents reporting a  
favorable climate  
of support for  
academic learning  
at the school will  
increase by 2%  
annually.

Spring 2017 (Favorable)

Parents 82%  
Student 65%  
Staff 83%

Panorama Results-  
Spring 2018  
Climate of Support for  
Academic Learning  
(Favorable)

Parents 81% (decrease  
of 1%)  
Student 67% (increase  
of 2%)  
Staff 88% (increase of  
5%)

Panorama Results-  
Spring 2019  
Climate of Support for  
Academic Learning  
(Favorable)

Parents 83%  
Student 69%  
Staff 90%

Spring 2020 (Favorable)

Parents 84%  
Student 68%  
Staff 92%



**Suspension Rate**  
The percentage of students who are suspended and expulsions will decrease 0.5% annually.

**Expulsion Rate**  
moved to new metric, Outcome 4.7

2015 2.4% suspension  
2015 0% expulsions  
  
2016 4% suspensions  
(Increase of 1.6%)  
2016 0% expulsions

2017 2.1% suspensions  
(Decrease of 1.9%)  
2017 0% expulsions

2018 1.6% suspension  
2018 0% expulsions

2019 4.1% suspensions

**Unduplicated Pupil Suspension Rate**  
The percentage of English learners, homeless students, and Students with Disabilities who are suspended will decrease 1% annually.

2015 4.6% English Learners

2016 3.9% Decrease of .7%  
2017 1.2% Decrease of 2.7%

2018 .2%

2019 4.6% English Learners suspended  
2019 7.9% Students with Disabilities suspended  
2019 6.2% Homeless students suspended

<p>Facilities Inspection Tool Facilities Inspection Tool will continue to demonstrate that all schools meet the good repair standard (# of identified instances where facilities do not meet the “good repair” standard will remain at 0.)</p>	<p>2016-17 0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>
<p>Expulsion Rate The percentage of students who are expelled will decrease .5% annually.</p>	<p>2015 0% expulsions 2016 0% expulsions 2017 0% expulsions 2018 0% expulsions</p>	<p>N/A</p>	<p>N/A</p>	<p>0% expulsions</p>

## Planned Actions/Services

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

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## 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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Use facilities assessment tools and facilities master plan to guide allocation of resources for facilities safety. Improve

Use facilities assessment tools and facilities master plan to guide allocation of resources for facilities safety.

This action will now include actions/services previously listed in Action 4.3.

conditions at Galt High School, including exterior lighting, cameras, and stadium bleachers.

Facilities Safety & Maintenance:  
Use facilities assessment tools and facilities master plan to guide allocation of resources for facilities safety and upkeep.

Maintain routine maintenance account for ongoing facilities repair.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,280,000	\$8,000,000 Construction and Modernization	\$1,319,557 Salaries; \$226,553 Materials & Supplies; \$311,452 Contracted Services, Repairs; \$37,000 Capital & Construction
<b>Source</b>	GO Bond, Fund 21	GO Bond, Fund 21 \$8,000,000	Routine Maintenance \$1,894,562
<b>Budget Reference</b>	6xxx \$5,280,000	6xxx \$8,000,000	2xxx \$935,750; 3xxx \$383,807; 4xxx \$226,553; 5xxx \$311,452; 6xxx \$37,000

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Conduct annual emergency preparedness planning, staff training and ongoing scheduled and unscheduled drills.

Conduct annual emergency preparedness planning, staff training and ongoing scheduled and unscheduled drills.

Comprehensive School Safety Plans:  
 Develop and implement Comprehensive School Safety Plans, that include:

- Regular Safety Committee meetings
- Staff training (ALICE)
- Safety and security protocols and procedures
- Staff and student drill schedules
- Addressing considerations from threat

assessments  
- Communication plans

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,000 PD/Training Contract	\$7,500 PD/Training Contract	\$4,840 Training, Travel and Conference \$20,000 Threat Assessment Corrections
<b>Source</b>	Unrestricted general \$5,000	Unrestricted general \$7,500	Unrestricted General Fund \$4,840 Routine Maintenance \$20,000
<b>Budget Reference</b>	5xxx \$5,000	5xxx \$7,500	4xxx \$5,000; 5xxx \$19,840

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain routine maintenance account for ongoing facilities repair.

Maintain routine maintenance account for ongoing facilities repair.

Action 4.3 has been merged with Action 4.1.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$1,147,300 Salaries  
\$121,500 Materials and Supplies  
\$291,000 Contracted Services, Repairs

\$1,186,415 Salaries  
\$200,000 Materials and Supplies  
\$350,000 Contracted Services, Repairs

Action 4.3 has been merged with Action 4.1.

**Source**

Routine Maintenance \$1,559,800

Routine Maintenance \$1,736,415

Action 4.3 has been merged with Action 4.1.

