

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

Lennox

Contact Name and Title

Becki Blanco
Chief Instructional Officer

Email and Phone

becki_blanco@lennoxk12.org
(310) 695-4000

2017-20 Plan Summary

The Story

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

The Lennox School District consists of five elementary schools and one middle school. The Lennox community is an unincorporated 1.2 sq. mile area of Metropolitan Los Angeles situated between the cities of Hawthorne, Inglewood, and adjacent to the Los Angeles International Airport. Lennox has a total population of 28,210 people living in just over one square mile, making it one of the densest population centers in the United States. More than 90% of Lennox residents are Hispanic with 70% of the Hispanic population from a single country of origin, Mexico. In fact, nearly 50% of Lennox residents are foreign born, making it a major port of entry for the United States. English learners comprise 47% of the total school population in Lennox. 95% of Lennox students receive free or reduced lunch. Our staff is hardworking, dedicated and passionate with a vested interest in providing the best education possible to our students. Lennox School District has a history of amazing programs academically as well as in the arts. It serves approximately 5,000 students. Each elementary school offers a school readiness and preschool program. Lennox Enrichment After-School Program (LEAP) is also offered at all of our school sites. It is an exciting time in Lennox School District as we continue to provide our students with STEAM (Science, Technology, Engineering, Arts and Mathematics) experiences in the classroom. Students also learn in 21st century classrooms that are equipped with learning tools such as i-pads and computers that support academic growth. We have implemented a School of Engineering at Buford Elementary, Felton Elementary and Lennox Middle School. In January 2018 the district launched a dentistry program at three elementary schools. Parent involvement is evident in all of our schools. In addition to supporting learning at home, parents volunteer hundreds of hours at our schools. Lennox School District encourages parental involvement at all levels and on each school campus. Each school has a parent center that can assist parents in finding ways to become more involved in their child's education.

LCAP Highlights

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

LCAP Highlights

We continue to work closely with our stakeholders and analyze state and local assessments and to ensure a focus on the needs of our unduplicated population. The following are our six LCAP goals and key features of each goal.

1. The District will foster an environment that builds capacity and encourages parent participation.
 - Parent Centers at each Campus supported by Parent Liaison
 - Variety of parent classes, workshop and opportunities to attend conferences
2. All students in Lennox will be grade level competent in math at the end of each grade level.
 - District TOSA/Coach to support elementary teachers
 - TOSA and intervention teacher to support the middle school
 - Professional Development for teachers
 - Core and supplemental math materials
3. All students in Lennox will be readers at the end of grade 3.
 - Intervention teachers to work with at risk students primary students in the elementary schools
 - District TOSA/Coach to support ELA instruction
 - Professional Development for teachers
4. All students will leave the Lennox School District prepared for college and career ready courses.
 - Support for EL students including extended learning opportunities
 - Lower class sizes
 - Physical Education opportunities
 - Career Pathways (School of Engineering, Dentistry and Business)
 - Technology
5. The District will provide specialized programs beyond the core.
 - Counselors at all elementary schools
 - 5th grade outdoor school
 - College field trip for students
6. The District will provide a safe environment conducive to learning
 - Security and contract with LA County Sheriff
 - Mentoring and anti-bullying programs

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

After a detailed analysis of the CA dashboard we are proud of the suspension rate at our elementary schools. All five of our elementary schools are in the blue or green performance band. Also, our overall district performance in mathematics is in the "yellow" performance band. Our district increased performance in mathematics with three elementary schools performing in the "green" performance band and with two schools making significant increases. In ELA four out of five elementary schools increased, with two of them making significant increases.

We are also proud of our attendance rate and our efforts in engaging students through 21st century learning and career pathways such as our Schools of Engineering and Dentistry which have contributed to students attending school on a regular basis.

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?

Based on the Fall 2017 Dashboard our greatest needs are as follows: in the area of Language Arts our "all" student group as well as English learners, Hispanic and low income students are performing in the "orange" performance band. Students with disabilities are performing in the "red" performance band. On the English learner rubric our students are performing in the "red" performance band. In the areas of math and suspension, our students with disabilities are performing in the "orange" performance band as African American students in suspension.

Lennox Middle School continues to perform in the "orange performance band in all areas. They declined significantly with English learners on the EL rubric and declined on the English language arts LCFF rubric.

To address these identified needs the district is implementing Multi-tiered systems of support throughout the district in hope that providing seamless supports and interventions, academically and behaviorally, will provide a structure that reduces suspensions rates and increases academic performance rates. The District continues to provide full time counselors at each school to address the social/emotional challenges of our students. The district will provide focused professional development on the needs of English learners. A focus on the standards, strategies and the new ELPAC assessment will be included. The District will continue with the successful summer program for English learners targeting the needs of our long term English learners. The District will also continue to provide a reading intervention teacher at each elementary school and math support teacher at the middle school to insure targeted needs are met. Lennox Middle revised their master schedule for the 2018-19 school year that will provide greater learning time for core subjects.

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?

There is a performance gap on the suspension LCFF Rubric between "all" students and African American and Pacific Islander subgroups. These two groups are relatively small sub-groups in the district. The district will address this gap through the implementation of structured supports including counseling and mentoring.

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

The District's goal is to provide a college going culture for all students. In order to insure this goal is met the following are important actions that the district will implement that will increase or improve services for low income students, foster youth and English learners:

Implement career pathways such as the School of Engineering, the School of Dentistry, a leadership program and a business program; these programs provide students with the opportunity to receive instruction from professionals within each of these fields. The programs create opportunities for students to understand how the standards that they are learning in school are connected to "real world" careers.

Counseling services are provided at all schools; in addition **mentoring programs** are available at Lennox Middle School. These services provide increased services to low income students, foster youth and English learners who may have social/emotional and/or behavior needs.

Provide technology devices that allow all students to have access to technology to support 21st Learning. Providing our low income students with technology allows students who otherwise may not have access to technology an opportunity to use technology on a regular basis to support their learning.

Implement a **Multi-tiered System of Support** school wide to insure academic and behavioral supports and intervention are implemented in a systematic fashion. This will provide students with seamless support in meeting their varied needs.

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

\$71,092,191

DESCRIPTION

AMOUNT

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

\$69,787,521

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.

The following expenditures are not specified in the District's LCAP however are in the district's budget:

- Special Education Contribution - \$8,694,836
- Contribution to Child Development Fund (School Readiness) -\$231,227

Total Projected LCFF Revenues for LCAP Year

\$58,336,502

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Goal 1: The District will foster an environment that builds capacity and encourages parent participation.

Goal 1: In the Lennox School District, parent involvement is highly valued and important. Within each goal of the LCAP there is an intention that parents will be involved, however this goal focuses specifically on responding to requests of parents to be deeply involved in the Lennox Schools.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Number of Parents who attend classes	2017-18 Target = 300 parents attend classes	369 parents attended classes (met)
Number of Parents attending District Workshops	2017-18 Target = increase to 30 parents per school	59 parents per school attended district workshops (met)
Increase Parent Engagement using a Parent Satisfaction Survey	2017-18 Satisfied with opportunities for family involvement? (Target - 87%) Number of times parents visited the Parent Center (Target - 76%) How welcome do you feel at the parent center?(Target = 85%)	Satisfied with opportunities for family involvement - 93% (usually and always) (met) Number of times parents visited the Parent Center - 64% visited 1- more than 10 times (not met) How welcome do you feel at the parent center - 78% welcomed or very welcomed (not 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide parent liaisons to coordinate parent centers at each school site.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent liaisons staffed parent centers at each school site. The liaisons provided space at each school in which parents met and collaborated with each other and staff as well as received parent training. The liaisons ensured that parents received timely and accurate information and coordinated all parent activities and workshops.</p>	<p>2000-2999 Classified Salaries - LCFF: \$178,000</p> <p>3000-3999 Employee Benefits - LCFF: \$85,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$196,339</p> <p>3000-3999 Employee Benefits - LCFF: \$112,710</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide parent education classes throughout the year (i.e. English classes, technology classes and academic support</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District continued to have partnerships with LA City College, Southwest College, Cesar James and the Inter-American Adult School to provide a variety of parent classes including, ESL, computer software, business classes and GED. In addition the District TOSA's provided parent trainings including Mindset Workshops and Social Justice through the Parent Centers. Trainings on how to support students with math, use of technology, preparing for testing, and reclassification of English Language</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$77,500</p> <p>2000-2999 Classified Salaries - LCFF: \$10,000</p> <p>4000-4999 Books and Supplies - LCFF: \$14,200</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$61,837</p> <p>2000-2999 Classified Salaries - LCFF: \$13,676</p> <p>4000-4999 Books and Supplies - LCFF: \$1,710</p> <p>3000-3999 Employee Benefits - LCFF: \$507</p>

	Learners were also provided		
--	-----------------------------	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for parent leaders to attend a variety of conferences that will support their students (such as CABE conferences, LMU Bilingual Conference, Safe Schools Conference)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff and parents attended state and regional CABE conferences in which parents took part in workshops on student achievement, strategies for success, and English learners related topics.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$27,000</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$10,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,319</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$2,142</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 parents with curriculum workshops provided the Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology and mathematics; particular attention will be provided to parents in the area of math and the importance of supporting their students in obtaining math fluency</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Dual language information sessions were provided for parents to help the community understand the purpose and potential advantages of the program for their students. ELPAC, math, ELA, technology, and Growth Mindset workshops and information were provided through multiple experiences that included District and site hosted classes and workshops.</p>		: \$0

Action 5

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

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	5000-5999 Services and Other Operating Expenses - LCFF: \$30,000	5000-5999 Services and Other Operating Expenses - LCFF: \$8,000
<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide parents with training on how to provide social and emotional support to their children and creating a college growing culture</p>	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district promoted a college-going atmosphere through inviting parents on college field trips and college workshops through the site parent centers. Socio-emotional training was presented by a counselors to parents as well as classes on Growth Mindset were held in the parent center. The District partnered with Juntos to provide workshops for parents and parent support in the area of social and emotional needs. The District also contracted with PIQUE to provide parent training.</p>		

Analysis

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

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

All of the actions in this goal have been implemented this year. The Parent Centers, led by the parent liaisons, are visited regularly by parents at each school. Parent education classes in a variety of areas are offered throughout the district. Included are classes to help parents support their students academically and with technology. Parent workshops have been provided by the district on strategies for meeting the social/emotional needs of students. Parents leaders have had opportunities to attend state and local conferences, including CABE.

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

Parent involvement is a high priority in the Lennox School District. This goal continues to be effective based on the number of parents who have visited and participated in Parent Center activities. The District regularly surveys parents to identify workshops and classes that parents would like to participate in throughout the year. The workshops that have been most popular are those that address the social/emotional needs of students. Parent leadership has been developed. Parents are regular participants in leadership positions on the school site council, ELACs and DELACS and the District School Leadership Team. Parent Liaisons have provided valuable connections between the school and parents in many of the school activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal overall. There was an increase from budgeted to actual expenditures in classified salaries and benefits due to contractual changes. However there was a decrease from the budgeted to the actual expenditures in contracted services as a result of the service contracts that were approved.

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.

All actions will continue to be implemented in the 2018-19 year 2 of the plan. Based on input from parents, the district will provide some parent workshops on the AVID program so that parents have a better understanding of this program and how it impacts their children's goals to be college

ready. This will not require an additional action however under Action #4 AVID parent workshops will be provided.

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>SBAC math grades 3-8 including subgroups - percentage of students meeting or exceeding standards</p> <p>2017-18 SBAC:</p> <p>Grades 3-5 - 40% (all)</p> <p>Grade 6-8 -26% (all)</p> <p>English learners - 19%</p> <p>Students with Disabilities - 9%</p> <p>Low income - 34%</p>	<p>Spring SBAC 2017</p> <p>Grades 3-5 (all) - 38% (not met)</p> <p>Grade 6-8 (all) - 17% (not met)</p> <p>English learners - 7% (not met)</p> <p>Students with disabilities - 2% (not met)</p> <p>Low income - 29% (not met)</p>
<p>SWUN Math Trimester Benchmarks (percent meeting or exceeding standards)</p> <p>2017-18 SWUN Math:</p> <p>K-5 (all students) - 70%</p> <p>K-5 English learners - 60%</p> <p>K-5 Students with Disabilities - 55%</p>	<p>SWUN Math Trimester 2</p> <p>K-5 (all students) - 65% (not met)</p> <p>K-5 English learners - 54% (not met)</p> <p>K-5 Students with disabilities - 57% (met)</p>
<p>Middle School Curriculum Embedded Assessment percent of students meeting or exceeding grade level standards</p> <p>2017-18</p> <p>Grades 6-8 (all students) - 14%</p>	<p>Math Interim Assessment Results</p> <p>percent of students "at or near" Middle school:</p> <ul style="list-style-type: none"> • Expressions and Equations (6-8) - 45% (met) • Number System(6-8) - 48%(met) • Functions (8th grade)- 39% (met) • Ratios (7th grade) - 43%(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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District continued to contract with SWUN Math to provide a standards aligned math program, on-line support, professional development and coaching for all students and teachers in grade K-5</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$230,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$230,000</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$100,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Provide coaching to all teachers on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: all elementary</p> <p>Teachers at all elementary schools were provided with release time to meet with SWUN math coaches. The focus of the coaching was on how to provide high quality lessons that are accessible for low income, English learners and foster youth. The coaching sessions are data driven with coaches and teachers specifically analyzing student data and determine next instructional steps.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$30,800</p> <p>3000-3999 Employee Benefits - LCFF: \$4,200</p>	<p>1000-1999 Certificated Salaries - LCFF: \$21,291</p> <p>3000-3999 Employee Benefits - LCFF: \$3,862</p>

Action 3

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 6-8</p> <p>Provide 1 FTE to support intervention in grades 6-8 to provide additional support for students in math to meet the needs of students not meeting grade level standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: LMS</p> <p>An additional FTE was provided to Lennox Middle School to provide additional support for low income and English Learner students not meeting grade level standards in math.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$66,000 3000-3999 Employee Benefits - LCFF: \$19,350</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$99,831 3000-3999 Employee Benefits - Federal Revenues - Title I: \$29,635</p>
---	--	--	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students in grades 3-5 took one computer assisted assessment in fractions and one performance task for each grade level. Data from these assessments were used to identify strengths and areas of challenge for students with instructional modifications being identified.</p> <p>All students in grades 6-8 used the interims in a variety of ways. These assessments were used both for progress monitoring as well as for instructional purposes.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,500 3000-3999 Employee Benefits - LCFF: \$500</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,612 3000-3999 Employee Benefits - LCFF: \$836</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>1000-1999 Certificated Salaries - LCFF: \$100,000 3000-3999 Employee Benefits - LCFF: \$30,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$75,393 3000-3999 Employee Benefits - LCFF: \$17,984</p>

<p>Location: All Schools</p> <p>Continue to provide 1 FTE District mathematics specialist to provide coaching support to teachers in implementing California Content Standards in math and to address the implementation of the mathematical practices. Providing teachers with strategies to support differentiation will also be a focus</p>	<p>Location: All Schools</p> <p>The district continued to provide a District math specialist to support teachers in implementing the standards and math practices with a focus on differentiation to support low income students and ELs. The math specialist transitioned from a classroom position in November, therefore not all of the budgeted funds were expended.</p>		
--	--	--	--

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: K-5</p> <p>Provide consumable math materials for all students in grades K-5</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: K-5</p> <p>The District provided printed materials of the SWUN Math Program for all students so that students would have both printed and on-line options.</p>	<p>4000-4999 Books and Supplies - LCFF: \$200,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$138,791</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: grades 6-8</p> <p>Purchase and implement MathSpace and supplemental math program to support math instruction and student achievement in the middle school</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: grades 6-8</p> <p>MathSpace was purchased this year. However based on the low levels of usage, it has been determined that this program will not be renewed for next year.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$18,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$18,000</p>

Action 8

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

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop common understandings among principals about mathematical practices so that the principals are able to monitor and provide feedback to teachers regarding the implementation of mathematical practices during instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Chief of Instructional Services regularly visits classrooms with principals. Throughout the year an area of focus has been on implementation of mathematical practices. Through this process the principals have begun to develop a common understanding of key areas to look for and provide feedback to teachers.</p>		
--	---	--	--

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This action was not completed this year. However we believe this is an important action and therefore will be scheduled for year 2.</p>	<p>extra duty - 1000-1999 Certificated Salaries - LCFF: \$7,000</p>	<p>: \$0</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>		<p>: \$0</p>

<p>Location: All Schools</p> <p>Provide professional development and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.</p>	<p>Location: All Schools</p> <p>The District provided an overview training for all elementary teachers and math and science teachers at LMS on Universal Design for Learning. The focus of this training was on understanding the importance of developing strategies for students to demonstrate their knowledge in alternative ways other than through reading and writing.</p>		
---	---	--	--

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a .5 FTE to coach math teachers in implementing mathematical practices in the classroom that meet the needs of the diverse learners at Lennox Middle School</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: LMS</p> <p>The District hired a .5 FTE for the middle school to support the implementation of mathematical practices to meet the needs of low income students and ELLs.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$48,000</p> <p>3000-3999 Employee Benefits - LCFF: \$11,606</p>	<p>1000-1999 Certificated Salaries - LCFF: \$48,985</p> <p>3000-3999 Employee Benefits - LCFF: \$12,358</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.

With the exception of actions 7 and 8 all of the actions in this goal have been implemented. The District continued to provide support in the area of math in a variety of ways. At the elementary level, SWUN Math instructional materials and professional development have been provided. The District's math specialist provides supported to all teachers in the area of math with a focus on instructional strategies to meet the differentiated needs of students. Principals participated on regular walkthroughs with the Chief Instructional Officer to discuss the implementation of mathematical practices in the classroom. A part time math coach worked at the middle school to provide direct support to the middle school math teachers.

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

At the elementary level math achievement continues to grow at all grade levels. Teachers are at different levels of implementation using differentiated strategies. Staff continued to examine a variety of data including SBAC, STAR Math, and interim assessments to identify areas of student needs. The staff has received coaching support from SWUN math as well as the District math specialist with a focus on using differentiated strategies. At the middle school additional support from a part time math coach has worked with the math department to review data and determine instructional next steps. The middle school also received a math support teacher to provide additional, targeted intervention support. The effectiveness of these two actions is inconclusive at this time. Due to the large skill and knowledge gap with specific groups of students the effectiveness of these two actions in isolation is challenging to determine. The persistent middle school's poor performance in math and the actions to rectify this will need to be implemented for at least one more year to determine if they will be considered to be successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal overall. There are differences in the amounts budgeted to the actual expenditure in actions 3 and 5 as a result of the intervention teacher that was hired was at a higher step on the salary schedule and the district TOSA was on a lower salary step. For actions 2 and 3 the District determined that these expenditures would be included in the Title 1 budget and therefore did not expend LCFF funds for these 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.

