

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

East Whittier City Elementary

Contact Name and Title

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2017-20 Plan Summary

The Story

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

The East Whittier City School District (EWCS D) is organized to provide a quality instructional program for all of its more than 8,800 students on 13 separate school sites. In EWCS D, 1 of our 13 schools is a National Blue Ribbon School, 7 of our 13 schools are California Distinguished Schools, 4 of the 13 schools have won the Gold Ribbon award, and 4 of our 5 Title I schools are Title 1 Academic Achievement schools. Recognizing that "school business is people business," the District utilizes the talents and skills of approximately 450 certificated and 466 full and part-time classified employees. Additional resources of time, facilities and dollars are allocated to support cost-effective, well-articulated, clearly defined programs and services for the students.

THE COMMUNITY

The East Whittier City School District serves students on the eastern side of the Whittier City area in Los Angeles County. This is a suburban community outside of the city of Los Angeles of about 14.65 square miles. There are approximately 87,690 residents in the city, the median income is about \$65,308 and the average family size (person per household) is 3.03. The growth rate for 2010-2016 was 2.76% and for 2016-2021 is 3.02%. The ethnic composition of Whittier is approximately (64.6%) White (28.3% Non-Hispanic White, 36.3% White Hispanic), (1.3%) African American, (1.3%) Native American, (3.8%) Asian, (0.1%) Pacific Islander, (24.4%) from other races/ethnicities, and (4.4%) from two or more races. Hispanic or Latino of any race is approximately (65.7%). The history of Whittier during the early days, it was a small isolated town, Jonathan Bailey and his wife, Rebecca, were among the first residents. They followed the Quaker religious faith and practice and held religious meetings on their porch. Other early settlers, such as Aquila Pickering, espoused the Quaker faith. As the city grew, the citizens named it after John Greenleaf Whittier, a respected Quaker poet, and deeded a lot to him. Whittier wrote a dedication poem and is honored today with statues and a small exhibit at the Whittier Museum. In fact, a statue of him sits in Whittier's Central Park.

Board Vision

The East Whittier City School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California.

Mission

The mission of the East Whittier City School District, the progressive community united in learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders, we identified our focus areas to be addressed to achieve our vision of: "Opening the Door to Each Child's Future". Based on this process, the actions and services in the LCAP fell into the following areas of influence:

Goal 1: Conditions of Learning-All students will be in safe, clean, learning environments that will allow them to maintain their learning potential. 16 Actions/Services (pp. 44- 72)

Goal 2: Pupil Achievement-Students will exceed state and county averages on standardized tests and demonstrate proficiency on local measures. 6 Actions/Services (pp. 73 - 83)

Goal 3: Engagement-Students will feel safe and secure at school and their parents will feel welcome. (This includes lowering suspension and expulsion rates.) 12 Actions/Services (pp. 84 - 103)

Working closely with stakeholders throughout the District, these main goals will be our focus within the next three years.

Key LCAP actions to support these three areas are reduced class size in grades TK-2, intervention supports at both the elementary and middle schools, counseling/social worker support, targeted staff development to address our UDP students, and the addition of Certificated Instructional Coaches to provide on-going professional learning for all staff.

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.

East Whittier City School District is very proud of the growth our students demonstrated on both the state and local performance indicators.

State Indicators:

Greatest Progress

1. In the area of pupil achievement for English Language Arts, state indicators show that All Students were in the green performance level as a result of maintaining at our High status with 13 points above level 3. The percentage of students that met or exceeded the standard in English language arts in 2016 to 2017 maintained at 58%. The LEA attributes this to the strategic use of supplemental funds to provide immediate and prescriptive intervention for students at the elementary level. At the middle schools, intervention funds are providing for after-school student support and additional class periods to provide an opportunity for remediation and

re-teaching. In the upcoming year, we will be providing staff development support to classroom teachers in the area of writing and Thinking Maps.

2. In the area of pupil achievement in Math, state indicators indicate that All Students were in the green performance level as a result of a 5.4 pts. growth. The percentage of students that met or exceeded the standard in math in 2016 to 2017 grew from 42% to 45%. In addition to All Students, the following subgroups also demonstrated growth: English learners and Reclassified-Fluent English Proficient students. The LEA attributes this growth to the strategic use of supplemental funds to provide immediate and prescriptive intervention for students at the elementary level and the implementation of our math instructional coaches. At the middle schools, intervention funds are providing for after-school student support and additional class periods to provide an opportunity for remediation and re-teaching. In the upcoming year, we will be providing staff development support to classroom teachers in the area of mathematical best practices for all elementary teachers and continued EL staff development middle school math departments. Through the use of our math instructional coaches, teachers will receive support on the eight mathematical practices and preparing students for the common core shifts.

3. In the area of pupil achievement in English Learner Progress, state indicators indicate that All Students were in the green performance level as a result of maintaining a High status. The LEA attributes this growth to the strategic use of supplemental funds to provide immediate and prescriptive intervention for students at the elementary level. At the middle schools, intervention funds are providing for after-school student support and additional class periods to provide an opportunity for remediation and re-teaching. To help build the capacity of the EWCS staff, we will continue to provide staff development in best practices to help support our English Learner population. Through the hiring of Literacy/ELD instructional coaches, teachers will receive support on the literacy best practices, supports for ELs, and the common core shifts.

Local Indicators:

1. In the area of Parent Engagement, local indicators indicate that East Whittier City School District parents are highly satisfied with the support and opportunities provided to them by both the school sites and District Office. 91.55 of parents are encouraged to participate in school activities, this is an increase from 16-17. 88.5% of parents feel comfortable when attending school events or functions. 91.5% of parents agree that they have opportunities to partner with the school in their child's education and encouraged to participate, this is an increase from 16-17. Finally, 81.6% of parents agree that their school provides them with training and resources to strengthen student learning at home, this is an increase from 16-17. In the upcoming year, we will continue to offer the District Parent Academy and Annual Parent Symposium. In addition to these offerings, we will work on bridging the gap between school and home with our school sites.

Based on LCAP surveys, stakeholder feedback, and other metrics, EWCS is currently meeting the Local Indicators requirements for Basic Services, Parent Engagement, School Climate, and Implementation of State Standards.

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?

East Whittier City School District is very proud of the growth our students demonstrated on both the state and local performance indicators but is very aware that there is room for improvement in the following areas:

State Indicators:

1. In the area of suspensions, state indicators show that All Students were in the orange performance level as a result of increased suspensions +0.7%. In addition to All Students, the following subgroups also demonstrated a significant increase in suspensions: socio-economically disadvantaged, Hispanic, Foster Youth, Students with Disabilities, African-Americans, and English learner students. The LEA attributes this increase of suspensions on the lack of a consistent behavior matrix or model throughout the District. The discipline practices across the District are inconsistent from site to site and Other Means of Correction are not being implemented with fidelity. For the 18-19 year, we will strategically utilize school social workers, train five of the thirteen sites in PBIS training, and continue with principal in-services to close this gap. Working closely with the Director of Student Services, site principals will learn to monitor on a monthly basis the number and kind of infractions occurring at the school sites. In the upcoming year, we will provide engaging parent workshops and continue to provide resources to principals for safer and more connected campuses.

2. EWCS is aware that several student groups in ELA and Math are not being successful according to the CAASPP and local common assessments. In the upcoming year, we will be providing staff development support to classroom teachers to build capacity to ensure best first instruction is taking place consistently, along with a solid and progressive RTI system that will provide the scaffolding needed to close the large achievement gaps that exist among our student groups of English Learners, SED, SWD, Hispanic, and African-Americans. Those schools that have any YELLOW, RED, or ORANGE statuses will be monitored very carefully for the 18-19 school year to ensure that teachers and administrators receive the staff development for research-based practices to best support their EL and at-risk populations. Through the use of Title III funds, we will be providing prescriptive staff development to teachers in the area of English Language Development.

Local Indicators:

None at this time.

Greatest Needs

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

Performance Gaps

English Language Arts

English learner achievement on the CAASPP ELA assessment indicates that a large performance gap exists between the All

Student performance. According to CAASPP results, 58% of All Students met or exceeded the standards in ELA while only 13% of English Learners met this standard. According to the state indicators, English Learners received an Orange performance in the area of ELA.

SWD achievement on the CAASPP ELA assessment indicates that a large performance gap exists between the All Student performance. According to CAASPP results, 58% of All Students met or exceeded the standards in ELA while only 15% of SWD students met this standard. According to the state indicators, SWD students received a Red performance in the area of ELA.

SED achievement on the CAASPP ELA assessment indicates that a large performance gap exists between the All Student performance. According to CAASPP results, 58% of All Students met or exceeded the standards in ELA while only 46% of SED students met this standard. According to the state indicators, SED students received an Orange performance in the area of ELA.

Homeless achievement on the CAASPP ELA assessment indicates that a large performance gap exists between the All Student performance. According to the state indicators, Homeless students received an Orange performance in the area of ELA for having demonstrated a decline on the CAASPP.

EWCS is going to address the above performance gaps through a strategic use of funding and resources. Prescriptive staff development in the area of ELD strategies for teachers in elementary and middle school will help support the instruction for English Learners, SED, and SWDs. Thinking Map training will be provided to TK-5 teachers to help support the differentiation strategies needed in the classroom. Nancy Fetzer, a writing consultant, will be providing reading and writing strategies for teachers in grades 3-5 with a special focus on our EL, SED, and SWD populations by incorporating academic vocabulary and oral language strategies. Our focus will be to improve the initial direct instruction to better support these student groups. In addition to staff development, intervention will continue to be an integral piece of supporting our student groups. At the elementary level, Intervention Specialists will continue to implement and monitor intervention groups in the area of reading, writing, and ELD. At the middle schools, Reading 180 intervention program will continue to be implemented to close the performance gap in reading. Administration will continue to implement reflection opportunities for all teachers throughout the school year to ensure that all student groups are making progress. Through our work as Professional Learning Communities, we will continue to progress monitor students, refine best first instructional practices, and create interventions to meet student needs.

Mathematics

English learner achievement on the CAASPP math assessment indicates that a large performance gap exists between the All Student performance. According to CAASPP results, 45% of All Students met or exceeded the standards in math while only 14% of English Learners met this standard. According to the state indicators, English Learners received a Yellow performance in the area of MATH.

SWD achievement on the CAASPP math assessment indicates that a large performance gap exists between the All Student performance. According to CAASPP results, 45% of All Students met or exceeded the standards in math while only 13% of SWD students met this standard. According to the state indicators, SWD students received a Red performance in the area of MATH.

SED achievement on the CAASPP math assessment indicates that a large performance gap exists between the All Student performance. According to CAASPP results, 45% of All Students met or exceeded the standards in math while only 33% of SED students met this standard. According to the state indicators, SED students received an Orange performance in the area of MATH.

According to the state indicators, Homeless students received an Orange performance and African-Americans received a Yellow performance in the area of MATH.

EWCS is going to address the above performance gaps through a strategic use of funding and resources. Prescriptive staff development via our math instructional coaches in the area of engaging math strategies for teachers in elementary and middle school will help support the instruction for all of the above student groups. A heavy focus will be on teaching academic vocabulary, hands-on lessons, and embedding technology. Teachers will be provided on-site and 1-on-1 opportunities to support their current classroom instructional strategies. Mathematical Practices training will be provided to K-5 teachers to help support the first direct instruction in the classroom. Our focus will be to improve the initial direct instruction to better support these student groups. In addition to staff development, intervention will continue to be an integral piece of supporting our student groups. At the elementary level, Intervention Specialists will continue to implement and monitor intervention groups in the area of math. At the middle schools, extra periods will be funded to allow for some flexible scheduling and possible intervention during the day. Administration will continue to implement reflection opportunities for all teachers throughout the school year to ensure that all student groups are making progress. Through our work as Professional Learning Communities, we will continue to progress monitor students, refine best first instructional practices, and create interventions to meet student needs.

Suspensions

Our state indicators demonstrate that a performance gap exists with several student groups in the area of suspensions. Students with disabilities are currently in the orange performance level and African-Americans are in the red performance level. Our Foster Youth, Homeless, Two or more races, and African-American students are all in Red indicating that there has been a significant increase in the number of suspensions in comparison to the other student groups. Student groups of English Learners, SED, SWD, White, and Hispanic are in the Orange performance level indicating that there has been an increase in the number of suspensions in comparison to the other student groups.

For the 18-19 school year, we will be providing a Student Services in-service to principals and assistant principals in the area of restorative justice to decrease the number of suspensions while still addressing the negative behaviors occurring at the school sites. To support student climate and promote positive student behaviors, the District will be providing PBIS training to all of the school sites over the next three years using LEA funds beginning with five in 18-19. We will continue to monitor student disciplinary infractions on a monthly basis to ensure that administrators are having the necessary conversations with the proper stakeholders on keeping our students in school while still addressing the misbehaviors.

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

**Increased
or
Improved
Services**

The District is committed to improving services to SED, English learners, and foster youth students by refining our practices and ensuring that research-based strategies are being implemented in our instruction and intervention services through frequent monitoring of data and school sites. In addition to this, we will be supplementing many services to our English Learners and Socio-Economically Disadvantaged students through a strategically-aligned use of categorical and restricted funds. Significant ways EWCS D will increase or improve services for UDPs:

1. Intervention support at middle schools in reading through the purchase of Read 180 will allow for each site administrator to provide immediate remedial/intervention services to UDPs throughout the school year to close the performance gap that exists in the areas of ELA and ELD.
2. Intervention Specialists for each of our elementary school sites provides immediate strategic and intensive intervention services to UDPs throughout the school year to close the performance gap that exists in reading, writing, ELD, and math application. Intervention Specialists will progress monitor throughout the school year and communicate with classroom teachers and parents to ensure that all stakeholders are doing their part to support our Unduplicated population.
3. Targeted staff development for teachers and itinerant staff in the areas of Thinking Maps, Writing, mathematical practices, and technology will increase the capacity of our staff leading to effective instruction for our UDPs throughout the school year to close the performance gap that exists in reading, writing, ELD, and math application.
4. Our hiring of instructional coaches will provide classroom teachers with on-going support so that they may provide the best first instruction to students using research-based strategies and small-group strategies.
5. Our continued funding of technology devices to move towards 1:1 for all grade levels in the future.
6. Our funding of AVID training at the middle schools will target our at-risk students to provide them with mentoring, study skills, and academic support.

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	\$88,322,812
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$88,656,007
<p>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.</p> <p>Additional Funding Sources:</p> <p>All of our restricted and unrestricted funding is included in our LCAP Plan.</p>	
Total Projected LCFF Revenues for LCAP Year	\$79,697,611

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

All students will be in safe, clean, learning environments that will allow them to maximize their learning potential.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual			
Local Indicator-LCAP Parent and Employee Survey and FIT Reports A. Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are clean will increase from previous year. Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year. Maintain 100% of school facilities listed in good to exemplary condition on the FIT Reports.	2017-18 A. Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are clean will increase from previous year. Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year. Maintain 100% of school facilities listed in good to exemplary condition on the FIT Reports.	Basic Services-State Priority #1			
		Description	2016-2017	2017-2018	Met/Not Met
		A. The % of stakeholders who AGREE that the schools are clean will increase from previous year.	Students: 87% Staff: 79% Parents: 59%	Students: 67.4% Staff: 84.5% Parents: 93.5%	Not Met Met Met
		Students: 81% Staff: 70% Parents: 79%	Students: 80.2% Staff: 64.8% Parents: 90%	Not Met Not Met Met	
		Schools will maintain good to exemplary status on the FIT Reports.	13	13	Met
Local Indicator-Teacher Misassignments	2017-18 B. Using local indicators (District data) the District will maintain the # of certificated misassignments at 0 for the 17-18 school year. All teachers will be properly assigned including our special education teachers with multiple assignments.	Description	16-17	17-18	Met/Not Met
		B. The District will maintain the # of certificated misassignments at 0. All teachers will be properly assigned including our special education teachers with multiple assignments.	0	0	Met

Local Indicator: Class Size Reduction

2017-18
 C. Class Size Reduction will continue with grades TK-2nd. Class size reduction for 3rd grade will be frozen for the 2017-2018 as mutually agreed upon by the local bargaining teams and District. It is our hope to reinstate class size reduction in 2018-2019 for third grade.

Description	16-17	17-18	Met/Not Met
Class Size Reduction will continue with the addition of 2nd grade in 16-17. Class size reduction for 3rd grade was frozen for the 2017-2018 as mutually agreed upon by the local bargaining teams and District. This will continue for the 18-19 school year.	CSR in TK-2.	CSR in TK-2.	Met

Local Indicator: LCAP Parent and Employee Survey 2017-18

A. Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards will be greater than 69% (16-17).

Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards will be greater than 69% (16-17).

Implementation of State Standards-State Priority #2

Description	16-17	17-18	Met/Not Met
The % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards will be greater than 69%.	69%	74.1%	Met
The % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards will be greater than 69%.	69%	63.6%	Not Met

Local Indicator: LCAP Parent and Employee Survey 2017-18

Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 75% (16-17).

Using local indicators (2018 LCAP Survey), the % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 71% (16-17).

Description	16-17	17-18	Met/Not Met
The % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 75%.	75%	79.1%	Met
The % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 71%.	71%	88.5%	Met

Local Indicators: LCAP Parent and Employee Survey

2017-18
Using local indicators (2018 LCAP Survey), the % of Certificated and Classified stakeholders who will receive technology training during the 17-18 year will be greater than 50%.

Using local indicators (2018 LCAP Survey), the % of Certificated and Classified stakeholders who will receive 21st Century Skills instructional training during the 17-18 year will be greater than 50%.

Description	16-17	17-18	Met/Not Met
The % of Certificated and Classified stakeholders who will receive technology training during the 17-18 year will be greater than 50%.	50%	85%	Met
The % of Certificated and Classified stakeholders who will receive 21st Century Skills instructional training during the 17-18 year will be greater than 50%.	50%	95%	Met

Local Indicators: LCAP Parent and Employee Survey

2017-18
Using local indicators (2018 LCAP Survey), the % of Students, Parents, and Staff stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts will increase from the previous year.

Description	16-17	17-18	Met/Not Met
The % of Students, Parents, and Staff stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts will increase from the previous year.	Students: 86%	Students: 45.8%	Not Met
	Staff: 77%	Staff: 71.2%	Not Met
	Parents: 69%	Parents: 51.1%	Not Met

Local Indicators: LCAP Parent and Employee Survey

2017-18
Using local indicators (2018 LCAP Survey), when surveyed in 2018, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level will increase from the previous year.

Description	16-17	17-18	Met/Not Met
The % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level will increase from the previous year.	Students: 83%	Students: 47.5%	Not Met
	Staff: 73%	Staff: 33%	Not Met
	Parents: 56%	Parents: 45.1%	Not Met

Local Indicator: LCAP Parent and Employee Survey

2017-18
Using local indicators (2018 LCAP Survey), The number of students participating in visual and performing arts at the elementary level will increase from the previous year with the continuing of elementary instrumental music program.

Description	16-17	17-18	Met/Not Met
The number of students participating in visual and performing arts at the elementary level will increase from the previous year with the continuing of elementary instrumental music program.	934	893	Met-Decrease is due to declining enrollment.

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>All teachers in East Whittier City School District will be properly credentialed and assigned.</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 teachers in EWCS D were properly assigned in the year 17-18 based on HQT Criteria. All EWCS D teachers are properly credentialed.</p>	<p>Basic Budget for Salaries. - 1000-1999 Certificated Salaries - LCFF: \$28,069,549</p> <p>Basic budget for Salaries. - 2000-2999 Classified Salaries - LCFF: \$6,814,904</p> <p>Basic budget for Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$15,264,007</p> <p>Basic budget for books and supplies. - 4000-4999 Books and Supplies - LCFF: \$444,881</p> <p>Basic budget for services and other operations. - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,714,609</p> <p>Contribution to Special Education-Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$4,579,664</p> <p>Contribution to Special Education-Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$2,809,024</p> <p>Contribution to Special Education-Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$2,372,951</p> <p>Contribution to Special Education-Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$663</p> <p>Contribution to Special Education: services and other operating expenses. - 5000-5999 Services and Other Operating Expenses - LCFF: \$798,378</p> <p>Contribution to Special Education-Other Outgo - 7000-7499 Other - LCFF: -</p>	<p>Basic Budget for Salaries - 1000-1999 Certificated Salaries - LCFF: \$31,474,985</p> <p>Basic budget for Salaries - 2000-2999 Classified Salaries - LCFF: \$5,127,510</p> <p>Basic budget for Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$13,967,390</p> <p>Basic budget for books and supplies - 4000-4999 Books and Supplies - LCFF: \$885,625</p> <p>Basic budget for services and other operations. - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,416,383</p> <p>Contribution to Special Education-Certificated Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,969,842</p> <p>Contribution to Special Education-Classified Salaries - 2000-2999 Classified Salaries - LCFF: \$4,128,902</p> <p>Contribution to Special Education-Employee Benefits - 3000-3999 Employee Benefits - LCFF: \$4,642,554</p> <p>Contribution to Specials Education-Books and Supplies - 4000-4999 Books and Supplies - LCFF: \$2,654</p> <p>Contribution to Special Education: services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF: \$990,199</p> <p>Contribution to Special Education-Other -</p>

		<p>\$31,181</p> <p>BTSA Support to help new teachers clear credential requirements. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$22,800 (repeated expenditure)</p> <p>Special Education- Certificated Salaries - 1000-1999 Certificated Salaries - Other Federal Funds: \$1,447,068</p> <p>Special Education- Certificated Salaries - 1000-1999 Certificated Salaries - Other Local Revenues: \$876,218</p> <p>Special Education- Classified Salaries - 2000-2999 Classified Salaries - Other Local Revenues: \$1,425,032</p> <p>Special Education- Employee Benefits - 3000-3999 Employee Benefits - Other Local Revenues: \$1,203,810</p> <p>Special Education Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$421,176</p> <p>Indirect cost on Fund 13, categorical programs, and other outgo - 7000-7499 Other - LCFF: -\$416,436</p> <p>Title II resources for professional development - 4000-4999 Books and Supplies - Federal Revenues - Title II: \$37,413</p> <p>Title II resources for professional development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$35,000</p> <p>Allowable indirect cost - 7000-7499 Other - Federal Revenues - Title II: \$22,643</p>	<p>7000-7499 Other - LCFF: \$47,896</p> <p>BTSA Support to help new teachers clear credential requirements. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$208,372</p> <p>Special Education- Certificated Salaries - 1000-1999 Certificated Salaries - Other Federal Funds (repeated expenditure)</p> <p>Special Education- Certificated Salaries - 1000-1999 Certificated Salaries - Other Local Revenues (repeated expenditure)</p> <p>Special Education- Classified Salaries - 2000-2999 Classified Salaries - Other Local Revenues (repeated expenditure)</p> <p>Special Education- Employee Benefits - 3000-3999 Employee Benefits - Other Local Revenues (repeated expenditure)</p> <p>Special Education-Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - Other Local Revenues (repeated expenditure)</p> <p>Indirect cost on Fund 13, categorical programs, and other outgo - 7000-7499 Other - LCFF</p> <p>Title II resources for professional development - 4000-4999 Books and Supplies - Federal Revenues - Title II: \$14,052</p> <p>Title II resources for professional development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$20,194</p> <p>Allowable indirect cost - 7000-7499 Other - Federal Revenues - Title II: \$46,750</p>
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Action 2