**Budget Reference**

2xxx \$846,116, 3xxx \$301,184  
4xxx \$121,500, 5xxx \$291,000

2xxx \$868,415 3xxx \$318,000  
4xxx \$200,000, 5xxx \$350,000

Action 4.3 has been merged with  
Action 4.1.

**Action #4**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**



An Outreach Coordinator position will be established to track home and truancy visits, and data is monitored. Attendance rates are reported and monitored monthly to site and district administrators. Training for staff in dealing with trauma will be the OC's responsibility.

The Program Coordinator II will make and document home visits, serve as a member of the SARB panel, monitor the Strategies for Change program, coordinate student referrals to the MTSS, Independent Study, Home and Hospital and Student Study Team (SST) meetings.

**Program Coordinator II:**  
The Program Coordinator II will support and monitor foster and homeless youth within the district, make and document home visits, serve as a member of the SARB panel, monitor the Strategies for Change program, coordinate student referrals to the MTSS, Independent Study, Home and Hospital and Student Study Team (SST) meetings, and oversee the district's bullying prevention program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$44,414 Coordinator (.5FTE)	\$47,804 Coordinator (.5FTE)	\$100,199 Program Coordinator
<b>Source</b>	LCFF S&C \$44,414	LCFF S&C \$47,804	LCFF S&C \$100,199;
<b>Budget Reference</b>	2xxx \$35,538 3xxx \$8,876	2xxx \$37,491 3xxx \$10,313	2xxx \$77,169; 3xxx \$23,030

### Action #5

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

School climate programs and safety and violence prevention programs will become site-based.

School climate programs and safety and violence prevention programs will become site-based.

School Climate and Safety:  
School climate programs and safety and violence prevention programs will become site-based.

Offer free fingerprinting drives twice annually on our campuses to encourage parents to volunteer to help in our schools and at events.

Contract with Gaggle to provide email and online storage monitoring services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$13,885 Contracts	\$13,885 Contracts	\$19,885 Contracts and Services
<b>Source</b>	Bullying Prevention Grant \$8,885 Unrestricted State Lottery \$5,000	Bullying Prevention Grant \$8,885 Unrestricted State Lottery \$5,000	Bullying Prevention Grant \$8,885 Unrestricted State Lottery \$6,500 Unrestricted General Fund \$4,500
<b>Budget Reference</b>	5xxx \$13,885	5xxx \$13,885	5xxx \$19,885

### Action #6

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

\_\_\_\_\_

**Scope of Services:**

\_\_\_\_\_

**Location(s)**

\_\_\_\_\_

N/A

N/A

N/A

### 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

New

Modified

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

A confidential classified position will be added to the District Office to support the Human Resources and Business offices and facilitate increased communication and support from these offices to the staff-at-large and the community.

Action completed.

Action completed.

### Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$78,219 Salary

n/a

n/a

Source

Unrestricted General Fund  
\$78,219

n/a

n/a

**Budget Reference**

2xxx \$62,588, 3xxx \$15,631

n/a

n/a

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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**

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

n/a

Reinstate a School Resource Officer (collaboratively with the City of Galt Police Department and the Galt Joint Union Elementary School District). The SRO, due to changes in the City's boundaries, is now able to serve all three sites in the district. The SRO was not funded by LCFF funds during 2017-18.

School Resource Officer:  
Maintain a School Resource Officer (collaboratively with the City of Galt Police Department and the Galt Joint Union Elementary School District).

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$37,500 SRO Contract	\$45,917 SRO Contract
Source	n/a	LCFF S&C \$37,500	LCFF S&C \$45,917
Budget Reference	n/a	5xxx \$37,500	5xxx \$45,917

### Action #8

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Moved from Action 1.20 (to better align with stated goal, needs, and metrics)

Multi-Tiered Systems of Support:  
Continue and expand the Multi-Tiered Systems of Support for interventions, academic, behavioral, and socio-emotional, throughout the district.

Explore the need and feasibility of increasing our academic support options for students, such as: after school and evening tutoring, study hall, summer

school, intersession, etc.

Explore the creation of a full-time independent study program to provide services to students who need and qualify for such services.

Expand MTSS to include preventative behavioral and socio-emotional coping strategies, to support all students, including unduplicated and high-needs students.

Explore the need and feasibility of implementing an on-campus suspension program to provide another layer of intervention for students who misbehave, prior to a true suspension.

(Moved from Action 2.5) A summer catch-up program will be offered to incoming 8th graders identified as needing additional support to help them be prepared for Integrated Math One and/or English I as ninth graders.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	N/A	\$146,142 Salaries, Extra Time; \$4,000 Materials & Supplies
<b>Source</b>	N/A	N/A	Unrestricted General Fund \$27,707; LCFF S&C \$122,194; Special Education \$241
<b>Budget Reference</b>	N/A	N/A	1xxx \$93,775; 2xxx \$26,147; 3xxx \$26,220; 4xxx \$4,000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 1,665,971

Percentage to Increase or Improve Services

8.77 %

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.