As a result of Lennox Middle performing on the "orange performance" level on the LCFF rubric, for the 2018-19 school year the district will provide additional training and support through Carnegie Learning in the area of math at the middle school. This is reflected in goal 2 Action 9 . The math intervention program at Lennox Middle School will be revised to become more standards aligned. The District will purchase an on-line math support and intervention program for Lennox Middle School. This action will be in goal 2, Action 11 The District's students with disabilities are performing on the "orange performance" level in math. The District will begin to implement MTSS supports at all schools. In addition two of our elementary schools will be piloting universal design for learning. These two initiatives include meeting the needs of students with disabilities. Specifically for students with disabilities, the district will continue to train and implement co-teaching to insure students have greater access to the core and a learning center model that will provide more intense support for those students needing this level of instruction. This action will be found in Goal 2 action 12.

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
SBAC 3rd grade ELA percent meeting or exceeding standards	2017-18 SBAC 3rd Grade All students - 42% English learners - 37% Students with Disabilities - 7%	SBAC 3rd Grade 3rd grade (all) - 51% (met) 3rd grade English learners -26% (not met) 3rd grade Students with disabilities - 6% (not met)
Wonders Reading Assessment (percent of students meeting grade level standards)	2017-18 Wonders Grades k-1 (all students)- 80% Grade 2 (all students) - 35% Grade 3 (all students)- 15%	Wonders Trimester 2 Grades K-1 - all students - 81%(met) Grade 2 - (all students) - 70% (met) Grade 3 - (all students) - 1% the district believes that this data is not accurate and this low percentage is a result of scoring discrepancies between a paper/pencil and an on-line assessment
STAR Reading (universal screener and progress monitoring) - percent of students at or above benchmark	2017-18 Star Reading Grade 3 - 50%	Grade 3 Star Reading - 51% of students meeting grade level standards (met)
Star Early Literacy	2017-18 Star Early Literacy K-2- 60% At or above benchmark	Start Early Literacy K-1 - 63% at or above benchmark (Met) 2nd grade students did not take this assessment but rather took Star Reading; the reading outcome results have been reported in a previous action. 2nd grade students outcomes are now reported in Star Reading outcomes

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-3</p> <p>Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: k-3</p> <p>Each elementary school has a reading intervention teachers who has provided small group instruction for students at the tier 3 level. These students are identified using a universal screener and then are monitored throughout the year using a variety of assessments. The focus has been on students in grades K-3.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$450,000</p> <p>3000-3999 Employee Benefits - LCFF: \$125,000</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$457,914</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$127,058</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: K-3</p> <p>Continue to provide Imagine Learning Program as an intervention for English learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: K-5</p> <p>All K-3 English learners were provided instruction using Imagine Learning. Some 4th and 5th graders who were newcomers also received instruction using the program.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$190,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$189,000</p>

Action 3

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

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Grade Spans: K-3</p> <p>Provide professional development on foundational skills and writing using 21st century instructional strategies to further engage students</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Grade Spans: k-3</p> <p>All elementary teachers received training on Get Ahead Writing, a program that supports teachers in teaching the writing process. A half day of professional development and demonstration of a writing lesson was provided. At a future date teachers brought samples of student writing to calibrate and score. Sub costs were not incurred because training was provided during the summer.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$16,000 3000-3999 Employee Benefits - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$80,000 : \$0</p>
---	---	---	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Schools: elementary schools</p> <p>Reading intervention teachers at the elementary school level are implementing Lexia as a Tier 3 intervention as well as using the support materials provided through the core adoption Wonders</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$42,500</p>	<p>Lexia - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$42,500</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In order to provide the most targeted and effective instruction for low income students, align Wonders Assessments to</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>We reviewed all of the assessments to determine the assessment that had the best match to the standards. An</p>	<p>1000-1999 Certificated Salaries - LCFF: \$10,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,174 3000-3999 Employee Benefits - LCFF: \$934</p>

<p>coordinate with the identified essential components of the Wonders Program. Teachers will be required to teach the standards as they are aligned to the assessments and implement a District wide assessment calendar with clear procedural guidelines</p>	<p>assessment calendar based on the alignment was created and procedures for administration were developed and shared with all teachers to insure consistency in test administration.</p>		
---	---	--	--

Analysis

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

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

All of the actions in this goal have been implemented. This was the second year of the District's implementation of Wonders. The program is being implemented with fidelity. The district has a strong intervention program as well as providing strong Tier 1 and 2 support for all students in grades K-3 using a designated structure. The District continued to support the goal of all students reading by third grade by providing a reading intervention teacher at each elementary school. This reading intervention teachers has provided targeted tiers 2 and 3 intervention for students identified as having greater needs in reading than is able to be provided within the classroom. The District did implement the Imagine Learning program this year with an effort to to use the program with greater fidelity to determine its effectiveness.

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

Overall the district's efforts in improving the achievement of our K-3 students in the area of reading have been successful. Multiple data indicates that all students continue to grow in reading each year. The district is working closely with the McGraw Hill to address the data concerns raised by the assessments in grades 3 -5. Although our third graders improved overall in reading on the SBAC we continue to be concerned about the performance of our English learners and students with disabilities. After having used Imagine Learning for the past three years and this past year with greater fidelity, teachers reported and data indicated that this program was not effective with our targeted students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal overall. There is a small increase from the amount that was budgeted to the actual expenditures for certificated salaries and benefits as a result of salary increases based on the contract.

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.

Although this goal is targeted for grades K-3 and the LCFF rubrics include all grade levels, the District as a whole is performing at the "orange" performance level. We will continue to implement the core program with fidelity and continue to provide a dedicated intervention teacher whose primary responsibility is to target at-risk students grades K-3. Based on the data, specifically around English learners the District will no longer be implementing Imagine Learning. Based on teacher feedback, the writing program will be revised. Using an analysis of the ELPAC results a committee will determine specifically what domain(s) is creating a barrier for our English learners and develop recommendations for specific strategies and/programs that will be provided for small group instruction. This action will be found in goal 3 action 6

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Reclassification rate	2017-18 24%	Reclassification rate - 32% (met)
Middle School Dropout rate	2017-18 0.4%	Middle School Dropout rate 0.8%(not met)
Annual Progress of EL students toward English proficiency	2017-18 62%	Annual Progress of EL students toward English Proficiency 52.8% (not met) - based on CELDT
CAASPP ELA percent of students meeting and exceeding grade level standards	2017-18 Grades 4-5 - 39% Grades 6-8 - 30% Grades 3-8 EL - 18% Grades 3-8 SWD - 8%	CAASPP ELA Percent of Student meeting or exceed proficiency on standards Grades 4-5 -(all students) - 32% (not met) Grades 6-8 - (all students) - 17% (not met) Grades 3-8 (English learners) - 7% (not met) Grades 3-8 (SWD) - 3% (not met)
Star Renaissance for reclassification	2017-18 Grade 3 - 319 or higher % met Grade 4 - 415 or higher % met Grade 5 - 514 or higher % met	Grade 3 - 319 or higher 64% met Grade 4 - 415 or higher 44% met Grade 5 - 514 or higher 21% met

**Scholastic Reading Inventory for 2017-18
Reclassification**

Grade 6 - 830 or higher

% met

Grade 7 - 870 or higher

% met

Grade 8 - 890 or higher

% met

Grade 6 - 830 or higher

19% met

Grade 7 - 870 or higher

16% met

Grade 8 - 890 or higher

17% 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide an assessment specialist to coordinate assessments and analyze data.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>An Assessment specialist continues to provide coordination of district wide assessments and provides support for both district and site level staff with tools to analyze the data. She provides reports for the board and for grants and other reporting requirements.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$95,000</p> <p>3000-3999 Employee Benefits - LCFF: \$21,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$98,663</p> <p>3000-3999 Employee Benefits - LCFF: \$29,278</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This is the second year of AVID implementation for our elementary schools, and the middle school is well versed in AVID after many years of implementation. Each school including the middle school sent a team to the AVID institute. All sites will send teams this summer. Schools are becoming certified AVID schools, and AVID strategies can be seen in classes across the grade levels. LMS has 5 sections of the AVID elective.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$36,554</p> <p>1000-1999 Certificated Salaries - LCFF: \$6,000</p> <p>3000-3999 Employee Benefits - LCFF: \$2,000</p> <p>*AVID conference registration - 5000-5999 Services and Other Operating Expenses - LCFF: \$80,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$19,059</p> <p>: \$0</p> <p>: \$0</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$99,517</p>

Action 3

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

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide awareness training to teachers K-8 related to the Next Generation Science Standards during pupil free days Continue to provide more in depth training in the Next Generation Science Standards with middle science teachers and teachers assigned to the Schools of Engineering</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>During the summer elementary teachers from three schools received a half day training introducing them to the NGS Standards. The other two elementary schools, with Schools of Engineering received more in depth training on the standards. The focus of the training was on using technology to support the science standards. The training provided information on the 5 E Model.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000 1000-1999 Certificated Salaries - LCFF: \$15,000 3000-3999 Employee Benefits - LCFF: \$500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$0 1000-1999 Certificated Salaries - LCFF: \$6,674 3000-3999 Employee Benefits - LCFF: \$1,210</p>
---	--	---	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials. School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Each school was provided funds to support before and after school academic intervention, to purchase technology and software and other supplemental student instructional materials. The superintendent's designee reviewed each school plan throughout the year to insure that the LCAP funds were appropriately expended. Funds were used to provide supplemental instructional materials, purchased technology specifically for increased student access as well as software for students' use. Some schools used these funds to provide after school intervention or tutoring for low income students and English learners especially in the area of math.</p>	<p>School plans will reflect expenditures for supplemental instructional materials and technology - 4000-4999 Books and Supplies - LCFF: \$125,000 School plans will reflect use of these funds to provide targeted intervention and tutoring support before or after school - 1000-1999 Certificated Salaries - LCFF: \$20,000 3000-3999 Employee Benefits - LCFF: \$5,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$125,000 1000-1999 Certificated Salaries - LCFF: \$20,000 3000-3999 Employee Benefits - LCFF: \$5,000</p>

Action 5

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide 1.5 English learner specialists district wide to provide teachers with training and coaching in implementing the new ELD standards and supporting English learners in accessing the core</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District provided 1.5 FTE for English language specialist support. These teachers provide coaching and training on the implementation of the ELD standards and how best to provide access for English learners with the core.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$152,472</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$43,873</p> <p>1000-1999 Certificated Salaries - LCFF: \$50,262</p> <p>3000-3999 Employee Benefits - LCFF: \$14,541</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$120,977</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$36,915</p> <p>1000-1999 Certificated Salaries - LCFF: \$30,139</p> <p>3000-3999 Employee Benefits - LCFF: \$9,210</p>
---	--	--	---

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>This year 3 PE teacher teams were provided in order for classroom teacher to be able to collaborate twice a week for 50 mins. per week. Teachers were able to review and analyze data and discuss best instructional practices.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$350,000</p> <p>3000-3999 Employee Benefits - LCFF: \$240,000</p> <p>2000-2999 Classified Salaries - LCFF: \$150,000</p> <p>4000-4999 Books and Supplies - LCFF: \$5,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$280,046</p> <p>3000-3999 Employee Benefits - LCFF: \$205,444</p> <p>2000-2999 Classified Salaries - LCFF: \$211,853</p> <p>4000-4999 Books and Supplies - LCFF: \$3,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>An instructional technology specialist will provide direct classroom support to teachers in order to support the implementation of technology with students who do not have access to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>An Instructional technology specialist provided classroom teachers with support in integrating technology with students. A focus on training and implementing Google Classroom continued. Another focus for</p>	<p>1000-1999 Certificated Salaries - LCFF: \$90,000</p> <p>3000-3999 Employee Benefits - LCFF: \$18,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$98,663</p> <p>3000-3999 Employee Benefits - LCFF: \$29,278</p>

technology on a regular basis. The technology specialist will provide strategies for maximizing the time that students use devices.	this year was the implementation of the NGS science standards and using technology to engage students. Another focus area was in the implementation of the Near Pod application.		
---	--	--	--

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the summer approximately 130 students attended a three week summer program with a focus on journalism. The program used the model developed by LMU for English learners where students experienced activities through all four language domains through journalism. The final project for this program was the publication of the Lennox Voices which was printed and distributed to the community. The program focused on District's LTEL students. The summer program was successful in engaging students and for some students it supported their reclassification. As a result of the success the program was replicated during the school year as an after school program and will be implemented again during summer 2018</p>	<p>1000-1999 Certificated Salaries - LCFF: \$36,000</p> <p>3000-3999 Employee Benefits - LCFF: \$2,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$26,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$27,413</p> <p>3000-3999 Employee Benefits - LCFF: \$4,967</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,100</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$17,753</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$3,183</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide coaching on ELD standards with a focus on connecting learning and language objectives aligned to the new ELA/ELD</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The EL specialists provided training to staff at LMS on the use and importance of implementing Language Objectives for</p>	<p>1000-1999 Certificated Salaries - LCFF: \$7,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,000</p>	<p>: \$0</p> <p>: \$0</p>

adoption	<p>integrated ELD in content classes.</p> <p>Training was provided to the ELD teacher in a supplemental EL program ILit.</p> <p>Training was provided on the ELD framework for all district teachers in the fall. Grade level coaching on the use of the framework was provided throughout the year.</p>		
----------	--	--	--

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher assistants have been provided to facilitate English learners access to grade level standards</p>	<p>2000-2999 Classified Salaries - LCFF: \$166,000</p> <p>3000-3999 Employee Benefits - LCFF: \$16,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$209,344</p> <p>3000-3999 Employee Benefits - LCFF: \$7,757</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Each elementary school has one categorical project assistant and LMS has three categorical project assistants. They have supported intervention programs, provide data and support the reclassification process. They organize the necessary processes and events to include parents of English learners in the reclassification process.</p>	<p>2000-2999 Classified Salaries - LCFF: \$265,000</p> <p>3000-3999 Employee Benefits - LCFF: \$115,000</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$113,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$49,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$364,669</p> <p>3000-3999 Employee Benefits - LCFF: \$254,852</p> <p>: \$0</p> <p>: \$0</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District purchased and replaced technology devices for students use. The District has reached a one to one ratio of students to devices so that technology is available to all students.</p>	<p>4000-4999 Books and Supplies - LCFF: \$210,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$210,000</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The District has provided training for special education teachers in strategies for supporting students with disabilities with the general education curriculum. Additional training has been provided for co-teaching teams of teachers from all schools.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox</p>	<p>includes technology and supplies - 4000-4999 Books and Supplies - LCFF: \$40,000 1000-1999 Certificated Salaries - LCFF: \$140,000 2000-2999 Classified Salaries - LCFF: \$265,000 STEM Conference -</p>	<p>4000-4999 Books and Supplies - LCFF: \$98,209 1000-1999 Certificated Salaries - LCFF: \$170,001 2000-2999 Classified Salaries - LCFF: \$264,133 5000-5999 Services and Other Operating Expenses - LCFF: \$40,000</p>

<p>Middle School, Buford, Felton</p> <p>Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.</p>	<p>Midde, Buford and Felton</p> <p>The district continues to provide an engineering pathway and maker space labs for low income students in grade 4-8 at targeted schools. The District supported this program by hiring engineers to plan and co-teach lessons with classrooms teachers. This program has been supported with a variety of equipment and materials that allow students to have "hands- on" experiences.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$30,000 6000-6999 Capital Outlay - LCFF: \$10,000 3000-3999 Employee Benefits - LCFF: \$170,000</p>	<p>LCFF: \$0 3000-3999 Employee Benefits - LCFF: \$126,204</p>
---	--	---	--

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide a K-8 English language arts specialist to provide coaching support to teachers in differentiating instruction of th California ELA Content Standards to meet the needs of low income students and English learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This year a focus for the language arts specialist has been on being part of team developing multi-tiered systems of support for students. He has used his knowledge of the ELA standards and the core program to begin to develop an understanding among staff how tiered support for students may be addressed. He continued to provide coaching support for teachers in ELA.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$101,000 3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$98,663 3000-3999 Employee Benefits - LCFF: \$29,278</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district purchased on-line subscription for Razz Kids and Reading A-Z. These programs provided reading materials at</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$32,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$31,000</p>

non-fiction that will supplement the core.	different levels to support the range of learners in the classroom and supplemented the core ELA program.		
--	---	--	--

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>The District continued to purchase and implement a universal screening tool that was administered three times a year for all students and more frequently for students receiving intervention support. The data from these assessments is used by school and district to make instructional and program decisions.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$30,000	5000-5999 Services and Other Operating Expenses - LCFF: \$60,000

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to implement extended learning opportunities in Mandarin for all low income K-2 students attending the after school program and all kindergarten and small cohort of first grade students at Felton to create a college and career readiness culture</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>We continued to implement Mandarin through or After School Program. Additionally a small cohort of K-1 students at Felton School received Mandarin instruction through an extended learning opportunity</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$140,000	5000-5999 Services and Other Operating Expenses - LCFF: \$140,000 4000-4999 Books and Supplies - LCFF: \$36,882

Action 19

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Moffett, Buford</p> <p>Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Moffett, Buford</p> <p>Teachers in the dual immersion program received training on transference skills and strategies to access the core in both languages. This professional development was provided by LMU Center for Equity for English Learners and on support for classroom teachers was provided by the EL TOSA</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$10,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$2,000</p> <p>travel and conference - 5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$9,450</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$1,714</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$39,600</p>
---	--	--	---

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Co-teaching teams from each school were provided additional training and collaboration time throughout the year. Teaching teams attended training in the morning and had the time in the afternoon to plan and collaborate.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$14,000</p> <p>3000-3999 Employee Benefits - LCFF: \$2,800</p>	<p>1000-1999 Certificated Salaries - LCFF: \$14,000</p> <p>3000-3999 Employee Benefits - LCFF: \$2,539</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a summer program for targeted EL students not making adequate progress toward reclassification and Newcomers</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the summer 2017, English learners, who were targeted for support to reclassify participated in a summer</p>	<p>1000-1999 Certificated Salaries - LCFF: \$40,000</p> <p>3000-3999 Employee Benefits - LCFF: \$4,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$26,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$2,000</p> <p>4000-4999 Books and</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,300</p> <p>3000-3999 Employee Benefits - LCFF: \$3,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$33,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$3,000</p> <p>Federal Revenues - Title</p>

for summer 2017	program. This program, developed by LMU Center for Equity for English Learners and taught by Lennox staff included students from grades 4-8 who had not reclassified. The program was based on a Project Based model.	Supplies - Federal Revenues - Title III: \$7,000 4000-4999 Books and Supplies - LCFF: \$8,000	III: \$0 4000-4999 Books and Supplies - LCFF: \$15,000
-----------------	---	--	---