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>Facilities are maintained as much as possible considering the age of the buildings. A school bond was passed in November of 2016 to upgrade facilities. A key condition that was addressed and discussed at multiple stakeholder meetings was the nightly cleaning of the schools. The funding of 5.5 custodians will support our efforts to maintain facilities and allow us to keep sites open beyond the school day.</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 proper maintenance of school facilities continues to be a high priority for our District. EWCS D was able to update facilities at three sites during the 17-18 school year. These updates include driveway/asphalt work, roofing, water fountains, and fencing.</p> <p>We are able to maintain 5.5 custodians to maintain the cleanliness of the facilities and allow us to keep sites open beyond the school day.</p>	<p>Custodians to maintain facilities and allow us to keep sites open beyond the school day. - 2000-2999 Classified Salaries - LCFF: \$328,670 Benefits - 3000-3999 Employee Benefits - LCFF: \$98,601</p>	<p>Custodians to maintain facilities and allow us to keep sites open beyond the school day. - 2000-2999 Classified Salaries - LCFF: \$2,905,156 3000-3999 Employee Benefits - LCFF: \$0</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>EWCS D's Maintenance Department will be administering more facilities inspections at the school sites to provide school custodians and site administrators with immediate feedback to increase the cleanliness of the schools. These additional inspections will ensure we maintain 100% of school facilities in good to exemplary condition on the FIT reports.</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>EWCS D's Maintenance Department were able to administer facilities inspections at the school sites to provide school custodians and site administrators with immediate feedback to increase the cleanliness of the schools. These additional inspections secured that we maintained 100% of school facilities in good to exemplary condition on the FIT reports.</p>	<p>Maintenance & Operations-Supervisors - 2000-2999 Classified Salaries - LCFF: \$205,676</p>	<p>Maintenance & Operations-Supervisors - 2000-2999 Classified Salaries - LCFF: \$112,902</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Class Size Reduction 24 to 1 in TK-2nd grade - 1000-1999 Certificated</p>	<p>Class Size Reduction 24 to 1 in TK-2nd grade - 1000-1999 Certificated</p>

<p>Students to be Served: All</p> <p>Location: Specific Grade Spans: TK-2nd grade</p> <p>We will implement Class Size Reduction of 24 to 1 beginning in Kindergarten (including TK) to second grade. Third grade Class Size Reduction will not be implemented in 17-18 due to budget cuts as agreed upon between the local bargaining unit. Third grade class size reduction will be reinstated in 18-19.</p>	<p>Students to be Served: All</p> <p>Location: Specific Grade Spans:</p> <p>We implemented Class Size Reduction of 24 to 1 beginning in Kindergarten (including TK) to second grade. Third grade Class Size Reduction was not implemented in 17-18 as agreed upon between the local bargaining unit.</p>	<p>Salaries - LCFF: \$1,548,500</p> <p>Class Size Reduction 24 to 1 in TK-2nd grade. - 3000-3999 Employee Benefits - LCFF: \$690,900</p>	<p>Salaries - LCFF: \$866,320</p> <p>Class Size Reduction 24 to 1 in TK-2nd grade. - 3000-3999 Employee Benefits - LCFF: \$0</p>
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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>We will ensure that all students have the required core textbooks to meet William's requirements. We will purchase state adopted English Language Arts materials for grades K-8.</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 secured that all students had the required core textbooks to meet William's requirements. We purchased state adopted English Language Arts materials for grades K-8.</p>	<p>Funding for Social Studies or Science/NGSS textbook adoption. - 4000-4999 Books and Supplies - Other State Revenues: \$15,000</p> <p>Funding for Social Studies Science/NGSS textbook adoption. - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Funding for Social Studies or Science/NGSS textbook adoption - 4000-4999 Books and Supplies - Other State Revenues: \$0</p> <p>Funding for Social Studies Science/NGSS textbook adoption. - 4000-4999 Books and Supplies - LCFF: \$0</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 3rd-5th grades</p> <p>Math supplemental materials will be purchased via school site licenses to provide 3rd-5th grade teachers with additional curriculum to meet all the mathematical needs of their students that the current math textbook is not</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: 3rd-5th grades</p> <p>Math supplemental materials were purchased via school site licenses to provide 3rd-5th grade teachers with additional curriculum to meet all the mathematical needs of their students that the current math textbook is not</p>	<p>Math Supplemental site licenses for grades 3-5. - 4000-4999 Books and Supplies - LCFF: \$20,000</p>	<p>Math Supplemental site licenses for grades 3-5. - 4000-4999 Books and Supplies - LCFF: \$0</p>

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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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.</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>Supplementary classroom supplies were purchased for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.</p>	<p>Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives. - 4000-4999 Books and Supplies - LCFF: \$465,324</p>	<p>Supplementary classroom supplies for school sites to effectively implement NGSS. - 4000-4999 Books and Supplies - LCFF: \$489,717</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.</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>In order to support effective common core instruction implementation, the District purchased additional technology to provide a 2:1 ratio in technology for students in grades 1-5, and 1:1 for 6-8 in the core subjects of ELA and Math. Older technology is being replenished as it starts to become obsolete or broken.</p>	<p>In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken. - 4000-4999 Books and Supplies - LCFF: \$375,000</p> <p>2 to 1 technology initiative - 4000-4999 Books and Supplies - Other Local Revenues: \$80,000</p>	<p>Additional technology to secure 2:1 in 3-5th and 1:1 in 6-8th. - 4000-4999 Books and Supplies - LCFF: \$0</p> <p>2:1 technology initiative. - 4000-4999 Books and Supplies - Other Local Revenues: \$0</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Technology Software to support instruction. - 4000-4999 Books and</p>	<p>Technology Software to support instruction. - 4000-4999 Books and</p>

<p>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>Technology Software to support classroom instruction. These features will enable teachers to deliver engaging lessons for our UDP students.</p>	<p>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>Technology Software was purchased to support classroom instruction. These software subscriptions enabled teachers to deliver engaging lessons for our UDP students.</p>	<p>Supplies - LCFF: \$20,000</p>	<p>Supplies - LCFF: \$0</p>
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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: All Schools</p> <p>Technology instruction and integration will be made possible via site tech leads to be trainer of trainers for the upcoming years. Funding will be allotted for tech lead stipends.</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>Technology instruction and integration was made possible via site tech leads to be trainer of trainers for the effective implementation of the 2:1 and 1:1 initiative. This funding provided tech lead stipends.</p>	<p>Tech Lead Stipends. (amount reported in Goal 2, action 3) - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$0</p>	<p>Tech Lead Stipends. (amount reported in Goal 2, action 3) - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$23,400 (repeated expenditure)</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>Funding will be provided to enable new teachers to enroll in BTSA new teacher support program to clear their credential requirements. This funding will also cover the stipends for the support providers to new teachers.</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>Funding was provided to enable new teachers to enroll in BTSA new teacher support program to clear their credential requirements. This funding also covered the stipends for the support providers to support new teachers along with the necessary release days.</p>	<p>BTSA Support for new teachers. - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$37,500 BTSA support provider stipends. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$22,800 Allowable indirect cost - 7000-7499 Other - Teacher Effectiveness: \$20,800</p>	<p>BTSA Support for new teachers. - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$49,000 BTSA support provider stipends. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$0 Allowable indirect cost. - 7000-7499 Other - Teacher Effectiveness: \$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: Specific Grade Spans: K-5 grades</p> <p>Funds for visual and performing arts at the elementary level includes materials for instrumental music and to replenish VAPA team materials.</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: K-5 grades</p> <p>Funding was provided for visual and performing arts at the elementary level including materials for instrumental music and to replenish VAPA team materials during the 17-18 school year.</p>	<p>Funds for elementary instrumental music and VAPA team supplies. - 4000-4999 Books and Supplies - LCFF: \$25,000</p> <p>Funds for instrument repair. - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>Funds for VAPA support 6-8. - 4000-4999 Books and Supplies - LCFF: \$30,000</p>	<p>Funds for elementary instrumental music and VAPA team supplies. - 4000-4999 Books and Supplies - LCFF: \$25,000</p> <p>Funds for instrument repair. - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>Funds for VAPA support in grades 6-8. - 4000-4999 Books and Supplies - LCFF: \$30,000</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Funding for 20% of a middle school Art TOSA to coordinate the implementation of the Strategic Arts Plan for the District.</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>Funding was provided for 20% of a middle school Art TOSA to coordinate the implementation of the Strategic Arts Plan for the District.</p>	<p>Funding of a 20% salary for Arts TOSA. - 1000-1999 Certificated Salaries - LCFF: \$48,261</p>	<p>Funding of a 20% salary for Arts TOSA. - 1000-1999 Certificated Salaries - LCFF: \$29,848</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 5th Grade</p>	<p>Funding of a 60% salary for instrumental music teacher. - 1000-1999 Certificated Salaries - LCFF: \$73,898</p>	<p>Funding of a 60% salary for instrumental music teacher. - 1000-1999 Certificated Salaries - LCFF: \$124,441</p>

Funding for 60% of an instrumental music teacher to provide instruction for fifth grade students.	Funding was provided for 60% of an instrumental music teacher to provide instruction for fifth grade students.		
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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, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 6-8th grade</p> <p>Science STEM materials for schools to support hands-on science and STEM implementation.</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 Grade Spans: 6th-8th grade</p> <p>Science STEM materials for schools to support hands-on science and STEM implementation was purchased for middle school teachers.</p>	<p>Science STEM materials for middle schools. - 4000-4999 Books and Supplies - LCFF: \$75,000</p> <p>STEM supplemental materials for elementary. - 4000-4999 Books and Supplies - LCFF: \$50,000</p>	<p>Science STEM materials for middle schools. - 4000-4999 Books and Supplies - LCFF: \$75,000</p> <p>STEM supplemental materials for elementary teachers. - 4000-4999 Books and Supplies - LCFF: \$50,000</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Granada and Hillview Middle Schools</p> <p>Funding for electives teacher for STEM elective courses at the middle 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: Schoolwide</p> <p>Location: Specific Schools: Granada and Hillview Middle Schools</p> <p>Funding was provided for electives teacher at two of our middles schools to improve Course Access of Study to STEM elective courses at the middle schools.</p>	<p>Funding for electives STEM teacher at middle schools. - 1000-1999 Certificated Salaries - LCFF: \$116,460</p>	<p>Funding for electives STEM teacher at two middle schools. - 1000-1999 Certificated Salaries - LCFF: \$116,460</p>

Action 17

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Title I school allocation - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$96,501</p> <p>Title I school allocation -</p>	<p>Title I School Allocation. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$201,354</p>

<p>Students to be Served: Specific Student Group(s): Low Income</p> <p>Location: Specific Schools: Title I schools</p> <p>Title I allocations to support at-risk students and close the achievement gap.</p>	<p>Students to be Served: Specific Student Group(s): Low Income</p> <p>Location: Specific Schools: Title I Schools</p> <p>Title I allocations to support at-risk students and close the achievement gap.</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$242,509</p> <p>Title I school allocation - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$30,177</p> <p>Title I school allocation - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$55,143</p> <p>Title I school allocation - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$82,715</p> <p>Title I required set-asides - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$78,448</p> <p>Title I required set-asides - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$5,000</p> <p>Title I required set-asides - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$9,006</p> <p>Title I required set-asides - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$71,427</p> <p>Title I required set-asides - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$75,360</p> <p>Title I indirect cost - 7000-7499 Other - Federal Revenues - Title I: \$97,259</p>	<p>Title I school allocation. - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$252,796</p> <p>Title I school allocation. - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$68,454</p> <p>Title I school allocation. - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$232,377</p> <p>Title I school allocation. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$43,865</p> <p>Title I required set-asides. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$0</p> <p>Title I required set-asides. - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$0</p> <p>Title I required set-asides. - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$0</p> <p>Title I required set-asides. - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,937</p> <p>Title I required set-asides. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$106,530</p> <p>Title I indirect cost. - 7000-7499 Other - Federal Revenues - Title I: \$0</p>
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Action 18

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>LEA Budget: federal money, allocated by the DHCS, to reimburse Medi-Cal covered</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>LEA Budget: federal money, allocated by the DHCS, to reimburse Medi-Cal covered</p>	<p>Resources to support nurses, counselors, psychologist, speech and special ed staff - 4000-4999 Books and Supplies - Other Federal Funds: \$100,000</p> <p>Resources to support nurses, counselors, psychologist, speech and</p>	<p>Resources to support nurses, counselors, psychologists, speech and other itinerants. - 4000-4999 Books and Supplies - Other Federal Funds: \$97,200</p> <p>Resources to support nurses, counselors, psychologist, speech, and</p>

services provided by LEAs (e.g. school nurses & other pupil support personnel) to eligible students.	services provided by LEAs (e.g. school nurses & other pupil support personnel) to eligible students.	special ed staff - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$105,000	other itinerants. - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$89,700
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Action 19

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>Will expend the remainder of \$2 million grant funds received under the Prop 39 Clean Energy Act to complete LED exterior lighting project. Funds must be spent by 6/30/18.</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>EWCS D expended the remainder of \$2 million grant funds received under the Prop 39 Clean Energy Act to complete LED exterior lighting project. Funds must be spent by 6/30/18.</p>	<p>LED exterior lighting project - 4000-4999 Books and Supplies - Other State Revenues: \$80,000</p> <p>LED exterior lighting project - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$329,700</p> <p>LED exterior lighting project - 7000-7499 Other - Other State Revenues: \$48,300</p>	<p>LED exterior lighting project. - 4000-4999 Books and Supplies - Other State Revenues: \$80,000</p> <p>LED exterior lighting project. - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$329,700</p> <p>LED exterior lighting project. - 7000-7499 Other - Other State Revenues: \$48,300</p>

Action 20

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: Greater than 40% unduplicated cost.</p> <p>We will implement Class Size Reduction of 24 to 1 in second grade. Third grade Class Size Reduction will not be implemented in 17-18 due to budget cuts as agreed upon between the local bargaining unit. Third grade class size reduction will be reinstated in 18-19.</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: Greater than 40% unduplicated cost.</p> <p>We implemented Class Size Reduction of 24 to 1 in second grade. Third grade Class Size Reduction will not be implemented in 17-18 as agreed upon between the local bargaining unit.</p>	<p>Class Size Reduction 24 to 1 in 2nd grade for schools with greater than 40% UDP. - 1000-1999 Certificated Salaries - LCFF: \$401,500</p> <p>Class size reduction 24 to 1 for 2nd grade at sites with 40% or greater UDP. - 3000-3999 Employee Benefits - LCFF: \$179,100</p>	<p>Class Size Reduction 24 to 1 in 2nd grade for schools with greater than 40% UDP. - 1000-1999 Certificated Salaries - LCFF: \$401,500</p> <p>Class size reduction 24 to 1 for 2nd grade at sites with 40% or greater UDP. - 3000-3999 Employee Benefits - LCFF: \$179,100</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 actions and services articulated in the first of three District goals were implemented as planned with no changes or unanticipated needs. Our

students were provided safer and more up-to-date facilities thanks to the continued funding of extra custodians and the school bond funds. The learning environments were enhanced with new instructional materials, supplemental materials, more access to technology, and continued opportunities for students to be exposed to the visual and performing arts as well as STEAM-focused classes at the middle schools.

In the area of Conditions of Learning, we have ensured that teachers in EWCS D are fully qualified and properly staffed. Multiple opportunities for professional development were offered and we were able to effectively provide the training by funding release time for staff members. Providing BTSA support to our new teachers not only builds their teaching capacity but will improve the retention rate for teachers in our District.

Teachers have all of their required materials to teach common core math and ELA. To support the effective implementation of the NGSS standards, schools are being provided funds to purchase necessary consumables and equipments.

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

EWCS D continues to provide BTSA support for all of our new teachers to ensure that all credential requirements are being completed. Our Personnel Dept. does a very effective job aligning class assignments with proper staff certification.

We continue to fund the additional 5.5 custodians to allow for school cleaning and maintenance beyond the school day. The LCAP survey confirmed that although staff and parents feel that schools are cleaner, students do not. There was a decline in the % of students who felt that their school was clean. The District is in the middle of a seven-year bond that will enable multiple upgrades and updates to be completed to our 13 school sites as indicated by the Bond Committee.

Working with our Personnel Dept., we were able to implement Class Size Reduction with second grade during the 17-18 school year. We continue to be at CSR with grades TK-2nd grade while we freeze implementation of third-grade class size reduction. These smaller class sizes allowed our teachers to provide more individualized support to our students.

With the adoption of our ELA curriculum, teachers have the necessary tools to successfully teach the CA Common Core State Standards. Although the percentage of teachers feeling they have the necessary tools to implement the CA Common Core State Standards decreased, we feel this is attributed to the lack of updated textbooks and curriculum for NGSS and History-Social Science.

Staff Development is a continued need for the EWCS D staff. Through data analysis, school walk-throughs, and staff surveys, the need for more professional learning in the areas of differentiation, ELD, writing, literacy, math practices, and embedding technology into classroom instruction was made very evident. Teachers and support staff in EWCS D had many more opportunities to attend trainings and in-services to support their instructional needs. Providing teacher training days that allowed for teacher choice were very impactful and the surveys following the trainings support this.

Data analysis continues to be an integral part of how EWCS D monitors student learning and interventions. A reflection protocol is followed by teachers following the administration of common assessments and is facilitated by administration, coaches, or teacher leaders when possible. As a result of these reflective meetings, teachers, administration, and intervention specialists can identify trends and patterns to help close any achievement gaps that may exist. Particular attention is given to student groups throughout the school year to ensure that intervention is implemented based on the data. The growth on the SBAC test and the local common assessments for students reinforce the need for this reflective process as we have a large achievement gap among our significant student groups.

Our tech refresh plan continues to positively impact our classrooms and schools. Students in grades 1-5 are at a 2:1 ratio and those in 6-8th grade are at a 1:1 ratio with access to technology. The addition of these technology devices helps support the implementation of the common core standards. Teachers have received training throughout the year via tech leads and at in-services and will continue to receive training this summer at our District's first ever Tech Summit on how to effectively embed technology into their current program. Students now have access to some of their core curriculum via technology in addition to having a true tool to communicate and reinforce their mastery of the standards. The LCAP survey truly supports that stakeholders do feel that EWCS D is providing students with the necessary tools to support the learning of the common core standards.

As a result of a collaborative process between Educational Support Services and the classroom teachers, the District matrices for ELA and math were revised and implemented with fidelity. The matrices were updated to support changes in instructional practice due to common core instructional shifts and recommendations by our math instructional coaches.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to changes in the staff salary schedule for specific positions. Not all funds that were allotted for NGSS/STEM support at the elementary and middle school level were expended. Not all funds that were allotted to support VAPA implementation at the elementary and middle school level were expended based on the need for the programs for the 17-18 school year.

There was an acceleration of going to 1:1 rather than 2:1 at the middle school levels this school year with providing technology to our students. This additional cost was supplemented with other state and federal funding.

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 the analysis of the outcome data for Goal #1, the following actions/services were created: Although the actual measurable outcomes regarding the cleanliness of the schools increased significantly for parents and staff members, the % of students who agree that their schools are clean decreased by 20%. This significant decrease indicates a need to reevaluate how schools are being cleaned throughout the day. Our maintenance department will be administering more facilities inspections at the school sites to provide school custodians with immediate feedback to increase the cleanliness of the schools.

Although the actual measurable outcomes for both: The % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards increased by 5%, the % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards decreased by 5%, to 64% is not an acceptable outcome. The outcome of 64% indicates that other core subject textbooks and instructional materials are not aligned to the Common Core State Standards, Next Generation Science Standards, and the new History-Social Science Framework. Funding for these future adoptions will be purchased with Restricted Lottery Funds and supplemented with LCAP funds. Additional funding will be allocated to purchase supplementary math materials for students in grades 3-5 and EL workbooks for English Learners.

As a result of the staff development trainings in the areas of ELA, ELD, math, technology, and Next Generation Science Standards, the % of teachers who have received training in EWCS was increased significantly. Despite this additional staff development, SBAC data and the state indicators show that there is still a significant need in the area of mathematics and ELA. Currently, only 45% of our students who test are meeting or exceeding the standards in math. The state indicator shows that the following student groups are below the green performance level in math: English Learners, SED, SWD, and Hispanic. To address this need, we will provide additional staff development in the area of mathematics at both the elementary and middle school level via our instructional math coaches. We will continue to provide strategic ELD staff development to middle school math teachers and Title I schools. Supplemental math materials will also be purchased for teachers in grades 3-5. In ELA, only 58% of students are meeting or exceeding standards in ELA.

The percentages of all stakeholders (students, parents, and staff) who agree that the District offers opportunities for students to have access to the visual and performing arts and STEAM electives all decreased significantly according to our LCAP Survey. This decrease is a result of there not being enough sections of electives at the middle schools to accommodate student interest. At the elementary level, it is limited to exposure once every two weeks.

As a result of the analysis of the outcome data for Goal #1, the following changes were made:

This significant decrease indicates a need to reevaluate how schools are being cleaned throughout the day. Our maintenance department will continue to administer more frequent facilities inspections at the school sites to provide school custodians with immediate feedback to increase the cleanliness of the schools. Also, as per feedback from the stakeholder groups, the wording of the questions on the LCAP survey in regards to cleanliness will delineate specific areas of campus so that students, parents, and staff can be specific on how they rate their schools' cleanliness. (Changes reflected in Goal 1 actions/services and expenditures)

Funding for the future textbook adoptions will be purchased with Restricted Lottery Funds and supplemented with LCAP funds. A continued cost will be purchasing supplementary math materials for students in grades 3-5 and EL workbooks for English Learners. (Changes reflected in Goal 1 and 2 actions/services and expenditures)

To address this need, we will provide additional staff development in the area of mathematics at the elementary level via our instructional math coaches. We will continue providing strategic ELD staff development to middle school math teachers and Title I schools. Writing staff development will be provided for teachers in grades 3-5 and 6-8 ELA teachers. Thinking Maps training will be provided to seven elementary school sites. NGSS training will be continued for 6-8th and added to 4th and 5th grades. (Changes reflected in Goal 1 and 2 actions/services and expenditures)

The elementary instrumental music teacher (Goal 1-Action 14) will be eliminated at the 5th-grade level to provide more opportunities to upper-grade students to receive direct first instruction in the areas of STEAM-related instruction and necessary intervention if needed. (Changes reflected in Goal 1 actions/services and expenditures)

The Art TOSA teacher position (Goal 1-Action 13) will be eliminated to provide more opportunities for teachers to receive direct first instruction training in the areas of STEAM-related instruction and necessary intervention rather than art. (Changes reflected in Goal 1 actions/services and expenditures)

The electives teacher position (Goal 1-Action 16) will be eliminated as a supplementary cost and be made a site expenditure based on enrollment numbers. (Changes reflected in Goal 1 actions/services and expenditures)

Goal 2

Students will exceed state and county averages on standardized tests and demonstrate proficiency on local measures.