The district has developed a comprehensive and aligned program to provide increased or improved services for unduplicated pupils.

The following services are offered for specific groups of unduplicated pupils:

- Implementation of specific support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills (Action 2.6) . Previously, we had tried to provide some support within the regular English classes, because an additional period of English would have meant that the student would have to miss a class in another subject. With the new block schedule, additional time on English acquisition and improving reading skills is possible. A study of EL practices in secondary schools (Taking Center Stage, Springboard Schools, 2007) found that one method that improved ELA acquisition in students was attending a support class in addition to a heterogeneously grouped English class.
- Hire a reading/EL coordinator for one period to maintain reading data, EL files ad track language development using the parameters established in the

EL Master Plan (Action 2.6). The Springboard Study, referenced above, concluded that “The key difference between high- and average-performing schools did not appear to be which approach they chose but rather the coherence of the program: how data are used to monitor student progress and the way in which ELA and ELD standards are used to connect students’ regular English classes with extra classes for those learning English.”

- Provide student incentives for redesignation and seal of bi-literacy programs (Action 2.6). The seal of bi-literacy and redesignation both encourage students to develop academic proficiency in two languages. According to Stanford professor Kenji Hakuta, this leads to growth in a student’s cognitive development. (Cognitive Development in Bilingual Children, UCLA, 1986.) We also believe that a seal of bi-literacy increases a student’s employability and chances of college admission.
- Create district newcomer program for all level 1 English learners (Action 2.7), consolidated on one campus. We do not believe that newcomers to the district, who may have no background in English, and often a very limited educational experience in their native language, will develop the foundational English skills they need without explicit language instruction. Dutro and Kinsella (Improving Education for English Learners, CDE, 2010) conclude that, “There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of the second language is more productive than merely exposing students to abundant English and incidentally addressing specific forms.”
- Provide instructional assistants to offer targeted support to newcomers (Action 2.7) in ELD and core content areas classes.
- Provide professional development to both paraprofessionals and teachers (Action 2.10) in the effective use of paraprofessionals in classrooms containing English Learners.
- Offset the cost of AP exams for students from low-income families (Action 1.17). The high cost of taking an AP exam can be a barrier to a student from a low-income family. This program was formerly funded by the Federal government.

The following services are available to all students, but are principally directed to unduplicated students, and are considered to be effective in meeting their needs:

- Create and implement a systematic process of reading intervention (Action 2.8), with a focus on serving unduplicated students. Fielding, Kerr and Rossier in Annual Growth for All Students; Catch-Up Growth for Those Who are Behind (2007), highlight research that showed that students in a high school that had implemented a systematic process of reading intervention had a 20% higher proficiency rating on the state test than would have been expected by the school’s demographics.
  - o Purchase district wide SRI Lexile license
  - o Conduct universal screening of all students for Lexile growth three times annually
  - o Purchase Language! Live
  - o Train teachers in implementation
  - o Conduct ongoing progress monitoring using publisher online assessments and SRI Lexile

- o Provide ongoing, program specific training in effective program implementation
- o Use collaboration time to review data and student placement
- o Hire reading coordinator for one period to monitor data and support student growth
- Offer a summer catch-up program in Math (Elevate Math) to selected students to give them the support they need to enroll in Integrated Math One as 9th graders (Action 2.5). Our experience has been that if students can be successful in Integrated Math One as 9th graders, they are more likely to complete A-G requirements and enroll in a mathematics AP class as seniors.
- Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, and allow teachers more time to focus on the needs of unduplicated pupils (Action 2.9). John Hattie's meta-analysis (Visible Learning, 2009, p. 87) concludes that experienced teachers use different strategies in a class of fewer than 30 students than in one larger than that, with more grouping and peer interactions. These differences are consistent with instructional strategies aligned to the new state standards. This year, CSR funds will be used primarily for reading and math support classes.
- Maintain salary schedule improvement, in order to attract and retain high quality teachers with the skills and experience to be effective with unduplicated students (Action 1.2). The district loses teachers every year to surrounding, higher-paying districts.
- Continue support for the Teacher Induction (formerly BTSA) program (Action 1.1), to ensure that new teachers learn the skills and experience to be effective with unduplicated students
- Provide administrators and directors with ongoing training and support (Action 1.3) in the implementation of evidence-based instructional practices, systems thinking, resource management and leadership, to allow them to increase teacher and curricular effectiveness with unduplicated students.
- Improve availability and alignment of technology to provide additional support for unduplicated pupils and others who may not have access to technology outside the school setting (Actions 1.9 and 1.10). Provide release time for content area teachers to review scope and sequence of online courses to identify areas of alignment and overlap with regular core curriculum. Provide training and ongoing technical support to certificated staff in the use of purchased online curriculum and the development of blended courses using tools such as Fuel Education and Canvas. Purchase ancillary and supplemental materials necessary to support online curriculum courses.
- Offer online platforms for parent and student engagement (Action 3.6), and improve the ease of access to these platforms to encourage their use. This action is especially important for unduplicated students whose families may have limited access to technology.
- Improve enrollment of unduplicated students in A-G and AP courses (Action 1.19) by contracting with the Lead Higher initiative, which will work with us to improve the efficiency and efficacy of the new block schedule and to close the equity gap in AP/Honors participation rates. Stakeholders when surveyed about the block schedule also recommended these improvements.
- Include funding for AVID (Action 1.12), with an emphasis on first-generation potential college attendees. These students are, historically, highly likely to be students in one of the targeted LCFF groups.
- Restructure college and career counseling program Action 1.11) to allow students and families access to college and career counseling beyond the