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Due to the high intensity of low income students the District continued to provide lower class sizes at all grade levels. Teachers were expected to address the variety of student needs that occur with low income, English learners and foster youth by providing small group instruction and strategies to address their needs.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$6,581,962</p> <p>3000-3999 Employee Benefits - LCFF: \$1,657,557</p>	<p>1000-1999 Certificated Salaries - LCFF: \$6,581,962</p> <p>3000-3999 Employee Benefits - LCFF: \$1,875,859</p>

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each classroom in the district has been provided with the necessary technology to support the curriculum adoptions and the computer assessments given both by the district and state.</p>	<p>4000-4999 Books and Supplies - LCFF: \$90,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$38,917</p>

Action 24

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District will provide a .5 FTE specialist to coordinate Special Projects such as the GATE Program, Project Stellar and Parent Education Classes. In this role, the coordinator will work to provide typically underserved students (low income and English learners) with opportunities to participate in programs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District provided a .5 FTE specialist to coordinate special projects including GATE, Project Stellar and parent outreach with a focus on getting underserved students to participate in these programs.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$51,000</p> <p>3000-3999 Employee Benefits - LCFF: \$15,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$50,292</p> <p>3000-3999 Employee Benefits - LCFF: \$15,350</p>
--	--	---	---

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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 teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for low income, foster youth and English learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>The District provided training for teachers and administrators on Universal Design for Learning. The focus of this training was to support teachers in planning lessons that would address the needs of low income, foster youth and English learners. All elementary teachers received a 1/2 day overview and middle school teachers received more in depth training.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$60,000</p> <p>4000-4999 Books and Supplies - LCFF: \$20,000</p> <p>6000-6999 Capital Outlay - LCFF: \$60,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$60,000</p> <p>4000-4999 Books and Supplies - LCFF: \$47,849</p> <p>6000-6999 Capital Outlay - Other Local Revenues:</p>

<p>Location: Specific Schools: Jefferson, Huerta, Moffett</p> <p>Develop a dentistry program for 4th grade low income students at three elementary schools that incorporates the next generation science standards with a hands on lab experience supported by a board certified dentist</p>	<p>Location: Specific Schools: Jefferson, Huerta, Moffett</p> <p>In order to provide additional career pathways for exploration, the District provide a "School of Dentistry" program for 4th graders at three schools. A dentist and a dental assistant provided hands on experiences for students with activities aligned to the next generation science standards. The program was supported by the building of science labs and the purchase of science/dental equipment.</p>	<p>\$56,835 2000-2999 Classified Salaries - LCFF: \$8,290 3000-3999 Employee Benefits - LCFF: \$6,112</p>
--	---	---

Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Moffett</p> <p>Provide support to Moffett Elementary in order for the staff to fully participate in Covey's Leader in Me Project that will help to develop student leadership pathway targeted for low income students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>Moffett School implemented the Leader in Me Program. All staff members participated in professional development. The school and parent community have been involved in the project. The project will continue next year.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$40,000 3000-3999 Employee Benefits - LCFF: \$8,000 5000-5999 Services and Other Operating Expenses - LCFF: \$7,500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,500</p>

Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Explore the implementation of Accelerated Reader to provide an incentive for reading for low income students as well as increasing stamina and perseverance</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>The District investigated and decided to purchase Accelerated Reader for all elementary schools. The program began to be implemented in February. The goal for this program is to provide an incentive for our low income students to read and to establish and monitor goals for</p>		<p>5000-5999 Services and Other Operating Expenses - LCFF: \$14,049</p>

	themselves.		
--	-------------	--	--

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>The Educational Services team provided training to newly hired Lennox teachers. The training included information about the community, student information systems, an overview of instructional programs and classroom behavior management.</p>		: \$0

Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a .5 FTE teacher on special assignment who will analyze data, share with staff and support staff in the development of instructional strategies to meet the needs of low students, foster youth and English learners in ELA at Lennox Middle School</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>A .5 FTE teacher on special assignment was provided to Lennox Middle school to support staff in analyze data, identifying students' needs and using a variety of instructional strategies to support English language arts for English learners and low income students.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$48,000</p> <p>3000-3999 Employee Benefits - LCFF: \$9,600</p>	<p>1000-1999 Certificated Salaries - LCFF: \$48,985</p> <p>3000-3999 Employee Benefits - LCFF: \$12,359</p>

Action 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>2000-2999 Classified Salaries - LCFF: \$40,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$17,034</p>

<p>Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports</p>	<p>Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Instructional assistants were provided on an as needed basis in core classes such as science and social studies to allow teachers to provide small group instruction.</p>	<p>3000-3999 Employee Benefits - LCFF: \$10,000</p>	
--	--	---	--

Action 32

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Jefferson and Huerta</p> <p>Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Jefferson and Huerta</p> <p>Leadership teams from Jefferson and Huerta Schools participated in LACOE's UDL Leadership Academy. During this past year the teams developed plans to fully implement UDL in their schools. Leadership teams met for three days pf training and were provided substitute teachers to allow teachers to attend.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,500</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,110 3000-3999 Employee Benefits - LCFF: \$927</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.

The District implemented all of the actions in this goal. In particular the focus has been on the district wide implementation of AVID at both the elementary and middle school levels. Teachers have received training and school wide AVID strategies are being implemented. The District has also focused on providing multiple pathways for student learning. The School of Engineering continues to thrive and students are able to work with engineers and involved in project based learning. This year the District opened a School of Dentistry in which a dentist provides hands-on learning experiences to 4th grade student in science through a medical and dental lens. The District successfully implemented a summer program in partnership with LMU CEEL Team using journalism to address all language domains and to support students in their efforts to reclassify.

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

Overall this goal was effective. Based on our reclassification data, programs for English learners continue to reclassify in a timely manner. As a result of the multiple-pathways, schools report an increase in student engagement. The implementation of AVID throughout the district is supporting students in better accessing the rigor of the core standards while creating a college going culture. Our SBAC data continues to demonstrate that our upper grade students struggle with the level of rigor that is demanded by the standards. Our larger number of English learners causes us to identify other strategies and possible programs to address the various language domains that may impact their success with the standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal overall. There are some differences from the budgeted as compared to the actual expenditures in the following areas: increases in certificated and classified salaries due to contractual increases as well as increasing the number of classified staff hired, increase in the amount for contracted services and increases in supplies and materials that were purchased to support the School of Engineering. However these increases did not cause a material difference in the overall goal expenditures.

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

Overall the district is performing in the "orange" performance band on the ELA rubric, although 4 out of 6 of our schools are performing in the "yellow" performance level. Our English learners are performing in the "orange" band while our students with disabilities are performing in the red band of performance. On the EL LCFF Rubric our students are performing in the "red" band.

The District will be implementing pilots in both UDL (Action 31) and MTSS at all schools. The focus of these initiatives will be to address the needs of learners who are not being successful within the core but provide additional supports as well as planning core lessons to address their needs during first instruction.

It was anticipated that Action 9 in the 2017-18 LCAP would have been completed this year. Based on an on-going review of the data it was determined that this action should be continued. This action is now Action 34 in the 2018-19 LCAP

For our English learners we will continue our partnership with LMU to provide targeted summer and after school intervention support using project based learning such as journalism. We will also be focusing our professional development on best practices for implementation of both designated and integrated ELD instruction.

The District will continue the development of multiple pathways by implementing a Business Program at the middle school. This will be found in Goal 4 Action 32

The middle school has redesigned their master schedule in order to better address the needed learning time for the achievement of the standards and to provide more intense intervention when needed. This new master schedule will be monitored and reviewed throughout the year to determine if it is causing the desired results. This will be found in Goal 4, Action 33

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a variety of ways to ensure student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Suspension Rate (LCFF Rubric)	2017-18 Suspension rate = 1.5% LCFF Rubric: District = yellow range (medium)	LCFF Rubric - maintained (met) Suspension rate - 2.4% (2016-17) this increase is due in part to a more comprehensive approach in implementing the discipline policy (not met)
Expulsion Rate	2017-18 target = under .5%	Expulsion rate - .01% (met)
Attendance Rate	2017-18 Target = within 95-99% range	96.5% (met)
Chronic Absentee rate	2017-18 Target = 6%	2016-17 Chronic Absentee Rate - 9.4 % (not 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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide full time counselors at each school site to provide support specifically to support students with disabilities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Full time counselors are provided to each school. They have provided social/emotional support for students including students with disabilities.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$215,000</p> <p>3000-3999 Employee Benefits - LCFF: \$45,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$236,913</p> <p>3000-3999 Employee Benefits - LCFF: \$60,543</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain the gardening program to continue to support an understanding of healthy eating among low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District continued to maintain the gardening program which supports the goals of helping low income students to make healthy eating choices. This program is collaborative effort with the Social Justice Institute for Learning.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$50,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$50,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>2000-2999 Classified Salaries - LCFF: \$110,000</p> <p>3000-3999 Employee Benefits - LCFF: \$18,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$32,752</p> <p>3000-3999 Employee Benefits - LCFF: \$10,003</p>

<p>Location: All Schools</p> <p>Provide district staff to support the needs of foster youth, low income homeless students and students with mental health needs to ensure "wrap around" services are provided</p>	<p>Location: All Schools</p> <p>The district has a large number of homeless and foster youth. A district staff member provided coordination of services for these and other low income students to insure these students received mental health and other wrap around services.</p>		
---	---	--	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>We continued to provide programs for under identified low income students who are gifted and academically high achieving. The District created a program that balanced art and science. Students participated in a field trip as well as attending extended school sessions.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$14,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,800</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>4000-4999 Books and Supplies - LCFF: \$3,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$11,680</p> <p>3000-3999 Employee Benefits - LCFF: \$2,118</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$43,700</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School in order to provide increased individualized and group counseling services to low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Two counseling assistants were provided to Lennox Middle School to support the counseling program. These assistants allowed for counselors to spend more time providing individual counseling support for students with more intensive needs.</p>	<p>2000-2999 Classified Salaries - LCFF: \$38,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,500</p>	<p>2000-2999 Classified Salaries - LCFF: \$35,962</p> <p>3000-3999 Employee Benefits - LCFF: \$1,323</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement in the core academic program as well as increase attendance and support positive management.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This year the program that was planned was not implemented due to a variety of issues related to the the providers. However the district has provided an visual arts program in conjunction with the LA County Music Center. This program was provided at no cost to the district.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$27,000</p> <p>3000-3999 Employee Benefits - LCFF: \$3,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>4000-4999 Books and Supplies - LCFF: \$1,500</p>	<p>1000-1999 Certificated Salaries: \$0</p> <p>3000-3999 Employee Benefits: \$0</p> <p>5000-5999 Services and Other Operating Expenses: \$0</p> <p>4000-4999 Books and Supplies: \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All 2nd -8th grade students in Lennox participated in a college field trip this year. The district continued to focus on creating a college going culture.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$45,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$44,814</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 5th grade</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 5th Grade</p>	<p>includes transportation and camp contract - 5000-5999 Services and Other Operating Expenses - LCFF: \$42,000</p> <p>2000-2999 Classified Salaries - LCFF: \$12,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,000</p> <p>4000-4999 Books and</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$48,059</p> <p>2000-2999 Classified Salaries - LCFF: \$13,288</p> <p>3000-3999 Employee Benefits - LCFF: \$2,180</p> <p>4000-4999 Books and Supplies - LCFF: \$2,629</p> <p>1000-1999 Certificated</p>

<p>5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.</p>	<p>All 5th graders were able to participate in Outdoor Education. Our low income students were able to participate in a program that allowed them to apply their knowledge and skills in a "real life" setting. Providing district funds for this activity insured that 11 of our students were able to be involved.</p>	<p>Supplies - LCFF: \$3,000</p>	<p>Salaries - LCFF: \$3,523</p>
---	--	---------------------------------	---------------------------------

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Extended school day opportunities will be provided for low income students, foster youth and English learners after school in order to provide tutoring, homework support and enrichment opportunities for students in grades K-8.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>The District provided extended school day programs for low income, foster youth and English learners after school. The programs included homework assistance, tutoring, karate, sports activities, music activities and STEM.</p>	<p>2000-2999 Classified Salaries - LCFF: \$90,000 3000-3999 Employee Benefits - LCFF: \$10,000 4000-4999 Books and Supplies - LCFF: \$50,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$90,000 3000-3999 Employee Benefits - LCFF: \$10,000 4000-4999 Books and Supplies - LCFF: \$50,000</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: to be identified</p> <p>Explore the transition of implementing an RTI system to a Multi-Tiered System of Support (MTSS) with a focus based on current data and students' needs to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: Specific Schools: Felton, Moffett, Buford</p> <p>The District applied and received a SUMS MTSS Grant to begin to develop a multi-tiered system of support at three of the schools. The District team met throughout the year and leadership teams implemented the FIA at their school sites.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,000</p>	<p>1000-1999 Certificated Salaries: \$0</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A 5th/6th grade transition plan was implemented on the leadership of the middle school. Fifth grade students had the opportunity to visit the middle school and learn about the academic and elective offerings. Parent meetings were also held to help parents make this transition more smooth.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> <p>4000-4999 Books and Supplies - LCFF: \$1,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p> <p>4000-4999 Books and Supplies: \$0</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Due to the high poverty and intense needs of the student and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income foster youth and English learners to ensure that they are fully able to academically achieve as high as possible</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Each school receives full time counseling support. Counselors work with student to address academic, social and emotional challenges. They provide both group and individual counseling and work with parents. They coordinate services such as mental health and social services with other agencies to support students.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$460,000</p> <p>3000-3999 Employee Benefits - LCFF: \$110,000</p>	<p>the funding for this action is included in Action 13: \$0</p> <p>the funding for this action is included in action 13: \$0</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$220,400</p>	<p>1000-1999 Certificated Salaries - LCFF: \$448,367</p> <p>3000-3999 Employee Benefits - LCFF: \$111,099</p>

<p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional counseling services to low income parents and students by providing extended time for counselors to offer social/emotional groups for students and extended opportunities to work with parents</p>	<p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Additional counseling services were provided to be able to offer social and emotional counseling groups</p>	<p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$53,950</p>	
--	--	---	--

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A Director of Student Support Services provided guidance to district staff on attendance, suspensions and expulsions and insured that these processes are legally followed.</p>		<p>2000-2999 Classified Salaries - LCFF: \$32,752</p> <p>3000-3999 Employee Benefits - LCFF: \$9,964</p> <p>2000-2999 Classified Salaries - After School Education & Safety: \$65,504</p> <p>3000-3999 Employee Benefits - After School Education & Safety: \$19,977</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.

<p>All of the actions in the goal have been implemented. The District continues to implement a counseling program at each school. This year the counselor's role has been focused on the social/emotional needs of students. Counselors have provided small groups for social skills as well as counseling. They work closely with teachers and administration to provide support to students and their families in a variety of ways.</p> <p>The District provides a comprehensive after school program which is funded through multiple sources. In addition to keeping children in our community safe after school it also provides opportunities for students to participate in robotics, sports, art and self defense programs in addition to receiving homework support.</p> <p>The District also provides the opportunity for all 5th graders to participate in Outdoor Education. This not only provides students with hands-on experiences but also connects students from all the schools who will be attending the middle school as 6th graders.</p>

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

The District's many programs to support students have been highly effective. The school and district attendance rate remains high and our expulsion rate is low. The counseling support that is provided has improved the overall discipline in the school. Schools are addressing behavior challenges through social skills development, developing clear expectations for behavior and providing incentives for students. Our over suspension rubric is in the yellow performance band however two groups of students are in the red performance band. African American students and Pacific Islanders have higher rates of suspension than other student groups. Although our suspension numbers are higher, this data is two years old and students were suspended for required offenses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal. The district determined that additional counseling services would be better funded through LCFF funding (Action 12). This caused an increase in certificated salaries and benefits from the original budgeted amount. However there was less expended than budgeted in Action 3. This position was a "split" funded position and a higher proportion of the salary was charged to a grant funded program to align with job responsibilities. Due to several situations outside of the district's control, several of the contracts identified in Action 6 were not able to be implemented as well as the district received a grant that provided some of the visual and performing arts services that were planned.

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.

Based on the data derived from our suspension rubric (African American and Pacific Islanders performing in the "red" performance band), the district will continue to provide training and resources to school leaders regarding to address the cultural needs of our students. Additionally the District will continue through the MTSS efforts, develop a better understanding of the root causes of why these particular student groups are more frequently suspended and determine specific strategies to address this concern. The District determined that counseling services would be provided using LCFF funds rather than Title 1 funds (Action 12). All of the actions in this goal will continue for the 18-19 school year.