State and/or Local Priorities Addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual												
<p>State Indicator: SBAC results and 2017-18 CA Dashboard</p> <p>For the 2017-2018 school year, the CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities. We will maintain or improve our Green performance.</p> <p>For the 2017-2018 school year, the CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve our Green performance.</p>	<table border="1"> <thead> <tr> <th data-bbox="1062 386 1451 423">Description:</th> <th data-bbox="1451 386 1528 423">16-17</th> <th data-bbox="1528 386 1606 423">17-18</th> <th data-bbox="1606 386 1659 423">Met/Not Met</th> </tr> </thead> <tbody> <tr> <td data-bbox="1062 423 1451 672">The CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities.</td> <td data-bbox="1451 423 1528 672">All: Green ELs: Yellow SEDs: Yellow SWDs: Red</td> <td data-bbox="1528 423 1606 672">All: Green ELs: Orange SEDs: Orange SWDs: Red</td> <td data-bbox="1606 423 1659 672">Met Not Met Not Met Not Met</td> </tr> <tr> <td data-bbox="1062 672 1451 878">The CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities.</td> <td data-bbox="1451 672 1528 878">All: Green ELs: Yellow SEDs: Yellow SWDs: Orange</td> <td data-bbox="1528 672 1606 878">All: Green ELs: Yellow SEDs: Orange SWDs: Red</td> <td data-bbox="1606 672 1659 878">Met Not Met Not Met Not Met</td> </tr> </tbody> </table>	Description:	16-17	17-18	Met/Not Met	The CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities.	All: Green ELs: Yellow SEDs: Yellow SWDs: Red	All: Green ELs: Orange SEDs: Orange SWDs: Red	Met Not Met Not Met Not Met	The CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities.	All: Green ELs: Yellow SEDs: Yellow SWDs: Orange	All: Green ELs: Yellow SEDs: Orange SWDs: Red	Met Not Met Not Met Not Met
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<p>State Indicator: SBAC results for disaggregated groups and CA Dashboard</p> <p>For the 2017-2018 school year, the CA Dashboard academic indicator in ELA and mathematics will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve at least one performance level.</p>	<table border="1"> <thead> <tr> <th data-bbox="1062 1036 1451 1073">Description:</th> <th data-bbox="1451 1036 1528 1073">16-17</th> <th data-bbox="1528 1036 1606 1073">17-18</th> <th data-bbox="1606 1036 1659 1073">Met/Not Met</th> </tr> </thead> <tbody> <tr> <td data-bbox="1062 1073 1451 1284">The CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities.</td> <td data-bbox="1451 1073 1528 1284">All: Green ELs: Yellow SEDs: Yellow SWDs: Orange</td> <td data-bbox="1528 1073 1606 1284">All: Green ELs: Yellow SEDs: Orange SWDs: Red</td> <td data-bbox="1606 1073 1659 1284">Met Not Met Not Met Not Met</td> </tr> </tbody> </table>	Description:	16-17	17-18	Met/Not Met	The CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities.	All: Green ELs: Yellow SEDs: Yellow SWDs: Orange	All: Green ELs: Yellow SEDs: Orange SWDs: Red	Met Not Met Not Met Not Met				
Description:	16-17	17-18	Met/Not Met										
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State and Local Indicators: CA Dashboard, CELDT/ELPAC Data, Reclassification Data

2017-18
 For the 2017-2018 school year, the CA Dashboard English Learner Progress indicator will demonstrate an increase in the status and change for all English Learners to achieve a green performance level based on the baseline data for ELPAC established during this school year.

The % of English Learner students meeting the reclassification criteria will be greater than 14.86%.

Description:	16-17	17-18	Met/Not Met
The CA Dashboard academic indicator in English Learner Progress indicator will demonstrate an increase in the status and change for all English Learners to achieve a green performance level based on the baseline data for ELPAC established during this school year.	All: Yellow	All: Green	Met
The % of English Learner students meeting the reclassification criteria will be greater than 14.86%.	14.86%	17.7%	Met

Local Indicator: SRI Data

2017-18
 Using SRI as our universal screening tool, the % of 2nd-8th grade students reading at grade level or above will increase district-wide from the previous school year's reporting period percentage of 54%.

Description:	16-17	17-18	Met/Not Met
The % of 2nd-8th grade students reading at grade level or above will increase district-wide from the previous school year's reporting period percentage of 54%.	54%	57%	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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Funding for release time to enable data analysis and collaboration.</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>Teachers and administration met after each common assessment to disaggregate data by the main subgroups to monitor if all students are making comparable progress. Teachers met regularly to review the data and plan interventions or enrichment strategies. Principals led the process during reflection sessions. A reflection protocol was utilized for subgroups to be analyzed. Time was provided for teachers in Elementary via the VAPA team and Middle School (core teachers) via release time to participate in Reflection Meetings.</p> <p>Reflection meetings allow teachers time to analyze student assessments, trends and patterns in instruction with all students and significant subgroups, and time to collaborate on best teaching practices for upcoming instruction. At the elementary level, the implementation of the VAPA team allows for teachers in K-5 to participate in teacher reflection meetings. Using the district data analysis protocol, teachers were able to identify areas of need for students to drive their future instruction.</p>	<p>Funding for release time to enable data analysis and collaboration. - 1000-1999 Certificated Salaries - LCFF: \$25,000 Illuminate Ed. Software for data analysis. - 5000-5999 Services and Other Operating Expenses - LCFF: \$48,500</p>	<p>Funding for release time to enable data analysis and collaboration. - 1000-1999 Certificated Salaries - LCFF: \$0 Illuminate Ed. Software for data analysis. - 5000-5999 Services and Other Operating Expenses - LCFF: \$48,527</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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Funding for 4 VAPA teachers - 1000-1999 Certificated Salaries - LCFF: \$393,631</p>	<p>Funding for 4 VAPA teachers. - 1000-1999 Certificated Salaries - LCFF: \$409,246</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Funding for VAPA team at the elementary level to provide elementary teachers with reflection and collaboration time.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: K-5</p> <p>At the elementary level, the implementation of the VAPA team allows for teachers in K-5 to participate in teacher reflection meetings. Using the district data analysis protocol, teachers were able to identify areas of need for students to drive their future instruction.</p>	<p>VAPA team instructional aide - 2000-2999 Classified Salaries - LCFF: \$15,815</p>	<p>VAPA team instructional aide. - 2000-2999 Classified Salaries - LCFF: \$10,782</p>
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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, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Funding will be allocated to provide staff development in the core subjects.</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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>We were able to offer multiple opportunities for teachers in TK-8 in staff development throughout the 17-18 school year.</p> <p>Science: Middle school science teachers received three days of training along with release days to align lessons to new NGSS standards.</p> <p>ELA: All teachers received training on the new ELA/ELD framework and the changes needed to support our EL students via the site EL Leads. Elementary teachers in grades K-2 received Nancy Fetzter writing training.</p> <p>ELD: All teachers received training on the new ELA/ELD framework and the changes needed to support our EL students via the site EL Leads. The Title I schools and middle school math teachers received intensive ELD training with a consultant, Dr. Ivannia Soto, in the area of EL Shadowing. Three of five of our highest need Title I schools were trained in Thinking Maps.</p>	<p>1 day of sub time for every teacher to attend Staff Development. - 1000-1999 Certificated Salaries - LCFF: \$70,400</p> <p>Funds for Tech Leads stipends. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$23,400</p> <p>Universal Design for Learning training for teachers. - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$10,000</p> <p>Sub costs for UDL Training - 1000-1999 Certificated Salaries - Other Federal Funds: \$63,200</p> <p>Substitute costs for K-2 teachers to attend Nancy Fetzter in-services. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$20,000</p> <p>One Week Nancy Fetzter writing in-services. - 5000-5999 Services and Other Operating Expenses - LCFF: \$18,500</p> <p>Interactive Student Notebooks for middle school students. - 4000-4999 Books and Supplies - LCFF: \$21,000</p> <p>Funding for 3 teacher</p>	<p>1 day of sub time for every teacher to attend Staff Development. - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Funds for Tech Leads stipends. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$0</p> <p>Universal Design for Learning training for teachers. - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$0</p> <p>Sub costs for UDL Training - 1000-1999 Certificated Salaries - Other Federal Funds: \$0</p> <p>Substitute costs for K-2 teachers to attend Nancy Fetzter in-services. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$17,899</p> <p>One Week Nancy Fetzter writing in-services. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>4000-4999 Books and Supplies - LCFF: \$0</p> <p>Funding for 3 teacher training days to support differentiated instruction in core subjects. - 1000-1999 Certificated Salaries -</p>

	<p>Math: Elementary and middle school teachers received on-going training and support from our Instructional Math Coaches in the areas of mathematical practices, effective math centers, data analysis, vertical articulation, and creating common assessments.</p> <p>District-Wide In-Services: Teachers in EWCS D were provided three days of in-services based on teacher interest and need. Some of the topics included: Literacy, ADHD, IEPs, Mental Health, Math, Guided Reading, Writing, NGSS, Art in the Curriculum, the 5 Cs, and technology.</p>	<p>training days to support differentiated instruction in core subjects. - 1000-1999 Certificated Salaries - LCFF: \$1,050,000</p> <p>NGSS training for middle school teachers. - 5000-5999 Services and Other Operating Expenses - LCFF: \$8,000</p> <p>NGSS release days for middle school teachers. - 1000-1999 Certificated Salaries - LCFF: \$21,000</p> <p>60% Funding for an elementary math instructional coach. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$78,351</p> <p>Funding for a middle school math instructional coach. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$113,793</p> <p>40% funding of a Math Elementary Instructional Coach. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$52,239</p> <p>EL lead teacher stipends. - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$23,400</p> <p>Auxiliary Support to ensure staff development is aligned to site strategic plans. - 1000-1999 Certificated Salaries - LCFF: \$114,988</p> <p>Funding for CMC conference. - 5000-5999 Services and Other Operating Expenses - LCFF: \$7,000</p> <p>Funding for CUE conference. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$9,000</p> <p>Funding to support ELD students - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$27,000</p> <p>Funding to support ELD</p>	<p>LCFF: \$0</p> <p>NGSS training for middle school teachers. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>NGSS release days for middle school teachers. - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>60% Funding for an elementary math instructional coach. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$0</p> <p>Funding for a middle school math instructional coach. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$0</p> <p>40% funding of a Math Elementary Instructional Coach. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$2,400</p> <p>EL lead teacher stipends. - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$7,700</p> <p>Auxiliary Support to ensure staff development is aligned to site strategic plans. - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Funding for CMC conference. - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,260</p> <p>Funding for CUE conference. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$0</p> <p>Funding to support ELD students. - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$3,312</p> <p>Funding to support ELD students. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$0</p>
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		<p>students - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$28,592</p> <p>New Teacher Academy - 1000-1999 Certificated Salaries - LCFF: \$2,700</p> <p>Staff Development funds for K-8 teachers - 1000-1999 Certificated Salaries - LCFF: \$10,000</p> <p>Staff development resources for K-8 teachers - 4000-4999 Books and Supplies - LCFF: \$25,000</p> <p>Staff development funds for K-8 teachers - 5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p> <p>Auxiliary support for Every Student Succeeds Act programs - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$38,339</p> <p>Auxiliary support for Every Student Succeeds Act programs - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$37,814</p>	<p>New Teacher Academy. - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Staff Development funds for K-8 teachers. - 1000-1999 Certificated Salaries - LCFF: \$0</p> <p>Staff development resources for K-8 teachers. - 4000-4999 Books and Supplies - LCFF: \$0</p> <p>Staff development funds for K-8 teachers. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>Auxiliary support for Every Student Succeeds Act programs. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$0</p> <p>Auxiliary support for Every Student Succeeds Act programs. - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$0</p>
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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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide immediate academic intervention to students who are unduplicated and/or at-risk.</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>At the elementary sites, an Intervention Specialist was funded to support at-risk students in the areas of ELA and math. At the middle schools, Read 180 was funded to support students who are not reading at grade level.</p> <p>Supplemental intervention funds were allocated at each site to provide intervention services in the form of</p>	<p>Intervention Specialists at the elementary school sites. - 1000-1999 Certificated Salaries - LCFF: \$1,057,322</p> <p>Intervention funds to hire instructional aides or teachers at the school sites. - 2000-2999 Classified Salaries - LCFF: \$256,564</p> <p>Bilingual instructional aides to support ELs and parents. - 2000-2999 Classified Salaries - LCFF: \$195,691</p> <p>Funding for CELDT/ELPAC Administration. - 1000-1999 Certificated Salaries - LCFF: \$10,000</p> <p>Funding for CELDT/ELPAC</p>	<p>Intervention Specialists at the elementary school sites. - 1000-1999 Certificated Salaries - LCFF: \$1,070,573</p> <p>Intervention funds to hire instructional aides or teachers at the school sites. - 2000-2999 Classified Salaries - LCFF: \$81,481</p> <p>Bilingual instructional aides to support ELs and parents. - 2000-2999 Classified Salaries - LCFF: \$137,792</p> <p>Funding for CELDT/ELPAC Administration. - 1000-1999 Certificated Salaries - LCFF: \$2,781</p> <p>Funding for CELDT/ELPAC</p>

	<p>tutoring/during day interventions for EL, RFEP, Foster, and SED students who were below proficient in the mastery of the Common Core Standards. Several sites funded substitute teachers who were trained to provide reading fluency intervention to students. Some instructional aides were contracted to provide tutoring after- school to students needing extra help throughout the school year. Some sites allocated remaining funds to provide summer support to students via a language, reading, or math academy.</p>	<p>Administration. - 2000-2999 Classified Salaries - LCFF: \$5,000 Funding for CELDT/ELPAC Administration. - 4000-4999 Books and Supplies - LCFF: \$10,000 Funding for EL consumable workbooks. - 4000-4999 Books and Supplies - LCFF: \$6,000 Funding for SRI Diagnostic Assessment. - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000 Funding for Reading 180. - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,000</p>	<p>Administration. - 2000-2999 Classified Salaries - LCFF: \$0 Funding for CELDT/ELPAC Administration. - 4000-4999 Books and Supplies - LCFF: \$0 Funding for EL consumable workbooks. - 4000-4999 Books and Supplies - LCFF: \$0 Funding for SRI Diagnostic Assessment. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0 Funding for Reading 180. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>
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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, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>We will create a common grade level matrix across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.</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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>During the summer of 2017 and throughout the school year, teachers in grades K-8 worked on district wide curriculum matrices in the core areas of ELA and Math. In addition to the Matrices, teachers were trained in creating common core aligned common assessments via Illuminated Ed.</p>	<p>Release time for common core curriculum alignment. - 1000-1999 Certificated Salaries - LCFF: \$10,800</p>	<p>Release time for common core curriculum alignment. - 1000-1999 Certificated Salaries - LCFF: \$3,004</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 actions and services articulated in the second of three District goals were implemented as planned with the following exception, teachers did not receive UDL training that was to be funded by LEA funds during the 17-18 school year.

Our students were provided a strong educational program during the 17-18 year. Using data as our driver, we provided strategic and intensive interventions with research-based strategies within the classroom, by Intervention Specialists, or through after-school support by certificated

personnel and instructional aides. Intervention Specialists also provided support via parent education and some teacher in-services in the areas of guided reading and data analysis. Middle Schools continued supporting students two or years more below grade level with Read 180 support. A district-wide matrix has been created in the areas of ELA and math to ensure consistent implementation of the Common Core State Standards. This along with the expectation of teachers to create and utilize common assessments to monitor student learning helped to address the large achievement gap that exists among our significant student group. Additional funding was provided to school sites for the purchasing of classroom supplies.

In the area of Student Achievement, EWCS staff members had multiple opportunities to receive and participate in staff development at their sites, at District, and some off-site conferences to support their current classroom needs. Staff development is an area that continues to grow as a result of the various needs of the stakeholders in EWCS. Data analysis continues to be an integral part of how EWC monitors student learning and interventions. A reflection protocol is followed by teachers following common assessments and is facilitated by administration or teacher leaders when possible. As a result of these reflective meetings, teachers, administration, and intervention specialists can identify trends and patterns to help close any performance gaps that may exist. Particular attention is given to student groups throughout the school year to ensure that intervention is administered based on the data.

Students at both the elementary and middle school level were exposed to more visual and performing arts via the VAPA team at elementary schools and elective courses at the middle schools. The additional staffing of the Arts TOSA and instrumental music teacher allowed for more students to participate in visual and performing arts. The funding of an extra electives teacher along with the STEM materials allotment has enabled all three of our middle schools to provide more opportunities/electives for students to be exposed to the 21st Century Skills.

Our English Learners are being properly assessed to ensure they are placed according to the most current language assessment. We have now successfully transitioned to the administration of the ELPAC. The strategic assignment of bilingual aides to every school site provides some much-needed support to our English Learners. The establishment of parent centers at each of our middle schools is providing our parents with resources and support to meet the needs of children outside of the school setting. Parent Liaisons serve both middle schools and feeder elementary sites.

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

Staff development is an area that continues to grow as a result of the various needs of the stakeholders in EWCS. With the increase of technology devices at our school sites, this will continue to be a focus for our future trainings. Teachers in EWC had many more opportunities to attend trainings and in-services to support their current classroom needs. We exceeded our goal of providing training for more than 50% of teachers in the areas of ELA, ELD, math, NGSS, and technology. The strategies learned at these staff development is positively impacting the instruction leading to an increase in student achievement and teacher confidence. By allowing our staff the opportunity to choose their in-services based on their needs, we are seeing more of a positive impact in the classroom.

Data analysis continues to be an integral part of how EWC monitors student learning and interventions. A reflection protocol is followed by teachers following common assessments and is facilitated by administration or teacher leaders when possible. As a result of these reflective meetings, teachers, administration, and intervention specialists can identify trends and patterns to help close any performance gaps that may exist. Particular attention is given to student groups throughout the school year to ensure that intervention is administered based on the data. The continued growth on the SBAC test for all students and the significant student groups and results from local assessment data reinforce the effective instruction and intervention taking place at our sites.

Through the continued funding of our Intervention Specialists, school social workers, and with support of the counseling interns, we have created RTI systems to help provide academic and emotional support to our students in grades TK-8. The support provided to our student groups such as SED, Foster, and Homeless are allowing them to have their basic and socio-emotional needs met.

Thanks to a collaborative process between teachers and ESS, matrices in ELA and Math were reviewed and approved during the summer of 2017 by a group of teacher representatives. The matrices were updated to support changes in instructional practice due to the common core instructional shifts. Through this process, teachers will be able to effectively plan out their school year with the required claims and targets at each grade level.

Through the use of our VAPA team, we are providing elementary teachers with collaboration time to share best teaching practices and reflect on their instruction and data. At middle schools, early release days and sub days are provided for teachers in ELA and math to collaborate. This opportunity to reflect is providing our staff with the information needed to adjust their lesson plans or assessments to best meet the needs of their students.

Using data as our driver, we provided strategic and intensive interventions with research-based strategies within the classroom, by Intervention Specialists, or through after-school support by certificated personnel or instructional aides. Intervention Specialists serve our at-risk students groups in the areas of reading, writing, English language development, and math. This support is helping us to address closing the performance gap in ELA and Math according to local common assessment scores. Instructional and bilingual aides help provide small group support to our students both during the day and after-school.

Our English Learners are being properly assessed to ensure they are placed according to the most current language assessment. We have now successfully transitioned to the ELPAC. The strategic assignment of bilingual aides to every school sites provides some much-needed support to our English Learners. SBAC data indicates that English learners are still struggling and although there is some demonstrated growth in both ELA and

Math local common assessments, there is still much work to be done. Local data shows that our English Learners demonstrated one year of growth on the CELDT/ELPAC test thus resulting in an increase in students earning Reclassification.

The establishment of parent centers at each of our middle schools is providing our parents with resources and support to meet the needs of children outside of the school setting. Parent Liaisons serve both middle schools and feeder elementary sites. The combination of academic interventions and socio-economic support is providing the conditions for learning for the students of EWC.

Additional funding was provided to school sites for the purchasing of classroom supplies. This support is allowing teachers to provide hands-on lessons and ensure that students have the proper supplies they need to learn and feel successful. Equipping our classrooms with proper materials enables our teachers to do their jobs well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to changes in the staff salary schedule for specific positions. One additional material difference was not implementing the UDL training to elementary teachers through the use of LEA funds for the 17-18 school year. With the many new District initiatives taking place, it was decided that UDL would not be implemented successfully therefore not having a significant impact on classroom instruction.

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 the analysis of the outcome data for Goal #2, the following actions/services were created:

Although SBAC and local assessment test results in ELA, ELD, and math indicate that we met all of our measurable outcomes in Goal 2, we know there is still much work to be done. The CA Dashboard indicates that overall, we are showing adequate growth from one year to the next, but this does not apply to all of our significant subgroups of ELs, SED, SWD, and Hispanic students. To address this performance gap in math, we will provide additional staff development in the area of mathematics at both the elementary and middle school level via our instructional math coaches.

To support our English Learners in English Language Arts, additional funding will be allocated to purchase supplementary EL workbooks to support the Wonders curriculum. All teachers will be receiving Thinking Maps training to help address the language needs of many of our EL students. We will continue to provide prescriptive interventions for our at-risk student groups to address the performance gap both during the day and after-school.

The transition from the CST to the CAST assessment has taken place. Teachers will begin to implement the New Generation Science Standards starting in 18-19. Additional training will be provided to teachers in grades 4-8.

As a result of the analysis of the outcome data for Goal #2, the following changes were made:

We will provide additional staff development in the area of mathematics at both the elementary and middle school level via our instructional math coaches. Writing training will be provided to teachers with the addition of District writing benchmarks to indicate the progress made in this area. More IAB assessments will be added to our assessment calendar to provide more data to teachers as we learn of their learning gaps and areas of proficiency. We will be providing strategic ELD staff development to middle school math teachers and Title I schools via EL Shadowing, Thinking Maps, and through our EL Leads. We will be adding three additional instructional coaches in the areas of ELA/ELD and STEM. Supplemental math materials will continue to be purchased for teachers in grades 3-5. (Changes reflected in Goal 1 and 2 actions/services and expenditures)

We have eliminated the individual site allocations for interventions (Goal 2-Action 3) that provide immediate academic intervention to students who are unduplicated and/or at-risk. Based on data and feedback, there were too many inconsistencies on how sites were spending these funds, and the stakeholders felt it would be better to invest in teacher staff development that would provide strategies to reach students before they need to be referred to intervention classes.