school day. Improve communication about counseling programs and availability. Increased communication to and clarification for families of options for their students will be focused on the families of unduplicated pupils. Improvement in communication about the services available through the college and career counseling program was a request from stakeholders when they were asked for suggested changes in the LCAP.

- Implement senior year classes in mathematics and English (ERWC and Senior Math) that ensure students who perform satisfactorily can take college-level classes at community or four-year state colleges (Action 1.13). Enrollment in these classes will ensure students are prepared for college, and will not need to spend time and money on remedial classes for which they do not get credit.
- Provide an outreach coordinator (Action 4.4) who will track home and truancy visits, and follow up where appropriate, with a focus on unduplicated pupils. Attendance rates will be reported to site and district administrators and monitored monthly. Training for staff in dealing with trauma will be the OC's responsibility.
- Create a district dashboard focused on LCAP Metrics and Get Focused data points (Action 1.4) to ensure that all students, including unduplicated students, are meeting district benchmarks.
- Provide professional development to staff in effective teaching techniques for the new block schedule (Action 1.6), in implementing CCSS standards (Action 2.3), and in improving literacy instruction (Action 2.2), in order to improve learning outcomes for all students, with a focus on unduplicated students.
- Action 1.14: In order to Increase the amount of writing students do and the quality of feedback they receive in our new intervention and support classes focused on unduplicated students (Actions 2.6, 28 and 1.13), we will continue to provide TurnItIn, to facilitate teacher review and editing of assignments. English proficiency in academic classes and future careers requires facility with both oral and written English, yet teacher workload has in the past has limited the number of writing assignments in each class. This is also true for subjects other than English, including history, science and AVID.
- Begin to implement a multi-tiered system of intervention throughout the district (MTSS), in order to provide the level of intervention needed for each individual student, including unduplicated students. (Action 1.16)
- Provide a Director of Instruction (Action 2.1) to implement LCAP goals and oversee services for unduplicated students.
- Improve communication about the district through a communication outreach plan (Action 3.1), including an updated website, translation of website information and other parent communications into Spanish, and parent and community forums including parents and guardians of unduplicated students.
- Action 3.4: In order to increase the numbers of unduplicated students who enroll in college or post-secondary career training, we will provide training to parents in Get Focused, Stay Focused, so they can understand the process of setting long-term goals and help their own students do this. We will also provide more opportunities for participation in college counseling for parents including an additional evening meeting focused on EL parents (this was requested by the district's ELAC). A high percentage of our unduplicated students have parents who did not attend college, and many of those parents do not understand the requirements and process for admission and financial aid.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$2,736,963

Percentage to Increase or Improve Services

13.76%

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.

The district has developed a comprehensive and aligned program to provide increased or improved services for unduplicated pupils.

The following services are offered for specific groups of unduplicated pupils:

- 1.17 Offset the cost of AP and PSAT exams for students from low-income families. The high cost of taking an AP exam can be a barrier to a student from a low-income family.
- 2.6: Implementation of specific support classes in the master schedule for ELD/RFEP students to help improve English Language acquisition and gain higher literacy skills. Previously, we had tried to provide some support within the regular English classes, because an additional period of English would have meant that the student would have to miss a class in another subject. With the new block schedule, additional time on English acquisition and improving reading skills is possible. A study of EL practices in secondary schools (Taking Center Stage, Springboard Schools, 2007) found that one method that improved ELA acquisition in students was attending a support class in addition to a heterogeneously grouped English class.
- 2.6 Hire a reading/EL coordinator for one period to maintain reading data, EL files and track language development using the parameters established in the EL Master Plan (Action 2.6). The Springboard Study, referenced above, concluded that “The key difference between high- and average-performing schools did not appear to be which approach they chose but rather the coherence of the program: how data are used to monitor student progress and the way in which ELA and ELD standards are used to connect students’ regular English classes with extra classes for those learning English.”

