

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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

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

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

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

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

LEA Name

Los Nietos

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## 2017-20 Plan Summary

### The Story

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

The Los Nietos School District, founded in 1861, is located in an unincorporated area of Whittier in the Los Angeles County and spans 3.6-mile radius. Our District is proud to be recognized as a Technology District, having benefited greatly from the generosity of the community of voters who passed both technology and facilities bonds to invest in the community's students. Further supporting education, the District entered into a joint-use agreement with the Los Angeles County Board of Supervisors to erect a Los Angeles County Library on the Los Nietos Middle School campus that became accessible to the Los Nietos community during the 2017-18 school year.

The District serves approximately 1,650 pre-school through 8th-grade students who come from the predominantly Hispanic/Latino Los Nieto's community. There are three elementary schools, and one 7th/8th grade middle school. Test scores have been progressing steadily and students who leave our middle school and matriculate into the neighboring high school district are reported to be among the highest achievers in the receiving high school. Our District staff is experienced, committed, and embraces the whole child, ensuring students' academic, social-emotional, and physical well-being needs are met for the most productive, meaningful, and enriching experience in our schools.

### LCAP Highlights

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

#### LCAP Goals

Three goal areas are identified in the district's 2017-2020 LCAP to address conditions of learning, pupil outcomes, and engagement. Conditions of learning, goal 1, relates to the district providing: 1. Qualified teachers assigned to their area of authorization, 2. Student access to standards-aligned instructional materials, 3. School facilities in good repair, 4. Implementation of academic and performance standards for all students, and 5. Student access to and enrollment in all required areas of study. Pupil outcomes, goal 2, identifies student achievement growth targets on standardized tests, the progress of English learners, the English learner reclassification rate, in addition to other local academic performance goals. Lastly, engagement, goal 3, relates to how the district engages parents, students, and provides a school climate conducive to learning.

#### LCAP Actions and Services

Specific actions and services are identified in the LCAP to support all learners to make consistent academic gains while targeting support for students who are struggling in academic areas and/or in behavior. Some actions and services are identified as "principally directed to support achievement of students in the unduplicated count," which means that those specific actions and services are targeted to support English learners, foster youth, and students from low-income families.

#### Key Actions and Services

Key actions and services in the 2018-19 LCAP include providing teachers and qualified staff to support achievement; provide core and supplemental instructional materials and online resources; maintain facilities in good repair; provide intervention and enrichment for students; reduce class size in grades 4-8; and provide professional development for staff and learning opportunities for parents.

### Review of Performance

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

#### Greatest Progress

The District is proud of continued efforts to improve the English Language Arts (ELA) and mathematics core programs in the 2017-2018, which grew by **5 or more** percent from the previous year, by providing all students with access to State Board-adopted, Standards-aligned instructional material in K-8, and implementing programs with fidelity. Our English Learners Progress growth was significant, which enabled the district to be reclassified on the California Dashboard from **Red** to **Green** for its efforts to promote academic achievement for English Learners. There continues to be consistency in the classroom environments, curriculum, instruction, and assessment across grade level teams across the District's schools. In addition, the District is proud of providing targeted intervention supports for academically struggling students. Intervention included the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program, direct instruction with Intervention Teachers, small group differentiated instruction with the classroom teacher, after-school tutoring, and foundational skill-based summer intervention opportunities. Professional development was provided in August and throughout the academic school year for a total of 9 days to support teachers with core program implementation, and grade level collaboration opportunities were scheduled monthly on early release Tuesdays.

Our plan to build upon our successes is to continue to offer opportunities to increase students' achievement by providing high-quality instruction, characteristic of collaboration, critical thinking, creativity, and communication. Strong instruction, coupled with year three core program implementation and increased instructional technology integration will support student's success. We will continue to support students by offering intervention, social-emotional support, and enrichment opportunities.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or

where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

There are five colors to distinguish performance on the California School Dashboard/LCFF Evaluation Rubrics, with Blue indicating the highest performance and Red as the lowest performance. The colors in order from highest performance to lowest are: Blue, Green, Yellow, Orange, and Red.

Based on the LCFF Evaluation Rubrics the district has one area in which overall performance was Orange. The area of greatest need and their respective color are as follows:

- Suspension Rate - Orange

Steps to Address Great Need for Improvement:

To address student' behavior and lower the suspension rate, all teachers and instructional assistants will continue to receive professional development opportunities in the area of Safe and Civil, focused on behavior management strategies, classroom management procedures, and schoolwide Positive Behavior Support. In addition, the district will conduct quarter reviews of districtwide discipline incidents and actions.

**Greatest Needs**

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

Based on the LCFF Evaluation Rubrics, the district has there are no significant areas for which performance for any student group was two or more performance levels below the "all student" performance. While this is notable the District is still concerned about making sure that every student succeeds.

Steps to Address Performance Gaps:

While the district has improved moving from "Red" to "Orange" for all students, teachers will provide targeted instruction for student groups that are still in the "Red" Homeless and Students with Disabilities. In the 2018-19 school year with three Intervention Teachers who will provide direct instruction to students who are struggling in reading. All K-6 teachers will provide small group, differentiated guided reading for students in ELA. Students at the middle school who are struggling in ELA will be assigned an ELA support elective to help bolster achievement. Students with Disabilities will receive specialized academic support based on their individual needs identified in their Individual Education Plans (IEPs). In addition, the District will continue to provide online software access for students struggling to attain foundational skills. This will include skill-specific and personalized learning with online assessments based on students' individual needs. Middle school students struggling in mathematics will be assigned to a mathematics support elective to build mastery of foundational skills to aid success.

**Performance Gaps**

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

The LEA will increase and improve services for low-income students, English learners, and foster youth. Additional funding will be targeted to ensure students in the unduplicated group remain on-target for successful transition and promotion to high school. Students in the unduplicated group are receiving an increase in services over and above what LEA students are receiving in the following ways:

- Intervention and enrichment outside of school hours
- Intervention teachers on special assignment to provide targeted teaching
- Intervention teachers on special assignment to provide instructional modeling support for teachers
- Technology-based interventions and access to supplemental instructional materials to support achievement
- Support staff to provide academic, health, and social support to students (community outreach liaison, counselor, district translator)

**Increased or Improved Services**

**Budget Summary**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$21,605,546
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$17,997,455

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

General Fund Budget Expenditures specified about for the LCAP year not included in the LCAP are transportation; utilities; some general repairs and maintenance; custodial support; instructional assistants for Special Education; central office salaries; property and liability insurance.

Total Projected LCFF Revenues for LCAP Year	\$16,752,002
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## Annual Update

### LCAP Year Reviewed: 2017-18

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

#### CONDITIONS OF LEARNING - STATE PRIORITIES 1, 2, AND 7

**Goal Area: Basic Services, Implementation of State Standards, and Course Access**

#### Goal 1

***Goal 1: Learning conditions will be maintained or improved for all students, including basic services, the implementation of state standards, and course access.***

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities: Board Priorities: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, and 4.2 \*LEA Performance Goal 3

## Annual Measurable Outcomes

Expected	Actual
<p><b>Teacher Credential Reports - Rate 2017-18 of teachers fully credentialed</b> 100%</p>	<p><u>Rate of Teacher Misassignment:</u></p> <ul style="list-style-type: none"> <li>Based on teacher credential reports, 100% of teachers were fully credentialed. <b>GOAL MET</b></li> </ul>
<p><b>Teacher Credential Reports - Rate 2017-18 of teachers appropriately assigned to teach in area of designation</b> 100%</p>	<p><u>Rate of Teacher Misassignment:</u></p> <ul style="list-style-type: none"> <li>Based on teacher credential reports, 100% of teachers were fully credentialed. <b>GOAL MET</b></li> </ul>
<p><b>Teachers' Sufficiency of Textbook/Instructional Materials Surveys - Rate of students with access core instructional materials</b> 2017-18 100%</p>	<p><u>Teachers' Sufficiency of Textbook/Instruction:</u></p> <ul style="list-style-type: none"> <li>Based on consultant's and William Textbooks/Instructional materials audits, 100% of teachers reported compliance with the sufficiency of materials. <b>GOAL MET</b></li> </ul>
<p><b>Facilities Inspection Tool Ratings 2017-18 - Rate of schools sites and district attaining "good" or "exemplary"</b> 100%</p>	<p><u>School Facilities in Good Repair:</u></p> <ul style="list-style-type: none"> <li>Based on audit ratings of school site and district facilities, 100% of school sites and district facilities attained a "Good" or "Exemplary" rating. <b>GOAL MET</b></li> </ul>
<p><b>Support Walk Through Protocols 2017-18 from Teacher Observations - Rate of teachers implementing California State Standards and utilizing core instructional materials</b> 100%</p>	<p><u>Implementation of Academic and Performance Standards:</u></p> <ul style="list-style-type: none"> <li>Based on sign in rosters for professional development and grade level collaboration opportunities, all teachers participated in ongoing opportunities to increase instructional competency in the State Standards for English Language Arts, English Language Development, and Mathematics. <b>GOAL MET</b></li> </ul>

**Principal Review of Students' Schedules - Rate of students with enrollment in and access to all required areas of study** **2017-18** 100%

Student Access to and Enrollment in All Required Areas of Study:

- Based on principal and counselor review of student's schedules, 100% of students were enrolled in all required areas of study.  
**GOAL MET**

**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
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The LNSD continued to recruit, retain and hire fully credentialed staff. There were no teachers with emergency permits or short-term waivers.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,542,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$1,162,310</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$17,249</p> <p>2000-2999 Classified Salaries - LCFF: \$1,088,000</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$250,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$730,000</p> <p>2000-2999 Classified Salaries - Other Local Revenues: \$55,000</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$15,000</p> <p>3000-3999 Employee Benefits - LCFF:</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,485,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$1,204,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$0</p> <p>2000-2999 Classified Salaries - LCFF: \$1,138,000</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$225,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$708,000</p> <p>2000-2999 Classified Salaries - Other Local Revenues: \$60,000</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$15,000</p> <p>3000-3999 Employee Benefits - LCFF:</p>

		\$2,170,000	\$2,180,000
		3000-3999 Employee Benefits - Other State Revenues: \$738,117	3000-3999 Employee Benefits - Other State Revenues: \$750,000
		3000-3999 Employee Benefits - Other Federal Funds: \$96,000	3000-3999 Employee Benefits - Other Federal Funds: \$90,000
		3000-3999 Employee Benefits - Other Local Revenues: \$6,000	3000-3999 Employee Benefits - Other Local Revenues: \$7,000
		3000-3999 Employee Benefits - Federal Revenues - Title I: \$12,000	3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff - Provide a Counselor, District Translator, Community Outreach Liaison, Psychologists, and BCLAD Stipends Principally Directed to Support Achievement of Students in the Unduplicated Count</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Services of a Counselor, District Translator, Community Outreach Liaison, Psychologists, and BCLAD Stipends were provided as planned and Principally Directed to Support Achievement of Students in the Unduplicated Count.</p>	<p>Included in Goal 1, Action 1, Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$0 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$1,496,689</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$129,839</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$60,000</p> <p>2000-2999 Classified Salaries - LCFF: \$500,000</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$48,000</p> <p>3000-3999 Employee Benefits - LCFF: \$781,883</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$50,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$0 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$1,485,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$130,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$55,000</p> <p>2000-2999 Classified Salaries - LCFF: \$510,000</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$51,000</p> <p>3000-3999 Employee Benefits - LCFF: \$775,000</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$50,000</p> <p>3000-3999 Employee Benefits - Federal</p>