Goal 3

Students will feel safe and secure at school and their parents will feel welcome. This includes lowering suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual																
<p>Local Indicator: LCAP Parent and 2017-18 Employee Survey</p> <p>The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's education from the previous school year.</p> <p>The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.</p>	<table border="1"> <thead> <tr> <th>Description:</th> <th>16-17</th> <th>17-18</th> <th>Met/Not Met</th> </tr> </thead> <tbody> <tr> <td>The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's education from the previous school year.</td> <td>Parents: 83%</td> <td>Parents: 91.5%</td> <td>Met</td> </tr> <tr> <td>The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.</td> <td>Parents: 68%</td> <td>Parents: 81.6%</td> <td>Met</td> </tr> </tbody> </table>	Description:	16-17	17-18	Met/Not Met	The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's education from the previous school year.	Parents: 83%	Parents: 91.5%	Met	The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.	Parents: 68%	Parents: 81.6%	Met				
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<p>Local Indicator: Fiscal Reports 2017-18</p> <p>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.</p>	<table border="1"> <thead> <tr> <th>Description:</th> <th>16-17</th> <th>17-18</th> <th>Met/Not Met</th> </tr> </thead> <tbody> <tr> <td>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.</td> <td>96.63%</td> <td>96.36%</td> <td>Met</td> </tr> </tbody> </table>	Description:	16-17	17-18	Met/Not Met	The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.	96.63%	96.36%	Met								
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Local and State Indicators: Attendance Data and Chronic Absenteeism

2017-18
 The District will decrease its yearly number of chronic absentees from the previous school year as measured by 2018 local indicators (attendance data) and 2018 CA Dashboard baseline data.

Description:	16-17	17-18	Met/Not Met
The District will decrease its yearly number of chronic absentees from the previous school year as measured by 2018 local indicators (attendance data) and 2018 CA Dashboard baseline data.	380	574	Not Met

State Indicator: CA Dashboard for 2017-18 Suspension Data

For the 2017-2018 school year, the CA Dashboard suspension indicator will maintain or decrease the number of suspensions district-wide from the previous year and demonstrate growth in our status.

The student groups that will demonstrate a decrease in status and change from the previous year are: students with disabilities, African-Americans, and those with two or more races.

Description:	16-17	17-18	Met/Not Met
For the 2017-2018 school year, the CA Dashboard suspension indicator will maintain or decrease the number of suspensions district-wide from the previous year and demonstrate growth in our status.	Green	Orange	Not Met
The student groups that will demonstrate a decrease in status and change from the previous year are: students with disabilities, African-Americans, and those with two or more races.	SWD: Yellow A-A: Red	SWD: Orange A-A: Red	Not Met

Local Indicator: Expulsion Data

2017-18
 We will maintain or decrease the student expulsion rate of 0.01%.

Description:	16-17	17-18	Met/Not Met
We will maintain or decrease the student expulsion rate of 0.01%.	0 students	1 student	Met

Local Indicators: LCAP Parent and Employee Survey and CA Healthy Kids Survey

2017-18
 When surveyed in 2018, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that schools are a safe place to learn and there are programs available to help stop bullying from the previous year.

When surveyed in 2018, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who feel very safe at school from the previous year.

When surveyed in 2018, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who reported high levels of personal connectedness from the previous year.

Description:	16-17	17-18	Met/Not Met
When surveyed in 2018, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that schools are a safe place to learn and there are programs available to help stop bullying from the previous year.	Safe: Students: 74% Parents: 67%	Students: 86.5% Parents: 95.9%	Met
	Anti-bullying: Students: 81% Parents: 67%	Students: 65.8% Parents: 61.5%	Met
			Not Met
			Not Met

When surveyed in 2018, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who feel very safe at school from the previous year.	Students: 5th: 82% 7th: 74%	5th: 84% 7th: 73%	Met Not Met
When surveyed in 2018, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who reported high levels of personal connectedness from the previous year.	Students: 5th: 65% 7th: 66%	5th: 63% 7th: 65%	Not Met Not Met

Local Indicators: CAL Pads Information

2017-18
According to CAL Pads Reports, the % of District dropouts will be less than the previous year.

According to CAL Pads Reports, the % of middle school dropouts will be less than the previous year.

Description:	16-17	17-18	Met/Not Met
According to CAL Pads Reports, the % of District dropouts will be less than the previous year.	0.2%	0.0%	Met
According to CAL Pads Reports, the % of middle school dropouts will be less than the previous year.	.06%	0.0%	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, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district.</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>Social workers/counselors continue to be funded and they aid our team of teachers to provide emotional/academic support to our at-risk Foster students and their families.</p>	<p>Counselors/Social Workers - 1000-1999 Certificated Salaries - LCFF: \$774,862</p> <p>Counseling services during Extended School Year - 1000-1999 Certificated Salaries - LCFF: \$10,000</p>	<p>Counselors/Social Workers. - 1000-1999 Certificated Salaries - LCFF: \$793,639</p> <p>Counseling services during Extended School Year. - 1000-1999 Certificated Salaries - LCFF: \$0</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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Intervention Specialists and Administrative teams will support schools by ensuring the RTI services are provided to all at-risk student groups.</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: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Intervention Specialists and Administrative teams supported schools by ensuring RTI services were provided to all at-risk student groups. Working closely with social workers and the District's MTSS team, behavior was also addressed in addition to academic needs.</p>	<p>Intervention Specialists (amount already reported in Goal 2) - 1000-1999 Certificated Salaries - LCFF: \$0</p>	<p>Intervention Specialists (amount reported in Goal 2) - 1000-1999 Certificated Salaries - LCFF: \$1,057,322 (repeated expenditure)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>PBIS Training Cost - 5000-5999 Services and</p>	<p>PBIS Training Cost. - 5000-5999 Services and</p>

<p>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:</p> <p>PBIS staff development training will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.</p>	<p>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:</p> <p>PBIS staff development training will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities. Unfortunately, the training registration deadline was missed for the 17-18 year but the 18-19 year will launch year one of cohort training for EWCS D schools.</p>	<p>Other Operating Expenses - Other Federal Funds: \$23,400</p> <p>Release time to attend PBIS training. - 1000-1999</p> <p>Certificated Salaries - Other Federal Funds: \$21,600</p> <p>PBIS materials - 4000-4999</p> <p>Books and Supplies - Other Federal Funds: \$2,500</p>	<p>Other Operating Expenses - Other Federal Funds: \$0</p> <p>Release time to attend PBIS training. - 1000-1999</p> <p>Certificated Salaries - Other Federal Funds: \$0</p> <p>PBIS materials. - 4000-4999</p> <p>Books and Supplies - Other Federal Funds: \$0</p>
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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: Specific Schools: Middle Schools</p> <p>Three bilingual community liaisons will be hired to coordinate services for targeted student groups. They will be housed at the middle schools but will also serve the feeder elementary schools. They will establish parent centers to help meet the needs of target students.</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 Schools: Middle Schools</p> <p>Three bilingual community liaisons continue to be funded to coordinate services for targeted student groups. They are housed at the middle schools but also serve the feeder elementary schools. They have established parent centers to help meet the needs of target students.</p>	<p>Three Community Liaisons. - 2000-2999 Classified Salaries - LCFF: \$36,857</p>	<p>Funding three community liaisons. - 2000-2999 Classified Salaries - LCFF: \$31,326</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, 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>Parent Workshops and Symposium - 1000-1999</p> <p>Certificated Salaries - LCFF: \$4,200</p> <p>Parent Workshops and Symposium - 2000-2999</p> <p>Classified Salaries - LCFF: \$2,200</p>	<p>Parent workshops and Symposium. - 1000-1999</p> <p>Certificated Salaries - LCFF: \$0</p> <p>Parent workshops and Symposium. - 2000-2999</p> <p>Classified Salaries - LCFF: \$0</p>

<p>Location: All Schools</p> <p>Funding to provide effective and highly engaging topics via our District-Wide Parent Academy. This will include our Parent Symposium, consultants, salaries, materials, daycare, and hospitality.</p>	<p>Location: All Schools</p> <p>EWCSO was very successful in implementing its Parent Academy for the 17-18 school year. More than fifteen parent workshops were provided in both English and Spanish on engaging and relevant topics. Child care and dinner was provided at workshops to remove any barriers that may exist. In addition to the parent academies, a Parent Symposium was held to discuss the importance of parents as partners with their school sites.</p>	<p>Parent Workshops and Symposium - 4000-4999 Books and Supplies - LCFF: \$2,750</p> <p>Parent Workshops and Symposium - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,000</p> <p>Funding for LCAP Advisory Stakeholder Meetings. - 1000-1999 Certificated Salaries - LCFF: \$4,800</p> <p>Funding for LCAP Advisory Stakeholder Meetings. - 4000-4999 Books and Supplies - LCFF: \$600</p>	<p>Parent workshops and Symposium. - 4000-4999 Books and Supplies - LCFF: \$2,829</p> <p>Parent Workshops and Symposium. - 5000-5999 Services and Other Operating Expenses - LCFF: \$400</p> <p>Funding for LCAP Advisory Stakeholder Meetings. - 1000-1999 Certificated Salaries - LCFF: \$702</p> <p>Funding for LCAP Advisory Stakeholder Meetings. - 4000-4999 Books and Supplies - LCFF: \$0</p>
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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: Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Hillview Middle School and Ocean View Elementary</p> <p>Assistant principals will be assigned to schools that need additional help—their job will be to work with teachers on staff development strategies that support differentiation, parent education, positive discipline strategies (to minimize the need for out of school suspension) and coordination of tutorial/intervention services for students at risk students.</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: Schoolwide</p> <p>Location: Specific Schools: Hillview Middle School and Ocean View Elementary</p> <p>Two assistant principals were initially funded but due to budget cuts, only one of the initial funded positions was kept. The assistant principal support remained at Ocean View and not Hillview Middle School. The funding of one assistant principal for 17-18 helped to support the site with counseling and student needs. By having an additional administrator, the principal was able to focus on the curriculum leadership and implementation of common core. The additional administrator allowed for more student supervision, student counseling, mentoring, and more allocations of intervention resources throughout the school year for our at-risk populations.</p>	<p>Salaries for 2 assistant principals. - 1000-1999 Certificated Salaries - LCFF: \$258,920</p> <p>Salaries for 2 assistant principals. - 3000-3999 Employee Benefits - LCFF: \$85,765</p>	<p>Salary for 1 assistant principal, - 1000-1999 Certificated Salaries - LCFF: \$108,643</p> <p>Salary for 1 assistant principal. - 3000-3999 Employee Benefits - LCFF: \$38,414</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<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>Attendance will be a priority across the District. Through a collaborative process, principals, social workers, and community liaisons will monitor attendance at the school sites with a large focus on students who are chronically absent.</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>Principals purchased engaging incentives and created fun campaigns with support from their site PTAs/PTSAs to motivate students and their families to have positive average daily attendance. Social workers were proactive beginning in August with creating outreach support to the families of chronically absent students.</p>	<p>Attendance incentive (reported in Goal 1, Action 1) - 4000-4999 Books and Supplies - LCFF: \$0</p>	<p>Attendance incentives (reported in Goal 1, Action 1) - 4000-4999 Books and Supplies - LCFF: \$0 (repeated expenditure)</p>
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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, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:, Specific Grade Spans: 6th-8th grade students</p> <p>Funding for Opportunity Class for students not successful in a traditional middle school setting.</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:, Specific Grade Spans: 6th-8th grade students.</p> <p>The offering of an Opportunity Class allows us to provide effective support to a number of students who are having difficulty in a traditional middle school. This class allows for small group instruction, goal setting, and proper monitoring of students as they learn to transition and adapt to a new learning environment. EWCSO continues to fund this important support service for our middle schoolers.</p>	<p>Salary for Opportunity Class Teacher - 1000-1999 Certificated Salaries - LCFF: \$96,712</p> <p>Salary for Opportunity Class Teacher - 3000-3999 Employee Benefits - LCFF: \$36,524</p> <p>Salary for Opportunity class aide - 2000-2999 Classified Salaries - LCFF: \$22,350</p> <p>Salary for Opportunity class aide - 3000-3999 Employee Benefits - LCFF: \$10,362</p>	<p>Salary for Opportunity Class Teacher. - 1000-1999 Certificated Salaries - LCFF: \$97,679</p> <p>Salary for Opportunity Class Teacher. - 3000-3999 Employee Benefits - LCFF: \$36,290</p> <p>Salary for Opportunity Class Aide. - 2000-2999 Classified Salaries - LCFF: \$22,613</p> <p>Salary for Opportunity class aide. - 3000-3999 Employee Benefits - LCFF: \$9,815</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: Foster Youth, Low Income</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>Contribution to ASES - 5000-5999 Services and Other Operating Expenses - After School Education & Safety: \$531,000</p> <p>Contribution to ASES -</p>	<p>Contribution to ASES. - 5000-5999 Services and Other Operating Expenses - After School Education & Safety: \$529,360</p> <p>Contribution to ASES</p>

<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: All five Title I schools.</p> <p>ASES contribution to provide after-school academic support and enrichment to Title I schools.</p>	<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: All five Title I schools.</p> <p>To ensure that students in our Title I schools have after-school academic and enrichment support, a contribution was provided to ASES provider.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p>	<p>provider. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>
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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: All Schools</p> <p>Funding to provide translation and interpretive support services to our non-English speaking parents throughout the district to encourage stronger parent engagement.</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>We provided funding to provide translation and interpretive support services to our non-English speaking parents throughout the district to encourage stronger parent engagement. These services were necessary for parent conferences, IEPs, and other parent engagement activities throughout the school year.</p>	<p>Translation Services - 2000-2999 Classified Salaries - LCFF: \$20,000</p> <p>Translation services - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>Translation Services. - 2000-2999 Classified Salaries - LCFF: \$4,691</p> <p>Translation services for languages outside of EWCSO's personnel's capacity. - 5000-5999 Services and Other Operating Expenses - LCFF: \$0</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, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: All three middle schools.</p> <p>Funding to provide library media clerks at the middle schools to ensure access to internet and learning resources.</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: All three middle schools.</p> <p>We provided funding to provide library media clerks at the middle schools to ensure access to internet and learning resources.</p>	<p>Salaries for middle school clerks - 2000-2999 Classified Salaries - LCFF: \$17,266</p>	<p>Salaries for middle school clerks. - 2000-2999 Classified Salaries - LCFF: \$8,616</p>

Action 12

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: 5th and 7th grade.</p> <p>Funding to administer and analyze the California Healthy Kids Survey given during late Fall to survey students in the area of safety and school connectedness.</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: 5th and 7th grade.</p> <p>We provided funding to administer and analyze the California Healthy Kids Survey given during late Spring to survey students in the area of safety and school connectedness.</p>	<p>Funding for CHKS survey (reported in Goal 1, Action 1) - 5000-5999 Services and Other Operating Expenses - LCFF: \$0 (repeated expenditure)</p>	<p>Funding for CHKS survey. (reported in Goal 1) - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,071 (repeated expenditure)</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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Multi-Tiered System of Support Team made up of a full time administrator, psychologist, behavior specialist, and 3 behavior aides, will continue to provide behavioral support to at-risk students district-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>Location: All Schools</p> <p>A Multi-Tiered System of Support Team made up of a full time administrator, psychologist, behavior specialist, and 3 behavior aides, continued to provide behavioral support to at-risk students district-wide. This service is an integral part of our RTI process in EWCS.</p>	<p>Salaries for MTSS Team-Certificated - 1000-1999 Certificated Salaries - Other Local Revenues: \$411,147</p> <p>Salaries for MTSS Team-Classified - 2000-2999 Classified Salaries - Other Local Revenues: \$120,456</p> <p>Allowable indirect cost - 7000-7499 Other - Other Local Revenues: \$56,000</p>	<p>Salaries for MTSS Team-Certificated. - 1000-1999 Certificated Salaries - Other Local Revenues: \$408,005</p> <p>Salaries for MTSS Team-classified. - 2000-2999 Classified Salaries - Other Local Revenues: \$121,547</p> <p>Allowable indirect cost. - 7000-7499 Other - Other Local Revenues: \$2,850</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 actions and services articulated in the third of our three District goals were implemented as planned with the following exceptions. Under the area of Pupil Engagement, two of the measured outcomes will not be able to be met as the data will not be available to compare growth from 16-17 to 17-18. (The % of parents who agree that parents need to be better informed of school events in a timely manner. And, the % of parents who agree that activities for parents at the schools should be scheduled at convenient times) This is as a result of not addressing this question in this years LCAP survey to the stakeholders.

In the areas of Parent Involvement, we were able to successfully continue to build the capacity of our middle school bilingual liaisons. Meeting with

them throughout the year has allowed us to provide them with the skills and resources they need to support their current school sites. The continued funding of counselor/social workers along with some counseling interns, provided more services during the day for students and more outreach resources for parents outside the school day. Our Parent Academy was a huge success and we were able to offer over 15 parent workshops on topics such as: cyber bullying, parent skills, literacy, common core math, SBAC results, critical thinking, and computer basics. By funding translation services, we are ensuring that no obstacles are present between school and home.

In the areas of Pupil Engagement, we were able to continue to focus on attendance and use our additional social workers, administrators, and community liaisons as supports to our families who have poor attendance. This included focusing on chronic absenteeism by allocating some social workers to address the families of the chronically absent students. Having a strong RTI process in place allows us to reach the academic, basic, and socio-emotional needs of our students. Funding the Intervention Specialists, social workers, administrator, and parent liaisons allows us to do this.

In order to ensure that our Title I students had a strong, effective after-school program that would provide them academic and enrichment support, the District provided a contribution to the ASES provider.

The Opportunity Room teacher and instructional aide continues to be funded to ensure that our middle schools have additional support during their transition to a new school setting.

In order to provide analysis of student programs and interventions during the school year, the funding for auxiliary support which includes an administrator salary and clerical support was budgeted for the 17-18 school year.

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

As a result of focusing on parent education opportunities, the % of Parents who agree that they have opportunities to partner with the school in their child's education increased from 83% to 91.5%. In addition, the % of parents who agree that their school provides them with training and resources to strengthen student learning at home increased from 68% to 81.6%. With our continued focus on parent education opportunities, the LCAP Survey site survey results also indicate other positives. The % of parents who agree that parents are encouraged to participate in school activities increased from 83% to 91.5%.

The focus on attendance by the social workers, administrators, and parent liaisons is having a positive impact on attendance throughout the district. The overall district attendance rate continues to stay above 96%. Attendance data indicates that EWCS D maintains a strong ADA above 96% with 16-17: 96.69% and now 17-18: 96.44%. The number of chronic absentees have decreased from the months of August to April. It is our hope that the end of the year results will indicate a continued growth from last year's results of 4.3%.

In the areas of School Climate, we have not seen decrease in the amount of suspensions district-wide. Although our elementary school sites have done an effective job implementing Other Means of Corrections to address student infractions, our performance level according to the state indicators for all students, declined from Green to Orange. There are now several student groups that have also demonstrated an increase in suspensions leading to an Orange or Red performance change. Students who are English Learners, Students with Disabilities, and African-American students will need to remain in our radar. The number of suspensions for these student groups increased rather than decrease.

The Opportunity Room teacher and instructional aide continue to be funded to ensure that our middle schools have additional support during their transition to a new school setting. In order to provide analysis of student programs and interventions during the school year, the funding for auxiliary support which includes an administrator salary and clerical support, continued to be funded for the 17-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to changes in the staff salary schedule for specific positions. Two additional material differences were not continuing to fund the additional assistant principal at Hillview Middle School and not implementing the PBIS training in 17-18.

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 the analysis of the outcome data for Goal #3, the following actions/services were created:

The measurable outcomes for parent involvement were partially met according to local indicators (LCAP Survey). To address the measurable outcomes not met, the Educational Support Services Department will be working closely with school site leadership to develop strategies to increase parent/school communication. Some of the strategies will include: tips to engage parents, using social media to get our message heard, and getting parent input on when best to schedule meetings and events. We will continue funding translation and interpretation costs in the LCAP to eliminate any language barriers that may exist between the school and home.

Our local data and state indicators in the area of suspensions paint a picture of an increase in suspensions at the middle schools and with specific

student groups. Although we are proud of the improvement at the elementary level with decreasing suspensions, there is still a need to address the behaviors that are leading up to a suspension or expulsion at the middle school level. Local data from each school site demonstrates continued disciplinary infractions. In addition to this local data, the results of the CA Healthy Kids Survey also indicate that 5th and 7th grade students do not feel that schools have programs available to help stop bullying. And, students do not feel a high level of personal connectedness to their school.

Through our LEA funding, we will begin a three-year process to train our entire staff on PBIS (Positive Behavioral Intervention & Supports) beginning with our highest need schools first in 18-19. This training will help provide teachers and students with strategies and structures to address negative behaviors in a positive manner while building character and coping skills. In addition to PBIS, through the continued funding of our school social workers, the counseling interns, and additional assistant principals, we will continue follow our RTI process to help provide behavioral support to our students in grades TK-8. This support allows school sites to implement restorative justice strategies to correct and reward student behaviors.

As a result of the analysis of the outcome data for Goal #3, the following changes were made:

We will continue funding translation and interpretation costs in the LCAP to eliminate any language barriers that may exist between the school and home. This action will also provide support to our non-Title I schools to be able to provide correspondence in parents language.

We will continue to purchase and administer the CA Healthy Kids Survey and use the results to help implement PBIS training district-wide over a three-year process to help students and teachers build a safe and positive learning environment both in and out of the classroom.

We will be adding the AVID training costs to begin the process of making our middle schools AVID schools. This training and transformation will allow us to reach more of our UDP students who need academic guidance at the middle school levels.

The funding of assistant principals to be assigned to schools that need additional help has been eliminated based on declining enrollment numbers (Goal 3: Action 6).

The funding of ASES to support afterschool Title I programs (Goal 3: Action 9) has been eliminated based on a better financial forecast for ASES state funding.

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?

Stakeholder meetings for 2017-2018:

November-December 2017-Online Survey Window open for students in grades 5 & 8, parents, teachers, and classified employees

January 8, 2018-Stakeholder meeting with District Office Directors.

January 9, 2018-Meeting #1 with the District English Language Advisory Council.

January 10, 2018-Meeting #1 with the Superintendent's LCAP Advisory Group.

January 10, 2018-Community Meeting #1.