Goal 6

Goal 6: The Lennox School District will provide a safe environment conducive to learning.
 Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate
 Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student Survey - safety	<p>2017-18 88% of elementary students indicate feel safe at school 70% of middle school students indicate they feel safe at school</p>	<p>78% of elementary students indicate they feel safe at school (not met) 57% of middle school students indicate they feel safe at school (not met)</p>
Facilities Inspection Report (FIT)	<p>2017-18 FIT Report - good to exemplary</p>	<p>FIT - good to exemplary for 100% of all school facilities</p>
LCFF Rubric - Suspension	<p>2017-18 LCFF Rubric Suspension - yellow range (middle)</p>	<p>LCFF Rubric Suspension - yellow range (middle) (met)</p>
Attendance rate	<p>2017-18 Range between 95-99%</p>	<p>Attendance Rate - 96.5% (P-2) (met)</p>
appropriately certificated teacher assigned to each classroom	<p>2017-18 100% of teachers appropriately assigned and fully credentialed</p>	<p>100% of teachers are appropriately assigned and fully credentialed (met)</p>
all students will be provided standards aligned instructional materials	<p>2017-18 100% of students receive standards aligned instructional materials</p>	<p>100% of students received standards aligned instructional materials (met)</p>

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: all elementary schools</p> <p>Maintain an assistant principal at each elementary school</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools:</p> <p>Each elementary school has an assistant principal. The primary reason for these positions has been to maintain a safe school environment.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$557,230</p> <p>3000-3999 Employee Benefits - LCFF: \$148,567</p>	<p>1000-1999 Certificated Salaries - LCFF: \$568,321</p> <p>3000-3999 Employee Benefits - LCFF: \$156,141</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a mentoring program to support boys and girls at the middle school to help address the social and emotional needs of low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District continued to implement a mentoring program with a focus at the middle school to support the social and emotional needs of our low income students. Several agencies were contracted with to provide these services.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$100,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$120,828</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development for</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district provided NCI training using</p>	<p>1000-1999 Certificated Salaries - LCFF: \$6,000</p> <p>3000-3999 Employee Benefits - LCFF: \$2,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,130</p> <p>3000-3999 Employee Benefits - LCFF: \$749</p>

teachers regarding appropriate strategies for addressing violent and disruptive students.	district trained employees. This training was provided for all teachers requiring the training as well as other teachers and administrators.		
---	--	--	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Security Services have been provided at all schools and the district office.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$360,000	5000-5999 Services and Other Operating Expenses - LCFF: \$347,775

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District contracted with the LA County Sheriff's department who has provided additional patrols and a school resource officer to insure safe passage for students to and from school.</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$300,000	5000-5999 Services and Other Operating Expenses - LCFF: \$404,804

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each year the schools and district identifies needs for emergency supplies for classrooms and schools. Once this</p>	4000-4999 Books and Supplies - LCFF: \$8,000	4000-4999 Books and Supplies - LCFF: \$3,344

prepared in the event of an emergency.	was completed the necessary supplies were purchased for each school.		
--	--	--	--

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure fiscal resources are adequate to ensure program sustainability</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The action reflects the expenditures the district has made to insure its operational costs. Included are certificated and classified salaries and benefits, supplies for maintenance, office and classrooms and contracts that include legal fees, utilities, insurance, etc.</p>	<p>2000-2999 Classified Salaries - LCFF: \$8,234,429</p> <p>3000-3999 Employee Benefits - LCFF: \$9,358,174 including M&O supplies - 4000-4999 Books and Supplies - LCFF: \$1,788,583 this may include some classified admin. (combined certificated and admin. salaries - 1000-1999 Certificated Salaries - LCFF: \$19,749,115 includes legal, utilities, contracted services and 1/2 M&O - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,518,991</p>	<p>2000-2999 Classified Salaries - LCFF: \$9,606,992</p> <p>3000-3999 Employee Benefits - LCFF: \$9,758,564</p> <p>4000-4999 Books and Supplies - LCFF: \$1,817,395</p> <p>: \$21,549,968</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,587,885</p> <p>6000-6999 Capital Outlay - LCFF: \$35,565</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Implement strategies that will address implementing a positive school culture that will lead to increased student engagement an attendance and reduce suspensions for low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Under the new leadership of Lennox Middle School, the focus this year has been on improving school culture and climate. Teachers have participated in professional development and the leadership team has established norms and provided activities for students to feel more included in the school</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$6,000</p>	<p>: \$0</p> <p>: \$0</p> <p>: \$0</p> <p>4000-4999 Books and Supplies - LCFF: \$8,137</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement Character Education program at each school to promote a positive school culture in our schools where 97% of our students are low income.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A Character Education professional development was held during the summer 2017. The purpose of this training was to reinforce with teachers the importance of a positive school culture for our predominately low income students</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,000</p> <p>4000-4999 Books and Supplies - LCFF: \$3,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$8,960</p> <p>4000-4999 Books and Supplies - LCFF: \$3,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,625</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a Dean of Students for the middle school to ensure positive behavior support and alternatives to suspension are implemented and strategies conducive to the development of a positive school climate are coordinated for low income students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>A Dean of Students was provided to Lennox Middle School to work with the most at-risk students and to coordinate services and support for these students. The Dean has been part of the development of a multi-tiered system of support for the social/emotional needs of students providing coordination of these services in a systematic fashion.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$114,406</p> <p>3000-3999 Employee Benefits - LCFF: \$22,480</p>	<p>1000-1999 Certificated Salaries - LCFF: \$100,424</p> <p>3000-3999 Employee Benefits - LCFF: \$25,652</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox</p>	<p>.5 FTE - 1000-1999 Certificated Salaries - LCFF: \$55,000</p> <p>3000-3999 Employee Benefits - LCFF: \$30,563</p>	<p>1000-1999 Certificated Salaries: \$0</p> <p>3000-3999 Employee Benefits: \$0</p>

<p>Middle</p> <p>Based on student data provide an Opportunity Teacher at the middle school to provide a Tier 3 social/emotional support for low income students; evaluate the need for this position in December</p>	<p>Middle</p> <p>This action was not implemented this year based on a lack of identified need.</p>		
--	--	--	--

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</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>Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District receives a substantial amount of LCFF Supplemental and Concentration funds. As a results the District continued to hire classified staff to coordinate the collection of data, maintain contracts, and track expenses. Providing this support has assisted the District in maintaining and tracking LCAP Actions and Services.</p>	<p>2000-2999 Classified Salaries - LCFF: \$120,000 3000-3999 Employee Benefits - LCFF: \$40,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$130,235 3000-3999 Employee Benefits - LCFF: \$39,755</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income student are provided a safe learning environment</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District maintained a stipend for a staff member to coordinate the Safety Committee. This committee has met monthly with the superintendent to discuss safety concerns and plans to address those concerns.</p> <p>Additionally the District continued to provide an assembly at each school</p>	<p>stipend - 1000-1999 Certificated Salaries - LCFF: \$5,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$5,000 3000-3999 Employee Benefits - LCFF: \$907</p>

	regarding walking, bicycling and skateboard safety.		
--	---	--	--

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide all District administrators (certificated and classified), counselors and school psychologists with emergency response training that will include active shooter and address campus disruptions (funding for this action to be provided through ASCIP)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each school staff received training on emergency response and active shooter. Each school participated in an emergency and active shooter drill.</p>	: \$0	: \$0

Analysis

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

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

The District has implemented all of the actions in this goal. A highly important area for the district is student safety. Through this goal many actions have been implemented to insure students' safety at all levels of the organization. This year in response to the violence in our public schools throughout the nation our district has provided training on emergency response and active shootings. All schools continue to participate in emergency and active shooting drills. The District continued to provide additional support to the middle school by providing a Dean of Students whose role was to implement alternative strategies for suspension and to support a positive school culture. Also provided to the middle school was support for mentoring programs. These programs offered additional support for students both academically and socially and emotionally. As a result of the efforts to increase the positive school environment at Lennox Middle School there was not a need to implement an Opportunity Room program.

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

This goal in general has been effective. Our schools are well maintained and safe. We continue to value and implement lower class sizes in grades k-8. Our schools have assistant principals and a Dean of Students at the middle school who frequently address student safety and culture and therefore allow other support staff, such as the counselors to provide positive social skills for students. Overall our District's current suspension rate is low and our expulsion rate is even lower. Our LCFF Suspension Rubric is in the yellow performance level for all students however our elementary schools' suspension rates are in the green and blue performance bands. We are addressing the needs of our student groups who continue to be disproportionately suspended. Programs and support staff at the middle school have reduced the overall number of suspensions at the middle school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a material difference between the budgeted and the estimated actual expenditures for this goal overall. The District did not need to implement an Opportunity Program at Lennox Middle School, therefore there was no expenditures for Action 11. In general there was an increase from budgeted to actual expenditures in classified salaries however there was a decrease in the amount expended in versus budgeted in certificated salaries.

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.

Based on our Suspension LCFF Rubric we will, as stated in goal 5, continue to provide training and support to school and district leaders on the cultural needs of all of our students. The District will implement a new Bullying Prevention program, Olweus, at all of our schools in the 18-19 school year. This action can be found in Goal 6, action 14. The District will also explore the implementation of a district wide social skills program that would be implemented in 2019-20. This action can be found in Goal 6, action 15. All other actions in this goal will continue as planned.

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?

The stakeholder engagement process is crucial to Lennox School District's annual implementation, monitoring, and revision of the LCAP. All stakeholder groups, including parents, teachers, classified employees, administrators and students were involved in developing, reviewing and supporting the implementation of the LCAP.

The district implemented a variety of strategies to ensure all voices were heard and reflected in the plan.

District School Leadership Team (11/8, 1/24, 3/22, 5/23)

Four meetings were held with the District School Leadership Team that is comprised from various constituent groups. At these meetings they received information regarding the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) process, and student data (state and local). The team also reviewed and planned for priorities, goals, actions, budgets and regulatory guidelines. Stakeholders included: site and district administrators, a parent representative from each school, classified and certificated union leadership, teachers and classified staff, special education and English learner parent and teacher representatives.

Board of Education

Throughout the 2017-18 school year staff has provided the Board of Education updates regarding the implementation of the of action and services in the LCAP. The board received information and a presentation of the new accountability, dashboard and the alignment of accountability with the LCAP. The Board of Education was also provided with the results of the student, parent and staff surveys.

Parent and Community Meeting (February 28, 2018)

Staff gave an LCAP overview, explained the LCAP actions and provided an opportunity for stakeholders to ask questions. Stakeholders were given opportunities to note their input on feedback sheets as well as providing input on their top priorities. This information was captured via charts that were shared with the DSLT team.

All Lennox Staff Presentation (March 7, 2018)

Staff reviewed actions and services. They were given opportunity to provide input. Charts with suggestions were collected, gathered and shared with the DSLT team.

District English Advisory Council (March 7, 2018)

Staff gave a presentation on the progress towards meeting LCAP goals and on the new CA accountability system. The meeting focused on a review of the LCAP actions aimed specifically for English Learners and opportunities to provide input.

Superintendent Advisory Council (March 23, 2018)

Staff gave a presentation on the progress towards meeting LCAP goals and on the new CA accountability system. Parents were given an opportunity to provide input.

Parent, student and staff Survey (March 2018)

A parent LCAP survey was mailed as part of the input process allowing for a wider reach in LCAP input. The LCAP survey was provided in Spanish and English to allow for input from all stakeholders.

5th and 7th grade students were given a survey during the school day.

Teachers and classified staff had an opportunity to complete a staff survey

The results from all survey were presented at a DSLT meeting to serve as a data point in discussions regarding the implementation of the services and actions within each LCAP goal.

District English Advisory Council (June 6, 2018)

A meeting was held with the parents from the DELAC in order to obtain input and feedback on the draft LCAP

Superintendent Parent Advisory Council (June 1, 2018)

A meeting was held with the parents from the SPAC in order to obtain input and feedback on the draft LCAP.

Public Hearing (June 12, 2018)

A presentation on the LACP and Annual Update was given to the Board of Education.

Approval of Local Control Accountability Plan/Annual Update (June 26, 2018)

No comments were received from the Parent Advisory Committee or the DELAC therefore there was no need for the superintendent to provide a written response.

Impact on LCAP and Annual Update

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

The following is the feedback was received during stakeholder meetings

Staff

- additional support provided for special education and general education teachers to collaborate
- provide additional services and supports for students with social and emotional challenges
- Provide a Bullying Prevention program
- Provide additional support for students in math particularly at the middle school
- Continue support for small class size and collaboration time
- provide more intervention for math

Superintendent's Advisory Council

- parents expressed satisfaction with the actions and services being provided, especially the opportunities for students to experience career pathways such as engineering and dentistry
- encourage more parent participation

Parents

- the schools are safe and the security is working
- more parking; parking in Lennox is challenging
- improve the quality of the substitutes

District English Language Advisory Committee (DELAC)

- Parents were positive about the district's efforts to focus support on reclassification including the summer program targeted for English learners

District School Leadership Team (DSLTL)

- provide additional services and supports for students with social and emotional challenges

All of the actions in this second year of the LCAP implementation will be continued with the exception of implementation of Imagine Learning. This is based on the input from stakeholders and a review of district wide data.

The following new actions are being proposed based on stakeholder feedback:

- to continue to support multiple career pathways the district will implement a Business Program at the middle school

- The District will implement the Olweus Program for bullying prevention and will explore the possibility of implementing Second Step, a social skills program
- purchase and implement the IXL Math supplemental program at the middle school
- provide a standardized time for collaboration between special and general education staff
- The master schedule at Lennox Middle School will be revised to support more instructional time for core subjects

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

Goal 1: The District will foster an environment that builds capacity and encourages parent participation.

Goal 1

Goal 1: In the Lennox School District, parent involvement is highly valued and important. Within each goal of the LCAP there is an intention that parents will be involved, however this goal focuses specifically on responding to requests of parents to be deeply involved in the Lennox Schools.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Identified Need:

The District continues to build the capacity of our parents to participate in their children's education. There is a need to provide parent liaisons and a parent center for parents to meet and receive workshops and classes. The district needs to continue to develop strategies to increase parent attendance at workshops and participation in parent center activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Parents who attend classes	Current number of parents attending classes = 300	Target = 300 parents attend classes	Target = 300 parents attend classes	Target = 300 parents attend classes
Number of Parents attending District Workshops	Current - average of 20 parents per school attended workshops	Target = increase to 30 parents per school	Target = increase to 40 parents per school	Target = increase to 50 parents per school
Increase Parent Engagement using a Parent Satisfaction Survey	Satisfied with opportunities for family involvement? (87% usually or always satisfied) Number of times parents visited the Parent Center (76% visited) How welcome to you feel at the parent center? (80% feel welcomed or very welcomed)	Satisfied with opportunities for family involvement? (Target - 87%) Number of times parents visited the Parent Center (Target - 76%) How welcome to you feel at the parent center?(Target = 85%)	Satisfied with opportunities or family involvement? (Target - 87%) Number of times parents visited the Parent Center (Target - 76%) How welcome to you feel at the parent center? (Target = 85%)	Satisfied with opportunities for family involvement? (Target - 87%) Number of times parents visited the Parent Center (Target - 76%) How welcome to you feel at the parent center? (Target = 85%)

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, 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

Continue to provide parent liaisons to coordinate parent centers at each school site.

2018-19

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

Unchanged Action

Continue to provide parent liaisons to coordinate parent centers at each school site.

2019-20

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

Unchanged Action

Continue to provide parent liaisons to coordinate parent centers at each school site.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$178,000	\$184,230	\$190,678
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$85,000	\$90,950	\$97,316
Source	LCFF	LCFF	LCFF
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)

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:

Provide parent education classes throughout the year (i.e. English classes, technology classes and academic support)

2018-19

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

Provide parent education classes throughout the year (i.e. English classes, technology classes and academic support)

2019-20

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

Provide parent education classes throughout the year (i.e. English classes, technology classes and academic support)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$77,500	\$77,500	\$77,500
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	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; child care	Classified Salaries	Classified Salaries
Amount	\$14,200	\$14,200	\$14,200
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Classified Salaries	Books and Supplies

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)

Actions/Services

2017-18

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

Provide opportunities for parent leaders to attend a variety of conferences that will support their students (such as CABE conferences, LMU Bilingual Conference, Safe Schools Conference)

2018-19

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

Provide opportunities for parent leaders to attend a variety of conferences that will support their students (such as CABE conferences, LMU Bilingual Conference, Safe Schools Conference)

2019-20

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

Provide opportunities for parent leaders to attend a variety of conferences that will support their students (such as CABE conferences, LMU Bilingual Conference, Safe Schools Conference)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$27,000	\$27,000	\$27,000
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 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 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)

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
Provide parents with curriculum workshops provided the Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology and mathematics; particular attention will be provided to parents in the area of math and the importance of supporting their students in obtaining math fluency

2018-19

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

Modified Action
Provide parents with curriculum workshops provided Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology, mathematics and AVID

2019-20

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

Unchanged Action
Provide parents with curriculum workshops provided Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology, mathematics and AVID.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source		LCFF	LCFF
Budget Reference			

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)

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:

Provide parents with training on how to provide social and emotional support to their children and creating a college growing culture

2018-19

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

Provide parents with training on how to provide social and emotional support to their children and creating a college growing culture

2019-20

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

Provide parents with training on how to provide social and emotional support to their children and creating a college growing culture

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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

Unchanged Goal

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

Based on a review of both local and state data in math the district continues to identify this as an area of need. The District is performing in the "yellow" performance band however students with disabilities are performing in the "red" performance band. Students in grade K-2 demonstrate inconsistent achievement on local measures. Students in general in the elementary level show gains each year on the SBAC assessment and on local assessments. Students at the middle school continue to demonstrate challenges in achieving math standards. Lennox Middle School is performing in the "orange" performance band. There is a continued need to provide training and coaching for our teaching staff and to provide intervention and supplemental instructional materials for our students, especially at the middle school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC math grades 3-8 including subgroups - percentage of students meeting or exceeding standards	<p>Current SBAC:</p> <p>Grades 3-5 - 30% (all)</p> <p>Grade 6-8 -16% (all)</p> <p>English learners - 19%</p> <p>Students with Disabilities - 4%</p> <p>Low income - 24%</p>	<p>SBAC:</p> <p>Grades 3-5 - 40% (all)</p> <p>Grade 6-8 -26% (all)</p> <p>English learners - 19%</p> <p>Students with Disabilities - 9%</p> <p>Low income - 34%</p>	<p>SBAC:</p> <p>Grades 3-5 - 40-45% (all)</p> <p>Grade 6-8 -36% (all)</p> <p>English learners - 24%</p> <p>Students with Disabilities - 14%</p> <p>Low income - 44%</p>	<p>SBAC:</p> <p>Grades 3-5 - 55% (all)</p> <p>Grade 6-8 -41% (all)</p> <p>English learners - 29%</p> <p>Students with Disabilities - 19%</p> <p>Low income - 49%</p>
SWUN Math Trimester Benchmarks (percent meeting or exceeding standards)	<p>SWUN Math:</p> <p>K-5 (all students) - 66%</p> <p>K-5 English learners - 54%</p> <p>K-5 Students with Disabilities - 52%</p>	<p>SWUN Math:</p> <p>K-5 (all students) - 70%</p> <p>K-5 English learners - 60%</p> <p>K-5 Students with Disabilities - 55%</p>	<p>SWUN Math:</p> <p>K-5 (all students) - 75%</p> <p>K-5 English learners - 65%</p> <p>K-5 Students with Disabilities - 58%</p>	<p>SWUN Math:</p> <p>K-5 (all students) - 80%</p> <p>K-5 English learners - 70%</p> <p>K-5 Students with Disabilities - 60%</p>
Middle School Curriculum Embedded Assessment percent of students meeting or exceeding grade level standards	Grades 6-8 (all students) - 4%	Grades 6-8 (all students) - 14%	Grades 6-8 (all students) - 24%	Grades 6-8 (all students) - 34%

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

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

2018-19

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

Unchanged Action

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

2019-20

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

Unchanged Action

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$230,000	\$230,000	\$230,000
Source	LCFF	LCFF	LCFF
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)

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:

Provide coaching to all teachers on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

2018-19

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

Provide coaching to all teachers including special education on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

2019-20

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

Provide coaching to all teachers including special education on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,800	\$30,800	\$30,800
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$4,200	\$4,200	\$4,200
Source	LCFF	LCFF	LCFF
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)

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, 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)

Specific Grade Spans: 6-8

Actions/Services

2017-18

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

Unchanged Action

Provide 1 FTE to support intervention in grades 6-8 to provide additional support for students in math to meet the needs of students not meeting grade level standards

2018-19

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

Unchanged Action

Provide 1 FTE to support intervention in grades 6-8 to provide additional support for students in math to meet the needs of students not meeting grade level standards