		3000-3999 Employee Benefits - Federal Revenues - Title I: \$19,000	Revenues - Title I: \$20,000
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide Standards-Aligned Core Instructional Materials to Implement California Standards</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students were provided Standards aligned core instructional materials to implement California State Standards. New K-8 ELA and K-5 mathematics State Board-adopted textbooks/instructional materials were provided for the second year for students in the 2017-18 school year.</p>	<p>4000-4999 Books and Supplies - LCFF: \$110,000</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$30,000</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$15,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$125,000</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$50,000</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$15,000</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Standards-Aligned Supplemental</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Standards-aligned supplemental</p>	<p>4000-4999 Books and Supplies - LCFF: \$100,000</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$90,000</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$3,000</p>



Instructional Materials to Support Implementation of California Standards, Principally Directed to Support Students in the Unduplicated Count	instructional materials were secured to support the implementation of the California State Standards and were principally directed to support students in the unduplicated count.		
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### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintain Facilities in Good Repair</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The facilities maintained their rating of being in "Good Repair" based on monitoring by a Consultant and following the schedule for the completion of repairs, upgrades, renovations, and infrastructure projects.</p>	<p>2000-2999 Classified Salaries - LCFF: \$625,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$50,000</p> <p>3000-3999 Employee Benefits - LCFF: \$240,000</p> <p>4000-4999 Books and Supplies - LCFF: \$40,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$640,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$50,000</p> <p>3000-3999 Employee Benefits - LCFF: \$245,000</p> <p>4000-4999 Books and Supplies - LCFF: \$65,000</p>

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p>	<p>1000-1999 Certificated Salaries - Other State Revenues: \$82,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$75,000</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$4,000</p>	<p>1000-1999 Certificated Salaries - Other State Revenues: \$90,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$86,000</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$6,400</p>

Provide Extended School Year for Students with Disabilities	Extended School Year was provided for Students with Disabilities.	3000-3999 Employee Benefits - Other State Revenues: \$30,000	3000-3999 Employee Benefits - Other State Revenues: \$34,000
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Intervention and Enrichment Opportunities Outside of School Hours Principally Directed to Support Students in the Unduplicated Count to Increase Academic Achievement</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Intervention and enrichment opportunities were provided outside of school hours through Saturday Academy, After School Tutorial, Summer Session) and were principally directed to support students in the unduplicated count to increase academic achievement.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$125,640</p> <p>Mental Health Monies - 1000-1999 Certificated Salaries - Other State Revenues: \$8,300</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$22,640</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$78,290</p> <p>2000-2999 Classified Salaries - LCFF: \$45,000</p> <p>4000-4999 Books and Supplies - LCFF: \$10,000</p> <p>3000-3999 Employee Benefits - LCFF: \$35,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$15,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$2,000</p> <p>3000-3999 Employee Benefits - Other State</p>	<p>1000-1999 Certificated Salaries - LCFF: \$120,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$4,300</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$24,800</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$68,500</p> <p>2000-2999 Classified Salaries - LCFF: \$35,000</p> <p>4000-4999 Books and Supplies - LCFF: \$32,500</p> <p>3000-3999 Employee Benefits - LCFF: \$30,000</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$12,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$3,000</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$750</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Intervention Resource Teachers on Special Assignment (3 positions) Principally Directed to Support Achievement of Students in the Unduplicated Count</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Three Intervention Teachers on Special Assignment were principally directed to support achievement of students in the unduplicated count.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$127,155</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$127,155</p> <p>3000-3999 Employee Benefits - LCFF: \$50,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$50,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$130,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$130,000</p> <p>3000-3999 Employee Benefits - LCFF: \$52,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$52,000</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Class Size Reduction Grades 4-8 Principally Directed to Support Achievement of Students in the Unduplicated Count to Increase Academic</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Class size reduction was in place to support students in grades 4-8 and was principally directed to support</p>	<p>1000-1999 Certificated Salaries - LCFF: \$497,775</p> <p>3000-3999 Employee Benefits - LCFF: \$190,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$502,000</p> <p>3000-3999 Employee Benefits - LCFF: \$192,000</p>

Achievement	achievement of students in the unduplicated count to increase academic achievement.		
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### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology Staff to Support Instructional Technology Integration for Increased Engagement and Achievement, Principally Directed to Support Students in the Unduplicated Count (2 positions)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Two Technology Assistants were in place to support instructional technology integration for increased engagement and achievement, and were principally directed for students in the unduplicated count. Each Technology Assistant was assigned to two schools</p>	<p>1000-1999 Certificated Salaries - LCFF: \$7,000</p> <p>2000-2999 Classified Salaries - LCFF: \$75,000</p> <p>4000-4999 Books and Supplies - LCFF: \$20,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p> <p>3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,500</p> <p>2000-2999 Classified Salaries - LCFF: \$80,000</p> <p>4000-4999 Books and Supplies - LCFF: \$25,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p> <p>3000-3999 Employee Benefits - LCFF: \$21,000</p>

### Analysis

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

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

Actions and services were implemented as planned for 2017-18. The Los Nietos School District hired only credentialed teachers. All students had access to standards-aligned instructional materials and access to and enrollment in all required areas of study. All facilities were maintained and improved as needed to ensure equitable access to high-quality learning environments. Supplemental materials, intervention and enrichment opportunities, intervention teacher support, grade 4-8 class size reduction, and technology aide support

were actions and services principally directed to support achievement of students in the unduplicated count to increase academic achievement.

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

The actions and services were identified and implemented to effectively meet the Conditions of the Learning goal. The Los Nietos School District hired only credentialed teachers. All students accessed core instructional materials and 100% of students were enrolled in all required areas of study. All staff attended professional development to the support implementation of academic performance standards and principals observed 100% of teachers teaching grade level standards.

Schools and facilities were all rated "good" or "exemplary" on audits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

## **MATERIAL DIFFERENCES BETWEEN BUDGETED EXPENDITURES AND ESTIMATED ACTUAL EXPENDITURES**

### **GOAL 1 DIFFERENCES**

Action 1:

- Title I for Certificated Salaries was not expended due to shifting salaries to another funding source. This impacted Title I for Employee Benefits because Certificated Salaries are tied to benefits that were not spent and were therefore not needed.
- LCFF Base for Classified Salaries was higher due to the need to add two additional instructional aides to support students in the Special Education program.
- Other Federal Funds for Employee Benefits were not expended due to select classified employees electing to stop benefits.

Action 1.1:

- Other Federal Funds for Certificated Salaries were not expended due to shifting salaries to another funding source.
- Other Federal Funds for Employee Benefits were not expended or needed because Certificated Salaries are tied to benefits.

Action 2:

- LCFF Base for Books and Supplies was not expended due to shifting the expense to Block Grant Funding instead of LCFF Base.
- Other State Revenues for Books and Supplies were less than budgeted due to core adopted instructional materials taking priority, mitigating the need for additional books and supplies.

Action 2.1:

- Federal Revenues for Books and Supplies were not expended due to shifting the expense to Block Grant Funding instead of LCFF Base.

Action 3:

- LCFF Base for Capital Outlay was not expended due to shifting the expense to Bond monies.

Action 5:

- LCFF S & C for Certificated Salaries was substantially less than budgeted due to shifting expenses to Title I, LCFF Base, and other federal revenues.
- Other State Revenues for Certificated Salaries were not expended due to shifting expenses to Title I, LCFF Base, and other federal revenues.
- Title III for Certificated Salaries was less than budgeted due to teachers not being pulled for grade level release or extra duty planning.
- LCFF S & C for Classified Salaries was less than budgeted due to
- LCFF S & C for Books and Supplies was significantly less than budgeted due to the core adopted instructional materials taking priority, mitigating the need for additional books and supplies.
- LCFF S & C for Employee Benefits was significantly less than budgeted due to classified salaries being lower and select classified employees electing to stop benefits.

Action 6:

Action 7:

- LCFF S & C for Certificated Salaries was significantly less than budgeted due to few hours for extra duty submitted for Technology Lead Teachers.
- LCFF S & C for Books and Supplies was less than budgeted due to Bond monies being used to purchased additional technologies.

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

Goal one will be maintained and included in Goal 1 for the 2017-2020 LCAP. By forming the Committee on Assignment for the 2017-18 school year, it is anticipated that there will be no misassignments in elective courses.

## Goal 2

### PUPIL OUTCOMES - STATE PRIORITIES 4 AND 7

#### Goal Area: Pupil Achievement and Other Student Outcomes

##### Standardized Test Results

Goal 2.0: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in English Language Arts/Literacy.

Goal 2.1: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in Mathematics.

A-G: Not Applicable

CTE Course Sequence Completion: Not Applicable

Advanced Placement Scores: Not Applicable

EAP Results: Not Applicable

On Time Progress of English Learners towards English Proficiency and Reclassification:

Goal 2.2 English learners will make yearly progress in English language proficiency.

- Progress towards percent proficient in English for English learners is to be determined. The ELPAC field test will be conducted in 2018.

Goal 2.3 English learners will meet the criteria for reclassification within 5 years of instruction in English.

Goal 2.4 The percentage of English learners that meet the criteria for reclassification will increase to 10% proficient, and will maintain or exceed 10% yearly thereafter.

Local Assessments Used as Other Indicators of Student Performance

Goal 2.5: By the end of each academic school year, all students who are below grade level standards will be provided appropriate interventions in English Language Arts and Mathematics.