January 11, 2018-Stakeholder meeting #1 with Bargaining Unit-EWEA-Certificated.

January 11, 2018-Stakeholder meeting #1 with Bargaining Unit-CSEA-Classified.

January 12, 2018-Meeting #1 with the EWCS D Parent Advisory Group.

January 22, 2018-Stakeholder meeting with site principals.

January 22, 2018-Board of Education Study Session #1.

March 22, 2018-Stakeholder meeting #2 with Bargaining Unit-EWEA-Certificated.

March 22, 2018-Stakeholder meeting #2 with Bargaining Unit-CSEA-Classified.

May 14, 2018-Board of Education Study Session #2.

May 17, 2018-Stakeholder meeting #2 with Bargaining Unit-EWEA-Certificated.

May 22, 2018-Meeting #2 with the District English Language Advisory Council.

May 24, 2018-Meeting #2 with the Superintendent's LCAP Advisory Group.

May 24, 2018--Community Meeting #2

May 25, 2018-Meeting #2 with the EWCS D Parent Advisory Group.

May 30, 2018-Stakeholder meeting #2 with Bargaining Unit-CSEA-Classified.

June 11, 2018-LCAP Annual Update Public Hearing. LEA Budget Public Hearing.

June 14, 2018-Adoption of LCAP and the Budget.

Impact on LCAP and Annual Update

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

November-December: Stakeholder Survey Administration and Analysis by Educational Services Department. This year the services of Hanover Research Company were not contracted. EWCS D's ESS Department created and administered a survey to the following stakeholders: students in grades 5 and 8, classified, certificated, administrators, and parents. The survey was administered online and opportunities were provided for families to use school facilities for online access. The results were then analyzed and sent to District to distribute and share with the stakeholders. The results were shared at the first meeting for all stakeholders, the Board Presentation on 1/22/18, and they were posted on the District's EWCS D website.

January:

8 Gather Input from Stakeholders-Directors-- 9:30-10:30 am @ Staff Development Center. Provided directors with LCAP implementation timeline for 17-18 year. Provided the directors with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

9 DELAC Advisory Group Meeting #1: 9:00-11:00 am-@ Staff Development Center (SDC). Provided a Spanish meeting for DELAC members. Provided DELAC parents with LCAP implementation timeline for 17-18 year. Provided the DELAC parents with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

10 LCAP Supt's. Advisory Group Meeting #1 -- 8:00-11:00 am @ Education Center. Provided members of the Supt's. Advisory Group with LCAP implementation timeline for 17-18 year. Provided the members of the Supt's Advisory Group with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

10 Community Group Meeting #1--5:00-6:30 pm—@ Education Center. Provided community members with LCAP implementation timeline for 17-18 year. Provided community members with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

11 Bargaining Team Input Meeting #1. Gathered Input from Stakeholders-Bargaining Units: CSEA--12:00-3:00 pm@ Education Center and EWEA-8:00-11:00 am@ Education Center. Provided both members of the bargaining teams with LCAP implementation timeline for 17-18 year. Provided members with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

12 Parent Advisory Group Meeting #1: 9:00-11:00 am-@ Staff Development Center (SDC). Provided parents with LCAP implementation timeline for 17-18 year. Provided the parents with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

22 LCAP Presentation to Board of Education #1-Board Meeting in EWCS D's Education Center @ 5:30 pm. Provided the EWCS D Board of Education with an LCAP Presentation. The presentation included LCAP implementation timeline for 17-18 year. Provided members with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update.

March:

22 Bargaining Team Input Meeting #2. Gathered Input from Stakeholders-Bargaining Units: CSEA--12:00-3:00 pm@ Education Center and EWEA-8:00-11:00 am@ Education Center. Provided both members of the bargaining teams with LCAP implementation timeline for 17-18 year. Provided members with the following information: 17-18 LCAP updates on the new template and required metrics, reviewed LCAP stakeholder survey data, reviewed Annual Update Progress, presented student academic data, reviewed 17-18 LCAP supplemental expenditures and the 18-19 Financial Outlook. Stakeholders were allowed time to provide input on the student data and Annual Update. Input was then sought to collect feedback on things/expenditures/services that are having a positive impact based on student data or local indicator data.

May:

14 Board of Education Study Session #2-5:30-6:30 pm @ Education Center. Provided our Board of Education with the second of two study sessions planned for the 17-18 year. In this study session, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

17 Meeting with EWEA was canceled as several members of the EWEA LCAP input team were present at the Board of Education Study Session on 5/14/18. Members were provided with the presentation from the study session and encouraged to provide any feedback or clarifying questions if needed.

22 DELAC Advisory Group Meeting #2: 9:00-11:00 am-@ Staff Development Center (SDC). Provided a Spanish meeting for DELAC members. In this meeting, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

24 LCAP Supt's. Advisory Group Meeting #2 -- 8:00-11:00 am @ Education Center. In this meeting, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

24 Community Group Meeting #2--5:00-6:30 pm—@ Education Center. In this meeting, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

25-Parent Advisory Group Meeting #2: 9:00-11:00 am-@ Staff Development Center (SDC). In this meeting, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

30-Bargaining Team Input Meeting #3. CSEA--1:00-3:00 pm@ District Conference Room. In this meeting, the following topics were addressed: the LCAP timeline and requirements, the Annual Update progress, a review of the stakeholder engagement opportunities and feedback, District identified needs, 2017-2020 Budget Forecast, and the 2017-2020 LCAP Plan Proposal. Input was sought on the LCAP Plan proposal for actions and expenditures.

Stakeholder input was collected and responded to as per ed code and LCAP guidelines prior to the Public Hearing on June 11, 2018. No responses were received.

June:

11 LCAP Annual Update Public Hearing and LEA Budget Public Hearing-- Board Meeting in EWCS D's Education Center @ 6:00 pm. The Superintendent presented the proposed LCAP to the Board of Education for a Public Hearing. There were no questions submitted to respond in writing to for the 17-18 school year.

14 LCAP Plan, Budget and Annual Update Approval by Board of Education--Board Meeting in EWCS D's Education Center@ 6:00 pm.

Impact:

As a result of all of these stakeholder meetings, the Superintendent and the Board of Education were able to prioritize services and actions to continue or eliminate as they created a fiscal stability plan for the District. Through the sharing of goal evidence and data, stakeholders were able to determine the efficiency of the actions and expenditures. Through collaborative discussions, and with the data, stakeholders provided valuable input to the District regarding the services that would help address the identified needs of staff development, closing the achievement gap, consistent best first instructional practices, and supporting behavior needs that are leading to suspensions at the school sites. Some of this feedback included wording, timing, and communication of the LCAP survey, the use of instructional coaches for the 18-19 school year, and need to provide more data to stakeholders regarding discipline and suspensions.

As a result of the first round of meetings with the stakeholders, we were able to discuss recommendations for wording of the LCAP survey to ensure that there is clarity on what we are trying to measure. One example is being specific on what we mean when we ask stakeholders, *Is your school clean?* as a question. Stakeholders also provided their input on the communication process and timeliness of the surveys to reach more parents and classified employees.

As a result of the second round of meetings, stakeholders were able to provide their educated feedback on the District's needs based on the results of the Annual Update. Stakeholders were able to see how staff development and instructional coaches will help improve the inconsistencies that exist among first instruction at our school sites. No input was provided in changing the metrics to any of our current goals as they are progressive in language comparing the current year to prior year results.

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

All students will be in safe, clean, learning environments that will allow them to maximize their learning potential.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Basic Services- State Priority #1:

- A. The % of stakeholders who AGREE that the schools are clean are the following: Students: 67.4%, Staff: 84.5%, and Parents: 93.5%.
- B. The % of stakeholders who AGREE that the schools are in good repair are the following: Students: 80.2%, Staff: 64.8%, and Parents: 90.7%.
- C. The # of certificated misassignments in 2017 was 0. This is our baseline data--and we hope to maintain this status.
- D. The grade levels that are now in Class Size Reduction include Kindergarten (14-15) and First Grade (15-16). Second Grade (16-17). We have placed a freeze on Third Grade as per our agreement with our Bargaining Units.

Implementation of State Standards-State Priority # 2:

- A. Due to the budget crisis, textbooks are outdated and we need new instructional materials to support the Common Core and other core areas. When polled in 2017-18, only 74.1% of Certificated stakeholders felt that students were being provided textbooks and learning materials to support the implementation of the Common Core State Standards.
- B. Only 63.6% of Certificated stakeholders felt that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards.
- C. Technology is needed to support student-learning, implementation of the Common Core State Standards, and staff development. In 17-18, EWCS D was able to implement a 2:1 technology initiative in grades 1st-5th and 1:1 in 6th-8th in all classrooms. With this added technology, teachers need support embedding this new technology into their daily instruction. Stakeholder data indicates that 79.1% Certificated and 88.5% of Parents agree that students in EWCS D have received technological devices to support the implementation of Common Core. Students in primary grades TK-5th are in need of more technology to be 21st Century Learners.
- D. Staff development will be needed as we continue with our implementation of the Common Core State Standards with a heavy emphasis on writing, new ELD/ELA Framework, and New Generation Science Standards. In addition to these areas, teachers will continue to require ongoing staff development in the areas of technology to better prepare students to be college and career ready. In 2016, only 72% of Certificated Stakeholders agreed that teachers in the district had received staff development opportunities in the area of Common Core State Standards. In 2017, over 75% of teachers received staff development in the areas of the 5Cs.

Broad Course of Study-State Priority #7:

- A. The % of stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts at the elementary level are as follows: Students: 45.8% Parents: 51.1% Certificated: 71.2%.
- B. The % of stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level are as follows: Students: 47.5%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator-LCAP Parent and Employee Survey and FIT Reports	<p>A. Using local indicators the % of stakeholders who AGREE that the schools are clean will increase from previous year. 15-16: Students-66%, Certificated-71%, Classified-46%, and Parents-79%. 16-17 Schools are clean: Students 87%, Staff 79% and Parents 59%. Using local indicators the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year. 16-17 Schools are well-maintained: Students 81%, Staff 70%, and Parents 79%. 100% of school facilities are listed in good to exemplary condition on the FIT Reports.</p>	<p>A. Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are clean will increase from previous year.</p> <p>Using local indicators (2018 LCAP Survey) the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year.</p> <p>Maintain 100% of school facilities listed in good to exemplary condition on the FIT Reports.</p>	<p>A. Using local indicators (2019 LCAP Survey) the % of stakeholders who AGREE that the schools are clean will increase from previous year.</p> <p>Using local indicators (2019 LCAP Survey) the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year.</p> <p>Maintain 100% of school facilities listed in good to exemplary condition on the FIT Reports.</p>	<p>A. Using local indicators (2020 LCAP Survey) the % of stakeholders who AGREE that the schools are clean will increase from previous year.</p> <p>Using local indicators (2020 LCAP Survey) the % of stakeholders who AGREE that the schools are in good repair with no safety hazards will increase from previous year.</p> <p>Maintain 100% of school facilities listed in good to exemplary condition on the FIT Reports.</p>
Local Indicator-Teacher Misassignments	<p>B. The District will maintain the # of certificated misassignments at 0. All teachers will be properly assigned including our special education teachers with multiple assignments.</p>	<p>B. Using local indicators (District data) the District will maintain the # of certificated misassignments at 0 for the 17-18 school year. All teachers will be properly assigned including our special education teachers with multiple assignments.</p>	<p>B. Using local indicators (District data) the District will maintain the # of certificated misassignments at 0 for the 18-19 school year. All teachers will be properly assigned including our special education teachers with multiple assignments.</p>	<p>B. Using local indicators (District data) the District will maintain the # of certificated misassignments at 0 for the 19-20 school year. All teachers will be properly assigned including our special education teachers with multiple assignments.</p>
Local Indicator: Class Size Reduction	<p>C. Class Size Reduction will continue with the addition of 2nd grade in 2016-2017. K-1 CSR is already in place.</p>	<p>C. Class Size Reduction will continue with grades TK-2nd. Class size reduction for 3rd grade will be frozen for the 2017-2018 as mutually agreed upon by the local bargaining teams and District. It is our hope to reinstate class size reduction in 2018-2019 for third grade.</p>	<p>C. Class Size Reduction will continue with grades TK-2nd. Class size reduction for 3rd grade will be frozen for the 2018-2019 as mutually agreed upon by the local bargaining teams and District.</p>	<p>C. Class Size Reduction will continue with grades TK-2nd. Class size reduction for 3rd grade will be frozen for the 2019-2020 as mutually agreed upon by the local bargaining teams and District.</p>

<p>Local Indicator: LCAP Parent and Employee Survey</p>	<p>A. The District adopted a new ELA/ELD textbook in the 16-17 school year. The % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards is 69%.</p> <p>The % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards is currently 69%.</p>	<p>A. Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards will be greater than 69% (16-17).</p> <p>Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards will be greater than 69% (16-17).</p>	<p>A. Using local indicators (2019 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards will be greater than 17-18 percentage.</p> <p>Using local indicators (2019 LCAP Survey), the % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards will be greater than 17-18 percentage.</p>	<p>A. Using local indicators (2020 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided textbooks and learning materials to support the implementation of the Common Core State Standards will be greater than 18-19 percentage.</p> <p>Using local indicators (2020 LCAP Survey), the % of Certificated stakeholders who feel that teachers and staff have the appropriate instructional materials to support the implementation of the Common Core State Standards will be greater than 18-19 percentage.</p>
<p>Local Indicator: LCAP Parent and Employee Survey</p>	<p>The District has continued with the technology refresh and additional \$300,000 a year for the 16-17 year to complete the 2:1 initiative in the middle school core classes and then the elementary schools TK-2.</p> <p>When surveyed in 2017, the % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards is 75%.</p> <p>The % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards is 71%.</p>	<p>Using local indicators (2018 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 75% (16-17).</p> <p>Using local indicators (2018 LCAP Survey), the % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than 71% (16-17).</p>	<p>Using local indicators (2019 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than the 17-18 percentage.</p> <p>Using local indicators (2019 LCAP Survey), the % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than the 17-18 percentage.</p>	<p>Using local indicators (2020 LCAP Survey), the % of Certificated stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than the 18-19 percentage.</p> <p>Using local indicators (2020 LCAP Survey), the % of Parent stakeholders who feel that students are being provided technology to support the implementation of the Common Core State Standards will be greater than the 18-19 percentage.</p>
<p>Local Indicators: LCAP Parent and Employee Survey</p>	<p>75 % or more of EWCS D's teachers received training in the ELA/ELD Framework in 16-17.</p> <p>75% or more of EWCS D's elementary and middle school ELA teachers received training in the</p>	<p>Using local indicators (2018 LCAP Survey), the % of Certificated and Classified stakeholders who will receive technology training during the 17-18 year will be greater than 50%.</p>	<p>Using local indicators (2019 LCAP Survey), the % of Certificated and Classified stakeholders who will receive technology training during the 17-18 year will be greater than 65%.</p>	<p>Using local indicators (2020 LCAP Survey), the % of Certificated and Classified stakeholders who will receive technology training during the 17-18 year will be greater than 75%.</p>

	<p>ELA/ELD textbook adoption in 16-17.</p> <p>75% or more of EWCS D's elementary and middle school science teachers received training in the NGSS standards in 16-17.</p> <p>50% or more of EWCS D's elementary and middle school teachers and staff received technology training during the 16-17 year.</p>	<p>Using local indicators (2018 LCAP Survey), the % of Certificated and Classified stakeholders who will receive 21st Century Skills instructional training during the 17-18 year will be greater than 50%.</p>	<p>Using local indicators (2019 Staff Development Survey), the % of Certificated and Classified stakeholders who feel comfortable integrating technology into their instruction three or more times a week will increase each year.</p>	<p>Using local indicators (2020 Staff Development Survey), the % of Certificated and Classified stakeholders who feel comfortable integrating technology into their instruction three or more times a week will increase each year.</p>
Local Indicators: LCAP Parent and Employee Survey	<p>When surveyed in 2017, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts was: Students-86%, Parents-69%, and Staff: 77%.</p>	<p>Using local indicators (2018 LCAP Survey), the % of Students, Parents, and Staff stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts will increase from the previous year.</p>	<p>Using local indicators (2019 LCAP Survey), the % of Students, Parents, and Staff stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts will increase from the previous year.</p>	<p>Using local indicators (2020 LCAP Survey), the % of Students, Parents, and Staff stakeholders who agree that the District offers opportunities for students to have access to the visual and performing arts will increase from the previous year.</p>
Local Indicators: LCAP Parent and Employee Survey	<p>When surveyed in 2017, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level was: Students: 83% Parents: 56% Staff: 73%.</p>	<p>Using local indicators (2018 LCAP Survey), when surveyed in 2018, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level will increase from the previous year.</p>	<p>Using local indicators (2019 LCAP Survey), when surveyed in 2019, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level will increase from the previous year.</p>	<p>Using local indicators (2020 LCAP Survey), when surveyed in 2020, the % of Students, Parents, and Certificated stakeholders who agree that the District offers opportunities for students to have access to a variety of elective courses including the visual and performing arts at the middle school level will increase from the previous year.</p>

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

All teachers in East Whittier City School District will be properly credentialed and assigned.

2018-19

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

Modified Action

These are our District's Basic Services costs; our core program which includes credentialed, certificated, and classified employees' salaries. It also includes books and supplies, core instructional materials, and basic facilities costs, including staff for facilities maintenance.

2019-20

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

Modified Action

These are our District's Basic Services costs; our core program which includes credentialed, certificated, and classified employees' salaries. It also includes books and supplies, core instructional materials, and basic facilities costs, including staff for facilities maintenance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$28,069,549	\$29,357,515	\$30,280,511
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Basic Budget for Salaries.	Certificated Salaries; Basic Budget for Salaries.	Certificated Salaries; Basic Budget for Salaries.
Amount	\$6,814,904	\$6,971,442	\$7,129,936
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Basic budget for Salaries.	Classified Salaries; Basic budget for Salaries.	Classified Salaries; Basic budget for Salaries.
Amount	\$15,264,007	\$14,902,949	\$16,350,542
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Basic budget for Employee Benefits	Employee Benefits; Basic budget for Employee Benefits	Employee Benefits; Basic budget for Employee Benefits
Amount	\$444,881	\$571,946	\$573,642
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Basic budget for books and supplies.	Books and Supplies; Basic budget for books and supplies.	Books and Supplies; Basic budget for books and supplies.
Amount	\$6,714,609	\$6,976,408	\$7,253,305
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Basic budget for services and other operations.	Services and Other Operating Expenses; Basic budget for services and other operations.	Services and Other Operating Expenses; Basic budget for services and other operations.
Amount	\$4,579,664	\$4,579,664	\$4,579,664
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Contribution to Special Education- Certificated Salaries	Certificated Salaries; Contribution to Special Education- Certificated Salaries	Certificated Salaries; Contribution to Special Education- Certificated Salaries
Amount	\$2,809,024	\$2,809,024	\$2,809,024
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Contribution to Special Education- Classified Salaries	Classified Salaries; Contribution to Special Education- Classified Salaries	Classified Salaries; Contribution to Special Education- Classified Salaries
Amount	\$2,372,951	\$2,372,951	\$2,372,951
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Contribution to Special Education- Employee Benefits	Employee Benefits; Contribution to Special Education- Employee Benefits	Employee Benefits; Contribution to Special Education- Employee Benefits
Amount	\$663	\$663	\$663
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Contribution to Special Education-Books and Supplies	Books and Supplies; Contribution to Special Education-Books and Supplies	Books and Supplies; Contribution to Special Education-Books and Supplies
Amount	\$798,378	\$798,378	\$798,378
Source	LCFF	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses; Contribution to Special Education: services and other operating expenses.	Services and Other Operating Expenses; Contribution to Special Education: services and other operating expenses.	Services and Other Operating Expenses; Contribution to Special Education: services and other operating expenses.
Amount	\$31,181	\$31,181	\$31,181
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Contribution to Special Education-Other Outgo	Other; Contribution to Special Education-Other Outgo	Other; Contribution to Special Education-Other Outgo
Amount	\$1,447,068	\$1,447,068	\$1,447,068
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Certificated Salaries; Special Education-Certificated Salaries	Certificated Salaries; Special Education-Certificated Salaries	Certificated Salaries; Special Education-Certificated Salaries
Amount	\$876,218	\$876,218	\$876,218
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Certificated Salaries; Special Education-Certificated Salaries	Certificated Salaries; Special Education-Certificated Salaries	Certificated Salaries; Special Education-Certificated Salaries
Amount	\$1,425,032	\$1,425,032	\$1,425,032
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Classified Salaries; Special Education-Classified Salaries	Classified Salaries; Special Education-Classified Salaries	Classified Salaries; Special Education-Classified Salaries
Amount	\$1,203,810	\$1,203,810	\$1,203,810
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Employee Benefits; Special Education-Employee Benefits	Employee Benefits; Special Education-Employee Benefits	Employee Benefits; Special Education-Employee Benefits
Amount	\$421,176	\$421,176	\$421,176
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Services and Other Operating Expenses; Special Education Other Operating Expenses	Services and Other Operating Expenses; Special Education Other Operating Expenses	Services and Other Operating Expenses; Special Education Other Operating Expenses
Amount	-\$416,436	-\$416,436	-\$416,436
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Indirect cost on Fund 13, categorical programs, and other outgo	Other; Indirect cost on Fund 13, categorical programs, and other outgo	Other; Indirect cost on Fund 13, categorical programs, and other outgo
Amount	\$37,413	\$37,413	\$37,413
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II

Budget Reference	Books and Supplies; Title II resources for professional development	Books and Supplies; Title II resources for professional development	Books and Supplies; Title II resources for professional development
Amount	\$35,000	\$35,000	\$35,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; Title II resources for professional development	Services and Other Operating Expenses; Title II resources for professional development	Services and Other Operating Expenses; Title II resources for professional development
Amount	\$22,643	\$22,643	\$22,643
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Other; Allowable indirect cost	Other; Allowable indirect cost	Other; Allowable indirect cost

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

Facilities are maintained as much as possible considering the age of the buildings. A school bond was passed in November of 2016 to upgrade facilities. A key condition that was addressed and discussed at multiple stakeholder meetings was the nightly cleaning of the schools. The funding of 5.5 custodians will support our efforts to maintain facilities and allow us to keep sites open beyond the school day.

2018-19

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

Modified Action

The continued funding of 5.5 custodians will support our efforts to maintain facilities and allow us to keep sites open beyond the school day.