- 2.6 Provide student incentives for redesignation and seal of bi-literacy programs (Action 2.6). The seal of bi-literacy and redesignation both encourage students to develop academic proficiency in two languages. According to Stanford professor Kenji Hakuta, this leads to growth in a student's cognitive development. (Cognitive Development in Bilingual Children, UCLA, 1986.) We also believe that a seal of bi-literacy increases a student's employability and chances of college admission.
- 2.7 Create district newcomer program for all level 1 English learners (Action 2.7), at both comprehensive high schools. We do not believe that newcomers to the district, who may have no background in English, and sometimes a very limited educational experience in their native language, will develop the foundational English skills they need without explicit language instruction. Dutro and Kinsella (Improving Education for English Learners, CDE, 2010) conclude that, "There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of the second language is more productive than merely exposing students to abundant English and incidentally addressing specific forms."
- 2.7 Provide instructional assistants to offer targeted support to newcomers in ELD and core content areas classes. Students who are starting to learn English often need individual help in understanding the content and expectations in classes taught in English.
- 2.10 Provide professional development to both paraprofessionals and teachers in the effective use of paraprofessionals in classrooms containing English Learners. Members of the district's ELAC advisory group recommended this action, after observing that paraprofessionals working with English Learners need to better align their support with the goals of the classroom teacher.

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The following services are available to all students, but are principally directed to unduplicated students, and are considered to be effective in meeting their needs:

- 1.1 Continue support for the Teacher Induction (formerly BTSA) program, to ensure that new teachers learn the skills and experience to be effective with unduplicated students. Our district is very diverse, and many new teachers lack experience with ELs and children of poverty. They need additional support and help in these areas.
- 1.2 Maintain salary schedule improvement, in order to attract and retain high quality teachers with the skills and experience to be effective with unduplicated students. The district loses teachers every year to surrounding, higher-paying districts.
- 1.4 We realized as we began working on evaluating our success with unduplicated students that our previous informal efforts to track their post-secondary outcomes were inadequate. We have now contracted with a service to track all of our graduates, with a special focus on our unduplicated students. If the district knows the long-term outcomes for our graduates, especially unduplicated students, it may help us design new strategies for their success while in our schools.
- 1.6, 2.2, 2.3 These actions provide professional development to staff in effective teaching techniques for the new block schedule (Action 1.6), in implementing CCSS standards (Action 2.3), and in improving literacy instruction (Action 2.2), in order to improve learning outcomes for all students, with a focus on unduplicated students. The block schedule provides longer instructional periods, providing more time for students to work in groups

and to communicate with each other and with the instructor. Teachers, many of whom traditionally have used a lecture approach, need additional training in how to do this, plus how to incorporate specific literacy techniques with English Learners.

- 1.9 and 1.10 These actions improve availability and alignment of technology to provide additional support for unduplicated pupils and others who may not have access to technology outside the school setting. They provide release time for content area teachers to review scope and sequence of online courses to identify areas of alignment and overlap with regular core curriculum. They provide training and ongoing technical support to certificated staff in the use of purchased online curriculum and the development of blended courses using tools such as Fuel Education and Canvas. Lack of internet access can be a significant barrier for children from low-income homes, so the district feels that improving the availability and alignment of technology will help to overcome that barrier.
  - 1.11 Restructures college and career counseling program to allow students and families access to college and career counseling beyond the school day. Improve communication about counseling programs and availability. Increased communication to and clarification for families of options for their students will be focused on the families of unduplicated pupils. Improvement in communication about the services available through the college and career counseling program was a request from EL parents when they were asked for suggested changes in the LCAP. Many of the unduplicated students who are considering attending college did not have parents who attended college; they need additional support and information from the counseling department.
  - 1.12 Include funding for AVID, with an emphasis on first-generation potential college attendees, who, in GHSD, include a high percentage of students from low-income families and English Learners. The AVID curriculum was designed specifically to target English Learners and students from low-income families.
  - 1.16 An analysis of GHSD enrollment data shows that many of the EL and low-income students who have enrolled in the continuation school are the third or fourth generation of their families to do so. We expect that clarifying and narrowing the criteria for enrollment in the continuation school while providing opportunities within the comprehensive high schools for credit recovery will break this pattern. Combined with MTSS (now Action 1.20), which will focus on providing appropriate earlier intervention, we hope to see the demographics of the continuation school match those of the comprehensive high schools.
  - 1.20 Begin to implement a multi-tiered system of intervention throughout the district (MTSS), in order to provide the level of intervention needed for each individual student, including unduplicated students. Our data show that a higher percentage of EL and lower income students than their percentage in our population have been placed in special education, and our expectation is that a structured MTSS system will provide earlier and more effective intervention for those students.
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- 2.1 Provide a Director of Instruction to implement LCAP goals and coordinate services for unduplicated students. Research has shown that the coherence of an approach and strategic use of data improves student performance. (Taking Center Stage, Springboard Schools, 2007)
  - 2.2 and 2.3 See Action 1.6