Goal 2.6: By the end of each academic school year, 75% of K-2 students will meet or exceed grade level standards as measured by district assessments in English Language Arts, Mathematics, and keyboarding skills.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities: Board Priorities: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.2 and LEA Performance Goals 1 & 2

## Annual Measurable Outcomes

Expected

Actual

**SBAC English Language Arts/Literacy (CA Schools Dashboard) - Percentage of students who meet/exceed grade level standards**

**2017-18**

Districtwide : 42%

Low income: 42%

Students with disabilities: 10%

Hispanic/Latino: 42%

White: 52%

English Learner: 26%

Reclassified: 77%

Performance on Standardized Tests for Tested Grades 3 - 8

ENGLISH

- The percentage of grade 3-8 students districtwide that met or exceeded grade level expectations on the English language arts/literacy SBAC increased from 38% proficient in 2016-2017 to 42% proficient in 2017-2018. **GOAL MET**
- Districtwide, students in grades 3-8 increased 5.3 points on the English Language Arts Indicator.
- Districtwide, **English learner students** in grades 3-8 increased 11.9 points on the English Language Arts Indicator.
- Districtwide, **Socioeconomically Disadvantaged** students in grades 3-8 increased 3.7 points on the English Language Arts Indicator.
- Districtwide, **Hispanic/Latino** students in grades 3-8 increased 5.5 points on the English Language Arts Indicator.
- Districtwide, **White** students in grades 3-8 increased 3.6 points on the English Language Arts Indicator.
- Districtwide, **Student with Disabilities** in grades 3-8 increased 7.1 points on the English Language Arts Indicator.
- Districtwide, **Reclassified** students in grades 3-8 increased 5.5 points on the English Language Arts Indicator.



<b>SBAC Mathematics (CA Schools Dashboard)- Percentage of students who meet/exceed grade level standards</b>	<b>2017-18</b>
	Districtwide: 27%
	Low income: 27%
	Students with disabilities: 7%
	Hispanic/Latino: 27%
	White: 19%
	English Learner: 26%
Reclassified: 50%	

<b>MATHEMATICS</b>
<ul style="list-style-type: none"> <li>• The percentage of grade 3-8 students that met or exceeded grade level expectations on the Mathematics SBAC increased from 23% proficient in 2016 to 29% proficient in 2017. <b>GOAL MET</b></li> <li>• Districtwide, students in grades 3-8 increased 6.7 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>English learner students</b> in grades 3-8 increased 13.4 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>Socioeconomically Disadvantaged</b> students in grades 3-8 increased 4.3 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>Hispanic/Latino</b> students in grades 3-8 increased 6.8 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>White</b> students in grades 3-8 decreased 5.2 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>Students with Disabilities</b> in grades 3-8 increased 4.3 points on the Mathematics Indicator.</li> <li>• Districtwide, <b>Reclassified</b> students in grades 3-8 increased 6.7 points on the Mathematics Indicator.</li> </ul>

<b>CELDT - The percentage of English Learners progressing towards proficiency</b>	<b>2017-18</b>
	New English Learner Assessment - Pilot

<b>ENGLISH LEARNER PROGRESS TOWARDS PROFICIENCY</b>
<ul style="list-style-type: none"> <li>• The District ensured that EL students (over 95%) participated in the ELPAC Summative Assessment, which replaced the CELDT.</li> <li>• EL students that had IEP designated accommodations were assessed using the ALPI. <b>GOAL MET</b></li> </ul>

<b>Reclassification Report - Percentage of students eligible for reclassification</b>	<b>2017-18</b>
	10% minimum

<b>RECLASSIFICATION RATE</b>
<ul style="list-style-type: none"> <li>• The percentage of English learners that were reclassified was 4.8%. <b>GOAL NOT MET</b></li> </ul>

<b>ELA and Math Intervention Schedules - Percentage of students receiving interventions during the school day</b>	<b>2017-18</b> 100%	<u>ELA and MATH INTERVENTION:</u> <ul style="list-style-type: none"> <li>All students received classroom intervention based upon the lesson design. <b>GOAL MET</b></li> </ul>
<b>K-2 District Assessments - Percentage of students meeting grade level standards in ELA</b>	<b>2017-18</b> 75% or greater	<u>K-2 ELA Assessments</u> <ul style="list-style-type: none"> <li>The majority of students in grade levels K-2 did not reach 75% proficiency on any grade level district benchmark. <b>GOAL NOT MET</b></li> </ul>
<b>K-2 District Assessments - Percentage of students meeting grade level standards in Math</b>	<b>2017-18</b> 75% or greater	<u>K-2 MATH Assessments</u> <ul style="list-style-type: none"> <li>The majority of students in grade levels K-2 did not reach 75% proficiency on any grade level district benchmark. <b>GOAL NOT MET</b></li> </ul>
<b>K-2 Teacher Report - Percentage of students enrolled in keyboarding skills</b>	<b>2017-18</b> 100%	<u>K-2 KEYBOARDING</u> The District purchase and provided instruction to all K-2 students in keyboarding. <b>GOAL MET</b>

## 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
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English	<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English	1000-1999 Certificated Salaries - LCFF: \$30,000 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$35,000	1000-1999 Certificated Salaries - LCFF: \$25,000 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$40,000

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Professional Development for Teachers and Support Staff to Increase Student Achievement, Principally Directed to Improve Their Ability to Meet the Needs of Unduplicated Pupils</p> <p>*Professional Development Days *Use of Early Release Tuesdays for planning and collaboration *Collaboration, Planning Time, and Sub Coverage *Conference Attendance and Consultant Contracts to Present PD *Principals to facilitate data discussions to monitor achievement of subgroup performance for foster youth, English learners, reclassified fluent English proficient, and students receiving Special Education services</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1. Professional development was provided for teachers and support staff to increase students' achievement. Opportunities included 6 additional professional development days; the use of early release Tuesdays for planning and collaboration; collaboration, planning time, and professional development; sub coverage; conference attendance; and consultants to present specific professional development. Principals facilitated data discussions to monitor achievement of subgroup performance for foster youth, English learners, reclassified fluent English proficient, and students receiving Special Education services.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$60,535</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$6,720</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$16,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$10,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p> <p>3000-3999 Employee Benefits - LCFF: \$3,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$6,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$4,000</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$15,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$70,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$1,000</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$50,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$4,600</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$18,500</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$15,000</p> <p>4000-4999 Books and Supplies - LCFF: \$20,000</p> <p>3000-3999 Employee Benefits - LCFF: \$3,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$6,000</p> <p>Federal Revenues - Title II: \$3,000</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$13,500</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$60,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$2,000</p>
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## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide Resources to Support Achievement *(Subscriptions/Publications; Online diagnostic licenses; Reading intervention licenses/program materials; Data and Assessment/AESOP /PowerSchool, Follett, Edlio, Alert Now, and other systems)</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2. Resources to support achievement were provided and included subscriptions/publications; online diagnostic licenses; reading intervention licenses/program materials; data and assessment resources (AESOP/PowerSchool, Follett, Edlio, and Alert Now) and other systems.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$75,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$75,000</p>
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Intervention Resources Principally Directed to Support Achievement of Underachieving Students in the Unduplicated Count</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3. Intervention resources were provided and were principally directed to support achievement of underachieving students in the unduplicated count.</p>	<p>4000-4999 Books and Supplies - LCFF: \$25,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$22,500</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: Nelson Elementary; Aeolian Elementary</p> <p>Optimize the amount of time students with disabilities are mainstreamed with general education students</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools:</p> <p>4. Students with disabilities were mainstreamed in general education and elective classes throughout the year. A <i>STEAM</i> lab at one of the elementary schools was created to engage students in exciting, cross-curricular learning opportunities, and hands on activities involving science, technology, engineering, the arts and math (STEAM). Special education students are integrated with their non-disabled peers within STEAM lab. As a result of this opportunity to increase mainstreaming time in general education, the percentage of special education students placed in the mild/moderate program spending less than 40% of their time in general education classrooms have improved significantly.</p>	<p>No additional funding: \$0</p>	<p>(repeated expenditure)</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>Bond Monies - 4000-4999 Books and Supplies - Other Local Revenues: \$400,000</p>	<p>4000-4999 Books and Supplies - Other Local Revenues: \$450,000</p>

<p>Location: All Schools</p> <p>Increase technology devices in grades 3, 4, and 5 to support technology literacy and to support testing.</p>	<p>Location: All Schools</p> <p>5. The District purchased additional Chromebooks, so that every classroom 3rd - 8th had a Chromebook cart. Teachers were provided professional development opportunities to learn how to incorporate technology into their instruction.</p>		
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## 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 support professional development, grade level collaboration, and conference attendance. Principal-led Data Reflections enabled teachers to reflect on achievement data, monitor growth, and plan needs-based interventions to best support students' success. Subscriptions and licensed software facilitated diagnostic assessment, progress monitoring, and data mining. Books and supplies were purchased to supplement learning opportunities and were principally directed to improve the achievement of underachieving students in the unduplicated count.

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

Although growth was attained in English Language Arts/ Literacy and Mathematics on the SBAC, the district staff is cognizant that actions and services must continue to be fully implemented for all students in each subgroup to make growth and to meet the county average percent proficient. The percentage of English learners making one year of progress decreased 3.1% from the prior year based on the English Learner Progress Indicator. Greater emphasis will be placed on English Language Development Standards, in conjunction with speaking, listening, reading, and writing skills aligned to the expectations of the English Learners Proficiency Assessment for California (ELPAC) and the SBAC. Assessments in grades K - 2 and keyboarding skills will be standardized across the district for the upcoming year to better monitor students' consistent achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**GOAL 2 DIFFERENCES**

Action 1:

- Title I for Certificated Salaries was higher than budgeted due to assigning one day of professional development to Title I that was not originally a budgeted expenditure.

- LCFF S & C for Services and Other Operating Expenses was significantly less due to not sending as many staff to conferences or contracting with as many as anticipated professional development consultants.
- Title I for Employee Benefits was greater than budgeted due to assigning Title I for certificated salaries for a day of professional development
- Other State Revenues for Employee Benefits were less than budgeted due to shifting expenses to federal funding.

Action 3:

- LCFF S & C for Books and Supplies was less than budgeted due to the core adopted instructional materials taking priority, mitigating the need for additional books and supplies.

Action 4:

- LCFF Base for Services and Other Operating Expenses were not expended due to not contracting with a grant writer.

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 was a need to refine local growth goals and renumber the goals for ease of reference. Based on stakeholder input, expected outcomes for standardized test results for the 2017-2020 LCAP are provided in Goal 2 of the 2017-2020 LCAP.