2019-20

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

Modified Action

The continued funding of 5.5 custodians will support our efforts to maintain facilities and allow us to keep sites open beyond the school day.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$328,670	\$230,069 (repeat expenditure)	\$230,069 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Custodians to maintain facilities and allow us to keep sites open beyond the school day.	Classified Salaries; Custodians to maintain facilities and allow us to keep sites open beyond the school day. (Included in Goal 1, Action 1)	Classified Salaries; Custodians to maintain facilities and allow us to keep sites open beyond the school day. (Included in Goal 1, Action 1)
Amount	\$0	\$98,601 (repeat expenditure)	\$98,601 (repeat expenditure)
Source		LCFF	LCFF

Budget
Reference

	Employee Benefits; Custodians to maintain facilities and allow us to keep sites open beyond the school day. (Included in Goal 1, Action 1)	Employee Benefits; Custodians to maintain facilities and allow us to keep sites open beyond the school day. (Included in Goal 1, Action 1)
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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:

New Action

EWCS D's Maintenance Department will be administering more facilities inspections at the school sites to provide school custodians and site administrators with immediate feedback to increase the cleanliness of the schools. These additional inspections will ensure we maintain 100% of school facilities in good to exemplary condition on the FIT reports.

2018-19

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

Unchanged Action

EWCS D's Maintenance Department will be administering more facilities inspections at the school sites to provide school custodians and site administrators with immediate feedback to increase the cleanliness of the schools. These additional inspections will ensure we maintain 100% of school facilities in good to exemplary condition on the FIT reports.

2019-20

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

Unchanged Action

EWCS D's Maintenance Department will be administering more facilities inspections at the school sites to provide school custodians and site administrators with immediate feedback to increase the cleanliness of the schools. These additional inspections will ensure we maintain 100% of school facilities in good to exemplary condition on the FIT reports.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$205,676	\$143,973 (repeat expenditure)	\$143,973 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Maintenance & Operations-Supervisors	Classified Salaries; Maintenance & Operations-Supervisor	Classified Salaries; Maintenance & Operations-Supervisor
Amount	\$0	\$61,703 (repeat expenditure)	\$61,703 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Maintenance & Operations-Supervisor	Employee Benefits; Maintenance & Operations-Supervisor

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)

Specific Grade Spans: TK-2nd grade

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:

Modified Action	Modified Action	Modified Action
We will implement Class Size Reduction of 24 to 1 beginning in Kindergarten (including TK) to second grade. Third grade Class Size Reduction will not be implemented in 17-18 due to budget cuts as agreed upon between the local bargaining unit. Third grade class size reduction will be reinstated in 18-19.	We will implement Class Size Reduction of 24 to 1 beginning in Kindergarten (including TK) to first grade. Third grade Class Size Reduction will not be reinstated in 18-19.	We will implement Class Size Reduction of 24 to 1 beginning in Kindergarten (including TK) to first grade. Third grade Class Size Reduction will not be reinstated in 2019-2020.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,548,500	\$1,366,947	\$1,366,947
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Class Size Reduction 24 to 1 in TK-2nd grade	Certificated Salaries; Class Size Reduction 24 to 1 in TK-1st grade	Certificated Salaries; Class Size Reduction 24 to 1 in TK-1st grade
Amount	\$690,900	\$451,813	\$451,813
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Class Size Reduction 24 to 1 in TK-2nd	Employee Benefits; Class Size Reduction 24 to 1 in TK-1st	Employee Benefits; Class Size Reduction 24 to 1 in TK-1st

grade.

grade.

grade.

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:

Modified Action
We will implement Class Size Reduction of 24 to 1 in second grade. Third grade Class Size Reduction will not be implemented in 17-18 due to budget cuts as agreed upon between the local bargaining unit. Third grade class size reduction will be reinstated in 18-19.

2018-19

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

Modified Action
As a District with a UDP percentage of under 55%, second grade class size reduction is now being implemented District-Wide rather than just at our 7/10 schools with a UDP percentage of 40% or greater to bolster our focus on foundational reading and mathematical skills.

2019-20

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

Modified Action
As a District with a UDP percentage of under 55%, second grade class size reduction is now being implemented District-Wide rather than just at our 7/10 schools with a UDP percentage of 40% or greater to bolster our focus on foundational reading and mathematical skills.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$401,500	\$607,143	\$607,143
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Class Size Reduction 24 to 1 in 2nd grade for schools with greater than 40% UDP.	Certificated Salaries; Class Size Reduction 24 to 1st in grade for all schools but directly directed to those with greater than 40% UDP.	Certificated Salaries; Class Size Reduction 24 to 1 in 1st grade for all schools but directly directed to those with greater than 40% UDP.
Amount	\$179,100	\$261,071	\$261,071
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Class size reduction 24 to 1 for 2nd grade at sites with 40% or greater UDP.	Employee Benefits; Class Size Reduction 24 to 1 in 2nd grade for all schools but directly directed to those with greater than 40% UDP.	Employee Benefits; Class Size Reduction 24 to 1 in 2nd grade for all schools but directly directed to those with greater than 40% UDP.
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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

We will ensure that all students have the required core textbooks to meet William's requirements. We will purchase state adopted English Language Arts materials for grades K-8.

2018-19

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

Modified Action

We will ensure that all students have the required core textbooks to meet William's requirements. We will purchase state adopted History-Social Science materials for grades 6-8.

2019-20

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

Unchanged Action

We will ensure that all students have the required core textbooks to meet William's requirements. We will purchase state adopted Science-New Generation Science Standards materials for grades K-8.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$700,000	\$400,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies; Funding for Social Studies or Science/NGSS textbook adoption.	Books and Supplies; Funding for Social Studies adoption.	Books and Supplies; Funding for NGSS textbook adoption.
Amount	\$0	\$1,800,000	\$2,100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Funding for Social Studies Science/NGSS textbook adoption.	Books and Supplies; Funding for Social Studies Science textbook adoption.	Books and Supplies; Funding for NGSS textbook adoption.

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:

New Action
Math supplemental materials will be purchased via school site licenses to provide 3rd-5th grade teachers with additional curriculum to meet all the mathematical needs of their students that the current math textbook is not addressing.

2018-19

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

Unchanged Action
Math supplemental materials will be purchased via school site licenses to provide 3rd-5th grade teachers with additional curriculum to meet all the mathematical needs of their students that the current math textbook is not addressing.

2019-20

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

Unchanged Action
Math supplemental materials will be purchased via school site licenses to provide 3rd-5th grade teachers with additional curriculum to meet all the mathematical needs of their students that the current math textbook is not addressing.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$35,000	\$35,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Math Supplemental site licenses for grades 3-5.	Books and Supplies; Math Supplemental site licenses for grades 3-5.	Books and Supplies; Math Supplemental site licenses for grades 3-5.

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:

Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.

2018-19

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

Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.

2019-20

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

Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$465,324	\$479,284	\$493,662
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.	Books and Supplies; Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.	Books and Supplies; Supplementary classroom supplies for school sites to effectively implement the Common Core State Standards and New Generation State Standards through the use of hands-on materials and manipulatives.

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:

Modified Action
In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.

2018-19

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

Modified Action
In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 1:1 in grades 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.

2019-20

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

Modified Action
In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 1:1 in grades 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$375,000	\$400,000	\$400,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.	Books and Supplies; In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.	Books and Supplies; In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and Math. Older technology shall be replenished as it starts to become obsolete or broken.

Amount	\$80,000	\$80,000	\$80,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Books and Supplies; 2 to 1 technology initiative	Books and Supplies; 2 to 1 technology initiative	Books and Supplies; 2 to 1 technology initiative

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:

Technology Software to support classroom instruction. These features will enable teachers to deliver engaging lessons for our UDP students.

2018-19

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

Technology Software to support classroom instruction. These features will enable teachers to deliver engaging lessons for our UDP students.

2019-20

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

Technology Software to support classroom instruction. These features will enable teachers to deliver engaging lessons for our UDP students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Technology Software to support instruction.	Books and Supplies; Technology Software to support instruction.	Books and Supplies; Technology Software to support instruction.

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:

New Action
Technology instruction and integration will be made possible via site tech leads to be trainer of trainers for the upcoming years. Funding will be allotted for tech lead stipends.

2018-19

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

Unchanged Action
Technology instruction and integration will be made possible via site tech leads to be trainer of trainers for the upcoming years. Funding will be allotted for tech lead stipends.

2019-20

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

Unchanged Action
Technology instruction and integration will be made possible via site tech leads to be trainer of trainers for the upcoming years. Funding will be allotted for tech lead stipends.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,960 (repeat expenditure)	\$15,960 (repeat expenditure)
Source	Teacher Effectiveness	LCFF	LCFF
Budget Reference	Certificated Salaries; Tech Lead Stipends. (amount reported in Goal 2, action 3)	Certificated Salaries; Tech Lead Stipends. (amount reported in Goal 2, action 3)	Certificated Salaries; Tech Lead Stipends. (amount reported in Goal 2, action 3)
Amount	\$0	\$6,840 (repeat expenditure)	\$6,840 (repeat expenditure)
Source		Teacher Effectiveness	Teacher Effectiveness
Budget Reference		Employee Benefits; Tech Lead Stipends. (amount reported in Goal 2, action 3)	Employee Benefits; Tech Lead Stipends. (amount reported in Goal 2, action 3)

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:

Modified Action
Funding will be allocated to provide staff development in the core subjects.

2018-19

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

Modified Action
Funding will be allocated to provide staff development in the core subjects.

2019-20

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

Modified Action
Funding will be allocated to provide staff development in the core subjects.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$70,400	\$192,400	\$192,400
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; 1 day of sub time for every teacher to attend Staff Development.	Certificated Salaries; Release time for teachers to attend the multiple PD trainings in 18-19.	Certificated Salaries; Release time for teachers to attend the multiple PD trainings in 19-20.
Amount	\$23,400	\$23,400	\$23,400
Source	Teacher Effectiveness	LCFF	LCFF
Budget Reference	Certificated Salaries; Funds for Tech Leads Stipends.	Certificated Salaries; Funds for Tech Leads Stipends.	Certificated Salaries; Funds for Tech Leads Stipends.
Amount	\$20,000	\$20,000	\$20,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II

Budget Reference	Certificated Salaries; Substitute costs for K-2 teachers to attend Nancy Fetzer in-services.	Certificated Salaries; Substitute costs for K-2 teachers to attend Nancy Fetzer in-services.	Certificated Salaries; Substitute costs for K-2 teachers to attend Nancy Fetzer in-services.
Amount	\$18,500	\$12,000	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; One week Nancy Fetzer Writing in-services.	Services and Other Operating Expenses; One week Nancy Fetzer Writing in-services.	Services and Other Operating Expenses; One week Nancy Fetzer Writing in-services.
Amount	\$21,000	\$10,750	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Interactive Student Notebooks for middle school students.	Books and Supplies; Interactive Student Notebooks for middle school students.	Books and Supplies; Interactive Student Notebooks for middle school students.
Amount	\$1,050,000	\$731,230	\$731,230
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for 3 teacher training days to support differentiated instruction in core subjects.	Certificated Salaries; Funding for 3 teacher training days to support differentiated instruction in core subjects.	Certificated Salaries; Funding for 3 teacher training days to support differentiated instruction in core subjects.
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; NGSS Training for middle school teachers.	Services and Other Operating Expenses; NGSS Training for middle school and 4th & 5th grade teachers.	Services and Other Operating Expenses; NGSS Training for K-3rd grade teachers.
Amount	\$21,000	\$21,000	\$21,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; NGSS release days for middle school teachers.	Certificated Salaries; NGSS release days for middle school and 4-5th grade teachers.	Certificated Salaries; NGSS release days for K-3rd grade teachers.
Amount	\$23,400	\$23,400	\$23,400
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries; EL lead teacher stipends.	Certificated Salaries; EL lead teacher stipends.	Certificated Salaries; EL lead teacher stipends.
Amount	\$7,000	\$7,000	\$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Funding for CMC Conference.	Services and Other Operating Expenses; Funding for CMC Conference.	Services and Other Operating Expenses; Funding for CMC Conference.
Amount	\$9,000	\$9,000	\$9,000

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for CUE Conference.	Certificated Salaries; Funding for CUE Conference.	Certificated Salaries; Funding for CUE Conference.
Amount	\$27,000	\$27,000	\$27,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Books and Supplies; Funding to support ELD students.	Books and Supplies; Funding to support ELD students.	Books and Supplies; Funding to support ELD students.
Amount	\$28,592	\$28,592	\$28,592
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses; Funding to support ELD students.	Services and Other Operating Expenses; Funding to support ELD students.	Services and Other Operating Expenses; Funding to support ELD students.
Amount	\$10,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Staff Development funds for K-8 teachers.	Services and Other Operating Expenses; Staff Development funds K-5 Thinking Map training.	Services and Other Operating Expenses; Staff Development funds K-5 Thinking Map writing training.
Amount	\$38,339	\$20,837	\$20,837
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.
Amount	\$37,814	\$37,814	\$37,814
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.	Certificated Salaries; Auxiliary support for Every Student Succeeds Act programs.
Amount	\$0	\$418,770	\$418,770
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Certificated and classified benefits	Employee Benefits; Certificated and classified benefits
Amount	\$0	\$17,502	\$17,502
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		Employee Benefits	Employee Benefits

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:

Modified Action
Funds for visual and performing arts at the elementary level includes materials for instrumental music and to replenish VAPA team materials.

2018-19

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

Unchanged Action
Funds for visual and performing arts at the elementary level includes materials for instrumental music and to replenish VAPA team materials.

2019-20

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

Unchanged Action
Funds for visual and performing arts at the elementary level includes materials for instrumental music and to replenish VAPA team materials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Funds for elementary instrumental music and VAPA team supplies.	Books and Supplies; Funds for VAPA team supplies.	Books and Supplies; Funds for VAPA team supplies.
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Funds for instrument repair.	Services and Other Operating Expenses; Funds for instrument repair.	Services and Other Operating Expenses; Funds for instrument repair.

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:

Unchanged Action
Science STEM materials for schools to support hands-on science and STEM implementation.

2018-19

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

Unchanged Action
Science STEM materials for schools to support hands-on science and STEM implementation.

2019-20

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

Unchanged Action
Science STEM materials for schools to support hands-on science and STEM implementation.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$75,000	\$45,000	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Science STEM materials for middle schools.	Books and Supplies; Science STEM materials for middle schools.	Books and Supplies; Science STEM materials for middle schools.
Amount	\$50,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; STEM supplemental materials for elementary.	Books and Supplies; STEM supplemental materials for elementary.	Books and Supplies; STEM supplemental materials for elementary.

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)

Specific Student Group(s): Low Income

Location(s):

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

Specific Schools: Title I 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

Title I allocations to support at-risk students and close the achievement gap.

2018-19

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

Unchanged Action

Title I allocations to support at-risk students and close the achievement gap.

2019-20

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

Unchanged Action

Title I allocations to support at-risk students and close the achievement gap.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$96,501	\$96,501	\$96,501
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Title I school allocation	Certificated Salaries; Title I school allocation	Certificated Salaries; Title I school allocation
Amount	\$242,509	\$242,509	\$242,509
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries; Title I school allocation	Classified Salaries; Title I school allocation	Classified Salaries; Title I school allocation
Amount	\$30,177	\$30,177	\$30,177
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	Employee Benefits; Title I school allocation	Employee Benefits; Title I school allocation	Employee Benefits; Title I school allocation
Amount	\$55,143	\$55,143	\$55,143
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies; Title I school allocation	Books and Supplies; Title I school allocation	Books and Supplies; Title I school allocation
Amount	\$82,715	\$82,715	\$82,715
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Title I school allocation	Services and Other Operating Expenses; Title I school allocation	Services and Other Operating Expenses; Title I school allocation
Amount	\$78,448	\$78,448	\$78,448
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Title I required set-asides	Certificated Salaries; Title I required set-asides	Certificated Salaries; Title I required set-asides
Amount	\$5,000	\$5,000	\$5,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries; Title I required set-asides	Classified Salaries; Title I required set-asides	Classified Salaries; Title I required set-asides
Amount	\$9,006	\$9,006	\$9,006
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits; Title I required set-asides	Employee Benefits; Title I required set-asides	Employee Benefits; Title I required set-asides
Amount	\$71,427	\$71,427	\$71,427
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies; Title I required set-asides	Books and Supplies; Title I required set-asides	Books and Supplies; Title I required set-asides
Amount	\$75,360	\$75,360	\$75,360
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Title I required set-asides	Services and Other Operating Expenses; Title I required set-asides	Services and Other Operating Expenses; Title I required set-asides
Amount	\$97,259	\$97,259	\$97,259
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Other; Title I indirect cost	Other; Title I indirect cost	Other; Title I indirect cost

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)

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

LEA Budget: federal money, allocated by the DHCS, to reimburse Medi-Cal covered services provided by LEAs (e.g. school nurses & other pupil support personnel) to eligible students.

2018-19

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

Unchanged Action

LEA Budget: federal money, allocated by the DHCS, to reimburse Medi-Cal covered services provided by LEAs (e.g. school nurses & other pupil support personnel) to eligible students.

2019-20

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

Unchanged Action

LEA Budget: federal money, allocated by the DHCS, to reimburse Medi-Cal covered services provided by LEAs (e.g. school nurses & other pupil support personnel) to eligible students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies; Resources to support nurses, counselors, psychologist, speech and special ed staff	Books and Supplies; Resources to support nurses, counselors, psychologist, speech and special ed staff	Books and Supplies; Resources to support nurses, counselors, psychologist, speech and special ed staff
Amount	\$105,000	\$105,000	\$105,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Services and Other Operating Expenses; Resources to support nurses, counselors, psychologist, speech and special ed staff	Services and Other Operating Expenses; Resources to support nurses, counselors, psychologist, speech and special ed staff	Services and Other Operating Expenses; Resources to support nurses, counselors, psychologist, speech and special ed staff

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

Unchanged Goal

Goal 2

Students will exceed state and county averages on standardized tests and demonstrate proficiency on local measures.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Student Achievement- State Priority #4:

A. Our current reality based on school-wide 2017 SBAC test results: % of students meeting at or above proficient in ELA is 58%. % of students meeting at or above proficient in Math is 45%.

B. Our current reality based on 2017 SBAC test results for our significant subgroups: % of subgroups meeting at or above standard in ELA/Literacy: EL- 13% SED- 46 % SWD-15.26%. % of subgroups meeting at or above standard in Math: EL- 14.4% SED- 33 % SWD-13.14%.

C. Our current reality based on 2015 CST Science test results: The % of students meeting or exceeding proficiency in Science is 71% -5th grade and 78%- 8th grade. 2017-2018 will not provide any CAST scores for EWCS students.

Other Student Outcomes-State Priority #8:

A. English Learners need to meet yearly language proficiency targets and show continuous growth on the ELPAC and local measures. Our current tool to measure growth is the CA Dashboard Results indicating students are at a Green Performance Level.

B. Reclassification [RFEP]-The percent of English Learners who have met reclassification criteria has fluctuated from 7.5 to 14.5% in the last seven years. Our current reality in 17-18 is 17.7% of our EL population met the reclassification criteria in EWCS.

C. Literacy-Not all students are currently reading and comprehending at grade level. Using Scholastic Reading Inventory, SRI, as our universal screening tool, our current reality is: 57% of 2nd-8th grade students are reading at grade level.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Indicator: SBAC results and CA Dashboard	<p>The % of students meeting at or above standard in ELA is 58% as measured by SBAC. The performance level provided by the state indicator is currently Green.</p> <p>In 2017, The CA Dashboard academic indicator in English language arts has East Whittier City School District at a high status (13.4 points above level 3) with an increase of +11.4% resulting in a student performance of green.</p>	<p>For the 2017-2018 school year, the CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities. We will maintain or improve our Green performance.</p>	<p>For the 2018-2019 school year, the CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities. We will maintain or improve our Green performance.</p>	<p>For the 2019-2020 school year, the CA Dashboard academic indicator in English language arts will demonstrate an increase from the previous year for all student groups. The student groups that will demonstrate an increase in status and change from the previous year in ELA are: English Learners, SED, and Students with Disabilities. We will maintain or improve our Green performance.</p>

	<p>The % of students meeting at or above standard in Math is 42% as measured by SBAC. The performance level provided by the state indicator is currently Green.</p> <p>In 2017, The CA Dashboard academic indicator in mathematics has East Whittier City School District at a high status with an increase of +11.3% resulting in a student performance of green.</p>	<p>For the 2017-2018 school year, the CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve our Green performance.</p>	<p>For the 2018-2019 school year, the CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve our Green performance.</p>	<p>For the 2019-2020 school year, the CA Dashboard academic indicator in math will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year in math are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve our Green performance.</p>
<p>State Indicator: SBAC results for disaggregated groups and CA Dashboard</p>	<p>The % of students in our significant subgroups currently meeting or exceeding the ELA standards are: EL-24%, SED-48%, and SWD 16%.</p> <p>According to the state indicators, the following performance levels apply:</p> <p>EL-Yellow SED-Yellow SWD-Red</p> <p>The % of students in our significant subgroups currently meeting or exceeding the math standards are: EL-18%, SED-31%, and SWD 11%.</p> <p>According to the state indicators, the following performance levels apply:</p> <p>EL-Yellow SED-Yellow SWD-Orange Hispanic-Yellow</p>	<p>For the 2017-2018 school year, the CA Dashboard academic indicator in ELA and mathematics will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve at least one performance level.</p>	<p>For the 2018-2019 school year, the CA Dashboard academic indicator in ELA and mathematics will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve at least one performance level.</p>	<p>For the 2019-2020 school year, the CA Dashboard academic indicator in ELA and mathematics will demonstrate an increase from the previous year for all student groups.</p> <p>The student groups that will demonstrate an increase in status and change from the previous year are: English Learners, SED, Hispanic, and Students with Disabilities. We will maintain or improve at least one performance level.</p>
<p>State and Local Indicators: CA Dashboard, CELDT/ELPAC Data, Reclassification Data</p>	<p>The % of English Learner students meeting or exceeding the required one year of growth on the</p>	<p>For the 2017-2018 school year, the CA Dashboard English Learner Progress indicator will demonstrate</p>	<p>For the 2018-2019 school year, the CA Dashboard English Learner Progress indicator will demonstrate</p>	<p>For the 2019-2020 school year, the CA Dashboard English Learner Progress indicator will demonstrate</p>

	<p>CELDT (or the current state approved assessment) is 66.2%.</p> <p>According to the CA Dashboard state indicators, EL student achievement in EWCS is at a Yellow Performance. In 2017, the CA Dashboard English Learner Progress indicator has East Whittier City School District at a medium status (74.3%) with a (maintained) increase of +0.3% resulting in a student performance of yellow.</p> <p>In 2017, the % of English Learner students meeting the reclassification criteria was 14.86%</p> <p>In 17-18, we will be establishing our ELPAC baseline data.</p>	<p>an increase in the status and change for all English Learners to achieve a green performance level based on the baseline data for ELPAC established during this school year.</p> <p>The % of English Learner students meeting the reclassification criteria will be greater than 14.86%.</p>	<p>an increase in the status and change for all English Learners to maintain or improve from a green performance level based on the ELPAC data established during the 17-18 school year.</p> <p>The % of English Learner students meeting the reclassification criteria will exceed the previous year's data.</p>	<p>an increase in the status and change for all English Learners to maintain or improve from a green performance level based on the ELPAC data collected during the 18-19 school year.</p> <p>The % of English Learner students meeting the reclassification criteria will exceed the previous year's data.</p>
Local Indicator: SRI Data	<p>In 2015, 50% of 2nd-8th grade students were reading at grade level. In 2017, SRI shows that 54% of 2nd-8th grade students are currently reading at grade level in May.</p>	<p>Using SRI as our universal screening tool, the % of 2nd-8th grade students reading at grade level or above will increase district-wide from the previous school year's reporting period percentage of 54%.</p>	<p>Using SRI as our universal screening tool, the % of 2nd-8th grade students reading at grade level or above will increase district-wide from the 17-18 school year's 57% percentage.</p>	<p>Using SRI as our universal screening tool, the % of 2nd-8th grade students reading at grade level or above will increase district-wide from the previous school year's reporting period percentage.</p>

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:

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	\$25,000	\$37,100	\$37,100
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for release time to enable data analysis and collaboration.	Certificated Salaries; Funding for release time to enable data analysis and collaboration.	Certificated Salaries; Funding for release time to enable data analysis and collaboration.
Amount	\$48,500	\$48,500	\$48,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Illuminate Ed. Software for data analysis.	Services and Other Operating Expenses; Illuminate Ed. Software for data analysis.	Services and Other Operating Expenses; Illuminate Ed. Software for data analysis.