2019-20

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

Unchanged Action

Provide 1 FTE to support intervention in grades 6-8 to provide additional support for students in math to meet the needs of students not meeting grade level standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$66,000	\$68,310 (repeat expenditure)	\$70,701 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$19,350	\$20,704	\$22,154
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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:

Unchanged Action

Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction

2018-19

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

Unchanged Action

Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction

2019-20

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

Unchanged Action

Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

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, 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

Continue to provide 1 FTE District mathematics specialist to provide coaching support to teachers in implementing California Content Standards in math and to address the implementation of the mathematical practices. Providing teachers with strategies to support differentiation will also be a focus

2018-19

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

Unchanged Action

Continue to provide 1 FTE District mathematics specialist to provide coaching support to teachers in implementing California Content Standards in math and to address the implementation of the mathematical practices. Providing teachers with strategies to support differentiation will also be a focus

2019-20

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

Unchanged Action

Continue to provide 1 FTE District mathematics specialist to provide coaching support to teachers in implementing California Content Standards in math and to address the implementation of the mathematical practices. Providing teachers with strategies to support differentiation will also be a focus

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$103,500	\$107,123
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$30,000	\$32,100	\$34,347
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

All

Location(s):

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

Specific Grade Spans: K-5

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 consumable math materials for all students in grades K-5

2018-19

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

Unchanged Action

Provide consumable math materials for all students in grades K-5

2019-20

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

Unchanged Action

Provide consumable math materials for all students in grades K-5

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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)

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:

New Action	Unchanged Action	Action
Develop common understandings among principals about mathematical practices so that the principals are able to monitor and provide feedback to teachers regarding the implementation of mathematical practices during instruction.	Develop common understandings among principals about mathematical practices so that the principals are able to monitor and provide feedback to teachers regarding the implementation of mathematical practices during instruction.	action completed

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)

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

New Action
Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

2018-19

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

Unchanged Action
Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

2019-20

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

Unchanged Action
Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; extra duty	Certificated Salaries	Certificated Salaries

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)

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
Provide professional development and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

2018-19

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

Modified Action
Provide professional development (using Carnegie Learning) and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

2019-20

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

Unchanged Action
Provide professional development and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

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:

Provide a .5 FTE to coach math teachers in implementing mathematical practices in the classroom that meet the needs of the diverse learners at Lennox Middle School

2018-19

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

Provide a .5 FTE to coach math teachers in implementing mathematical practices in the classroom that meet the needs of the diverse learners at Lennox Middle School

2019-20

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

Provide a .5 FTE to coach math teachers in implementing mathematical practices in the classroom that meet the needs of the diverse learners at Lennox Middle School

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,000	\$49,680	\$51,419
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$11,606	\$12,418	\$13,287
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 11

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$13,000	\$13,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses

Action 12

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:

Action	New Action	Unchanged Action
	Provide training and implement a co-teaching/learning center model for students with disabilities so that these students may have a more comprehensive and targeted support to the California Core Standards	Provide training and implement a co-teaching/learning center model for students with disabilities so that these students may have a more comprehensive and targeted support to the California Core Standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses

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

Unchanged Goal

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

Primary grade students continue to demonstrate gains in ELA in the district on both state and local measures. On the LCFF Rubrics however, the District as well as English learners and low income students are performing in the "orange" performance band while students with disabilities are performing in the red performance level. There is a need to strengthen first instruction that address the differentiated needs of English learners and students with disabilities. Additionally there is a need to develop a better understanding of the results of English Learner Performance Assessment (ELPAC) to determine how to better address the needs of English learners especially in the area of reading.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC 3rd grade ELA percent meeting or exceeding standards	SBAC 3rd Grade All students - 37% English learners - 32% Students with Disabilities - 7%	SBAC 3rd Grade All students - 42% English learners - 37% Students with Disabilities - 7%	SBAC 3rd Grade All students - 47% English learners - 42% Students with Disabilities - 15%	SBAC 3rd Grade All students - 52% English learners - 47% Students with Disabilities - 17%
Wonders Reading Assessment (percent of students meeting grade level standards)	Wonders Grades k-1 (all students)- 76% Grade 2 (all students) - 29% Grade 3 (all students)- 5%	Wonders Grades k-1 (all students)- 80% Grade 2 (all students) - 35% Grade 3 (all students)- 15%	Wonders Grades k-1 (all students)- 82% Grade 2 (all students) - 72% Grade 3 (all students)- 25%	Wonders Grades k-1 (all students)- 85% Grade 2 (all students) - 75% Grade 3 (all students)- 35%
STAR Reading (universal screener and progress monitoring) - percent of students at or above benchmark	Star Reading (winter assessment) Grade 3 - 44%	Star Reading Grade 3 - 50%	Star Reading Grade 3 - 55%	Star Reading Grade 3 - 65%
Star Early Literacy	Star Early Literacy K-2- 50% At or above benchmark	Star Early Literacy K-2- 60% At or above benchmark	Star Early Literacy K-2- 70% At or above benchmark	Star Early Literacy K-2- 80% At or above benchmark

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)

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:

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

2018-19

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

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

2019-20

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

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$450,000	\$465,750	\$482,051
Source	LCFF	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$125,000	\$133,750	\$143,113
Source	LCFF	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)

All

Location(s):

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

All Schools, Specific Grade Spans: K-3

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

Provide professional development on foundational skills and writing using 21st century instructional strategies to further engage students

2018-19

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

Unchanged Action

Provide professional development on foundational skills and writing using 21st century instructional strategies to further engage students

2019-20

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

Unchanged Action

Provide professional development on foundational skills and writing using 21st century instructional strategies to further engage students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,000	\$36,000	\$36,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
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)

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:

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

2018-19

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

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

2019-20

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

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$42,500	\$42,500	\$42,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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)

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:

Action	New Action	Action
	A district committee will be established to analyze ELPAC data and identify domain areas that are creating barriers for English learners to make progress and identify specific strategies that teachers will implement during small group instructional time to address the barriers	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,000	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	

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:

Action	New Action	Unchanged Action
	Continue to design and develop the scope and sequence of the English language arts program including the program's assessments that address the grade level standards and the learning needs of students.	Continue to design and develop the scope and sequence of the English language arts program including the program's assessments that address the grade level standards and the learning needs of students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$2,000	\$2,000
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

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

Unchanged Goal

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Based on our current data, there is a continued need to implement specific strategies and develop systems of support for our low income students, English learners and students with disabilities in English language arts in grades 4-8. All students, English learners and low income students are performing in the "orange" performance level while students with disabilities are performing in the "red" performance level. There is also a need to continue to provide multiple pathways for students to understand the connection of school to college and career choices. Given the high percentage of English learners in the district, there is a need to continue to provide additional and extended support for English learners using a variety of strategies that will continue to support students' efforts to re-classify as English proficient.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate	22%	24%	26%	28%
Middle School Dropout rate	0.4%	0.4%	0.4%	0.4%
Annual Progress of EL students toward English proficiency	60.4%	62%	Define baseline for annual progress learning English using ELPAC.	Increase annual progress learning English using ELPAC.
Star Renaissance for reclassification	Grade 3 - % of students 319 or higher	Grade 3 - 19% of students 319 or higher	Grade 3 - 29% of students 319 or higher	Grade 3 - 39% of students 319 or higher
	Grade 4 - % of students 415 or higher	Grade 4 - 16% of students 415 or higher	Grade 4 - 26 % of students 415 or higher	Grade 4 - 36 % of students 415 or higher
	Grade 5 - % of students 514 or higher	Grade 5 - 17% of students 514 or higher	Grade 5 - 27% of students 514 or higher	Grade 5 - 37% of students 514 or higher
Scholastic Reading Inventory for reclassification	Grade 6 - % of students 830 or higher	Grade 6 - 19% of students 830 or higher	Grade 6 - 24% of students 830 or higher	Grade 6 - 29% of students 830 or higher
	Grade 7 - % of students 870 or higher	Grade 7 - 16 % of students 870 or higher	Grade 7 - 21% of students 870 or higher	Grade 7 - 26% of students 870 or higher
	Grade 8 - % of students 890 or higher	Grade 8 - 17% of students 890 or higher	Grade 8 - 22 % of students 890 or higher	Grade 8 - 27% of students 890 or higher

CAASPP ELA percent of students meeting and exceeding grade level standards	Preliminary 16-17 results	Grades 4-5 - 39%	Grades 4-5 - 41%	Grades 4-5 - 43%
	Grades 4-5 - 37%	Grades 6-8 - 30%	Grades 6-8 - 33%	Grades 6-8 - 36%
	Grades 6-8 - 26%	Grades 3-8 EL - 18%	Grades 3-8 EL - 21%	Grades 3-8 EL - 24%
	Grades 3-8 EL - 15% (15-16 data)	Grades 3-8 SWD - 8%	Grades 3-8 SWD - 10%	Grades 3-8 SWD - 12%
	Grades 3-8 SWD - 5% (15-16 data)			

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

Provide an assessment specialist to coordinate assessments and analyze data.

2018-19

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

Unchanged Action

Provide an assessment specialist to coordinate assessments and analyze data.

2019-20

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

Unchanged Action

Provide an assessment specialist to coordinate assessments and analyze data.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$95,000	\$98,325	\$101,766
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$21,000	\$22,470	\$24,043
Source	LCFF	LCFF	LCFF
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)

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:

Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways

2018-19

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

Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways

2019-20

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

Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,554	\$36,554	\$36,554
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$6,000	\$35,000	\$35,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$80,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; *AVID conference registration	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)

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

Provide awareness training to teachers K-8 related to the Next Generation Science Standards during pupil free days Continue to provide more in depth training in the Next Generation Science Standards with middle science teachers and teachers assigned to the Schools of Engineering

2018-19

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

New Action

Provide training to all teachers on science and engineering practices and cross cutting concepts in preparation for full implementation of the new science adoption.

2019-20

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

New Action

Provide all elementary teachers and middle school science teachers training on the new science adoption

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$25,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$15,000	\$15,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$500	\$1,000	\$1,000

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

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
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

2018-19

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

Unchanged Action
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

2019-20

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

Unchanged Action
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$125,000	\$125,000	\$125,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; School plans will reflect expenditures for supplemental instructional materials and technology	Books and Supplies	Books and Supplies
Amount	\$20,000	\$20,000	\$20,000

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; School plans will reflect use of these funds to provide targeted intervention and tutoring support before or after school	Certificated Salaries	Certificated Salaries
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Provide 1.5 English learner specialists district wide to provide teachers with training and coaching in implementing the new ELD standards and supporting English learners in accessing the core

2018-19

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

Modified Action

Provide 2 English learner specialists district wide to provide teachers with training and coaching in implementing the new ELD standards and supporting English learners in accessing the core

2019-20

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

Unchanged Action

Provide 2 English learner specialists district wide to provide teachers with training and coaching in implementing the new ELD standards and supporting English learners in accessing the core

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$152,472	\$86,093	\$89,106
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$43,873	\$17,000	\$18,200
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$50,262	\$129,591	\$134,126
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$14,541	\$25,918	\$18,500
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

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:

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$350,000	\$362,250	\$374,929
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$240,000	\$256,800	\$274,776
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$150,000	\$155,250	\$160,684
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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)

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:

An instructional technology specialist will provide direct classroom support to teachers in order to support the implementation of technology with students who do not have access to technology on a regular basis. The technology specialist will provide strategies for maximizing the time that students use devices.

2018-19

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

An instructional technology specialist will provide direct classroom support to teachers in order to support the implementation of technology with students who do not have access to technology on a regular basis. The technology specialist will provide strategies for maximizing the time that students use devices.

2019-20

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

An instructional technology specialist will provide direct classroom support to teachers in order to support the implementation of technology with students who do not have access to technology on a regular basis. The technology specialist will provide strategies for maximizing the time that students use devices.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$93,150	\$96,410
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$18,000	\$19,260	\$20,608
Source	LCFF	LCFF	LCFF
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:

Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified

2018-19

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

Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified

2019-20

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

Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,000	\$36,000	\$36,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$26,000	\$26,000	\$26,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

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)

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:

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

2018-19

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

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

2019-20

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

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$166,000	\$171,810	\$177,823
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$16,000	\$17,120	\$18,318
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)

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Unchanged Action

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

2018-19

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

Unchanged Action

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

2019-20

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

Unchanged Action

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$265,000	\$393,300	\$407,066
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$49,000	\$175,480	\$187,764
Source	Federal Revenues - Title I	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 11

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:

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

2018-19

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

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

2019-20

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

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$210,000	\$210,000	\$210,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 12

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:

Modified Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

2018-19

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

Unchanged Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

2019-20

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

Unchanged Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 13

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:

Unchanged Action
Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

2018-19

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

Unchanged Action
Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

2019-20

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

Unchanged Action
Continue to implement engineering pathways for low students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; includes technology and supplies	Books and Supplies	Books and Supplies
Amount	\$140,000	\$144,900	\$149,972
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$265,000	\$341,550	\$362,500

Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; STEM Conference	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay
Amount	\$170,000	\$186,900	\$196,633
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 14

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, 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:

Modified Action

Provide a K-8 English language arts specialist to provide coaching support to teachers in differentiating instruction of th California ELA Content Standards to meet the needs of low income students and English learners

2018-19

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

Unchanged Action

Provide a K-8 English language arts specialist to provide coaching support to teachers in differentiating instruction of th California ELA Content Standards to meet the needs of low income students and English learners

2019-20

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

Unchanged Action

Provide a K-8 English language arts specialist to provide coaching support to teachers in differentiating instruction of th California ELA Content Standards to meet the needs of low income students and English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$101,000	\$104,535	\$108,194
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$20,000	\$21,400	\$22,898
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 15

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:

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

2018-19

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

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

2019-20

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

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$32,000	\$32,000	\$32,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 16

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:

Modified Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

2018-19

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

Unchanged Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

2019-20

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

Unchanged Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 17

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:

Continue to implement extended learning opportunities in Mandarin for all low income K-2 grade students attending the after school program and all kindergarten and small cohort of first grade students at Felton to create a college and career readiness culture

2018-19

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

Continue to implement extended learning opportunities in Mandarin for all K-2 grade students attending the after school program and all kindergarten and small cohort of first grade students at Felton to create a college and career readiness culture

2019-20

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

Continue to implement extended learning opportunities in Mandarin for all K-2 grade students attending the after school program and all kindergarten and small cohort of first grade students at Felton to create a college and career readiness culture

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$140,000	\$140,000	\$140,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 18

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:

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs

2018-19

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

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs

2019-20

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

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
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	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses;
travel and conference

Services and Other Operating Expenses

Services and Other Operating Expenses

Action 19

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:

Implement a summer program for targeted EL students not making adequate progress toward reclassification and Newcomers for summer 2017

2018-19

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

Implement a summer program for targeted EL students not making adequate progress toward reclassification and Newcomers for summer 2018

2019-20

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

Implement a summer program for targeted EL students not making adequate progress toward reclassification and Newcomers for summer 2019

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$26,000	\$26,000	\$26,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
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	\$7,000	\$7,000	\$7,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 20

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:

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

2018-19

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

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

2019-20

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

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,000	\$14,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,800	\$2,800	\$2,800
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 21

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:

Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

2018-19

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

Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

2019-20

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

Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,581,962	\$8,182,581	\$8,182,581
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,657,557	\$2,130,397	\$2,130,397
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 22

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:

New Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

2018-19

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

Unchanged Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

2019-20

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

Unchanged Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 23

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:

The District will provide a .5 FTE specialist to coordinate Special Projects such as the GATE Program, Project Stellar and Parent Education Classes. In this role, the coordinator will work to provide typically underserved students (low income and English learners) with opportunities to participate in programs.

The District will provide a .5 FTE specialist to coordinate Special Projects such as the GATE Program, Project Stellar and Parent Education Classes. In this roll the coordinator will work to provide typically underserved students (low income and English learners) with opportunities to participate in programs.

The District will provide a .5 FTE specialist to coordinate Special Projects such as the GATE Program, Project Stellar and Parent Education Classes. In this roll the coordinator will work to provide typically underserved students (low income and English learners) with opportunities to participate in programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$51,000	\$52,785	\$54,632
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$15,000	\$16,050	\$17,173
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 24

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:

New Action
Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for low income, foster youth and English learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools

2018-19

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

Unchanged Action
Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for all learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools

2019-20

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

Unchanged Action
Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for all learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools

Budgeted Expenditures

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

Action 25

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:

New Action
Develop a dentistry program for 4th grade low income students at three elementary schools that incorporates the next generation science standards with a hands on lab experience supported by a board certified dentist

2018-19

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

Modified Action
Expand the dentistry program to include 5th and 6th grade students.

2019-20

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

Modified Action
Expand the dentistry program to include 7th and 8th grade students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000	\$120,000	\$120,000
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	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$60,000	\$0	\$0
Source	LCFF		

Budget
Reference

Capital Outlay		
----------------	--	--

Action 26

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:

Provide support to Moffett Elementary in order for the staff to fully participate in Covey's Leader in Me Project that will help to develop student leadership pathway targeted for low income students

2018-19

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

Provide support to Moffett Elementary in order for the staff to fully participate in Covey's Leader in Me Project that will help to develop student leadership

2019-20

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

Provide support to Moffett Elementary in order for the staff to fully participate in Covey's Leader in Me Project that will help to develop student leadership

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$7,500	\$7,500	\$7,500
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

Services and Other Operating Expenses

Action 27

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:

Explore the implementation of Accelerated Reader to provide an incentive for reading for low income students as well as increasing stamina and perseverance.