**ENGAGEMENT - STATE PRIORITIES 3, 5, AND 6**

**Goal Area: Parent Involvement, Pupil Engagement, and School Climate**

**Goal 3**

***Goal 3: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement and pupil engagement with regards to attendance and maintaining a positive school climate.***

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
 Local Priorities: Board Priorities: 2.4, 2.5, 3.1, and 3.2

## Annual Measurable Outcomes

Expected		Actual
Student Information System Report - Increase districtwide average daily attendance	2017-18 96.1%	<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> <li>Based on data collected from PowerSchool the district has not met the goal of 96.1%. <b>GOAL NOT MET</b></li> </ul>
Student Information System Report - Decrease the rate of chronic absenteeism	2017-18 2.3%	<p><u>ABSENTEEISM</u></p> <p>Based on data in PowerSchool sites reported 2.7% student absenteeism. <b>GOAL NOT MET</b></p>
Student Information System Report - Maintain middle school dropout rate	2017-18 0%	<p><u>DROPOUTS</u></p> <ul style="list-style-type: none"> <li>There were zero middle school dropouts in the 2017-2018 school year. <b>GOAL MET</b></li> </ul>
Student Information System Report - Decrease student suspension rate	2017-18 Districtwide: 2.5%	<p><u>SUSPENSIONS</u></p> <ul style="list-style-type: none"> <li>Based on information in PowerSchool there was 2.1% rate of suspension districtwide. <b>GOAL MET</b></li> </ul>
Student Information System Report - Decrease expulsion rate	2017-18 0% (0 students)	<p><u>EXPULSION RATE</u></p> <ul style="list-style-type: none"> <li>There were zero students expelled in the 2017-2018 school year. <b>GOAL MET</b></li> </ul>
Parent Surveys - Maintain percentage of parents who report they are aware of how to become involved in their child's school at 80% or greater	2017-18 80% or greater	<p><u>PARENT INVOLVEMENT</u></p> <ul style="list-style-type: none"> <li>Based on Parent/Community LCAP Surveys 85% responded they were aware how to get involved in site or district decision making committees. <b>GOAL MET</b></li> </ul>



<p><b>Parent Surveys - Increase percentage of parents' who report they are aware of how to become involved at the district level</b></p> <p><b>2017-18</b> 63%</p>	<p><u>PARENT INVOLVEMENT:</u></p> <ul style="list-style-type: none"> <li>Based on Parent/Community LCAP Surveys 79% responded they were aware how to get involved in district committees. <b>GOAL MET</b></li> </ul>
<p><b>Parent Surveys - Increase percentage of parents' who are aware of how to get involved in decision-making committees at the school or district level</b></p> <p><b>2017-18</b> 60%</p>	<p><u>PARENT INVOLVEMENT:</u></p> <ul style="list-style-type: none"> <li>Based on Parent/Community LCAP Surveys 85% responded they were aware how to get involved in site or district decision making committees. <b>GOAL MET</b></li> </ul>
<p><b>Parent Surveys - Maintain percentage of parents who report they are invited to participate in school activities</b></p> <p><b>2017-18</b> 80% or greater</p>	<p><u>PARENT INVOLVEMENT:</u></p> <ul style="list-style-type: none"> <li>Based on site feedback approximately 45% of the parents maintain involvement school activities. <b>GOAL NOT MET</b></li> </ul>
<p><b>Student, Staff, and Parent Surveys - Increase/Maintain the percentage of stakeholders in each group who report that the schools are safe</b></p> <p><b>2017-18</b> Students: 75% Staff: 80% or greater Parents/Community: 80% or greater</p>	<p><u>SAFE SCHOOL:</u></p> <ul style="list-style-type: none"> <li>Based on input on the 2017-2018 LCAP Parent/Community (92%), Staff (79%) and Student (62%) surveyed indicated that there school was safe. <b>GOAL NOT MET</b></li> </ul>

**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
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$12,000</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$11,500</p>

<p>Students to be Served:</p> <p>Location: All Schools</p> <p>Provide Parent Learning Opportunities</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1. Parents had multiple opportunities to learn through partnerships with Rio Hondo College, a contract with ProEdU, and meetings hosted by Los Nietos Promotoras de Salud in Action. Topics included health, nutrition, and wellness; computer literacy; English as a Second Language; Strategies to transition to middle school for 5th and 6th grade families; Strategies to transition to high school for 7th and 8th grade families; and the University is not a dream, it's a plan.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase Communication with Parents *Support Personnel *Tele-parent messaging system *District Online Student Information System with Parent Portal *Newsletters/Correspondence</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2. Communication was increased with parents through the services of a District Translator, a tele-parent messaging system, the district's online Student Information System with Parent Portal, and through newsletters, emails, and other correspondence.</p>	<p>See Goal 2, Action 2 Services and Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$0 (repeated expenditure)</p> <p>See Goal 1, Action 2 Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$0 (repeated expenditure)</p> <p>See Goal 1, Action 2 Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$0 (repeated expenditure)</p>	<p>(repeated expenditure) (repeated expenditure) (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Monitor Attendance to Provide Counseling Outreach Intervention and Motivate Good Attendance</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3. Attendance was monitored by site Principals on a regular basis and referrals to Student Study Team, SART, and SARB meetings were made. Counseling outreach was provided on an as needed basis with support from the Counselor and School Psychologist Interns. Online licenses were provided to the Student Study Team/Section 504 software program to standardize the tracking of intervention support across the district. Awards and incentives were also provided for students to motivate good attendance and behavior.</p>	<p>See Goal 1, Action 1            Certificated Salaries -            1000-1999 Certificated Salaries - LCFF: \$0            (repeated expenditure)            See Goal 1, Action 1            Employee Benefits -            3000-3999 Employee Benefits - LCFF: \$0            (repeated expenditure)</p>	<p>(repeated expenditure)            (repeated expenditure)</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>See Goal 1, Action 8            Certificated Salaries -            1000-1999 Certificated Salaries - LCFF: \$0            (repeated expenditure)            See Goal 1, Action 8</p>	<p>(repeated expenditure)            (repeated expenditure)            (repeated expenditure)            (repeated expenditure)</p>

<p>Location: All Schools</p> <p>Improve Student Engagement and School Climate *Student Special Interest Clubs and Sports Programs *Saturday School and Detention *Safe and Civil School Program Contract for PD *CHAMPS PD for School Implementation Teams</p>	<p>Location: All Schools</p> <p>4. Efforts were made to improve student engagement and school climate. Additional playground supplies/equipment were purchased, school clubs were hosted, and the middle school sports program was provided. Saturday School and detention opportunities were services extended at the middle school. Districtwide, ongoing professional development in CHAMPS strategies were offered through a contract with the Safe and Civil School Program for School Implementation Teams.</p>	<p>Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$0 (repeated expenditure) See Goal 1, Action 8 Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$6,000 (repeated expenditure) See Goal 1, Action 8 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$5,000 (repeated expenditure)</p>	
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop the "whole child" by focusing on academic, social, and overall health through expanding and maintaining partnerships with: Pacific Clinics, SPIRITT Family Services, THINK Together, Rio Hondo College, and PIH education program</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Partnerships were maintained to support the district's aim of developing the "whole child." Pacific Clinics, SPIRITT Family Services, and THINK Together formed part of the service network for students and their families. Although the structure of support from Presbyterian Hospital's Family Residency Program changed from Resident Doctors, Physician's Assistants were put in their place to</p>	<p>Goal 1, Action 5 Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$0 (repeated expenditure)</p>	<p>(repeated expenditure)</p>

assist with monitoring students' BMI as part of the Healthy Los Nietos initiative.

## Analysis

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

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

The implementation of actions and services were effective to meet the goal. Stakeholders, parents, and students were engaged in supporting student learning. Parent involvement and pupil engagement were increased. The average daily attendance was high and schools maintained positive climates. Partnerships added specialized services to contribute to the district's attainment of the engagement goal.

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

Actions and services effectively supported students' learning. Parents and the community had multiple opportunities to learn about topics through partnerships with Presbyterian Hospital, ProEdU, Promotoras de Salud in Action, and Rio Hondo College. Counseling interventions and referrals were made as needed to support students' social-emotional development. Districtwide, school teams participated in Learning Foundations as part of the Safe and Civil Schools program to improve schoolwide. Clubs, sports, and equipment were aligned to engage students in enrichment and physical activity. Overall survey data indicated over 90% of parents and staff felt schools were safe and welcoming places for students where they were respected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures were minimal and were appropriate to support planned implementation of actions and services.

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

This goal will remain the same. Because internet safety training is a requirement, this will no longer be a metric measured in the LCAP and instead is a district expectation for all teachers.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

Engagement in the development of the Local Control Accountability Plan (LCAP) included soliciting input from diverse stakeholder groups. A Superintendent's Advisory Team was formed to serve as the District's Leadership Team to oversee the LCAP plan development. It included a cross-section of stakeholder groups including parents, teachers, Board members, community members, representatives from certificated and classified local bargaining units, District English Language Advisory Committee (DELAC) members, and District Advisory Committee (DAC) members. Together the Superintendent's Advisory Team set the goals and actions in the LCAP based on the input from all stakeholders.

Multiple opportunities were provided to stakeholders to provide input into the LCAP development. All students, parents of students and all certificated/classified employees in the Los Nietos School District were afforded the opportunity to voice input into the development of the LCAP through an LCAP Input Survey. At regularly scheduled Healthy Los Nietos, DAC, DELAC, Classified and Certificated Union Negotiations, Administrative Cabinet, Management meetings, Coffee with the Principal, Parent-Teacher Club, English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings, district administrative staff informed parents and community members of the requirements of the LCAP and encouraged participation to provide input into its development. Notwithstanding, communication about the Local Control Funding Formula (LCFF) and LCAP opportunity to provide input was distributed in flyers, shared in PowerPoint presentations, and sent via telephone messages. All stakeholders have been included in the Local Education Agency's process in a timely manner to allow for meaningful engagement in the development of the LCAP.

The DELAC and DAC expanded their roles to provide input into the LCAP plan development. The DAC served as the required "Parent Advisory Committee" and the DELAC served as the required "EL Parent Advisory Committee." Specifically, these two parent committees included parent representation of English language learners, Special Education, foster, and low income students. The Superintendent presented the LCAP Update and 2017-20 LCAP goals, actions, services, and budget to the DAC/Parent Advisory Committee and the DELAC/EL Parent Advisory Committee, with Spanish translation support from his designee on May and June, 2018. He sought review and comment from parents of each committee in accordance with LCAP regulations. No questions were posed by the Parent Advisory Committee/DAC or EL Parent Advisory Committee/DELAC representatives, therefore a written response was not necessitated to respond to committee members.

Hearing notifications were posted at all school locations and the district office, as well as on the District's website.

The public hearing was held June 27, 2018 at 7:00 p.m. to solicit recommendations and comments on the 2017-20 Local Control Accountability Plan and Budget.

The Los Nietos School District Board of Trustees adopted the 2017-20 Local Control Accountability Plan and Budget on June 28, 2018.

# Impact on LCAP and Annual Update

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

## REFINEMENTS TO THE LCAP BASED ON CONTRIBUTIONS OF STAKEHOLDER GROUPS

### **District Parent Advisory Committee and District English Language Parent Advisory Committee Meeting: February 2018**

Parents reviewed and evaluated the effectiveness of the instructional program, including actions and services to support students related

to the LCAP. Parents agreed that there were extensive supports offered for students and parents including intervention tutorial classes during the day and afterschool; three intervention teachers on special assignment; free English as a Second Language and Computer Literacy classes for parents; increased access to technology at all sites; and software to support automated telephone calls to parents and a data system to help teachers access students' performance information.

Parents recommended free mobile device Apps be provided to students and their families to support homework and skill building. They also requested field trips for each grade level of students.