Amount	\$0	\$15,900	\$15,900
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Funding for release time to enable data analysis and collaboration.	Employee Benefits; Funding for release time to enable data analysis and collaboration.

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:

Unchanged Action
Funding for VAPA team at the elementary level to provide elementary teachers with reflection and collaboration time.

2018-19

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

Unchanged Action
Funding for VAPA team at the elementary level to provide elementary teachers with reflection and collaboration time.

2019-20

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

Unchanged Action
Funding for VAPA team at the elementary level to provide elementary teachers with reflection and collaboration time.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$393,631	\$286,832	\$298,305
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for 4 VAPA teachers	Certificated Salaries; Funding for 4 VAPA teachers	Certificated Salaries; Funding for 4 VAPA teachers
Amount	\$15,815	\$31,500	\$38,500
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; VAPA team instructional aide	Classified Salaries; VAPA team instructional aides.	Classified Salaries; VAPA team instructional aides.
Amount	\$0	\$122,928	\$127,845
Source		LCFF	LCFF

Budget Reference		Employee Benefits; Funding for 4 VAPA teachers	Employee Benefits; Funding for 4 VAPA teachers
Amount	\$0	\$13,500	\$16,500
Source		LCFF	LCFF
Budget Reference		Employee Benefits; VAPA team instructional aides.	Employee Benefits; VAPA team instructional aides.

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:

New Action	Modified Action	Unchanged Action
Funding will be allocated to provide staff development in the core subjects.	Funding will be allocated to provide staff development in the core subjects through the use of instructional coaches.	Funding will be allocated to provide staff development in the core subjects through the use of instructional coaches.

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	\$78,351	\$90,000	\$90,000
Source	Federal Revenues - Title I	LCFF	LCFF
Budget Reference	Certificated Salaries; 60% Funding for an elementary math instructional coach.	Certificated Salaries; Funding for an elementary math instructional coach.	Certificated Salaries; Funding for an elementary math instructional coach.
Amount	\$113,793	\$80,000	\$80,000
Source	Teacher Effectiveness	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for a middle school math instructional coach.	Certificated Salaries; Funding for a middle school math instructional coach.	Certificated Salaries; Funding for a middle school math instructional coach.
Amount	\$114,988	\$70,000	\$70,000

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Auxiliary Support to ensure staff development is aligned to site strategic plans.	Certificated Salaries; Auxiliary Support to ensure staff development is aligned to site strategic plans.	Certificated Salaries; Auxiliary Support to ensure staff development is aligned to site strategic plans.
Amount	\$2,700	\$2,700	\$2,700
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; New Teacher Academy	Certificated Salaries; New Teacher Academy	Certificated Salaries; New Teacher Academy
Amount	\$25,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Staff development resources for K-8 teachers	Books and Supplies; Staff development resources for K-8 teachers: Coherence Costs	Books and Supplies; Staff development resources for K-8 teachers: Coherence Costs
Amount	\$0	\$90,000	\$90,000
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; Literacy Coach TK-5	Certificated Salaries; Literacy Coach TK-5
Amount	\$0	\$90,537	\$90,537
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; 6-8 Literacy Coach.	Certificated Salaries; 6-8 Literacy Coach.
Amount	\$0	\$93,000	\$93,000
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; STEM Instructional Coach.	Certificated Salaries; STEM Instructional Coach.
Amount	\$0	\$221,244	\$221,244
Source		LCFF	LCFF
Budget Reference		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:

New Action
Provide immediate academic intervention to students who are unduplicated and/or at-risk.

2018-19

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

Unchanged Action
Provide immediate academic intervention to students who are unduplicated and/or at-risk.

2019-20

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

Unchanged Action
Provide immediate academic intervention to students who are unduplicated and/or at-risk.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,057,322	\$810,125	\$810,125
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Intervention Specialists at the elementary school sites.	Certificated Salaries; Intervention Specialists at the elementary school sites.	Certificated Salaries; Intervention Specialists at the elementary school sites.
Amount	\$0	\$4,800	\$4,800
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Training for Intervention Specialists.	Services and Other Operating Expenses; Training for Intervention Specialists.
Amount	\$195,691	\$171,984	\$171,984
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Bilingual instructional aides to support ELs and parents.	Employee Benefits; Bilingual instructional aides to support ELs and parents.	Employee Benefits; Bilingual instructional aides to support ELs and parents.
Amount	\$10,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for CELDT/ELPAC Administration.	Certificated Salaries; Funding for ELPAC Administration.	Certificated Salaries; Funding for ELPAC Administration.
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Funding for CELDT/ELPAC Administration.	Classified Salaries; Funding for ELPAC Administration.	Classified Salaries; Funding for ELPAC Administration.
Amount	\$10,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Funding for CELDT/ELPAC Administration.	Books and Supplies; Funding for ELPAC Administration.	Books and Supplies; Funding for ELPAC Administration.
Amount	\$6,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Funding for EL consumable workbooks.	Books and Supplies; Funding for EL consumable workbooks.	Books and Supplies; Funding for EL consumable workbooks.
Amount	\$10,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Funding for SRI Diagnostic Assessment.	Services and Other Operating Expenses; Funding for SRI Diagnostic Assessment.	Services and Other Operating Expenses; Funding for SRI Diagnostic Assessment.
Amount	\$3,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Funding for Reading 180.	Services and Other Operating Expenses; Funding for Reading 180.	Services and Other Operating Expenses; Funding for Reading 180.
Amount	\$0	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; Read 180 for Granada Middle School.	Services and Other Operating Expenses; Read 180 for Granada Middle School.
Amount	\$21,000	\$10,750	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Interactive Student Notebooks for middle school students.	Books and Supplies; Interactive Student Notebooks for middle school students.	Books and Supplies; Interactive Student Notebooks for middle school students.

Amount	\$0	\$347,197	\$347,197
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Intervention Specialists at the elementary school sites.	Employee Benefits; Intervention Specialists at the elementary school sites.
Amount	\$0	\$73,707	\$73,707
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Bilingual instructional aides to support ELs and parents.	Employee Benefits; Bilingual instructional aides to support ELs and parents.

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:

Unchanged Action
We will create a common grade level matrix across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.

2018-19

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

Unchanged Action
We will create a common grade level matrix across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.

2019-20

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

Unchanged Action
We will create a common grade level matrix across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,800	\$7,700	\$7,700
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Release time for common core curriculum alignment.	Certificated Salaries; Summer Task force hours for common core curriculum alignment.	Certificated Salaries; Summer Task force hours for common core curriculum alignment.
Amount	\$0	\$3,300	\$3,300
Source		LCFF	LCFF
Budget Reference		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)

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	Modified Action	Unchanged Action
Funding will be provided to enable new teachers to enroll in BTSA new teacher support program to clear their credential requirements. This funding will also cover the stipends for the support providers to new teachers.	Funding will be provided to enable new teachers to enroll in BTSA new teacher support program to clear their credential requirements. This funding will also cover the stipends for the support providers to new teachers.	Funding will be provided to enable new teachers to enroll in BTSA new teacher support program to clear their credential requirements. This funding will also cover the stipends for the support providers to new teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$37,500	\$55,000	\$55,000
Source	Teacher Effectiveness	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Certificated Salaries: BTSA Support Provider stipends.	Services and Other Operating Expenses; Certificated Salaries: BTSA support for new teachers-Walnut Valley Consortium	Services and Other Operating Expenses; Certificated Salaries: BTSA support for new teachers-Walnut Valley Consortium
Amount	\$22,800	\$21,000	\$21,000
Source	Teacher Effectiveness	Teacher Effectiveness	LCFF
Budget Reference	Certificated Salaries; c	Certificated Salaries; Certificated Salaries: BTSA support for new teachers-Walnut Valley Consortium	Certificated Salaries; Certificated Salaries: BTSA support for new teachers-Walnut Valley Consortium

Amount	\$0	\$9,000	\$9,000
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

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

Unchanged Goal

Goal 3

Students will feel safe and secure at school and their parents will feel welcome. This includes lowering suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Parent Involvement-State Priority #3:

A. Parent education offerings vary greatly from site to site. Beginning in 2015, parent LCAP surveys were administered to collect data on parents feelings toward the school sites. Our current reality based on the 2017 results: LCAP survey-Parent Trainings/Education % of Parents who agree that they have opportunities to partner with the school in their child's education is 91.5%. % of Parents who agree that their school provides them with training and resources to strengthen student learning at home is 81.6%.

B. Parent involvement varies greatly from site to site. Our current reality based on the 2017 LCAP Survey-Parent Activities: % of Parents who agree that parents are encouraged to participate in school activities is 91.5%.

Pupil Engagement-State Priority #5:

A. District attendance rates fluctuate between 96% and 96.5%. Our baseline data is 96% ADA in 13-14. Our goal is to maintain or grow beyond 96% every year.

B. Chronic absenteeism (at least 10% of the school year) continues to be an area that requires attendance intervention. Our baseline data in 13-14 is 502 chronic absentees. Our goal is to decrease these numbers.

School Climate-State Priority #6:

A. Suspensions decreased by 50% between 12-13 and 13-14 due to changes in the law. However, discipline infractions and required interventions have not decreased. The baseline data for student suspensions was 5.0% in 13-14. The baseline data for student expulsions was .01% in 13-14. Our goal is to maintain or decrease these rates. The baseline data for student expulsion rates is 0.01% from 14-15. Our goal is to maintain or decrease these rates.

B. Student safety is a top priority for our school sites. Beginning in 2015, LCAP surveys were administered to stakeholders to collect data on feelings toward school safety and school connectedness. Our current reality is: % of the stakeholders who agree that schools are a safe place to learn: Students 86.5% and Parents 95.9%. In addition to the LCAP Survey, the California Healthy Kids Survey is administered to measure the % of students who feel very safe at school. Baseline data in 17-18 is 5th graders-84% and 7th graders-73%. Our goal is to increase these numbers. The % of students who reported high levels of personal connectedness in 17-18 is as follows: 5th -63% and 7th-65%. Our goal is to increase these numbers.

C. District and middle school dropout data is the following beginning in 2015, District -0.2% and Middle School .06%. Our goal is to maintain or decrease these rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator: LCAP Parent and Employee Survey	According to the 2017 LCAP Survey, the % of Parents who agree that they have opportunities to partner with the school in their child's education is	The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's	The 2019 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's	The 2020 LCAP Survey will demonstrate an increase in the % of Parents who agree that they have opportunities to partner with the school in their child's

	<p>83%.</p> <p>According to the 2017 LCAP Survey, the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home is 68%.</p>	<p>education from the previous school year.</p> <p>The 2018 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.</p>	<p>education from the previous school year.</p> <p>The 2019 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.</p>	<p>education from the previous school year.</p> <p>The 2020 LCAP Survey will demonstrate an increase in the % of Parents who agree that their school provides them with training and resources to strengthen student learning at home from the previous school year.</p>
Local Indicator: LCAP Parent and Employee Survey	<p>According to the 2017 LCAP Survey, the % of parents who agree that parents are encouraged to participate in school activities is 77%.</p> <p>According to the 2017 LCAP Survey, the % of parents who agree that parents need to be better informed of school events in a timely manner is 27%.</p> <p>According to the 2017 LCAP Survey, the % of parents who agree that activities for parents at the schools should be scheduled at convenient times is 51%.</p>	<p>The 2018 local indicator (LCAP Survey) will demonstrate an increase in the % of Parents who agree that parents are encouraged to participate in school activities from the previous year.</p> <p>The 2018 local indicator (LCAP Survey) will demonstrate an increase from the previous year with parents who agree that parents need to be better informed of school events in a timely manner.</p> <p>The 2018 local indicator (LCAP Survey) will demonstrate an increase from the previous year in the % of parents who agree that activities for parents at the schools should be scheduled at convenient times.</p>	<p>The 2019 local indicator (LCAP Survey) will demonstrate an increase in the % of Parents who agree that parents are encouraged to participate in school activities from the previous year.</p>	<p>The 2020 local indicator (LCAP Survey) will demonstrate an increase in the % of Parents who agree that parents are encouraged to participate in school activities from the previous year.</p>
Local Indicator: Fiscal Reports	<p>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports. Current ADA for 16-17 school year is 96.69% as of December.</p>	<p>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.</p>	<p>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.</p>	<p>The District will maintain or increase its yearly ADA of above 96% as measured by fiscal reports.</p>
Local and State Indicators: Attendance Data and Chronic Absenteeism	<p>The District will decrease its yearly number of chronic absentees as measured by attendance data and documentation from school social workers</p>	<p>The District will decrease its yearly number of chronic absentees from the previous school year as measured by 2018 local indicators (attendance data)</p>	<p>The District will decrease its yearly number of chronic absentees from the previous school year (2018-574 chronic absentees) as measured</p>	<p>The District will decrease its yearly number of chronic absentees from the previous school year as measured by 2020 local indicators (attendance data)</p>

	<p>of provided interventions.</p> <p>15-16: 405 chronic absentees=4.5%.</p> <p>16-17:</p> <p>January of 2017- # of chronic absentees for 16-17 is 380, March of 2017 is 387.</p>	<p>and 2018 CA Dashboard baseline data.</p>	<p>by 2019 local indicators (attendance data) and 2019 CA Dashboard baseline data.</p>	<p>and 2020 CA Dashboard baseline data.</p>
<p>State Indicator: CA Dashboard for Suspension Data</p>	<p>In 2017, The CA Dashboard suspension indicator has East Whittier City School District at a medium status (2%) with a decline of -1.3% resulting in a student performance of Green.</p> <p>Two student groups that are an area of concern are:</p> <p>SWD: Yellow</p> <p>African-Americans: Red</p> <p>Two or more races: Yellow</p>	<p>For the 2017-2018 school year, the CA Dashboard suspension indicator will maintain or decrease the number of suspensions district-wide from the previous year and demonstrate growth in our status.</p> <p>The student groups that will demonstrate a decrease in status and change from the previous year are: students with disabilities, African-Americans, and those with two or more races.</p>	<p>For the 2018-2019 school year, the CA Dashboard suspension indicator will maintain or decrease the number of suspensions district-wide from the previous year and demonstrate growth in our status.</p> <p>The student groups that will demonstrate a decrease in status and change from the previous year are: students with disabilities, African-Americans, and those with two or more races.</p>	<p>For the 2019-2020 school year, the CA Dashboard suspension indicator will maintain or decrease the number of suspensions district-wide from the previous year and demonstrate growth in our status.</p> <p>The student groups that will demonstrate a decrease in status and change from the previous year are: students with disabilities, African-Americans, and those with two or more races.</p>
<p>Local Indicator: Expulsion Data</p>	<p>In 14-15, the student expulsion rate was 0.01%.</p>	<p>We will maintain or decrease the student expulsion rate of 0.01%.</p>	<p>We will maintain or decrease the student expulsion rate of 0.01%.</p>	<p>We will maintain or decrease the student expulsion rate of 0.01%.</p>
<p>Local Indicators: LCAP Parent and Employee Survey and CA Healthy Kids Survey</p>	<p>According to the 2017 LCAP survey, the % of stakeholders who agree that schools are a safe place to learn and there are programs available to help stop bullying are:</p> <p>Students 74%</p> <p>Parents 67%</p> <p>Staff 87%.</p> <p>When surveyed in 2017, the California Healthy Kids Survey indicates that the % of students who feel very safe at school is: 5th- 82% and 7th- 74%.</p> <p>When surveyed in 2017, the California Healthy Kids</p>	<p>When surveyed in 2018, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that schools are a safe place to learn and there are programs available to help stop bullying from the previous year.</p> <p>When surveyed in 2018, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who feel very safe at school from the previous year.</p> <p>When surveyed in 2018, the local indicator</p>	<p>When surveyed in 2019, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that schools are a safe place to learn.</p> <p>When surveyed in 2019, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that there are programs available to help stop bullying from the previous year.</p> <p>When surveyed in 2019, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who feel very</p>	<p>When surveyed in 2019, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that schools are a safe place to learn.</p> <p>When surveyed in 2019, the local indicator (LCAP survey) will demonstrate an increase in the % of stakeholders who agree that there are programs available to help stop bullying from the previous year.</p> <p>When surveyed in 2019, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who feel very</p>

	<p>Survey indicates that the % of students who reported high levels of personal connectedness is:</p> <p>5th- 65% and 7th- 66%</p>	<p>(California Healthy Kids Survey) will demonstrate an increase in the % of students who reported high levels of personal connectedness from the previous year.</p>	<p>safe at school from the previous year.</p> <p>When surveyed in 2019, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who reported high levels of personal connectedness from the previous year.</p>	<p>safe at school from the previous year.</p> <p>When surveyed in 2019, the local indicator (California Healthy Kids Survey) will demonstrate an increase in the % of students who reported high levels of personal connectedness from the previous year.</p>
Local Indicators: CAL Pads Information	<p>According to CAL Pads Reports, the % of District dropouts is currently at 0.2%.</p> <p>According to CAL Pads Reports, the % of middle school dropouts is .06%.</p>	<p>According to CAL Pads Reports, the % of District dropouts will be less than the previous year.</p> <p>According to CAL Pads Reports, the % of middle school dropouts will be less than the previous year.</p>	<p>According to CAL Pads Reports, the % of District dropouts will be less than the previous year.</p> <p>According to CAL Pads Reports, the % of middle school dropouts will be less than the previous year.</p>	<p>According to CAL Pads Reports, the % of District dropouts will be less than the previous year.</p> <p>According to CAL Pads Reports, the % of middle school dropouts will be less than the previous year.</p>

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:

Three bilingual community liaisons will be hired to coordinate services for targeted student groups. They will be housed at the middle schools but will also serve the feeder elementary schools. They will establish parent centers to help meet the needs of target students.

2018-19

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

Three bilingual community liaisons will be hired to coordinate services for targeted student groups. They will be housed at the middle schools but will also serve the feeder elementary schools. They will establish parent centers to help meet the needs of target students.

2019-20

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

Three bilingual community liaisons will be hired to coordinate services for targeted student groups. They will be housed at the middle schools but will also serve the feeder elementary schools. They will establish parent centers to help meet the needs of target students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,857	\$46,900	\$46,900
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Three Community Liaisons.	Classified Salaries; Three Community Liaisons.	Classified Salaries; Three Community Liaisons.
Amount	\$0	\$20,100	\$20,100

Source		LCFF	LCFF
Budget Reference		Employee Benefits; Three Community Liaisons.	Employee Benefits; Three Community Liaisons.

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:

Unchanged Action
Funding for Opportunity Class for students not successful in a traditional middle school setting.

2018-19

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

Unchanged Action
Funding for Opportunity Class for students not successful in a traditional middle school setting.

2019-20

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

Unchanged Action
Funding for Opportunity Class for students not successful in a traditional middle school setting.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$96,712	\$149,712	\$159,547
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Salary for Opportunity Class Teacher	Certificated Salaries; Salary for Opportunity Class Teacher	Certificated Salaries; Salary for Opportunity Class Teacher
Amount	\$36,524	\$36,524	\$36,524
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Salary for Opportunity Class Teacher	Employee Benefits; Salary for Opportunity Class Teacher	Employee Benefits; Salary for Opportunity Class Teacher
Amount	\$22,350	\$22,350	\$22,350
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Salary for Opportunity class aide	Classified Salaries; Salary for Opportunity class aide	Classified Salaries; Salary for Opportunity class aide
Amount	\$10,362	\$10,362	\$10,362
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Salary for Opportunity class aide	Employee Benefits; Salary for Opportunity class aide	Employee Benefits; Salary for Opportunity class aide

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:

Unchanged Action
To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district.

2018-19

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

Unchanged Action
To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district.

2019-20

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

Unchanged Action
To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$774,862	\$577,500	\$577,500
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Counselors/Social Workers	Certificated Salaries; Counselors/Social Workers	Certificated Salaries; Counselors/Social Workers
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Counseling services during Extended School Year	Certificated Salaries; Counseling services during Extended School Year	Certificated Salaries; Counseling services during Extended School Year
Amount	\$0	\$247,500	\$247,500

Source		LCFF	LCFF
Budget Reference		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:

Modified Action

2018-19

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

Unchanged Action

2019-20

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

Unchanged Action

Attendance will be a priority across the District. Through a collaborative process, principals, social workers, and community liaisons will monitor attendance at the school sites with a large focus on students who are chronically absent.

Attendance will be a priority across the District. Through a collaborative process, principals, social workers, and community liaisons will monitor attendance at the school sites with a large focus on students who are chronically absent.

Attendance will be a priority across the District. Through a collaborative process, principals, social workers, and community liaisons will monitor attendance at the school sites with a large focus on students who are chronically absent.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Attendance incentive (reported in Goal 1, Action 1)	Books and Supplies; Attendance incentive (reported in Goal 1, Action 1)	Books and Supplies; Attendance incentive (reported in Goal 1, Action 1)

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:

Unchanged Action
Funding to provide library media clerks at the middle schools to ensure access to internet and learning resources.

2018-19

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

Unchanged Action
Funding to provide library media clerks at the middle schools to ensure access to internet and learning resources.