- 2.5 Offer a summer catch-up program in Math (Elevate Math) to selected students to give them the support they need to enroll in Integrated Math One as 9th graders, with a focus on serving unduplicated students. Our experience has been that if students can be successful in Integrated Math One as 9th graders, they are more likely to complete A-G requirements and enroll in a mathematics AP class as seniors. Many students enroll in private math support classes, but the expense of this support is a barrier to low-income families. Providing the catch-up program at no cost to selected students helps to overcome this barrier. For EL students, the academic English vocabulary that is reinforced during the catch-up class can help them not only in math but in other subjects as well.
- 2.8 Create and implement a systematic process of reading intervention, with a focus on serving unduplicated students. Fielding, Kerr and Rossier in Annual Growth for All Students; Catch-Up Growth for Those Who are Behind (2007), highlight research that showed that EL and low-income students in a high school that had implemented a systematic process of reading intervention had a 20% higher proficiency rating on the state test than would have been expected by the school's demographics.
- 2.9 Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, and allow teachers more time to focus on the needs of unduplicated pupils. John Hattie's meta-analysis (Visible Learning, 2009, p. 87) concludes that experienced teachers use different strategies in a class of fewer than 30 students than in one larger than that, with more grouping and peer interactions. These differences are consistent with instructional strategies aligned to the new state standards. This year, CSR funds will be principally directed to reading and math support classes, in which unduplicated students are the majority of enrollees.

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- 3.1 Improve communication about the district through a communication outreach plan, including an updated website, translation of website information and other parent communications into Spanish, and parent and community forums principally focused on the parents and guardians of unduplicated students.  
Many parents do not understand the requirements and process for student selection of classes and for college admission and financial aid.
- 3.2 This action has been modified to include Newcomers and students with IEPs as specific targets of Link Crew outreach. For Newcomers, our experience has shown that the more they participate in the activities at the school, the faster they become comfortable with both English and the other students. Because of their language barriers, sometimes they are reluctant to participate; a Link Crew friend can make a difference.
- 3.4: In order to increase the numbers of unduplicated students who enroll in college or post-secondary career training, we will provide training to parents in Get Focused, Stay Focused, so they can understand the process of setting long-term goals and help their own students do this. We will also provide more opportunities for participation in college counseling for parents including an additional evening meeting focused on EL parents (this was requested by the district's ELAC). A high percentage of our unduplicated students have parents who did not attend college, and many of those parents do not understand the requirements and process for admission and financial aid.
- 3.7 and 4.4 Chronic absenteeism in the district is unacceptably high. Improving this, with an emphasis on unduplicated students, is the goal of

reestablishing the SARB. There will be a designated bilingual coordinator (formerly Outreach) who will make home visits and phone calls, and ensure that all students who are absent more than a normal amount or without a valid excuse, are scheduled for the SARB when necessary. Attendance rates will be reported to site and district administrators and monitored monthly. Training for staff in dealing with trauma will also be the coordinator's responsibility. Our data show that homeless, foster and students with disabilities have a higher absenteeism rate than the general population, so those groups will be a special focus and tracked separately.

- 4.4 See 3.7.

- 4.7 The LCFF-funded School Resource Officer was reinstated, and will serve both comprehensive high schools and the continuation school, with a special focus on unduplicated students. Areas of emphasis for the SRO will include school safety, gang prevention activities, help with chronic absenteeism and truancy, training for staff on health and safety issues, and enabling families to have access to outside community agencies when they need help. Parents of English Learners on the DELAC have requested that the Board consider having an SRO on every campus, as they feel that the daily presence of an SRO helps their students feel safe at school.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$2,557,802

Percentage to Increase or Improve Services

12.75%

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 district has developed a comprehensive and aligned program to provide increased or improved services for unduplicated pupils.

The following services are offered for specific groups of unduplicated pupils:

- 2.6: Implementation of designated ELD classes in the master schedule and integrating ELD practices into all courses to improve English language

acquisition and gain higher literacy skills among our ELD population. Previously, we had tried to provide some support within the regular English classes, because an additional period of English would have meant that the student would have to miss a class in another subject. With the new block schedule, additional time on English acquisition and improving reading skills is possible. A study of EL practices in secondary schools (Taking Center Stage, Springboard Schools, 2007) found that one method that improved ELA acquisition in students was attending a support class in addition to a heterogeneously grouped English class.