**Impact on LCAP:** Field trips are encouraged and buses are provided by the district. Sometimes fees are generated through fundraising or paid by the district. No change to the LCAP needed. The new adoptions have online platforms students may use from home. Information will be shared with parents. No change to the LCAP needed.

### **Certificated and Classified Staff Surveys: April 2018; Staff Pupil Free Day: April 2018**

Staff generated ideas that addressed conditions of learning, student outcomes, and engagement. Of significant importance were: Certificated and classified staff significantly and overwhelmingly strongly agreed/agreed that 1) School campuses are safe, clean, and places where staff members feel they belong; 2) Parents have ample opportunities to participate in activities and events, as well as to get involved with decision-making committees; 3) Our schools offer opportunities for students to increase their academic growth through communication, collaboration, critical thinking, and creativity; 4) Our schools offer opportunities to increase student achievement by providing high-quality instruction, intervention, support, and enrichment; 5) Adequate curriculum is provided to effectively implement the California Standards; and 6) The school/district effectively support professional development to facilitate all students achieving the academic standards.

Input from staff surveys and face to face interaction generated ideas for actions and services to include: Continued Professional Development opportunities; Provide additional support for writing and reading programs; Purchase more math manipulatives to support the *Math Expressions* core curriculum; Support lower grades academically and in social-emotional development; Provide Intervention and Enrichment (Summer, afterschool tutoring); Provide instructional aide support in general education classes; Provide more STEAM opportunities in classrooms.

- **Impact on LCAP:** In an effort to address recommendations, the LCAP includes two teacher professional development days in August, one in September, and one in October for the 2018-19 calendar. All teachers will be trained in the Safe and Civil Schools program to learn strategies to support students with classroom management and behavior, as well address school climate. Three intervention teachers will support students who are below grade level to supplement teachers' during the day small group, differentiated instruction. Online programs and instructional resources will be purchased to supplement the English language arts and mathematics core programs to support achievement.



### **Parent/Community Surveys: March 2018**

Parents from Aeolian, Nelson, Rancho, and Los Nietos Middle School generated ideas that addressed conditions of learning, student outcomes, and engagement. Of significant importance were: Parents significantly and overwhelmingly strongly agreed/agreed that our schools are safe, their child feels welcomed and respected, they are invited to school/district meetings, know how to get involved in the school, and are asked to contribute their ideas. They also identified that the school helped their child to succeed academically by offering collaboration, critical thinking, creativity, and communication skills. Lastly, they felt the schools provided high-quality instruction, intervention, support, and enrichment opportunities.

Suggestions from parent/community surveys and face to face meetings for improving actions and services included: Continue to provide parent involvement and learning opportunities; adding diverse educational field trips; provide intervention for struggling students; provide clubs and enrichment (STEM Lab for kids K-6).

**Impact on the LCAP:** Parent education opportunities will be provided during the 2018-19 school year, to include homework help. Field trips are offered and teachers determine trips based on course offerings that align to curricular units. Intervention teachers will provide targeted intervention for struggling students at each school during the school day. Extra duty is available for schools to provide enrichment and support club involvement.

### **Student Surveys: Collected in March 2018**

Representative groups of students from Aeolian, Nelson, Rancho, and Los Nietos Middle School generated ideas that addressed conditions of learning, student outcomes, and engagement. Of significant importance were recommendations in the areas of: Providing intervention help; Providing a homework location and homework help open to all students; Extracurricular activities like sports and clubs; providing a science lab; having college students share realities of college life.

**Impact on the LCAP:** The LCAP supplements the ASES Grant to provide a THINK Together Program at all schools that offers clubs, sports, nutrition, homework assistance, and enrichment opportunities. A science lab is being designed at the middle school. The middle school offers a "Bring Up Grades" Club after school and a full intramural sports program. Schools are able to invite college guest speakers to share presentations with students. No changes were made to the LCAP as monies are earmarked in the LCAP to support after-school intervention and enrichment offerings to engage students.

### **Superintendent's Advisory Team (SAT) Meeting: April 2018**

The Superintendent's Advisory Committee (SAT) met and reviewed Board priorities, LCAP goals, and data to be reflected in the new LCAP template. Participants responded to the prompts for greatest progress and needs of the district and were given the opportunity to provide input and make recommendations for prioritizing 2017-2020 LCAP actions and services. Ideas included: using intervention teacher for continued support for pull-out; put in place support for K-2 in order to impact foundational skills; summer school reading reward system; climate and culture expectations at all sites to focus on reading; for expectations to be explicit at each site to focus on reading at all times in connection to the district's vision and core values; opportunity for teacher collaboration and planning time at the end of the year or during the beginning of the summer to refine instructional practices with the new curriculum; parent workshops/training to help them to understand the state standards and the curriculum program; providing workshops with Spanish translation.

**Impact on LCAP:** Based on input from the SAT, no new actions or services were added to address input due to actions already being provided in the LCAP. For example, three intervention teachers are accounted for in the LCAP, K-2 grade students are part of the student groups receiving intervention, and parent workshops will be planned for 2018-19 with Spanish translation provided.



Stakeholders met to review stakeholder survey data and to review recommendations for actions and services based on input. Justification for adjusting LCAP pupil outcomes was provided. The SAT reviewed greatest progress, greatest need, and the plan to address student group performance gaps.

Input was provided to: Consider the needs of low performing students by school; address the need for additional support at the K-2 level; exercise caution regarding after-school support for underachieving students due to how much benefit will there be after school versus during school hours and providing aide support.

**District Parent Advisory Committee and District English Language Parent Advisory Committee Meeting: June 2017**

The LCAP goals, proposed actions and services, and corresponding expenditures were reviewed and input was elicited. Parents were pleased with LCAP revisions. No questions or comments were posed to the Superintendent regarding the LCAP to necessitate responding in writing to committee members. Praise for staff, programs, partnerships, and support of students and their families were shared with Superintendent Vasquez.

## Goals, Actions, & Services

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

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

	Unchanged Goal
	<b>CONDITIONS OF LEARNING - STATE PRIORITIES 1, 2, AND 7</b>
	<b>Goal Area: Basic Services, Implementation of State Standards, and Course Access</b>
<b>Goal 1</b>	<b><i>Goal 1: Learning conditions will be maintained or improved for all students, including basic services, the implementation of state standards, and course access.</i></b>

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access  
 Local Priorities: Board Priorities: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, and 4.2 \*LEA Performance Goal 3

**Identified Need:**

**Rate of Teacher Misassignment:**

- Based on district records, 100% of the teachers are fully credentialed and appropriately assigned. There is a need for the district to continue to monitor and appropriately assign teachers.
- Based on professional development provided to faculty and staff, there is a need to retain teachers and instructional aides to provide consistency in the instructional program for students' increased achievement, by offering pay that is competitive to local districts.

**Student Access to Instructional Materials:**

- Based on 100% compliance with William's Instructional Materials reports and teacher surveys, there is a need to maintain the current 100% compliance with William's Instructional Materials reports and teacher surveys to demonstrate that all students have access to textbooks for use at school and at home. There is a need to purchase textbooks/instructional materials aligned to the California State Standards in Science to align to the Next Generation Science Standards.
- A need exists to purchase new and replacement supplemental instructional materials, as well as provide reprographic services, to support learning in the core content areas.
- Based on students' grades that demonstrate falling short of meeting academic standards, a need exists to provide supplemental instructional materials to include online intervention programs for students with disabilities, English learners, foster youth, and low-income students.
- Based on the students' limited access to fiction and non-fiction materials in the classroom, there is a need to provide school libraries staffed with library clerks to support students' access to books and to support inquiry-based research.

#### **School Facilities in Good Repair:**

- Based on 100% of schools and district facilities attaining a rating of "good" or "exemplary," there is a need to maintain the current rating of "good" to "exemplary" on consultant's and Williams Facilities Audits for schools and the district office.
- Based on parent (96.5%), student (71%), and staff (92.5%) surveys
- indicating "safe" environments for learning, there is a need to maintain the facilities clean, safe, appealing, and conducive for learning.
- Due to interrupted Internet access at the schools sites, there is a need to continue to provide infrastructure upgrades to support existing and new technologies.

#### **Implementation of State Standards:**

- Due to the district adopting new English Language Arts and Mathematics textbooks/instructional materials in 2016-17 and the California State Standards being fully implemented in these areas, there is a need to provide on-going, high-quality professional development for administrators, teachers, and support staff. This will serve to increase understanding of programmatic components and content knowledge to best support students.
- There is a need to provide teachers with professional development in the Next Generation Science Standards.
- Based on students' performance on the SBAC wherein the English Learner Indicator indicating an achievement decline of 1.7%, there is a need to provide professional development in the English Language Development Standards due to the heavy focus prioritizing English and math standards over the past three years.
- Based on the district not having an adopted technology curriculum, there is a need to implement a comprehensive and content-integrated K - 8 technology curriculum.

#### **Student Access to and Enrollment in all Required Areas of Study:**

- One hundred percent (100%) of students currently have access to all core content areas. There is a need to maintain and monitor students' access to a broad course of study pertaining to all subject areas described in the California Education Code.
- As indicated a 1.7% decline on the English Language Indicator, not all English learner students are meeting one year of growth. There is a need for all teachers to provide consistency in lesson delivery strategies to increase students' achievement in English proficiency.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Credential Reports - Rate of teachers fully credentialed	100%	100%	100%	100%
Teacher Credential Reports - Rate of teachers appropriately assigned to teach in area of designation	100%	100%	100%	100%
Teachers' Sufficiency of Textbook/Instructional Materials Surveys - Rate of students with access core instructional materials	100%	100%	100%	100%
Facilities Inspection Tool Ratings - Rate of schools sites and district attaining "good" or "exemplary"	100%	100%	100%	100%
Support Walk Through Protocols from Teacher Observations - Rate of teachers implementing California State Standards and utilizing core instructional materials	100%	100%	100%	100%
Principal Review of Students' Schedules - Rate	100%	100%	100%	100%

of students with enrollment in and access to all required areas of study

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$4,542,000	\$4,592,112	\$4,638,332
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,162,310	\$1,216,930	\$1,259,060
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$17,249	\$17,431	\$17,431
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,088,000	\$1,108,000	\$1,128,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$250,000	\$250,000	\$250,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$730,000	\$735,000	\$740,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Amount	\$55,000	\$56,000	\$57,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$15,000	\$15,000	\$15,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$2,170,000	\$2,384,000	\$2,558,300
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$738,117	\$828,357	\$872,538
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$96,000	\$100,000	\$103,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,000	\$5,500	\$6,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$12,000	\$13,000	\$14,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff - Provide a Counselor, District Translator, Community Outreach Liaison, Psychologists, and BCLAD Stipends Principally Directed to Support Achievement of Students in the Unduplicated Count

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff - Provide a Counselor, District Translator, Community Outreach Liaison, Psychologists, and BCLAD Stipends Principally Directed to Support Achievement of Students in the Unduplicated Count