Purchase Accelerated Reader to provide an incentive for reading for students as well as increasing stamina and perseverance

Continue to implement Accelerated Reader to provide an incentive for students and reading and to increase reading stamina.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$17,000	\$17,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses

Action 28

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:

New Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

2018-19

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

Unchanged Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

2019-20

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

Unchanged Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 29

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:

New Action
Provide a .5 FTE teacher on special assignment who will analyze data, share with staff and support staff in the development of instructional strategies to meet the needs of low students, foster youth and English learners in ELA at Lennox Middle School

2018-19

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

Unchanged Action
Provide a .5 FTE teacher on special assignment who will analyze data, share with staff and support staff in the development of instructional strategies to meet the needs of students in ELA at Lennox Middle School

2019-20

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

Unchanged Action
Provide a .5 FTE teacher on special assignment who will analyze data, share with staff and support staff in the development of instructional strategies to meet the needs of students in ELA at Lennox Middle School

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,000	\$49,680	\$51,419
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$9,600	\$10,272	\$10,994
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 30

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:

Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

2018-19

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

Provide instructional assistants to support struggling learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

2019-20

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

Provide instructional assistants to support struggling learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,000	\$41,400	\$42,849
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$10,000	\$10,700	\$11,449
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 31

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:

New Action
Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation plan for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards

2018-19

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

Unchanged Action
Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation plan for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards

2019-20

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

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	
Amount	\$0	\$1,000	\$0
Source		LCFF	
Budget Reference		Employee Benefits	

Action 32

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:

Action	New Action	Unchanged Action
	Implement a Business Program to provide an additional pathway for middle school students to experience	Implement a Business Program to provide an additional pathway for middle school students to experience

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$85,150	\$85,150
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		Books and Supplies	Books and Supplies

Action 33

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Lenox Middle School

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:

Action

2018-19

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

New Action

Plan and implement a revised master schedule at Lennox Middle School in order to provide increased block of time for student learning

2019-20

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

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 34

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:

Action	New Action	Unchanged Action
	Provide coaching on ELD standards implementation with a focus on connecting and aligning learning and language objectives	Provide coaching on ELD standards implementation with a focus on connecting and aligning learning and language objectives

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$7,000	\$7,000
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$20,000	\$20,000
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$2,000	\$2,000
Source		Federal Revenues - Title II	Federal Revenues - Title II

Budget
Reference

--

Employee Benefits

Employee Benefits

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

Unchanged Goal

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a variety of ways to ensure student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

There continues to be a need to support all students in accessing the rigorous standards. This requires that the District provide multi-systems of support to for students to regularly attend school and manage their social and emotional needs. Students continue to need to have a wide range of experiences to insure that they remain engaged and challenged in school. The District's Suspension Rubric indicates that African American students and students with disabilities are being suspended at a higher rate than other students. There is a need to provide staff with an understanding of the social/cultural needs of all students but in particular these two students groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (LCFF Rubric)	Suspension Rate = 1.9% LCFF Rubric District = orange range	Suspension rate = 1.5% LCFF Rubric: District = yellow range (medium)	Suspension rate = 1% LCFF Rubric: District = green range (medium)	Suspension rate = 1% LCFF Rubric: District = green range (low)
Expulsion Rate	Current rate - 0 (Based on 14-15 CDE)	target = under .5%	target = under .5%	target = under .5%
Attendance Rate	Current attendance rate = 96.3%	Target = within 95-99% range	Target = within 95-99% range	Target = within 95-99% range
Chronic Absentee rate	2016-17 rate = 8.31%	Target = 6%	Target = 5%	Target - 4%

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:

Modified Action

Provide full time counselors at each school site to provide support specifically to support students with disabilities

2018-19

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

Unchanged Action

Provide full time counselors at each school site to provide academic, social and emotional supports for all students

2019-20

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

Unchanged Action

Provide full time counselors at each school site to provide academic, social and emotional supports for all students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$215,000	\$233,549	\$233,549
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$45,000	\$28,368	\$28,368
Source	LCFF	LCFF	LCFF
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)

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:

Maintain the gardening program to continue to support an understanding of healthy eating among low income students.

2018-19

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

Maintain the gardening program to continue to support an understanding of healthy eating among low income students

2019-20

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

Maintain the gardening program to continue to support an understanding of healthy eating among low income students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000	\$0	\$0
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)

Actions/Services

2017-18

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

Provide district staff to support the needs of foster youth, low income homeless students and students with mental health needs to ensure "wrap around" services are provided

2018-19

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

Provide district staff to support the needs of foster youth, low income homeless and students with mental health needs to ensure "wrap around" services are provided

2019-20

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

Provide district staff to support the needs of foster youth, low income homeless and students with mental health needs to ensure "wrap around" services are provided

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$110,000	\$113,850	\$117,835
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$18,000	\$19,260	\$20,608
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

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:

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

2018-19

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

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

2019-20

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

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,000	\$14,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,800	\$1,800	\$1,800
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$15,000	\$15,000	\$15,000

Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
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)

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:

Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School in order to provide increased individualized and group counseling services to low income students.

2018-19

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

Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School in order to provide increased individualized and group counseling services to low income students.

2019-20

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

Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School in order to provide increased individualized and group counseling services to low income students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$38,000	\$39,330	\$40,707
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,500	\$1,605	\$1,717
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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)

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:

Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement in the core academic program as well as increase attendance and support positive management.

2018-19

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

Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement the core academic program as well as increase attendance and support positive management.

2019-20

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

Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement the core academic program as well as increase attendance and support positive management.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$27,000	\$27,000	\$27,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
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	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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)

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:

Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district

2018-19

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

Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district

2019-20

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

Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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:

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

2018-19

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

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

2019-20

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

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$42,000	\$42,000	\$42,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; includes transportation and camp contract	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$12,000	\$12,000	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,000	\$1,000	\$1,000

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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)

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:

Extended school day opportunities will be provided for low income students, foster youth and English learners after school in order to provide tutoring, homework support and enrichment opportunities for students in grades K-8.

2018-19

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

Extended school day opportunities will be provided for low income students, foster youth and English learners after school in order to provide tutoring, homework support and enrichment opportunities for students in grades K-8.

2019-20

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

Extended school day opportunities will be provided for low income students, foster youth and English learners after school in order to provide tutoring, homework support and enrichment opportunities for students in grades K-8.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
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	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$50,000	\$50,000	\$50,000

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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:

New Action
Explore the transition of implementing an RTI system to a Multi-Tiered System of Support (MTSS) with a focus based on current data and students' needs to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

2018-19

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

Modified Action
Implement at one school a pilot for MTSS that will include either a pathway for academic or behavior support to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

2019-20

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

Modified Action
Fully implement MTSS structures at all schools with an identified focus based on data and students' needs to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$0	\$2,000	\$2,000
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

Action 11

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:

New Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

2018-19

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

Unchanged Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

2019-20

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

Unchanged Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 12

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:

New Action

Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible

2018-19

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

Unchanged Action

Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible

2019-20

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

Unchanged Action

Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$460,000	\$449,943	\$449,943
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$110,000	\$50,087	\$50,087
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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

Unchanged Goal

Goal 6: The Lennox School District will provide a safe environment conducive to learning.

Goal 6

Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

The District continues to identify a need based on the LCFF Rubric, to address alternatives to suspension. District's current data indicates that fewer students have been suspended than is reflected on the LCFF Rubric. Based on District surveys and stakeholder meetings staff and students feel safe at school but due to the crime rate in the community school security continues to be a highly stated need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey - safety	85% of elementary students indicated they feel safe at school 68% of middle school students indicated they feel safe at school	88% of elementary students indicate feel safe at school 70% of middle school students indicate they feel safe at school	90% of elementary students indicate feel safe at school 75% of middle school students indicate they feel safe at school	90% of elementary students indicate feel safe at school 80% of middle school students indicate they feel safe at school
Facilities Inspection Report (FIT)	FIT Report - good to exemplary	FIT Report - good to exemplary	FIT Report - good to exemplary	FIT Report - good to exemplary
LCFF Rubric - Suspension	LCFF Rubric Suspension - orange range	LCFF Rubric Suspension - yellow range (middle)	LCFF Rubric Suspension - green range (medium)	LCFF Rubric Suspension - green range(low)
Attendance rate	Attendance Rate = 96.3%	Range between 95-99%	Range between 95-99%	Range between 95-99%
appropriately certificated teacher assigned to each classroom	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed
all students will be provided standards aligned instructional materials	100% of students received standards aligned instructional materials	100% of students receive standards aligned instructional materials	100% of students receive standards aligned instructional materials	100% of students receive standards aligned instructional materials

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)

Specific Schools: all elementary 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 an assistant principal at each elementary school

2018-19

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

Unchanged Action

Maintain an assistant principal at each elementary school

2019-20

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

Unchanged Action

Maintain an assistant principal at each elementary school

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$557,230	\$576,733	\$596,919
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$148,567	\$158,967	\$170,094
Source	LCFF	LCFF	LCFF
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)

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:

Implement a mentoring program to support boys and girls at the middle school to help address the social and emotional needs of low income students.

2018-19

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

Implement a mentoring program to support boys and girls at the middle school to help address the social and emotional needs of low income students.

2019-20

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

Implement a mentoring program to support boys and girls at the middle school to help address the social and emotional needs of low income students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
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)

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

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.

2018-19

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

Unchanged Action

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.

2019-20

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

Unchanged Action

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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:

Unchanged Action

Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)

2018-19

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

Unchanged Action

Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)

2019-20

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

Unchanged Action

Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$360,000	\$360,000	\$360,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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

Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.

2018-19

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

Unchanged Action

Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.

2019-20

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

Unchanged Action

Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300,000	\$300,000	\$300,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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)

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

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

2018-19

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

Unchanged Action

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

2019-20

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

Unchanged Action

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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)

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

Ensure fiscal resources are adequate to ensure program sustainability

2018-19

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

Unchanged Action

Ensure fiscal resources are adequate to ensure program sustainability

2019-20

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

Unchanged Action

Ensure fiscal resources are adequate to ensure program sustainability

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,234,429	\$10,275,199	\$10,180,899
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$9,358,174	\$10,494,061	\$10,830,410
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; administrative, classified, teacher benefits	Employee Benefits	Employee Benefits
Amount	\$1,788,583	\$1,796,966	\$1,488,066
Source	LCFF	LCFF	LCFF

Budget Reference	Books and Supplies; including M&O supplies	Books and Supplies	Books and Supplies
Amount	\$19,749,115	\$19,865,026	\$20,654,174
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; this may include some classified admin. (combined certificated and admin. salaries)	Certificated Salaries	Certificated Salaries
Amount	\$6,518,991	\$7,532,560	\$7,517,560
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; includes legal, utilities, contracted services and 1/2 M&O	Services and Other Operating Expenses	Services and Other Operating Expenses

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:

Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

2018-19

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

Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

2019-20

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

Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

Services and Other Operating Expenses

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)

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:

Implement Character Education program at each school to promote a positive school culture in our schools where 97% of our students are low income

2018-19

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

Implement Character Education program at each school to promote a positive school culture in our schools where 97% of our students are low income

2019-20

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

Implement Character Education program at each school to promote a positive school culture in our schools where 97% of our students are low income

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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:

Modified Action
Provide a Dean of Students for the middle school to ensure positive behavior support and alternatives to suspension are implemented and strategies conducive to the development of a positive school climate are coordinated for low income students

2018-19

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

Unchanged Action
Provide a Dean of Students for the middle school to ensure positive behavior support and alternatives to suspension are implemented and strategies conducive to the development of a positive school climate are coordinated for low income students

2019-20

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

Unchanged Action
Provide a Dean of Students for the middle school to ensure positive behavior support and alternatives to suspension are implemented and strategies conducive to the development of a positive school climate are coordinated for low income students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$114,406	\$118,410	\$122,555
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$22,480	\$24,054	\$25,737
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 11

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:

Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented

2018-19

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

Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented

2019-20

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

Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$120,000	\$124,200	\$128,547
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$40,000	\$42,800	\$45,796
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 12

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:

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

2018-19

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

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

2019-20

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

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; stipend	Certificated Salaries	Certificated Salaries

Action 13

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:

Action

2018-19

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

New Action

Implement the bully prevention program, Olweus, at all schools

2019-20

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

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 14

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:

Action

2018-19

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

New Action
Explore the possibility of implementing a social skills program such as Second Step throughout the district in 2019-20

2019-20

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

Modified Action
Based on the recommendation in 2018-19 school year, implement a social skills program district-wide

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies	

Action 15

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:

Action

2018-19

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

New Action
Provide a pilot program at one elementary school using Playworks that support students' social skills

2019-20

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

Modified Action
Based on the success of the pilot program using Playworks, the district will consider increasing this program at additional schools.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$35,000	\$70,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$16,558,904

Percentage to Increase or Improve Services:

39.88%

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](#)).

2018-19

The Lennox School District has over 95% unduplicated students. Therefore many of the actions and services are identified as increased or improved services as a result of this high unduplicated student rate. Although the majority of actions will be implemented District wide, because the District has only one middle school some of the actions are specifically targeted to the middle school. The following actions and services are identified as increased or improved services:

Goal 1 (Actions 1,2,3,4,5)

- Parent Liaisons at all schools and Parent workshops and conference/workshop attendance - due to the high concentration of low income students and the large number of English learners as well as the high number of parents who are not high school graduates and that English is not their first language, the district will provide parent liaisons to coordinate parent activities and communication through Parent Centers at each school to increase the communication between home and school as well as to build the capacity of parents to participate in the students' education. Parent workshops and conferences will be provided to develop parent leadership and provide training for parents to better understand their children's social/emotional and academic need and to learn English. These actions are principally directed toward low income students, English learners and foster youth. Research indicates that when parents are involved in their students' education, students are more successful. Providing parents with access to school events and programs and frequent communication continues to support this effort. (District wide)

Goal 2

Action 2

- **math coaching support through SWUN math** - to continue to support teachers in providing lessons that are differentiated to meet the needs of low income students and English learners. The Lennox School District's student population are predominantly low income students and English learners. In order for these students to be successful with the rigorous and concept focused standards, teachers need to implement a variety of strategies to support student understanding of the math instructional practices. CAASPP results continue to indicate that students continue to struggle with problem solving and application of math concepts. This action is principally directed to meet the needs of low income students and English learners. Providing targeted coaching is an evidenced based practice that supports teachers in implementing a variety of strategies to address the diverse needs that low income students and English learners present during math. (District wide, all elementary schools)

Action 3

- **Math intervention teacher at the middle school** - providing additional instructional time within the school day is an evidence based practice that will provide targeted instruction in math to specifically address the academic performance of low income students and English learners in math. CAASPP results for students in grades 6-8 continue to indicate that students are struggling with the demands of the concepts required of the math standards. Although tutoring and other after school support has been provided, it is has been determined that providing an additional period of math instruction with a focus on "filling in" the important math concepts for students to be successful in their current math courses as well as providing an opportunity for students to have concepts re-taught and pre-taught is necessary to address the serious achievement gap in math that particularly exist with low income students and English learners. (District wide, all elementary schools)

Action 5

- **District math TOSA/coach to provide support to teachers** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Math achievement for low income students and English learners, as measured by state and local assessments, indicate that the majority of these students are not meeting grade level standards. In order for these students to increase their achievement, teachers must be able to specifically identify the areas of

need and identify specific strategies and instructional materials that will target these needs for students in math. The District math TOSA/Coach will provide this support to teachers individually and working with the math department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the Math TOSA/Coach will work with teachers in their classroom to implement these strategies. This increased service is principally directed to support low income students and English learners. (District wide)

Action 8

- **Provide opportunities for 5th and 6th grade teachers to collaborate and vertically articulate key math standards** - This action is principally directed to English learners and low income students. Providing clear articulated expectations for English learners and low income students in math is important for a successful transition to middle school. Research indicates that when transitions from one level of school to another level of school are successful students are less at risk for dropping out, and exhibiting inappropriate behaviors. Furthermore when teachers are able to articulate expectations they are better prepared to support students in meeting those expectations through both first instruction and intervention. This action provides an improved services for low income students and English learners. (District wide)

Action 9

- **Provide professional development and coaching support for math teachers and elementary teachers in using specific accommodations in math to support students who are struggling readers and writers** - This action is principally directed towards low income students and English learners who are below grade level in reading and writing. Math standards have many language demands; low income students and English learners who are reading and writing below grade level need strategies and accommodations in math so that they can continue to learn math concepts. This is an increased action to address these specific needs identified. (district wide)

Action 10

- **Provide a .5 FTE math coach** -This action is principally directed towards low income students to provide more support for teachers to implement the California Math Standards and mathematical practices with these students; a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies to differentiate instruction. The District Math TOSA/Coach will work closely with the school math coach (School-wide), This is an improved service for low income students, English learners and foster youth. (school-wide)

Action 11

- **Purchase and implement IXL Math Support Program** - This research based math support program will be purchased and implemented at Lennox Middle math classes and is principally directed towards improving targeted support and intervention for low income students. Low Income students at Lennox Middle school continue to demonstrate achievement gaps in math. This program will provide students with an increased opportunity to learn and practice math concepts with different instructional strategies. The effectiveness of this program will be measured by the demonstration of a reduced achievement gap as well as increased math achievement. (school-wide)

Goal 3

Action 3

- **Purchase of Lexia, a reading intervention program for elementary students** - Based on CAASPP results and local assessments, a high percentage of our low income and English learners are reading below grade level. In order to provide additional structured support beyond the core ELA program, Lexia, a researched based reading support program, will be used by the reading intervention teachers at the elementary level. Students will receive the core ELA program with their classroom teacher and receive instruction using Lexia to provide additional and different strategies to address the gaps in their reading and comprehension. This action is an improved service that is principally directed towards low income students and English learners. (District wide, elementary)

Action 4 -

- **A committee of teachers will identify specific strategies that are aligned to the ELPAC** that will support EL students in English and reclassification (District wide)

Goal 4

Action 2

- **The implementation and growth of the AVID program** - Students from a predominately low income community frequently have parents and guardians who have not attended college. AVID is a researched based program that is intended to provide such students with skills and

strategies to see the possibilities of attending college. The District is committed to providing students with a college growing culture and providing AVID in grades K-8 offers a specific program and identified strategies that will support students in meeting this goal. Elementary students will experience AVID through their classroom teachers by the implementation of Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies while middle school school students will also receive WICOR strategies in their content classes but will also have the additional AVID support of AVID electives. (District-wide)

Action 4

- **Support specific school actions related to LCAP Goals** - funds provided will support schools with specific actions related to the following: before/after school support, software and other applications to supplement core instruction and technology for students to access supplemental programs; these increased or improved services are principally directed towards low income students, foster youth and English learners (District wide)

Action 5

- **2 FTE English learner specialists** - English learners are required to meet the content achievement standards and acquire English. There continues to be a gap in the achievement in math and ELA on CAASPP and local assessments. Although reclassification rates remain high, there is a continued need to provide support to all staff in the implementation of designated and integrated ELD. To ensure English learners are making adequate progress in acquiring English the District will increase services for English learners by providing
- English learner specialists who will work with staff to analyze data and to implement appropriate and research based strategies for both designated and integrated ELD; the EL specialists will also provide support for the implementation of a dual immersion program to ensure it remains rigorous and students achieve in both English and Spanish. This increased service is principally directed towards English learners to insure they are will be academically successful and reclassify. (District wide)

Action 6

- **Implement a collaboration model at the elementary school** - Research indicates that when teachers have identified time to professionally collaborate using data, planning differentiated lessons and identifying best practices, student achievement improves. Using four PE teaching teams (teachers and aides), classroom teachers will be released weekly to collaborate in grade level teams; teachers will analyze data, collaborate on lesson design and develop strategies for supporting low income students, foster youth and English learners in achieving the California State Standards. District TOSA/Coaches will be available to work with teachers during their collaboration time. This collaboration is an increased action that is principally directed toward meeting the needs of our low income students. (District wide, all elementary schools)