Provide instructional assistants to offer targeted support to English learners in ELD and core content areas classes. Students who are still developing their English language skills often need individual help in understanding the content and expectations in classes taught in English.

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The following services are available to all students, but are principally directed to unduplicated students, and are considered to be effective in meeting their needs:

- 1.4 We realized as we began working on evaluating our success with unduplicated students that our previous informal efforts to track their post-secondary outcomes were inadequate. We have now contracted with a service to track all of our graduates, with a special focus on our unduplicated students. If the district knows the long-term outcomes for our graduates, especially unduplicated students, it may help us design new strategies for their success while in our schools.
- 1.7 The Get Focused, Stay Focused program is a curriculum which helps students to research careers and colleges, develop a ten year plan, develop budgets, and set goals for their future. In the Senior Seminar class, this program is being combined with AVID curriculum and personal finance curriculum to provide a course focused on preparing students for life beyond high school. Often the parents of unduplicated pupils do not have the knowledge to successfully help their children to navigate the college application process or the financial aid systems that are available to them. This course provides support in those areas.
- 1.9 The Flex Academy program provides opportunities for students to complete courses online at their own pace. This program is primarily used by students who need to recover credits or would like take coursework that we do not currently offer or that does not fit into the student's schedule. While this program serves all students, it was created to meet the needs of students who have fallen significantly behind in credits, or because of frequent transfers between schools are missing specific graduation requirements that they otherwise should have completed. Often, these students belong to one or more of the unduplicated categories.
- 1.11 Our college and career counseling program allows students and families access to college and career counseling beyond the school day,

improving communication about counseling programs and availability. Increased communication to and clarification for families of options for their students will be focused on the families of unduplicated pupils. Improvement in communication about the services available through the college and career counseling program was a request from EL parents when they were asked for suggested changes in the LCAP. Many of the unduplicated students who are considering attending college did not have parents who attended college; they need additional support and information from the counseling department.

- 1.12 Continue to offer the AVID program, with an emphasis on first-generation potential college attendees, who include a high percentage of students from low-income families and English Learners. The AVID curriculum was designed specifically to target English Learners and students from low-income families.

- 1.16 An analysis of GHSD enrollment data shows that many of the EL and low-income students who have enrolled in the continuation school are the third or fourth generation of their families to do so. We expect that clarifying and narrowing the criteria for enrollment in the continuation school while providing opportunities within the comprehensive high schools for credit recovery will break this pattern. Combined with MTSS (now Action 4.8), which will focus on providing appropriate earlier intervention, we hope to reduce any disproportionality between the continuation and comprehensive high schools.

- 1.17 We have restructured our fee structure for AP tests to provide students from low-income families, or students who take multiple AP tests, reduced fees for these exams. The high cost of taking an AP exam can be a barrier to a student from a low-income family. We also offset the cost of the PSAT exams for all 10th and 11th grade students. This helps all families, especially those of our unduplicated students.

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- 2.1 Provide a Director of Educational Services to implement LCAP goals and coordinate services for unduplicated students. Research has shown that the coherence of an approach and strategic use of data improves student performance. (Taking Center Stage, Springboard Schools, 2007)

- 2.3 Develop and implement a plan for systemic, on-going professional development, coaching, and collaboration. The focus on this professional development plan will be on building effective collaboration structures, using data to inform instruction, 21st century learning design, and integrating ELD strategies, like academic conversations, into instruction. Also, we will be providing professional learning opportunities for our instructional assistants around how they can best support the student and the teacher in the classroom.

- 2.8 & 2.9 Create and implement a systematic process of reading intervention, with a focus on serving unduplicated students. Fielding, Kerr and

Rossier in *Annual Growth for All Students; Catch-Up Growth for Those Who are Behind* (2007), highlight research that showed that EL and low-income students in a high school that had implemented a systematic process of reading intervention had a 20% higher proficiency rating on the state test than would have been expected by the school's demographics. Continue to offer smaller class sizes (CSR) established to impact student achievement and attain district goals, and allow teachers more time to focus on the needs of unduplicated pupils. John Hattie's meta-analysis (*Visible Learning*, 2009, p. 87) concludes that experienced teachers use different strategies in a class of fewer than 30 students than in one larger than that, with more grouping and peer interactions. These differences are consistent with instructional strategies aligned to the new state standards. Smaller class sizes are implemented mostly in reading and math intervention classes, in which unduplicated students are the majority of enrollees.