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**



	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Included in Goal 1, Action 1, Certificated Salaries	Certificated Salaries; Included in Goal 1, Action 1, Certificated Salaries	Certificated Salaries; Included in Goal 1, Action 1, Certificated Salaries
Amount	\$1,496,689	\$1,575,346	\$1,595,346
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$129,839	\$131,786	\$131,786
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$60,000	\$61,000	\$62,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$500,000	\$506,000	\$510,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$48,000	\$49,000	\$49,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$781,883	\$818,643	\$874,162
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$50,000	\$55,000	\$60,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$19,000	\$20,000	\$20,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide Standards-Aligned Core Instructional Materials to Implement California Standards	Provide Standards-Aligned Core Instructional Materials to Implement California Standards	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$110,000	\$110,000	\$110,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$30,000	\$10,000	\$10,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$15,000	\$5,000	\$5,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide Standards-Aligned Supplemental Instructional Materials to Support Implementation of California Standards, Principally Directed to Support Students in the Unduplicated Count

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide Standards-Aligned Supplemental Instructional Materials to Support Implementation of California Standards, Principally Directed to Support Students in the Unduplicated Count

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$5,000	\$5,000	\$5,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain Facilities in Good Repair

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain Facilities in Good Repair

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$625,000	\$635,000	\$645,000
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$50,000	\$60,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$240,000	\$265,000	\$280,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 6**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

### 2017-18

Select from New Action, Modified Action, or Unchanged Action:

### 2018-19

Select from New Action, Modified Action, or Unchanged Action:

### 2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide Extended School Year for Students with Disabilities	Provide Extended School Year for Students with Disabilities	

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$82,000	\$82,000	\$82,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$75,000	\$76,000	\$76,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$4,000	\$5,000	\$5,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$30,000	\$35,000	\$40,000
Source	Other State Revenues	Other State Revenues	
Budget Reference	Employee Benefits	Employee Benefits	

## Action 7

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide Intervention and Enrichment Opportunities Outside of School Hours Principally Directed to Support Students in the Unduplicated Count to Increase Academic Achievement

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide Intervention and Enrichment Opportunities Outside of School Hours Principally Directed to Support Students in the Unduplicated Count to Increase Academic Achievement

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$125,640	\$125,640	\$125,640



Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$8,300	\$4,150	\$4,150
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries; Mental Health Monies	Certificated Salaries	Certificated Salaries
Amount	\$22,640	\$16,980	\$11,320
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$78,290	\$72,630	\$66,970
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$45,000	\$45,000	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$35,000	\$40,000	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$15,000	\$15,000	\$15,000

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$2,000	\$2,000	\$2,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$1,000	\$500	\$500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide Intervention Resource Teachers on Special Assignment (3 positions) Principally Directed to Support Achievement of Students in the Unduplicated Count	Provide Intervention Resource Teachers on Special Assignment (3 positions) Principally Directed to Support Achievement of Students in the Unduplicated Count	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$127,155	\$131,100	\$132,230
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$127,155	\$131,100	\$132,230
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$50,000	\$55,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$50,000	\$55,000	\$60,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Class Size Reduction Grades 4-8 Principally Directed to Support Achievement of Students in the Unduplicated Count to Increase Academic Achievement

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Class Size Reduction Grades 4-8 Principally Directed to Support Achievement of Students in the Unduplicated Count to Increase Academic Achievement

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$497,775	\$509,495	\$517,145
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$190,000	\$200,000	\$210,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:



**2018-19**

Select from New Action, Modified Action, or Unchanged Action:



**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Engagement and Achievement, Principally Directed to Support Students in the Unduplicated Count (2 positions)

Engagement and Achievement, Principally Directed to Support Students in the Unduplicated Count (2 positions)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$75,000	\$77,000	\$79,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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

Modified Goal

**PUPIL OUTCOMES - STATE PRIORITIES 4 AND 7**

**Goal Area: Pupil Achievement and Other Student Outcomes**

**Standardized Test Results**

- Goal 2.0: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in English Language Arts/Literacy.
- Goal 2.1: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in Mathematics.

A-G: Not Applicable

CTE Course Sequence Completion: Not Applicable

Advanced Placement Scores: Not Applicable

EAP Results: Not Applicable

**Goal 2**

**On Time Progress of English Learners towards English Proficiency and Reclassification:**

- Goal 2.2 English learners will make yearly progress in English language proficiency.

Progress towards percent proficient in English for English learners is to be determined. The ELPAC field test will be conducted in 2018.

- Goal 2.3 English learners will meet the criteria for reclassification within 5 years of instruction in English.
- Goal 2.4 The percentage of English learners that meet the criteria for reclassification will increase to 10% proficient and will maintain or exceed 10% yearly thereafter.

**Local Assessments Used as Other Indicators of Student Performance**

- Goal 2.5: By the end of each academic school year, all students who are below grade level standards will be provided appropriate interventions in English Language Arts and Mathematics.
- Goal 2.6: By the end of each academic school year, 75% of K-2 students will meet or exceed grade level standards as measured by district assessments in English Language Arts, Mathematics, and keyboarding skills.

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

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes  
Local Priorities: Board Priorities: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.2 and LEA Performance Goals 1 & 2

**Identified Need:**

After thorough review and analysis of state and local data, it was determined that students are making

consistent gains in academics. Learning gaps demonstrate a need to provide ongoing professional development to teachers, in addition to providing targeted interventions for students performing below grade level standards to meet state and local pupil outcome goals.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC English Language Arts/Literacy (CA Schools Dashboard) - Percentage of students who meet/exceed grade level standards	2016 Data - Districtwide : 38% Low income: 38% Students with disabilities: 6% Hispanic/Latino: 38% White: 48% (17 students) English Learner: 22% Reclassified: 75%	Districtwide : 42% Low income: 42% Students with disabilities: 10% Hispanic/Latino: 42% White: 52% English Learner: 26% Reclassified: 77%	Districtwide : 44% Low income: 44% Students with disabilities: 12% Hispanic/Latino: 44% White: 54% English Learner: 28% Reclassified: 78%	Districtwide: 46% Low income: 46% Students with disabilities: 14% Hispanic/Latino: 46% White: 56% English Learner: 30% Reclassified: 79%
SBAC Mathematics (CA Schools Dashboard)- Percentage of students who meet/exceed grade level standards	2016 Data - Districtwide: 23% Low income: 23% Students with disabilities: 3% Hispanic/Latino: 23% White: 15% English Learner: 22% Reclassified: 46%	Districtwide: 27% Low income: 27% Students with disabilities: 7% Hispanic/Latino: 27% White: 19% English Learner: 26% Reclassified: 50%	Districtwide: 29% Low income: 29% Students with disabilities: 9% Hispanic/Latino: 29% White: 21% English Learner: 28% Reclassified: 52%	Districtwide: 31% Low income: 31% Students with disabilities: 11% Hispanic/Latino: 31% White: 23% English Learner: 30% Reclassified: 54%
CELDT - The percentage of	CELDT:	New English Learner	New English Learner	New English Learner



English Learners progressing towards proficiency	50.7%	Assessment - Pilot	Assessment - Field Test Students reclassified based on: <ul style="list-style-type: none"> <li>English Grades "3" or higher in Elementary or "C" or higher in middle school</li> <li>Grade Level equivalence on Accelerated Reader STAR Test</li> <li>Teacher recommendation</li> </ul>	Assessment - baseline to be established Students reclassified based on: <ul style="list-style-type: none"> <li>English Grades "3" or higher in Elementary or "C" or higher in middle school</li> <li>Grade Level equivalence on Accelerated Reader STAR Test</li> <li>Teacher recommendation</li> </ul>
Reclassification Report - Percentage of students eligible for reclassification	2017: 8.4%	10% minimum	10% minimum	10% minimum
ELA and Math Intervention Schedules - Percentage of students receiving interventions during the school day	100%	100%	100%	100%
K-2 District Assessments - Percentage of students meeting grade level standards in ELA	51.6%	75% or greater	75% or greater	75% or greater
K-2 District Assessments - Percentage of students meeting grade level standards in Math	73.2%	75% or greater	75% or greater	75% or greater
K-2 Teacher Report - Percentage of students enrolled in keyboarding skills	100%	100%	100%	100%

# Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Professional Development for Teachers and Support Staff to Increase Student Achievement, Principally Directed to Improve Their Ability to Meet the Needs of Unduplicated Pupils  
  
\*Professional Development Days \*Use of

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Professional Development for Teachers and Support Staff to Increase Student Achievement, Principally Directed to Improve Their Ability to Meet the Needs of Unduplicated Pupils  
  
\*Professional Development Days \*Use of

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Early Release Tuesdays for planning and collaboration \*Collaboration, Planning Time, and Sub Coverage \*Conference Attendance and Consultant Contracts to Present PD \*Principals to facilitate data discussions to monitor achievement of subgroup performance for foster youth, English learners, reclassified fluent English proficient, and students receiving Special Education services

Early Release Tuesdays for planning and collaboration \*Collaboration, Planning Time, and Sub Coverage \*Conference Attendance and Consultant Contracts to Present PD \*Principals to facilitate data discussions to monitor achievement of subgroup performance for foster youth, English learners, reclassified fluent English proficient, and students receiving Special Education services

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$35,000	\$35,000	\$35,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$60,535	\$60,535	\$60,535
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$6,720	\$6,720	\$6,720
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$16,000	\$8,000	\$8,000
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$10,000	\$10,000	\$10,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$25,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$3,000	\$3,500	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,000	\$6,500	\$7,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$4,000	\$4,500	\$5,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$15,000	\$16,000	\$17,000
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$70,000	\$70,000	\$70,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide Resources to Support Achievement *(Subscriptions/Publications; Online diagnostic licenses; Reading intervention licenses/program materials; Data and Assessment/AESOP /PowerSchool, Follett, Edlio, Alert Now, and other systems)	Provide Resources to Support Achievement *(Subscriptions/Publications; Online diagnostic licenses; Reading intervention licenses/program materials; Data and Assessment/AESOP /PowerSchool, Follett, Edlio, Alert Now, and other systems)	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Income

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Provide Intervention Resources Principally Directed to Support Achievement of Underachieving Students in the Unduplicated Count	Provide Intervention Resources Principally Directed to Support Achievement of Underachieving Students in the Unduplicated Count	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$10,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

### Action 4

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

Specific Schools: Nelson Elementary; Aeolian Elementary

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:



**2018-19**

Select from New Action, Modified Action, or Unchanged Action:



**2019-20**

Select from New Action, Modified Action, or Unchanged Action:



**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No additional funding	; No additional funding	; No additional funding

**Action 5**

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

**Students to be Served:**

**Location(s):**



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

All

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action

Increase technology devices in grades 3, 4, and 5 to support technology literacy and to support testing.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase technology devices in grades 3rd - 8th grade to support technology literacy and to support testing.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$400,000	\$100,000	\$100,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Books and Supplies; Bond Monies	Books and Supplies; Bond Monies	Books and Supplies; Bond Monies

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

Unchanged Goal

**ENGAGEMENT - STATE PRIORITIES 3, 5, AND 6**

Goal Area: Parent Involvement, Pupil Engagement, and School Climate

**Goal 3**

***Goal 3: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement and pupil engagement with regards to attendance and maintaining a positive school climate.***

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

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities: Board Priorities: 2.4, 2.5, 3.1, and 3.2

**Identified Need:**

**Parent Involvement:**

- Due to 5% ongoing parent involvement, there is a need to effectively outreach to students' parents to increase engagement in the schools and elicit greater participation in parent education classes.