Action 7

- **Instructional Technology Specialist to support the integration of technology to support diverse learners** - Students have access to technology in various forms. Low income students and English learners require a variety of pathways to access learning. The effective use of technology has been proven to increase student engagement and provide opportunities for students to receive information in alternative formats and express their learning in different ways. To provide teachers and students with support in integrating technology in a variety of learning environments so that low income students and English learners are engaged in learning, remain on a path for college and career readiness and receive 21st Century Skills an Instructional Technology Specialist will work directly with teachers. This improved service is principally directed toward low income students and English learners. (District wide)

Actions 8,9,10

- **Supplemental instructional programs for English learners** - English learners frequently need additional support in order to ensure the highest level of achievement in the rigorous expectation of the California Standards. The majority of the English learners in Lennox who are not reclassified are due to their lack of adequate achievement in math and ELA. Using the core materials and the staff available to all students is often not adequate in meeting their needs. In some cases English learners need more instructional time than their native English speaking peers to achieve the same standards. Therefore the District will provide a variety of supports for English learners in order to ensure that they are having the greatest access to the core instructional program; bilingual instructional aides will be provided at each school to support those students at the lowest level of English acquisition in gaining access to the core instructional program within the classroom, a summer program targeting English learners will be offered to address those students at risk for not being reclassified in a timely fashion and the purchase of supplemental materials to support students in ELD and ELA will be considered to provide students with a different approach to learning the standards. These increased and improved actions and services are principally directed toward English learners. English learners in Lennox will continue to benefit in core instruction with the support of instructional assistants as a result of these assistants providing support in students' primary language as the students continue to become proficient in English. The effectiveness of these actions will be determined by continued increase in our reclassification rate, the performance of English learners in ELA and math on local and state measures. (District wide)

Action 10

- **Categorical Project Assistants at each school** - due to the large numbers of low income students and English learners, a categorical project

assistant(s) will be provided at each school. Their role will be to support the intervention programs, collect on going data, support the reclassification process and support parent liaisons with parent outreach. Having these positions will allow the parent centers and the intervention programs to operate more efficiently and effectively for the targeted students. This position provides improved services that is principally directed for English learners and low income students. (District wide)

Action 11

- **Provide technology devices for student access** - Low income students do not have routine access to technology. Providing students with access to technology is important for students to achieve 21st Century Skills and to have alternatives to traditional learning opportunities which will increase student engagement. It is necessary for the District to provide and replace technology devices with a goal to provide one to one access for low income students since there is limited access to in their homes and community. This increased action is principally directed to low income students. (District wide)

Actions 13,25,26

- **Implementation of career pathways such as Engineering, Dentistry and Leadership** - Low income students often are not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the District will offer a variety of career pathways at different schools so that students can experience these pathways. Depending on the pathway students may receive instruction in a lab setting or within the classroom. Professionals from engineering, dentistry and leadership along with classroom teachers will provide low income students these opportunities that will engage them in higher level thinking and application of science, math and English standards and prepare them for college and career readiness. These increased and improved actions are principally directed toward low income students. (District wide)

Action 14

- **K-8 English Language Arts TOSA/Coach** - to provide support to elementary teachers and middle school ELA teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Reading and writing achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in ELA. The District ELA TOSA/Coach will provide this support to teachers individually and working with the English department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the ELA TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. Coaching is a research and evidence based strategy that when used effectively supports teachers in creating instructional changes to support learners. This increased action is principally directed towards English learners and low income students. (District wide)

Action 15

- **Purchase on line subscriptions for reading** - Students from this low income community have limited fiction and non-fiction resources available to them. The California Content Standards requires that students have had multiple opportunities to read and work with a variety of reading. These on- line resources will provide supplemental reading passages that will provide differentiated levels of reading both non-fiction and fiction to aid in closing the achievement gap for low income students. This increased action is principally directed toward low income students. (District wide)

Action 16

- **Continue to implement a universal screener and progress monitoring assessment** - The low income students and English learners in the district are not achieving the standards at the expected rate. This standards aligned assessment will provide data in reading that are aligned to the California State Standards that will assist teachers in developing differentiated lessons and target intervention for low income students and English learners that will address the achievement gap. The assessment will be administered to all low income students and English learners 3 times per year to monitor student progress. For those students identified to receive intervention this assessment will be administered more frequently to ensure that the intervention being used is having the desired impact. Providing a standards based universal screener and progress monitoring assessment is an improved service that is principally directed toward low income students and English learners. (District wide)

Action 17

- **Extended learning opportunities** - Low income students have limited experiences that support their understanding of college and career possibilities. In order for students to have full access to the core instructional requirements of English, math, science and social studies, the District will provide low income students extended learning opportunities with access to other world languages (Mandarin) which will support the goal of creating a college and career culture. This increased action is principally directed toward low income students. (District wide,

elementary)

Action 18

- **Implement Dual Immersion Program** - Research indicates that English learners acquire English when their first language well developed. The District offers a dual immersion program in grades K-8. The District will provide professional development to teachers serving the students in the Dual Immersion program to increase their strategies so that English learners will successfully achieve in both English and Spanish. This increased action is principally directed toward English learners.(District wide)

Action 19

- **Implement a summer program for targeted English learners not making adequate progress toward reclassification and for Newcomers** - Achievement gaps in reading and math exist with English learners, as indicated by the CAASPP and CELDT results. Providing extended learning opportunities is an effective strategy for addressing these achievement gaps. The District will offer an extended year program that targets the specific skills that English learners need to help them to reclassify. This program will provide the additional time and small group instruction that will focus on specific targeted needs; providing Newcomers extended time will provide additional instructional hours for Newcomers to increase vocabulary. This increased action is principally directed towards English learners. (District wide)

Action 21

- **Reduced class size for all grades K-8** - Lennox School District has had smaller class sizes for many years as a result of QEIA. The Board and the community value small class sizes. Providing smaller class sizes will allow teachers to better provide for the high academic and social/emotional needs of low income students and the large number of English learners; lower class sizes provide teachers the opportunity to flexibly group students on a daily basis in both math and ELA to provide tiered instruction; providing tiered instruction creates structures for teachers to re-teach and pre-teach skills and concepts necessary for low income students and English learners to be successful in achieving the academic core. Students will experience more personalized educational experiences. This improved action is principally directed towards English learners and low income students. The class sizes in each grade span (k-1, 2-3, 4-5 and 6-8) have been reduced through an agreement documented in a Memorandum of Understanding (MOU) with the association and the Board of Education. This MOU is due to expire in 6/19. (District wide)

Action 23

- **Specialist to coordinate special projects** - Low income students and English learners are frequently under identified for programs for high achievers. A .5 FTE teacher specialist will ensure that that low income and English learners have opportunities to be identified and participate in specialized programs such as Project Stellar and programs for high achievers; as part of this TOSA's role, parent outreach will be provided so that parents are aware and understand the importance of their students participating in these programs. This action is an improves services that are principally directed towards English learners and low income students.(District wide)

Action 24

- **Professional development for teachers on instructional strategies to differentiate instruction** - Low income students and English learners need to have instruction planned for them to increase access and engagement in learning. Universal Design for Learning is a researched based framework for planning learning experiences that address the unique needs of learners and prevent the need for pull out intervention when fully implemented. . Teachers will receive training in Universal Design for Learning that will facilitate the design of instruction, curriculum and assessment to meet the learning needs of low income students and English learners. This is an improved service that is principally directed towards English learners and low income students. (District wide)

Action 27

- **Purchase Accelerated Reader to provide an incentive for reading to support increasing stamina and perseverance** - Low income students generally do not have access to books for leisure reading available outside of school. In order to provide on-going opportunities for students to be motivated to read outside of school and to increase their stamina for reading and perseverance in reading books that are at their reading level, the purchase of Accelerated Reader will provide the basis for an incentive program that will encourage students to read more, increase their comprehension and demonstrate perseverance by increasing the number of books that are read by each student throughout the year. This is an increased action that is principally directed towards low income students. (District wide)

Action 29

- **Provide a .5 FTE ELA coach** - to provide more support for teachers to implement the California ELA Standards and instructional shifts with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District ELA TOSA/Coach will work closely with the school's ELA coach. Coaching is an evidence based practice that is an

improved/increased action principally directed toward English learners and low income students. (School-wide)

Action 30

- **Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies** - Low income students respond to small group, personalized instruction. To provide these opportunities, instructional assistants will be available so that teachers can provide small group instruction and other targeted supports in the classroom while other students in the classroom are monitored and supported by the instructional aide. This is an increased service that is principally directed towards low income students. (District wide)

Action 31

- **Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program** - Universal Design for Learning is a researched based educational framework which has efficacy in designing learning experiences for low income students and English learners. In order to implement UDL in a systematic fashion, two school will participate in a LACOE Pilot Universal Design for Learning Leadership Academic to develop a school-wide implementation plan for Universal Design for Learning. The pilot is a three year program that the principal, teachers and coaches will participate in. When fully implemented UDL will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards. This improved service that uses the researched based Universal Design for Learning is principally directed towards English learners and low income students. The effectiveness of this action will be demonstrated by an increase in student achievement particularly in language arts for English learners and low income students (School wide)

Action 32

- **Business program** - providing an additional career pathway option not only will offer students at Lennox Middle School with an additional career pathway but will also provide a program that will provide students with an opportunity to understand the connection of math and social studies standards to real life situations. Providing meaningful academic opportunities that allow student to make personal connections is an evidence based strategy that will be an increased service that is principally directed towards low income students (school-wide)

Action 34

- **ELD professional development** - providing professional development for teachers in better understanding the connection of the ELD and ELA standards will further support the increased achievement of English learners in both academic core classes as well as acquiring English. This is an improved service that is principally directed towards English learners. When teachers develop a better understanding of how the ELA and ELD standards are related and specific strategies for making those connections with students the effect for English learners will be an increase in their ELA performance as well as increasing their English proficiency each year.(district-wide)

Goal 5

Action 2

- **Maintain the gardening program to continue to support an understanding of healthy eating among low income students** - students from low income communities have poor diets; this action is intended to provide a "hands on" educational experience that will develop positive healthy eating habits. Students will be responsible for maintaining a garden at each school and will receive regular lessons on healthy eating and nutrition. This increased action is principally directed toward low income students. (District wide)

Action 3

- **Provide district staff to support the needs of foster youth, homeless and students with mental health needs** - The Lennox community has a high density of low income students who in some cases are foster youth and homeless and many of them have mental health needs. These students require a large number of services to support their social/emotional and academic needs, therefore having dedicated staff to coordinate these services within and outside the school district is critical to the success of these students. It is important that services for these students are coordinated. To ensure "wrap around" services are provided a District coordinator will provide information to all staff, coordinate services with other community partners, provide communication to families and ensure that these high need students' education is uninterrupted and supported as needed. This improved service is principally directed toward foster youth and low income students. (District wide)

Action 4

- **Implement a District wide program supporting low income high achieving students in grades 4-8 that focuses on science, technology and art that may include field trips, additional materials and extended instructional time (spring and summer academies and enrichment activities)** - provide additional instructional programs for low income high achieving students supports the district's goal of providing a college and career readiness culture establishing high expectations and developing a sense of possibilities for

students. Providing enrichment activities and extended learning opportunities are evidence based practices that are an increased service principally directed toward low income students. (District wide)

Action 5

- **Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School** - Low income students at the middle school level have many needs including academic, social and emotional, that need to be addressed in school. Providing counseling assistants offers more staff to address these needs. Additionally having counseling assistants who may address the less complex challenges allows the counselors to focus their attention on the more serious and complicated issues. Counseling assistants supports a multi-tiered system of support for students. Counseling assistants will help to provide individualized and group counseling services to low income students that will address the intense amount of social and emotional needs of these students. This is an increased services principally directed towards low income students. (School wide)

Action 6

- **Provide opportunities for low income students to be engaged in visual and performing arts to increase their engagement in the core academic program and to increase attendance and to support a positive school culture** -Research supports that when low income students have opportunities to be involved in visual and performing arts it increases academic achievement and for some students is the key to positive attendance habits. Students will receive a variety of opportunities, some grade level specific, to participate in specific visual and performing arts instruction and activities. This increased action is principally directed towards low income students. (District wide)

Action 7

- **College field trips for all students in grades 2-8** - Low income students typically do not have opportunities to experience a college going culture. A high priority for the District is to provide a college growing culture for low income students and English learners. Therefore all low income students and English learners will participate in at least one college field trip annually. Providing students with an opportunity each year to experience college life is an increased service that is principally directed towards low income students. (District wide)

Action 8

- **5th grade students attend Outdoor Education** - Low income students are unable to participate in an Outdoor Education experience. Outdoor education provides students with experiences of how the California Standards can be applied to "real life" situations. All low income 5th grade students will have an opportunity to attend Outdoor Education and a program that supports the application of the California Common Core Standards standards. Providing "hands-on" educational experiences through Outdoor Education is an increased action that is principally directed towards low income students. (District wide, elementary)

Action 9

- **Extended school day opportunities will be provided** - The Lennox community has a high crime rate. Low income students, foster youth and English learners do not have structured and safe options after school and do not have support to complete homework or have other enrichment opportunities. The District will provide at every school an after school program that low income students, foster youth and English learners will be able to attend to receive tutoring, homework support and enrichment opportunities in grades K-8. Providing after school programs for students is an evidence based strategy that is principally directed toward English language learners, low income students and foster youth. (District wide)

Action 10

- **Implement MTSS as a pilot** - The District's high concentration of low income students, English learners and foster youth require that coordinated systems of support will be provided. The District will begin the transition from RTI to MTSS with a focus of using data to meet students' needs to provide improved structures and systems to ensure that low income, foster youth and English learners have support both academically and socially/emotionally. As the District implements multi-tiered systems of support students will receive the needed support academically and socially/emotionally in a more responsive manner. The implementation of multi-tiered systems of support is a research based model that will improve services and is principally directed towards English learners, low income students and foster youth. (District wide)

Action 12

- **Provide additional part time counseling services** - The District recognizes that reducing and treating trauma is important for low income students, foster youth and English learners to be academically successful. Due to the high poverty and intense needs of the students and their families additional counseling services are needed (group and individual as well as on-going work with families) at each school to address the social/emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible. Students will receive additional small group and individual counseling that will allow them to be more engaged in learning. Providing counseling services is an increased and improved service that is principally directed towards low income students, English learners and foster youth.(District wide)

Goal 6

Action 2

- **Implement a mentoring program for boys and girls at the middle school** - In order to provide a college growing culture it is important to provide levels of support for students to develop an understanding of the benefits of attending college and the importance of key characteristics such as perseverance, dealing with failure, setting goals, etc. toward being successful in college and careers . Low income students and foster youth with social/emotional challenges respond to having a mentor that they can talk to, set goals with and explore possibilities for their future endeavors and help them to make connections to their academic growth. To provide support for low income students and foster youth with these challenges a mentoring program will be provided at the middle school. This is an increased service principally directed towards low income students. (school-wide)

Action 8

- **Implement strategies that will address implementing a positive school culture** - Low income students are impacted when a school provides a positive school culture that will lead to increased student engagement and attendance and reduce suspensions. School wide behavior expectations will be established, celebrations of positive behavior will occur and tiered support will be provided for students needing additional structures for them to be successful in school. The implementation of a positive behavior intervention support system is a researched based model that will improve services that is principally directed toward low income students. (School wide)

Action 9

- **Implement Character Education** - Research related to providing a systematic curriculum to establish a positive school culture is particularly important when there is a high concentration of low income students. In order to provide this schools will systematically implement Character Education at all schools so that students receive instruction in character development. This will lead to a positive school climate that will lead to increased student engagement and attendance and reduce suspensions for low income students. Character Education is an evidence based program that will be an improved service that is principally directed towards low income students. (District wide)

Actions 10

- **Provide a Dean of Students at the middle school to coordinate services and support to ensure a positive learning environment is established** - Lennox Middle School is a large school with many programs to support the high number of low income students; this position is responsible for cohesively implementing the services that are available and that will positively impact students. As a result of this position, students who are most at-risk socially/emotionally will receive systematic and cohesive support which will lead to a reduction of office referrals and suspension. This increased service is principally directed towards low income students. (School wide)

Action 11

- **Provide support staff at the District office** - The District receives a substantial amount of supplemental and concentration funds. In order to support administration in gathering data and monitoring the implementation of the actions in the LCAP to ensure these actions are being implemented according to the plan additional staff is needed. Creating a system of monitoring and providing staff responsible for collecting documentation that the LCAP actions are being implemented will ensure that low income students, English learners and foster youth are receiving the services and supports that will impact student achievement. (District wide)

Action 12

- **Increase communication among all staff, parents and students regarding safety activities** - providing safe learning environments for our 96.7% unduplicated student population is a high priority of the District, therefore a stipend is provided for an employee to ensure all stakeholders are aware and included in the communication (District wide)

Action 14

- **Explore and implement a social skills program such as Second Step** - This is an increased service principally directed toward low income students using a research based social skills curriculum that will provide students with specific strategies that will support their social skill development and impact their ability to collaborate with others and respond appropriately with peers and adults. (District-wide)

Action 15

- **Pilot the evidence based program, Playworks** at one elementary school that will be principally directed toward low income students; this increased service will provide students with a structured program during recesses that will support students in applying appropriate social skills on the playground with adult support and mediation when needed. The effectiveness of this program will be determined by fewer office referrals, less time used by classroom teachers addressing conflicts on the playground and more engaged students in social situations

Estimated Supplemental and Concentration Grant Funds:

\$15,197,561

Percentage to Increase or Improve Services:

35.93%

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

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

The Lennox School District has over 96.61% unduplicated students. Therefore many of the actions and services are identified as increased or improved services as a result of this high unduplicated student rate. Although the majority of actions will be implemented District wide because the District has only one middle school some of the actions are specifically targeted to the middle school. The following actions and services are identified as increased or improved services:

Goal 1 (Actions 1,2,3,5)

- **Parent Liaisons at all schools and Parent workshops and conference attendance** - the high concentration of low income students and the large number of English learners as well as the high number of parents who are not high school graduates and that English is not their first language, the district will provide parent liaisons to coordinate parent activities and communication through Parent Centers at each school to increase. Parent workshops and conferences will be provided to develop parent leadership and provide training for parents to better understand their children's social/emotional and academic need and to learn English. (District wide)

Goal 2

Action 2

- **math coaching support through SWUN math** - to continue to support teachers in providing lessons that are differentiated to meet the needs of low income students and English learners. The Lennox School District's student population are predominantly low income students and English learners. In order for these students to be successful with the rigorous and concept focused standards, teachers need to implement a variety of strategies to support student understanding of the the math instructional practices. CAASPP results continue to indicate that students continue to struggle with problem solving and application of math concepts. Providing targeted coaching using the will support teachers in exploring and practicing new and different strategies. (District wide, all elementary schools)