- 2.11 Provide fully credentialed teachers, including English learner authorizations (CLAD, BCLAD, etc), to ensure that all students, including unduplicated pupils, are being taught by teachers who are trained and qualified to teach these particular students their particular content. Continue support for the Teacher Induction (formerly BTSA) program, to ensure that new teachers learn the skills and experience to be effective with unduplicated students. Our district is very diverse, and many new teachers lack experience with ELs and children of poverty. They need additional support and help in these areas.
- 2.12 Provide a competitive salary schedule, in order to attract and retain high quality teachers with the skills and experience to be effective with unduplicated students, especially in the areas of math, science, special education, and English Language Development. Because of our location and geographically-challenging region, the district loses teachers every year to surrounding, higher-paying districts. A competitive salary schedule has been a successful strategy as a means for attracting and retaining teachers. 86% of our newly hired teachers chose to renew their contract with our district.
- 2.14 & 2.15 Improve availability and alignment of technology to provide additional support for unduplicated pupils and others who may not have access to technology outside the school setting. Provide training and ongoing technical support to certificated staff in the effective implementation of technology into instruction to increase student learning, achievement, and engagement. Lack of internet access can be a significant barrier for children from low-income homes, so the district feels that improving the availability and alignment of technology will help to overcome that barrier. Providing access to programs like Office 365, Canvas, and PowerSchool to both students and parents helps to reduce the communication gap, which is usually greater with unduplicated families, and provides families access to valuable programs, like Office 365, free of charge.
- 2.17 Develop an assessment and analysis plan to frequently assess our student's progress in mastering the standards and utilize the data from these assessments to determine the most appropriate next steps for classes and interventions for specific students. This will help our teachers make informed decisions about how to proceed instructionally and identify the specific needs of students who may be struggling with the content, often unduplicated students.

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- 3.1 Improve communication about the district, especially with families of our unduplicated students, through a communication outreach plan, including increasing the frequency and quality of information on our website, better utilizing social media and email, continuing annual surveys of parents and students, and translating all parent communications into Spanish.
- 3.2 This action has been modified to include Newcomers and students with IEPs as specific targets of Link Crew outreach. For Newcomers, our experience has shown that the more they participate in the activities at the school, the faster they become comfortable with both English and the other students. Because of their language barriers, sometimes they are reluctant to participate; a Link Crew friend can make a difference. Further efforts to include unduplicated students in the school culture through programs like our Social Exchange and Unified Sports programs will make it easier for these students to feel that they are a valued member of our schools.
- 3.4: To support our parents as they work to navigate their children through high school and beyond to college/career, we will provide more opportunities for parents to participate in workshops about college and career planning, drug awareness and intervention, A-G completion, graduation requirements, and strategies for supporting their child through high school. We will also offer classes on parenting and literacy. These classes and workshop will be designed for all parents, but will be targeted to meet the needs of those families who did not attend college or go through our educational system, or who speak a language other than English.
- 3.7 Chronic absenteeism in the district is unacceptably high. Improving this, with an emphasis on unduplicated students, is the goal of reestablishing the SARB. The Estrellita principal and Program Coordinator II will oversee the SARB process and ensure that all students, who are absent more than a normal amount or without a valid excuse, are scheduled for the SARB when necessary. Attendance rates will be reported to site and district administrators and monitored monthly. Our data show that homeless, foster, and students with disabilities have a higher absenteeism rate than the general population, so those groups will be a special focus and tracked separately.

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- 4.4 The Program Coordinator II is responsible for coordinating many of our services for our unduplicated students, though some of these services are for all students, including our MTSS program, bullying prevention, SARB, foster and homeless youth services, independent study and home & hospital programs, and other interventions.
- 4.7 The LCFF-funded School Resource Officer serves both comprehensive high schools and the continuation school, with a special focus on

unduplicated students. Areas of emphasis for the SRO will include school safety, gang prevention activities, help with chronic absenteeism and truancy, training for staff on health and safety issues, and enabling families to have access to outside community agencies when they need help.

- 4.8 Continue the multi-tiered systems of support throughout the district (MTSS), in order to provide the level of intervention needed for each individual student, including unduplicated students. Our data show that a higher percentage of EL and lower income students than their percentage in our population have been placed in special education, and our expectation is that a structured MTSS system will provide earlier and more effective intervention for those students. Furthermore, increasing our available interventions, including after school tutoring, summer school, Flex Academy, independent study, Home and Hospital

Summer bridge programs in math and English for selected incoming 9th graders, with a focus on serving unduplicated students, will provide them the support they need to enroll high school level coursework as 9th graders. Our experience has been that if students can be successful in Integrated Math I and English I as 9th graders, they are more likely to complete A-G requirements and enroll in advance coursework, like Advanced Placement courses in their senior year. Many students enroll in private support classes, but the expense of this support is a barrier to low-income families. Providing the bridge program at no cost to selected students helps to overcome this barrier. For EL students, the academic English vocabulary that is reinforced during the bridge class can help them, not only in math and English, but in other subjects as well.