**Student Engagement:**

**Pupil Attendance and Chronic Absenteeism**

- Due to attaining an average daily attendance rate of 96.6%, there is a need to increase average daily attendance.
- Due to attaining 5% chronic absenteeism, there is a need to continue to lower chronic absenteeism.

**Middle School Dropout**

- Due to the 0% middle school dropout rate, there is a need to maintain the 0% middle school dropout rate.

**School Climate:**

**Student Suspension**

- Due to the 2.4% suspension rate, there is a need to continue to lower the district's suspension rate.

**Student Expulsion**

- Due were no expulsions during the 2017-18 school year, there is maintain 0% expulsion rate.

**Other Local Measures**

- There is a need to provide teacher professional development in multi-tiered systems of support for behavior, in addition to providing more social-emotional supports for students so they may engage more fully in the school setting.
- There is a need to provide intervention and enrichment (clubs, sports, specialty classes) opportunities for students to increase their sense of belonging in school.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Information System Report - Increase districtwide average daily attendance	95.9%	96.1%	96.3%	96.5%
Student Information System Report - Decrease the rate of chronic absenteeism	2.5%	2.3%	2.1%	1.9%
Student Information System Report - Maintain middle school dropout rate	0%	0%	0%	0%

Student Information System Report - Decrease student suspension rate	Districtwide: 2.7%	Districtwide: 2.5%	Districtwide: 2.3%	Districtwide: 2.1%
Student Information System Report - Decrease expulsion rate	.1% (2 students)	0% (0 students)	0%	0%
Parent Surveys - Maintain percentage of parents who report they are aware of how to become involved in their child's school at 80% or greater	95%	80% or greater	80% or greater	80% or greater
Parent Surveys - Increase percentage of parents' who report they are aware of how to become involved at the district level	53%	63%	73%	80% or greater
Parent Surveys - Increase percentage of parents' who are aware of how to get involved in decision-making committees at the school or district level	53%	60%	65%	70%
Parent Surveys - Maintain percentage of parents who report they are invited to participate in school activities	90.5%	80% or greater	80% or greater	80% or greater
Student, Staff, and Parent Surveys - Increase/Maintain the percentage of stakeholders in each group who report that the schools are safe	Students: 71% Staff: 92.5% Parents/Community: 98%	Students: 75% Staff: 80% or greater Parents/Community: 80% or greater	Students: 80% or greater Staff: 80% or greater Parents/Community: 80% or greater	Students: 80% or greater Staff: 80% or greater Parents/Community: 80% or greater

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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:**

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

Specific Student Group(s): English Learners

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Parent Learning Opportunities.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Parent Learning Opportunities.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide Parent Learning Opportunities.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$12,000

Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase Communication with Parents \*Support Personnel \*Tele-parent messaging system \*District Online Student Information System with Parent Portal \*Newsletters/Correspondence

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase Communication with Parents \*Support Personnel \*Tele-parent messaging system \*District Online Student Information System with Parent Portal \*Newsletters/Correspondence

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; See Goal 2, Action 2 Services and Other Operating Expenses	Services and Other Operating Expenses; See Goal 2, Action 2 Services and Other Operating Expenses	Services and Other Operating Expenses; See Goal 2, Action 2 Services and Other Operating Expenses
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; See Goal 1, Action 2 Classified Salaries	Classified Salaries; See Goal 1, Action 2 Classified Salaries	Classified Salaries; See Goal 1, Action 2 Classified Salaries
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; See Goal 1, Action 2 Employee Benefits	Employee Benefits; See Goal 1, Action 2 Employee Benefits	Employee Benefits; See Goal 1, Action 2 Employee Benefits

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

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

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

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
Monitor Attendance to Provide Counseling Outreach Intervention and Motivate Good Attendance	Monitor Attendance to Provide Counseling Outreach Intervention and Motivate Good Attendance	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; See Goal 1, Action 1 Certificated Salaries	Certificated Salaries; See Goal 1, Action 1 Certificated Salaries	Certificated Salaries; See Goal 1, Action 1 Certificated Salaries
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; See Goal 1, Action 1 Employee Benfits	Employee Benefits; See Goal 1, Action 1 Employee Benfits	Employee Benefits; See Goal 1, Action 1 Employee Benfits

### Action 4

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



**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Improve Student Engagement and School Climate \*Student Special Interest Clubs and Sports Programs \*Saturday School and Detention \*Safe and Civil School Program Contract for PD \*CHAMPS PD for School Implementation Teams

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Improve Student Engagement and School Climate \*Student Special Interest Clubs and Sports Programs \*Saturday School and Detention \*Safe and Civil School Program Contract for PD \*CHAMPS PD for School Implementation Teams

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries; See Goal 1, Action 8 Certificated Salaries	Certificated Salaries; See Goal 1, Action 8 Certificated Salaries	Certificated Salaries; See Goal 1, Action 8 Certificated Salaries
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; See Goal 1, Action 8 Classified Salaries	Classified Salaries; See Goal 1, Action 8 Classified Salaries	Classified Salaries; See Goal 1, Action 8 Classified Salaries
Amount	\$6,000 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; See Goal 1, Action 8 Employee Benefits	Employee Benefits; See Goal 1, Action 8 Employee Benefits	Employee Benefits; See Goal 1, Action 8 Employee Benefits
Amount	\$5,000 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; See Goal 1, Action 8 Books and Supplies	Books and Supplies; See Goal 1, Action 8 Books and Supplies	Books and Supplies; See Goal 1, Action 8 Books and Supplies

## Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Develop the "whole child" by focusing on academic, social, and overall health through expanding and maintaining partnerships with: Pacific Clinics, SPIRITT Family Services, THINK Together, Rio Hondo College, and PIH education program	Develop the "whole child" by focusing on academic, social, and overall health through expanding and maintaining partnerships with: Pacific Clinics, SPIRITT Family Services, Creative Brain, Rio Hondo College, and PIH education program	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Goal 1, Action 5 Books and Supplies	Books and Supplies; Goal 1, Action 5 Books and Supplies	Books and Supplies; Goal 1, Action 5 Books and Supplies

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$4,278,223

Percentage to Increase or Improve Services:

34.55%

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](#)).

### Supplemental and Concentration Use of Funds

The actions in the LCAP principally directed to support achievement of students in the unduplicated count are identified below. Each action is provided districtwide and the students comprising the unduplicated count in each action are low income, English learners, and foster youths.

#### **Goal 1**

#### Action 2: Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff

Support staff is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to support staff beyond the base program for targeted outreach, performance monitoring, communication with students' families, and alignment of intervention, counseling support, and/or other resources as needed. Providing social and emotional well-being services fosters academic achievement and engagement in school.

#### Action 4: Provide Standards-Aligned Supplemental Instructional Materials to Support Implementation of California Standards

Supplemental instructional materials are principally directed and effective in meeting the needs of low income, English learner, and foster youth students because they increase access to services beyond the base program. These materials help teachers to differentiate lessons by targeting instruction to students' individual learning needs to accelerate mastery of foundational skills.

#### Action 7: Provide Intervention and Enrichment Opportunities Outside of School Hours

Intervention and enrichment opportunities outside of school hours are principally directed and effective in meeting the needs of low income, English learner, and foster youth students. A Response to Intervention model is part of each school's articulated, tiered system to support students in the unduplicated count to access targeted instruction at greater levels of intensity to accelerate learning for improved academic achievement. Enrichment opportunities provide students with meaningful experiences to fill opportunity gaps and to motivate engagement, achievement, and success in school.

Action 8: Provide Intervention Teachers on Special Assignment

Intervention teachers are principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to differentiated learning opportunities beyond the base program by providing one-to-one and small group instruction to promote students' academic achievement in school.

Action 9: Class Size Reduction Grades 4-8

Class size reduction in grades 4-8 is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action to decrease the student to teacher ratio is an evidence-based reform recognized to yield higher test scores, better attendance, and improved grades.

Action 10: Technology Staff to Support Instructional Technology Integration for Increased Engagement and Achievement

Technology support staff is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to effective technology-rich instructional resources for enhanced learning opportunities beyond the base program. Providing support for students to access devices and online programs motivates learning and increases engagement.

**Goal 2**

Action 1: Provide Professional Development for Teachers and Support Staff to Increase Student Achievement

Professional development is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action improves instruction beyond the base program by providing teachers with enhanced instructional strategies, as well as collaboration and planning time to meet the needs of struggling students to promote learning.

Action 3: Provide Intervention Resources

Intervention resources are principally directed and effective in meeting the needs of low income, English learner, and foster youth students because they increase access to services beyond the base program. These resources help teachers to differentiate lessons by targeting instruction to students' individual learning needs to accelerate mastery of foundational skills.

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LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$4,199,142

Percentage to Increase or Improve Services:

35.13%

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](#)).

## Supplemental and Concentration Use of Funds

The actions in the LCAP principally directed to support achievement of students in the unduplicated count are identified below. Each action is provided districtwide and the students comprising the unduplicated count in each action are low income, English learners, and foster youths.

### **Goal 1**

#### Action 2: Recruit, Retain, and Hire Fully Credentialed Teachers and Qualified Support Staff

Support staff is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to support staff beyond the base program for targeted outreach, performance monitoring, communication with students' families, and alignment of intervention, counseling support, and/or other resources as needed. Providing social and emotional well-being services fosters academic achievement and engagement in school.

#### Action 4: Provide Standards-Aligned Supplemental Instructional Materials to Support Implementation of California Standards

Supplemental instructional materials are principally directed and effective in meeting the needs of low income, English learner, and foster youth students because they increase access to services beyond the base program. These materials help teachers to differentiate lessons by targeting instruction to students' individual learning needs to accelerate mastery of foundational skills.

#### Action 7: Provide Intervention and Enrichment Opportunities Outside of School Hours

Intervention and enrichment opportunities outside of school hours are principally directed and effective in meeting the needs of low income, English learner, and foster youth students. A Response to Intervention model is part of each school's articulated, tiered system to support students in the unduplicated count to access targeted instruction at greater levels of intensity to accelerate learning for improved academic achievement. Enrichment opportunities provide students with meaningful experiences to fill opportunity gaps and to motivate engagement, achievement, and success in school.