Action 3

- **Math intervention teacher at the middle school** - providing additional instructional time within the school day is an evidence based practice that will provide targeted instruction in math to specifically address the academic performance of low income students and English learners in math. CAASPP results for students in grades 6-8 continue to indicate that students are struggling with the demands of the concepts required of the math standards. Although tutoring and other after school support has been provided, it is has been determined that providing an additional period of math instruction with a focus on "filling in" the important math concepts for students to be successful in their current math courses as well as providing an opportunity for students to have concepts re-taught and pre-taught is necessary to address the serious achievement gap in math. (District wide, all elementary schools)

Action 5

- **District math TOSA/coach to provide support to teachers** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Math achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in math. The District math TOSA/Coach will provide this support to teachers individually and working with the math department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the Math TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. (District wide)

Action 7

- **Purchase and implement Math Space** - this is an evidence based program that will be used to support low income students and English learners in developing conceptual understanding at Lennox Middle School. Based on CAASPP results middle school students are struggling with the conceptual demands of the math core standards. This technology based program will support students both within the math class and in the intervention classes with an additional support to gain improved understanding of math concepts. (school-wide)

Action 9

- **Provide time for teachers in 5th and 6th grade to vertically articulate key math standards** - in order to provide a clear instructional focus in math specifically addressing the instructional needs of low income student, foster youth and English learners, teachers will meet to discuss and agree on the standards that must be mastered prior to students beginning middle school. Based on a review of the CAASPP results, student achievement in math is a system-wide concern. Having a clear understanding of which standards are critical for students to master will ensure that students will receive adequate instruction in those standards that require problem solving, analysis and application of mathematical skills and concepts. This work will support equal access to these critical standards across the district which in turn will support the closing of the achievement gap that currently exists with these groups of students. These focus standards will be the ones that the District Math TOSA/Coach and the SWUN coaches will support with classroom and formative assessment practices. (District wide)

Action 11

- **Provide a .5 FTE math coach** - to provide more support for teachers to implement the California Math Standards and mathematical practices with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District Math TOSA/Coach will work closely with the school math coach (School-wide),

Goal 3

Action 1

- **Primary grades reading intervention teachers at all elementary schools** - Based on local benchmark data and 3rd grade CAASPP ELA results, students are not meeting the target of being grade level readers by third grade. The District has provided reading intervention for the past three years and there continues to be a steady increase in ELA results. Intervention teachers working with classroom teachers will continue to identify gaps in reading skills and concepts to ensure students meet the target of becoming grade level readers by third grade. A strong evidenced based practice is providing highly effective teachers who can provide targeted intervention based on analysis of formative and summative data that support and add to the core instruction in ELA. Continuing to provide an additional teacher to specifically to provide intervention within the school day to address the identified need for low income students, foster youth and English learners will support the District's goal for students to be grade level readers by the end of third grade (District wide, all elementary schools)

Action 2

- **Implement Imagine Learning** - English learners are a group of students who although are making progress in ELA, and acquiring English, continue to need additional support beyond the core. Imagine Learning is a research based program that focuses on vocabulary and language concept development. Vocabulary and language development are critical for students to be able to comprehend English. English learners will use Imagine Learning in their classrooms to support their acquisition of English concepts and support their language development.(District wide)

Action 4

- **Purchase of Lexia, a reading intervention program for elementary students** - Based on CAASPP results and local assessments, a high percentage of our low income and English learners are reading below grade level. In order to provide additional structured support beyond the core ELA program, Lexia, a researched based reading support program will be used by the reading intervention teachers at the elementary level. Students will receive the core ELA program with their classroom teacher and receive instruction using Lexia to provide additional and different strategies to address the gaps in their reading and comprehension (District wide, elementary)

- Goal 4

Action 2

- **The implementation and growth of the AVID program** - Students from a predominately low income community frequently have parents and guardians who have not attended college. AVID is a researched based program that is intended to provide such students with skills and strategies to see the possibilities of attending college. The District is committed to providing students with a college growing culture and providing AVID in grades K-8 offers a specific program and identified strategies that will support students in meeting this goal. Elementary students will experience AVID through their classroom teachers by the implementation of WICOR strategies while middle school school students will also receive WICOR strategies in their content classes but will also have the additional AVID support of AVID electives. (District-wide)

Action 4

- **Support specific school actions related to LCAP Goals** - funds provided will support schools with specific actions related to the following: before/after school support, software and other applications to supplement core instruction and technology for students to access supplemental programs; these services will be targeted to low income students, foster youth and English learners (District wide)

Action 5

- **1.5 FTE English learner specialists** - English learners are required to meet the content achievement standards and acquire English. There continues to be a gap in the achievement in math and ELA on CAASPP and local assessments. Although reclassification rates remain high, there is a continued need to provide support to all staff in the implementation of designated and integrated ELD. To ensure English learners are making adequate progress in acquiring English the District will provide English learner specialists who will work with staff to analyze data and to implement appropriate and research based strategies for both designated and integrated ELD; the EL specialist will also provide support for the implementation of a dual immersion program to ensure it remains rigorous and students achieve in both English and Spanish. If teachers implement ELD programs and the Dual Immersion program is rigorous and addresses the language acquisition of the various levels of English learners, these students will be academically successful and be reclassified. (District wide)

Action 6

- **Implement a collaboration model at the elementary school** - Research indicates that when teachers have identified time to professionally collaborate using data, planning differentiated lessons and identifying best practices, student achievement improves. Using four PE teaching teams (teachers and aides), classroom teachers will be released weekly to collaborate in grade level teams; teachers will analyze data, collaborate on lesson design and develop strategies for supporting low income students, foster youth and English learners in achieving the California State Standards. District TOSA/Coaches will be available to work with teachers during their collaboration time. (District wide, all elementary schools)

Action 7

- **Instructional Technology Specialist to support the integration of technology to support diverse learners** - Students have access to technology in various forms. Low income students and English learners require a variety of pathways to access learning. The effective use of technology has been proven to increase student engagement and provide opportunities for students to receive information in alternative formats and express their learning in different ways. To provide teachers and students with support in integrating technology in a variety of learning environments so that low income students and English learners are engaged in learning, remain on a path for college and career readiness and receive 21st Century Skills an Instructional Technology Specialist will work directly with teachers. (District wide)

Actions 8,9,10

- **Supplemental instructional programs for English learners** - English learners frequently need additional support in order to ensure the highest level of achievement in the rigorous expectation of the California Standards. The majority of the English learners in Lennox who are not reclassified are due to their lack of adequate achievement in math and ELA. Using the core materials and the staff available to all students is often not adequate in meeting their needs. In some cases English learners need more instructional time than their native English speaking peers to achieve the same standards. Therefore the District will provide a variety of supports for English learners in order to ensure that they are having the greatest access to the core instructional program; bilingual instructional aides will be provided at each school to support those students at the lowest level of English acquisition in gaining access to the core instructional program within the classroom, a summer program targeting English learners will be offered to address those students at risk for not being reclassified in a timely fashion and the purchase of supplemental materials to support students in ELD and ELA will be considered to provide students with a different approach to learning the standards (District wide)

Action 11

- **Categorical Project Assistants at each school** - due to the large numbers of low income students and English learners, a categorical project assistant(s) will be provided at each school. Their role will be to support the intervention programs, collect on going data, support the reclassification process and support parent liaisons with parent outreach. Having these positions will allow the parent centers and the intervention programs to operate more efficiently and effectively for the targeted students (District wide)

Action 12

- **Provide digital devices for student access** - Low income students do not have routine access to technology. Providing students with access to technology is important for students to achieve 21st Century Skills and to have alternatives to traditional learning opportunities which will increase student engagement. It is necessary for the District to provide and replace technology devices with a goal to provide one to one access for low income students since there is limited access to in their homes and community (District wide)

Actions 14,26,27

- **Implementation of career pathways such as Engineering, Dentistry and Leadership** - Low income students often are not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the

District will offer a variety of career pathways at different schools so that students can experience these pathways. Depending on the pathway students may receive instruction in a lab setting or within the classroom. Professionals from engineering, dentistry and leadership along with classroom teachers will provide low income students these opportunities that will engage them in higher level thinking and application of science, math and English standards and prepare them for college and career readiness. (District wide)

Action 15

- **K-8 English Language Arts TOSA/Coach** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Reading and writing achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in ELA. The District ELA TOSA/Coach will provide this support to teachers individually and working with the English department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the ELA TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. (District wide)

- Action 16

- **Purchase on line subscriptions for reading** - Students from this low income community have limited fiction and non-fiction resources available to them. The California Content Standards requires that students have had multiple opportunities to read and work with a variety of reading. These on- line resources will provide supplemental reading passages that will provide differentiated levels of reading both non-fiction and fiction to aid in closing the achievement gap for low income students (District wide)

Action 17

- **Continue to implement a universal screener and progress monitoring assessment** - The low income students and English learners in the district are not achieving the standards at the expected rate. This standards aligned assessment will provide data in reading that are aligned to the California State Standards that will assist teachers in developing differentiated lessons and target intervention for low income students and English learners that will address the achievement gap. The assessment will be administered to all low income students and English learners 3 times per year to monitor student progress. For those students identified to receive intervention this assessment will be administered more frequently to ensure that the intervention being used is having the desired impact. (District wide)

Action 18

- **Extended learning opportunities** - Low income students have limited experiences that support their understanding of college and career possibilities. In order for students to have full access to the core instructional requirements of English, math, science and social studies, the District will provide low income students extended learning opportunities with access to other world languages (Mandarin) which will support the goal of creating a college and career culture (District wide, elementary)

Action 19

- **Implement Dual Immersion Program** - Research indicates that English learners acquire English when their first language well developed. The District offers a dual immersion program in grades K-8. The District will provide professional development to teachers serving the students in the Dual Immersion program to increase their strategies so that English learners will successfully achieve in both English and Spanish. (District wide)

Action 20

- **Implement a summer program for targeted English learners not making adequate progress toward reclassification and for Newcomers** - Achievement gaps in reading and math exist with English learners, as indicated by the CAASPP and CELDT results. Providing extended learning opportunities is an effective strategy for addressing these achievement gaps. The District will offer an extended year program that targets the specific skills that English learners need to help them to reclassify. This program will provide the additional time and small group instruction that will focus on specific targeted needs; providing Newcomers extended time will provide additional instructional hours for Newcomers to increase vocabulary (District wide)

Action 22

- **Reduced class size for all grades K-8** - Lennox School District has had smaller class sizes for many years as a result of QEIA. The Board and the community value small class sizes. Providing smaller class sizes will allow teachers to better provide for the high academic and social/emotional needs of low income students and the large number of English learners; lower class sizes provide teachers the opportunity to flexibly group students on a daily basis in both math and ELA to provide tiered instruction; providing tiered instruction creates structures for teachers to re-teach and pre-teach skills and concepts necessary for low income students and English learners to be successful in achieving the academic core. Students will experience more personalized educational experiences. (District wide)

Action 24

- **Specialist to coordinate special projects** - Low income students and English learners are frequently under identified for programs for high achievers. A .5 FTE teacher specialist will ensure that low income and English learners have opportunities to be identified and participate in specialized programs such as Project Stellar and programs for high achievers; as part of this TOSA's role, parent outreach will be provided so that parents are aware and understand the importance of their students participating in these programs (District wide)

Action 25

- **Professional development for teachers on instructional strategies to differentiate instruction** - Low income students and English learners need to have instruction planned for them to increase access and engagement in learning. Universal Design for Learning is a researched based framework for planning learning experiences that address the unique needs of learners and prevent the need for pull out intervention when fully implemented. Teachers will receive training in Universal Design for Learning that will facilitate the design of instruction, curriculum and assessment to meet the learning needs of low income students and English learners (District wide)

Action 30

- **Provide a .5 FTE ELA coach** - to provide more support for teachers to implement the California ELA Standards and instructional shifts with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District ELA TOSA/Coach will work closely with the school's ELA coach (School-wide)

Action 31

- **Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies** - Low income students respond to small group, personalized instruction. To provide these opportunities, instructional assistants will be available so that teachers can provide small group instruction and other targeted supports in the classroom while other students in the classroom are monitored and supported by the instructional aide. (District wide)

Action 32

- **Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program** - Universal Design for Learning is a researched based educational framework which has efficacy in designing learning experiences for low income students and English learners. In order to implement UDL in a systematic fashion, two school will participate in a LACOE Pilot Universal Design for Learning Leadership Academic to develop a school-wide implementation plan for Universal Design for Learning. The pilot is a three year program that the principal, teachers and coaches will participate in. When fully implemented UDL will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards (School wide)

Goal 5

Action 2

- **Maintain the gardening program to continue to support an understanding of healthy eating among low income students** - students from low income communities have poor diets; this action is intended to provide a "hands on" educational experience that will develop positive healthy eating habits. Students will be responsible for maintaining a garden at each school and will receive regular lessons on healthy eating and nutrition. (District wide)

Action 3

- **Provide district staff to support the needs of foster youth, homeless and students with mental health needs** - The Lennox community has a high density of low income students who in some cases are foster youth and homeless and many of them have mental health needs. These students require a large number of services to support their social/emotional and academic needs, therefore having dedicated staff to coordinate these services within and outside the school district is critical to the success of these students. It is important that services for these students are coordinated. To ensure "wrap around" services are provided a District coordinator will provide information to all staff, coordinate services with other community partners, provide communication to families and ensure that these high need students' education is uninterrupted and supported as needed. (District wide)

Action 4

- **Implement a District wide program supporting low income high achieving students in grades 4-8 that focuses on science, technology and art that may include field trips, additional materials and extended instructional time (spring and summer academies and enrichment activities** - provide additional instructional programs for low income high achieving students supports the

district's goal of providing a college and career readiness culture establishing high expectations and developing a sense of possibilities for students (District wide)

Action 5

- **Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School** - Low income students at the middle school level have many needs including academic, social and emotional, that need to be addressed in school. Providing counseling assistants offers more staff to address these needs. Additionally having counseling assistants who may address the less complex challenges allows the counselors to focus their attention on the more serious and complicated issues. Counseling assistants supports a multi-tiered system of support for students. Counseling assistants will help to provide individualized and group counseling services to low income students that will address the intense amount of social and emotional needs of these students (School wide)

Action 6

- **Provide opportunities for low income students to be engaged in visual and performing arts to increase their engagement in the core academic program and to increase attendance and to support a positive school culture** -Research supports that when low income students have opportunities to be involved in visual and performing arts it increases academic achievement and for some students is the key to positive attendance habits. Students will receive a variety of opportunities, some grade level specific, to participate in specific visual and performing arts instruction and activities. (District wide)

Action 7

- **College field trips for all students in grades 2-8** - Low income students typically do not have opportunities to experience a college culture. A high priority for the District is to provide a college growing culture for low income students and English learners. Therefore all low income students and English learners will participate in at least one college field trip annually (District wide)

Action 8

- **5th grade students attend Outdoor Education** - Low income students are unable to participate in an Outdoor Education experience. Outdoor education provides students with experiences of how the California Standards can be applied to "real life" situations. All low income 5th grade students will have an opportunity to attend Outdoor Education and a program that supports the application of the California Common Core Standards standards (District wide, elementary)

Action 9

- **Extended school day opportunities will be provided** - The Lennox community has a high crime rate. Low income students, foster youth and English learners do not have structured and safe options after school and do not have support to complete homework or have other enrichment opportunities. The District will provide at every school an after school program that low income students, foster youth and English learners will be able to attend to receive tutoring, homework support and enrichment opportunities in grades K-8 (District wide)

Action 10

- **Explore transitioning from RTI to MTSS** - The District's high concentration of low income students, English learners and foster youth require that coordinated systems of support will be provided. The District will begin the transition from RTI to MTSS with a focus of using data to meet students' needs to provide improved structures and systems to ensure that low income, foster youth and English learners have support both academically and socially/emotionally. As the District implements multi-tiered systems of support students will receive the needed support academically and socially/emotionally in a more responsive manner. (District wide)

Action 12

- **Provide additional part time counseling services** - The District recognizes that reducing and treating trauma is important for low income students, foster youth and English learners to be academically successful. Due to the high poverty and intense needs of the students and their families additional counseling services are needed (group and individual as well as on-going work with families) at each school to address the social/emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible. Students will receive additional small group and individual counseling that will allow them to be more engaged in learning. (District wide)

Goal 6

Action 2

- **Implement a mentoring program for boys and girls at the middle school** - In order to provide a college growing culture it is important to provide levels of support for students to develop an understanding of the benefits of attending college and the importance of key characteristics such as perseverance, dealing with failure, setting goals, etc. toward being successful in college and careers . Low income

students and foster youth with social/emotional challenges respond to having a mentor that they can talk to, set goals with and explore possibilities for their future endeavors and help them to make connections to their academic growth. To provide support for low income students and foster youth with these challenges a mentoring program will be provided at the middle school.

Action 8

- **Implement strategies that will address implementing a positive school culture** - Low income students are impacted when a school provides a positive school culture that will lead to increased student engagement and attendance and reduce suspensions. School wide behavior expectations will be established, celebrations of positive behavior will occur and tiered support will be provided for students needing additional structures for them to be successful in school. (School wide)

Action 9

- **Implement Character Education** - Research related to providing a systematic curriculum to establish a positive school culture is particularly important when there is a high concentration of low income students. In order to provide this schools will systematically implement Character Education at all schools so that students receive instruction in character development. This will lead to a positive school climate that will lead to increased student engagement and attendance and reduce suspensions for low income students (District wide)

Actions 10

- **Provide a Dean of Students at the middle school to coordinate services and support to ensure a positive learning environment is established** - Lennox Middle School is a large school with many programs to support the high number of low income students; this position is responsible for cohesively implementing the services that are available and that will positively impact students. As a result of this position, students who are most at-risk socially/emotionally will receive systematic and cohesive support which will lead to a reduction of office referrals and suspension. (School wide)

Action 11

- **Based on student data, provide a an Opportunity Program** - Lennox Middle School will offer a Tier 3 social/emotional support program to most at risk low income students. Students from high poverty do not respond well to being excluded from school. This program is intended to ensure that students remain in school to receive instruction and reduce suspensions and potential expulsions (this program will be offered in the second semester based on need (School wide)

Action 12

- **Provide support staff at the District office** - The District receives a substantial amount of supplemental and concentration funds. In order to support administration in gathering data and monitoring the implementation of the actions in the LCAP to ensure these actions are being implemented according to the plan additional staff is needed. Creating a system of monitoring and providing staff responsible for collecting documentation that the LCAP actions are being implemented will ensure that low income students, English learners and foster youth are receiving the services and supports that will impact student achievement. (District wide)

Action 13

- **Increase communication among all staff, parents and students regarding safety activities** - providing safe learning environments for our 96.7% unduplicated student population is a high priority of the District, therefore a stipend is provided for an employee to ensure all stakeholders are aware and included in the communication (District wide)