#### Action 8: Provide Intervention Teachers on Special Assignment

Intervention teachers are principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to differentiated learning opportunities beyond the base program by providing one-to-one and small group instruction to promote students' academic achievement in school.

#### Action 9: Class Size Reduction Grades 4-8

Class size reduction in grades 4-8 is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action to decrease the student to teacher ratio is an evidence-based reform recognized to yield higher test scores, better attendance, and improved grades.

#### Action 10: Technology Staff to Support Instructional Technology Integration for Increased Engagement and Achievement

Technology support staff is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action increases students' access to effective technology-rich instructional resources for enhanced learning opportunities beyond the base program. Providing support for students to access devices and online programs motivates learning and increases engagement.

## Goal 2

### Action 1: Provide Professional Development for Teachers and Support Staff to Increase Student Achievement

Professional development is principally directed and effective in meeting the needs of low income, English learner, and foster youth students. This action improves instruction beyond the base program by providing teachers with enhanced instructional strategies, as well as collaboration and planning time to meet the needs of struggling students to promote learning.

### Action 3: Provide Intervention Resources

Intervention resources are principally directed and effective in meeting the needs of low income, English learner, and foster youth students because they increase access to services beyond the base program. These resources help teachers to differentiate lessons by targeting instruction to students' individual learning needs to accelerate mastery of foundational skills.

## Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$17,709,297	\$17,810,850	\$17,997,455	\$18,448,395
1000-1999 Certificated Salaries	8,626,297	8,556,700	8,815,955	8,922,895
2000-2999 Classified Salaries	3,582,000	3,621,500	3,621,000	3,664,000
3000-3999 Employee Benefits	4,535,000	4,546,750	4,943,500	5,234,500
4000-4999 Books and Supplies	759,000	904,400	415,000	420,000
5000-5999 Services and Other Operating Expenses	207,000	181,500	202,000	207,000

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$17,709,297	\$17,810,850	\$17,997,455	\$18,448,395
Other State Revenues	3,201,566	3,263,450	3,334,723	3,398,034
Federal Revenues - Title I	442,694	406,000	439,661	442,631
Federal Revenues - Title II	74,535	65,000	75,035	75,535
Federal Revenues - Title III	44,360	45,900	38,700	32,040
Other Federal Funds	346,000	327,000	350,000	353,000
Other Local Revenues	461,000	517,000	161,500	163,000
LCFF Base/Not Contributing to Increased or Improved Services	8,940,000	9,003,000	9,269,112	9,539,632
LCFF S & C/Contributing to Increased or Improved Services	4,199,142	4,183,500	4,328,724	4,444,523



Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$17,709,297	\$17,810,850	\$17,997,455	\$18,448,395
1000-1999 Certificated Salaries	Other State Revenues	1,452,449	1,488,300	1,504,866	1,546,996
1000-1999 Certificated Salaries	Federal Revenues - Title I	257,694	238,500	256,161	251,631
1000-1999 Certificated Salaries	Federal Revenues - Title II	60,535	50,000	60,535	60,535
1000-1999 Certificated Salaries	Federal Revenues - Title III	29,360	29,400	23,700	18,040
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,542,000	4,485,000	4,592,112	4,638,332
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	2,284,259	2,265,500	2,378,581	2,407,361
2000-2999 Classified Salaries	Other State Revenues	881,000	867,500	880,000	886,000
2000-2999 Classified Salaries	Federal Revenues - Title I	63,000	66,000	64,000	64,000
2000-2999 Classified Salaries	Other Federal Funds	250,000	225,000	250,000	250,000
2000-2999 Classified Salaries	Other Local Revenues	55,000	60,000	56,000	57,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,713,000	1,778,000	1,743,000	1,773,000
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	620,000	625,000	628,000	634,000
3000-3999 Employee Benefits	Other State Revenues	834,117	848,250	934,857	950,038
3000-3999 Employee Benefits	Federal Revenues - Title I	102,000	86,500	109,500	117,000
3000-3999 Employee Benefits	Federal Revenues - Title II	4,000	0	4,500	5,000
3000-3999 Employee Benefits	Federal Revenues - Title III	3,000	5,000	3,000	2,000
3000-3999 Employee Benefits	Other Federal Funds	96,000	102,000	100,000	103,000
3000-3999 Employee Benefits	Other Local Revenues	6,000	7,000	5,500	6,000
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	2,410,000	2,425,000	2,649,000	2,838,300
3000-3999 Employee Benefits	LCFF S & C/Contributing to	1,079,883	1,073,000	1,137,143	1,213,162

		Increased or Improved Services			
4000-4999 Books and Supplies	Other State Revenues	34,000	59,400	15,000	15,000
4000-4999 Books and Supplies	Federal Revenues - Title I	20,000	15,000	10,000	10,000
4000-4999 Books and Supplies	Other Local Revenues	400,000	450,000	100,000	100,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	150,000	190,000	150,000	150,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	155,000	190,000	140,000	145,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	10,000	15,000	10,000	10,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	12,000	11,500	12,000	12,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	125,000	125,000	135,000	140,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	60,000	30,000	45,000	45,000

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

CONDITIONS OF LEARNING - STATE PRIORITIES 1, 2, AND 7

Goal Area: Basic Services, Implementation of State Standards, and Course Access

*Goal 1: Learning conditions will be maintained or improved for all students, including basic services, the implementation of state standards, and course access.*

All Funding Sources	\$17,528,700	\$17,967,140
Other State Revenues	3,240,723	3,303,034
Federal Revenues - Title I	398,161	399,631

Federal Revenues - Title III	18,980	13,320
Other Federal Funds	350,000	353,000
Other Local Revenues	61,500	63,000
LCFF Base/Not Contributing to Increased or Improved Services	9,194,112	9,459,632
LCFF S & C/Contributing to Increased or Improved Services	4,265,224	4,375,523

PUPIL OUTCOMES - STATE PRIORITIES 4 AND 7

Goal Area: Pupil Achievement and Other Student Outcomes

Standardized Test Results

- Goal 2.0: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in English Language Arts/Literacy.
- Goal 2.1: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in Mathematics.

A-G: Not Applicable

CTE Course Sequence Completion: Not Applicable

Advanced Placement Scores: Not Applicable

EAP Results: Not Applicable

On Time Progress of English Learners towards English Proficiency and Reclassification:

- Goal 2.2 English learners will make yearly progress in English language proficiency.

Progress towards percent proficient in English for English learners is to be determined. The ELPAC field test will be conducted in 2018.

- Goal 2.3 English learners will meet the criteria for reclassification within 5 years of instruction in English.
- Goal 2.4 The percentage of English learners that meet the criteria for reclassification will increase to 10% proficient and will maintain or exceed 10% yearly thereafter.

Local Assessments Used as Other Indicators of Student Performance

- Goal 2.5: By the end of each academic school year, all students who are below grade level standards will be provided appropriate interventions in English Language Arts and Mathematics.
- Goal 2.6: By the end of each academic school year, 75% of K-2 students will meet or exceed grade level standards as measured by district assessments in English Language Arts, Mathematics, and keyboarding skills.

All Funding Sources	\$456,755	\$469,255
Other State Revenues	94,000	95,000
Federal Revenues - Title I	41,500	43,000
Federal Revenues - Title II	75,035	75,535
Federal Revenues - Title III	7,720	6,720
Other Local Revenues	100,000	100,000
LCFF Base/Not Contributing to Increased or Improved Services	75,000	80,000
LCFF S & C/Contributing to Increased or Improved Services	63,500	69,000

ENGAGEMENT - STATE PRIORITIES 3, 5, AND 6

Goal Area: Parent Involvement, Pupil Engagement, and School Climate

*Goal 3: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement and pupil engagement with regards to attendance and maintaining a positive school climate.*

All Funding Sources	\$12,000	\$12,000
Federal Revenues - Title III	12,000	12,000

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual

CONDITIONS OF LEARNING - STATE PRIORITIES 1, 2, AND 7

Goal Area: Basic Services, Implementation of State Standards, and Course Access

*Goal 1: Learning conditions will be maintained or improved for all students, including basic services, the implementation of state standards, and course access.*

All Funding Sources	\$16,905,042	\$16,989,250
Other State Revenues	3,100,566	3,171,450
Federal Revenues - Title I	401,694	360,000
Federal Revenues - Title III	24,640	27,800
Other Federal Funds	346,000	327,000
Other Local Revenues	61,000	67,000
LCFF Base/Not Contributing to Increased or Improved Services	8,865,000	8,928,000
LCFF S & C/Contributing to Increased or Improved Services	4,106,142	4,108,000

PUPIL OUTCOMES - STATE PRIORITIES 4 AND 7

Goal Area: Pupil Achievement and Other Student Outcomes

Standardized Test Results

Goal 2.0: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in English Language Arts/Literacy.

Goal 2.1: By the end of the 2019-20 school year, students in grades 3-8 will meet or exceed the county grade level averages as measured by the SBAC in Mathematics.

A-G: Not Applicable

CTE Course Sequence Completion: Not Applicable

Advanced Placement Scores: Not Applicable

EAP Results: Not Applicable

On Time Progress of English Learners towards English Proficiency and Reclassification:

Goal 2.2 English learners will make yearly progress in English language proficiency.

- Progress towards percent proficient in English for English learners is to be determined. The ELPAC field test will be conducted in 2018.

Goal 2.3 English learners will meet the criteria for reclassification within 5 years of instruction in English.

Goal 2.4 The percentage of English learners that meet the criteria for reclassification will increase to 10% proficient, and will maintain or exceed 10% yearly thereafter.

Local Assessments Used as Other Indicators of Student Performance

Goal 2.5: By the end of each academic school year, all students who are below grade level standards will be provided appropriate interventions in English Language Arts and Mathematics.

Goal 2.6: By the end of each academic school year, 75% of K-2 students will meet or exceed grade level standards as measured by district assessments in English Language Arts, Mathematics, and keyboarding skills.

All Funding Sources	\$792,255	\$810,100
Other State Revenues	101,000	92,000
Federal Revenues - Title I	41,000	46,000
Federal Revenues - Title II	74,535	65,000
Federal Revenues - Title III	7,720	6,600
Other Local Revenues	400,000	450,000
LCFF Base/Not Contributing to Increased or Improved Services	75,000	75,000
LCFF S & C/Contributing to Increased or Improved Services	93,000	75,500

ENGAGEMENT - STATE PRIORITIES 3, 5, AND 6

Goal Area: Parent Involvement, Pupil Engagement, and School Climate

*Goal 3: Stakeholders, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement and pupil engagement with regards to attendance and maintaining a positive school climate.*

All Funding Sources	\$12,000	\$11,500
Federal Revenues - Title III	12,000	11,500

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