2019-20

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

Unchanged Action
Funding to provide library media clerks at the middle schools to ensure access to internet and learning resources.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$17,266	\$12,086	\$12,086
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Salaries for middle school clerks	Classified Salaries; Salaries for middle school clerks	Classified Salaries; Salaries for middle school clerks
Amount	\$0	\$5,180	\$5,180
Source		LCFF	LCFF
Budget Reference		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:

Modified Action
Intervention Specialists and Administrative teams will support schools by ensuring the RTI services are provided to all at-risk student groups.

2018-19

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

Unchanged Action
Intervention Specialists and Administrative teams will support schools by ensuring the RTI services are provided to all at-risk student groups.

2019-20

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

Unchanged Action
Intervention Specialists and Administrative teams will support schools by ensuring the RTI services are provided to all at-risk student groups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$770,000 (repeat expenditure)	\$770,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Intervention Specialists (amount already reported in Goal 2)	Certificated Salaries; Intervention Specialists (amount already reported in Goal 2)	Certificated Salaries; Intervention Specialists (amount already reported in Goal 2)
Amount	\$0	\$330,000	\$330,000
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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
Funding to provide effective and highly engaging topics via our District-Wide Parent Academy. This will include our Parent Symposium, consultants, salaries, materials, daycare, and hospitality.

2018-19

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

Unchanged Action
Funding to provide effective and highly engaging topics via our District-Wide Parent Academy. This will include our Parent Symposium, consultants, salaries, materials, daycare, and hospitality.

2019-20

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

Unchanged Action
Funding to provide effective and highly engaging topics via our District-Wide Parent Academy. This will include our Parent Symposium, consultants, salaries, materials, daycare, and hospitality.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,200	\$4,050	\$4,050
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Parent Workshops and Symposium	Certificated Salaries; Parent Workshops and Symposium	Certificated Salaries; Parent Workshops and Symposium
Amount	\$2,200	\$2,200	\$2,200
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Parent Workshops and Symposium	Classified Salaries; Parent Workshops and Symposium	Classified Salaries; Parent Workshops and Symposium
Amount	\$2,750	\$2,750	\$2,750

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Parent Workshops and Symposium	Books and Supplies; Parent Workshops and Symposium	Books and Supplies; Parent Workshops and Symposium
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Workshops and Symposium	Services and Other Operating Expenses; Parent Workshops and Symposium	Services and Other Operating Expenses; Parent Workshops and Symposium
Amount	\$4,800	\$4,400	\$4,400
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Funding for LCAP Advisory Stakeholder Meetings.	Certificated Salaries; Funding for LCAP Advisory Stakeholder Meetings.	Certificated Salaries; Funding for LCAP Advisory Stakeholder Meetings.
Amount	\$600	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Funding for LCAP Advisory Stakeholder Meetings.	Books and Supplies; Funding for LCAP Advisory Stakeholder Meetings.	Books and Supplies; Funding for LCAP Advisory Stakeholder Meetings.
Amount	\$0	\$3,195	\$3,195
Source		LCFF	LCFF
Budget Reference		Employee Benefits; classified and certificated benefits-parent symposium	Employee Benefits; classified and certificated benefits-parent symposium

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:

New Action
Funding to provide translation and interpretive support services to our non-English speaking parents throughout the district to encourage stronger parent engagement.

2018-19

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

Unchanged Action
Funding to provide translation and interpretive support services to our non-English speaking parents throughout the district to encourage stronger parent engagement.

2019-20

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

Unchanged Action
Funding to provide translation and interpretive support services to our non-English speaking parents throughout the district to encourage stronger parent engagement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$14,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Translation Services	Classified Salaries; Translation Services	Classified Salaries; Translation Services
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Translation services	Services and Other Operating Expenses; Translation services	Services and Other Operating Expenses; Translation services
Amount	\$0	\$6,000	\$6,000

Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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:

AVID program training for the staff at East Whittier Middle School to provide academic guidance and mentoring for our at-risk student groups.

2019-20

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

AVID program training for the staff at Hillview Middle School to provide academic guidance and mentoring for our at-risk student groups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$63,248	\$63,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Funding for AVID training.	Services and Other Operating Expenses; Funding for AVID training.

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, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools:

Actions/Services

2017-18

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

New Action

PBIS staff development training will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.

2018-19

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

Unchanged Action

PBIS staff development training will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.

2019-20

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

Unchanged Action

PBIS staff development training will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$23,400	\$23,400	\$23,400
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Services and Other Operating Expenses; PBIS Training Cost	Services and Other Operating Expenses; PBIS Training Cost	Services and Other Operating Expenses; PBIS Training Cost
Amount	\$21,600	\$21,600	\$21,600
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Certificated Salaries; Release time to attend PBIS training.	Certificated Salaries; Release time to attend PBIS training.	Certificated Salaries; Release time to attend PBIS training.
Amount	\$2,500	\$2,500	\$2,500

Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies; PBIS materials	Books and Supplies; PBIS materials	Books and Supplies; PBIS materials

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:

New Action
Multi-Tiered System of Support Team made up of a full time administrator, psychologist, behavior specialist, and 3 behavior aides, will continue to provide behavioral support to at-risk students district-wide.

2018-19

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

Unchanged Action
Multi-Tiered System of Support Team made up of a full time administrator, psychologist, behavior specialist, and 3 behavior aides, will continue to provide behavioral support to at-risk students district-wide.

2019-20

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

Unchanged Action
Multi-Tiered System of Support Team made up of a full time administrator, psychologist, behavior specialist, and 3 behavior aides, will continue to provide behavioral support to at-risk students district-wide.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$411,147	\$287,803	\$287,803
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Certificated Salaries; Salaries for MTSS Team-Certificated	Certificated Salaries; Salaries for MTSS Team-Certificated	Certificated Salaries; Salaries for MTSS Team-Certificated
Amount	\$120,456	\$84,319	\$84,319
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Classified Salaries; Salaries for MTSS Team-Classified	Classified Salaries; Salaries for MTSS Team-Classified	Classified Salaries; Salaries for MTSS Team-Classified

Amount	\$56,000	\$56,000	\$56,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Other; Allowable indirect cost	Other; Allowable indirect cost	Other; Allowable indirect cost
Amount	\$0	\$123,344	\$123,344
Source		Other Local Revenues	Other Local Revenues
Budget Reference		Employee Benefits	Employee Benefits
Amount	\$0	\$36,137	\$36,137
Source		Other Local Revenues	Other Local Revenues
Budget Reference		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)

All

Location(s):

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

Specific Grade Spans: 5th and 7th grade.

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

Funding to administer and analyze the California Healthy Kids Survey given during late Fall to survey students in the area of safety and school connectedness.

2018-19

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

Unchanged Action

Funding to administer and analyze the California Healthy Kids Survey given during late Fall to survey students in the area of safety and school connectedness.

2019-20

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

Unchanged Action

Funding to administer and analyze the California Healthy Kids Survey given during late Fall to survey students in the area of safety and school connectedness.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$2,071 (repeat expenditure)	\$2,071 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Funding for CHKS survey (reported in Goal 1, Action 1)	Services and Other Operating Expenses; Funding for CHKS survey (reported in Goal 1, Action 1)	Services and Other Operating Expenses; Funding for CHKS survey (reported in Goal 1, Action 1)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$7,556,214

Percentage to Increase or Improve Services:

10.40%

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](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Goal 1:

Goal 2: Action 3, 4, 5

Goal 3: Action 6, 9

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: Action 5, 7, 8, 9, 10, 11, 12, 13

Goal 2: Action 1

Goal 3: Action 1, 3, 7, 8

Actions/Services Contributing to meeting the increased or improved services and identified as **School-wide**.

Goal 1: Action 14

Goal 2: Action 2

Goal 3: Action 2, 5

Unduplicated students are receiving an increase in services over and above what LEA students are receiving in the following ways:

1. Staff Development in the areas of ELA, ELD, Math, Writing, and Technology to develop strategies that will impact UDP students.
2. ELD Staff Development to develop strategies that will impact EL students.
3. Funds for intervention program Read 180 at the middle schools.
4. Creation of common grade-level matrices across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.
5. Intervention Specialists that will support schools by ensuring the RTI services are provided to all at-risk student groups.
6. Bilingual Aides to support English Learners.
7. ELPAC Administration to monitor EL student progress.
8. Supplemental classroom supplies to effectively implement the Common Core State Standards and New Generation State Standards.
9. Funds for technology to implement a 2:1 ratio at K-5 sites and 1:1 at 6-8 sites to support Common Core State Standards instruction.
10. AVID program training at the middle school sites to create bridge to high school.

Justification for LEA-wide/School-wide Actions

Goal 1: Conditions of Learning: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in rigorous activities, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. The actions for basic services will ensure that the conditions for learning are conducive for students to safely, engage in a supportive learning environment where teachers have received professional training in best practices to support students in unduplicated group and other significant student groups.

*Teachers will receive extensive staff development in the following areas to support their effective implementation of the Common Core Standards and best teaching practices to support ELs, Foster, RFEPs, and SED students:

ELA--Elementary and middle school teachers will receive ongoing staff development support to successfully implement Thinking Maps. Release time will be provided during VAPA time and early release days to allow teachers to share best teaching practices in ELA. During staff meetings, teachers will continue to review the claims and targets of the SBAC test, best teaching practices, and a preview of the performance tasks.

Elementary teachers will be receiving extensive support in the area of writing and the 5 C's which will be a major focus for our elementary schools. Data supports the need for our students to be fluent and strong readers as well as critical thinkers prior to third grade to be successful on common assessments and standardized testing. Using SRI as our diagnostic tool, we will monitor the progress of all students but specifically our student groups.

Middle school teachers will be continuing their implementation of Thinking Maps this school year. The implementation of Thinking Maps across the curriculums for middle school teachers will be the major focus to support our students in becoming critical thinkers and effective writers. The implementation of Thinking maps will continue to be supported through Trainer of Trainers who will be presenting in-services throughout the school year to middle school teachers.

Writing-Elementary and middle school teachers will receive extensive training in the area of writing via Nancy Fetzer (3-5) and Thinking Maps (6-8) throughout the school year to support the new California State Standards' shift to writing-embedded assessments. Elementary teachers will receive genre specific training by consultant Nancy Fetzer in the upper grade levels. In addition to the training, administrators will be calibrating writing benchmarks and performance task assessments to study trends and patterns in students' writing samples. Middle school teachers will also have a calibration day to analyze student writing to drive their future instruction and prepare students for both the ELA and math performance tasks.

The District will now be funding two ELA/ELD instructional coaches for grades TK-5 and 6-8 to provide on-going staff development, class demonstrations, 1-1 coaching, in-services on selected topics, and any support needed to close the achievement gap that exists in the area of reading and writing.

Math-Elementary and middle school teachers will receive in-services during the year to review the claims and targets of the SBAC test, a deep understanding of the eight mathematical practices, a walk-through of the curriculum matrix, best teaching practices, a preview of common assessments, and a preview of the performance tasks. Math is an area that has been neglected in the area of professional development in the last number of years. In addition to offering these topics, the District will continue to fund two math instructional coaches through categorical funds for grades TK-5 and 6-8 to provide on-going staff development, class demonstrations, 1-1 coaching, in-services on selected topics, and any support needed to close the achievement gap that exists in the area of math.

*Teachers will receive ongoing staff development in the area of integrating technology into their daily instruction. This staff development will be delivered via our site tech leads and menu-style Teacher Training Days. The site tech leads will attend meetings every other month to receive information on best teaching strategies and tech applications for classroom instruction and they will be responsible for disseminating that information back to their sites.

*STEM/STEAM electives-This is the best use of LEA-wide service in support of our unduplicated student count because students will participate in a rigorous activity, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students. Additional funding will increase the exposure to hands-on activities and engaging projects for students who are SED, EL, and Foster. The District will now be funding one STEM instructional coach for grades TK-8 to provide on-going staff development, class demonstrations, 1-1 coaching, in-services on selected topics, and any support needed to teachers as they implement NGSS and technology into their current program.

*Increased Visual and Performing Arts electives and opportunities is the best use of LEA-wide service in support of our unduplicated student count because students will participate in a rigorous activity, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. This coming year we will be refine our VAPA time at the elementary level. This exposure includes our VAPA enrichment team that allows us to have collaboration for teachers at the elementary level.

*Targeted Instructional Materials and Supplies-will be purchased to support our ELs, at-risk, low-income, and foster youth. This includes ELD supplements from the textbook adoption, supplemental materials for grades 3-5 in math, purchase of Illuminated Education Software, SRI reading diagnostic, Moby Max, Nearpod, VAPA, and STEM supplies for elementary and middle schools.

* Technology-In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 1:1 6-8 in the core subjects.

*Reduced student to staff ratios at the 2nd-grade level. This is the best use of LEA-wide service in support of our unduplicated student count because lower class size will support English language acquisition and pre-achieving students in developing academic mastery of the content/skills required to be successful in school and as an active community member. Teachers will support students through small group instructional practices and Tier I interventions. *Class size reduction in the 2nd grade-Class-size reduction for all 2nd grade with a focus principally directed to the 7 schools with greater than 40% Unduplicated Population. The smaller class sizes at the 2nd grade level will enable us to implement intensive classroom interventions as a result of our strategic staff development offerings.

Goal 2: Pupil Achievement: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in rigorous activities, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. The actions for student achievement will ensure that the conditions for learning are conducive for students to engage in a supportive learning environment where teachers are implementing best practices and timely interventions as they monitor data to support students in the unduplicated group and other significant student groups.

*Qualitative measures to provide the best "first" instruction for all students, including for low-income pupils, foster youth, and English Learners, and Redesignated English Learners in every TK-8th grade classroom is underscored by the District's commitment to the following signature practices: Thinking Maps, Writing across the curriculum, the 5 C's through technology integration, Guided Reading-Elementary, and providing intervention to students. The District will also continue to refine their District-wide curriculum matrices in ELA and Math along with the common assessments to measure student mastery of these standards.

*ELD instruction and support classes will be enriched with the integration of rigorous writing instruction and an introduction to the new ELD framework. Administrators and teachers will continue to receive training on EL Shadowing and ELD best practices in the 18-19 school year. District monitoring of EL data will continue to be a high priority. The yearly ELD Boot Camp accelerated instruction at the start of the school year will continue to provide our EL students with a bridge to the new school year prior to taking the ELPAC exam. Some middle schools will allocate funds to provide additional intervention for EL students to prepare them for the ELPAC exam.

*ELD classes in the middle schools will support language acquisition via technology and close the achievement gap for our students in an effort to meeting Reclassification criteria. The services of Dr. Ivannia Soto will serve to provide our teachers with research-based ELD strategies for both integrated and designated ELD.

*Data Reflection-Teachers will be provided release time to disaggregate data of students in UDP using our meta reflection protocol. Students who will be closely monitored in this process are SED, ELs, RFEPs, and our Foster Youth. This time will be used to monitor student progress and develop RTI opportunities for students to receive the support that is needed in the core areas.

*Grade Level Matrix Development-Teachers will be provided release time to update and create grade level matrices that delineate targets that students will meet through a formative assessment process in the areas of ELA and math. (Teachers will define the focus standards they will teach to all students and the common assessments that they will use to measure attainment of the standards). Special attention will be given to differentiation strategies and assessments to support students in UDP using our meta reflection protocol. Students who will be closely monitored in this process are SED, ELs, RFEPs, and our Foster Youth. This time will be used to monitor student progress and develop RTI opportunities for students to receive the support that is needed in the core areas.

*ELPAC Administration-A team of paraprofessionals and certificated employees will administer the ELPAC for proper placement of our District's English learner students and interventions, such as Response to Intervention support to close the achievement gap in meeting the academic standards.

*Instructional Coaches-the funding of two math coaches, two literacy coaches, and one STEM coach will allow us to provide on-going professional development to our teachers and support staff to better serve our students. With the many changes due to the Common Core shifts and the large achievement gap, our focus on best first instruction will require teacher modeling and coaching.

Goal 3: Engagement: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in engaging and supportive academic, socio-emotional, and behavioral interventions as they interact with English only peers as well as teaching acceptance for all types of student needs and strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting due to socioeconomic status or other factors. The actions for engagement will ensure that the conditions for learning are conducive for students to engage in a supportive learning environment where they feel a strong level of connectedness and parents feel comfortable coming to school sites because barriers have been removed by providing the following supports.

*Additional Social, Emotional, Academic Support will be provided to students with the funding of: counselors, 10 Intervention Specialists, a behavior support team (MTSS Team) that will include a psychologist, behavior specialist, 2 FT behavior support aides, and a .5 administrator. This is funded through mental health funds.

*Parent Involvement-We will be enhancing our District Wide Parent Academy to encourage parent involvement and provide much-needed resources and workshops on relevant topics for our English Learners, SED, and Foster parents. A new focus will be to provide our parents with training in the area of decision making to build their capacity as members of the LCAP Parent Advisory Groups, DELAC, SSC, ELAC, and PTA.

*Counseling/Social worker support-To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district. They will also be used to help monitor attendance at the school sites with a large focus on students who are chronically absent.

*PBIS staff development will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.

*Bilingual Liaisons will provide support to parents and be a bridge to communication with the feeder elementary schools. The liaisons will maintain the parent centers at the middle schools to provide parent education and resources.

*Opportunity Program will continue to provide support to middle school students who are having difficulty transitioning to a traditional middle school environment. Individualized plans will be created collaboratively with the middle school sites to enable the student to return to home school once goals are met.

*Translation services will be provided to ensure that all families regardless of home language are able to communicate with the school faculty and share any concerns regarding their child's education. This will help eliminate any obstacles that may exist at school sites with the hope of increasing parent engagement.

*Media clerk support is provided at the middle schools to support students who are limited in researching resources and/or do not have access to technology.

*CHKS-The administration of the California Healthy Kids Survey allows us to survey both 5th and 7th-grade students in the areas of school safety and school connectedness. The data gathered will help guide the staff development and resources provided to students and staff members.

Estimated Supplemental and Concentration Grant Funds:

\$6,631,473

Percentage to Increase or Improve Services:

9.92%

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](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 1: Action

Goal 2: Action 3,4,5

Goal 3: Action 2, 9

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 1,2,3,4,5,6,7,8,9,10,11,12,13,14,19

Goal 2: Action 1

Goal 3: Action 1,4,5,7,10,18

Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.

Goal 1: Action 4,15,16

Goal 2: Action 2, 17

Goal 3: Action 3,6, 8,11,12, 13

Unduplicated students are receiving an increase in services over and above what LEA students are receiving in the following ways:

1. Staff Development in the areas of ELA, ELD, Math, Writing, and Technology to develop strategies that will impact UDP students.
2. ELD Staff Development to develop strategies that will impact EL students.
3. Funds for intervention outside of core instruction that may include during the day, after or before school intervention.
4. Creation of common grade-level matrices across the district that delineates targets that students will meet through a formative assessment process in the areas of ELA and math.
5. Intervention Specialists and Administrative teams will support schools by ensuring the RTI services are provided to all at-risk student groups.
6. Bilingual Aides to support English Learners.
7. CELDT Administration to monitor EL student progress.
8. ASES contribution to provide after-school academic support and enrichment to Title I Schools.
9. Class-size reduction for 2nd grade for schools with greater than 40% Unduplicated Population.
10. Supplemental classroom supplies to effectively implement the Common Core State Standards and New Generation State Standards.
11. Funds for technology to implement a 2:1 ratio at sites to support Common Core State Standards instruction.

Justification for LEA-wide/School-wide Actions

Goal 1: Conditions of Learning: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in rigorous activities, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. The actions for basic services will ensure that the conditions for learning are conducive for students to safely, engage in a supportive learning environment where teachers have received professional training in best practices to support students in unduplicated group and other significant

student groups.

*Teachers will receive extensive staff development in the following areas to support their effective implementation of the Common Core Standards and best teaching practices to support ELs, Foster, RFEPS, and SED students:

ELA--Elementary and middle school teachers will receive ongoing staff development support to review the newly adopted ELA textbook. In addition to this one day, release time will be provided during VAPA time and early release days to allow teachers to provide feedback on the new ELA curriculum. During staff meetings, teachers will continue to review the claims and targets of the SBAC test, best teaching practices, and a preview of the performance tasks.

Elementary teachers will be receiving extensive support in the area of writing and the 4 C's which will be a major focus for our elementary schools. Data supports the need for our students to be fluent and strong readers as well as critical thinkers prior to third grade to be successful on common assessments and standardized testing.

Middle school teachers will be continuing their implementation of Thinking Maps this school year. The implementation of Thinking Maps across the curriculums for middle school teachers will be the major focus to support our students in becoming critical thinkers and effective writers. The implementation of Thinking maps will continue to be supported through Trainer of Trainers who will be presenting in-services throughout the school year to middle school teachers.

Math-Elementary and middle school teachers will receive in-services during the year to review the claims and targets of the SBAC test, a deep understanding of the eight mathematical practices, a walk-through of the curriculum matrix, best teaching practices, a preview of common assessments, and a preview of the performance tasks. Math is an area that has been neglected in the area of professional development in the last number of years. In addition to offering these two days of professional development, the district will continue to fund two math instructional coaches through categorical funds for grades TK-5 and 6-8 to provide on-going staff development, class demonstrations, 1-1 coaching, in-services on selected topics, and any support needed to close the achievement gap that exists in the area of math.

Writing-Elementary and middle school teachers will receive extensive training in the area of writing via thinking maps throughout the school year to support the new California State Standards' shift to writing-embedded assessments. Elementary teachers will receive genre specific training by consultant Nancy Fetzer in the primary levels. In addition to the training, a teacher training day will be dedicated to calibration of performance task assessments to study trends and patterns in students' writing samples. Middle school teachers will also have a calibration day to analyze student writing to drive their future instruction and prepare students for both the ELA and math performance tasks.

*Teachers will receive ongoing staff development in the area of integrating technology into their daily instruction. This staff development will be delivered via our site tech leads. The site tech leads will attend meetings every other month to receive information on best teaching strategies and tech applications for classroom instruction and they will be responsible for disseminating that information back to their sites.

*STEM/STEAM electives-This is the best use of LEA-wide service in support of our unduplicated student count because students will participate in a rigorous activity, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students. Additional funding will increase the exposure to hands-on activities and engaging projects for students who are SED, EL, and Foster.

*Increased Visual and Performing Arts electives and opportunities is the best use of LEA-wide service in support of our unduplicated student count because students will participate in a rigorous activity, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. This coming year we will be increasing instrumental music time to the elementary level in 5th grade. This exposure also includes our VAPA enrichment team that allows us to have collaboration for teachers at the elementary level. In addition to the elementary music program, a 20% ARTS TOSA will be funded to help provide strategic teacher training in the area of the visual and performing arts.

*Targeted Instructional Materials and Supplies-will be purchased to support our ELs, at-risk, low-income, and foster youth. This includes ELD supplements from the textbook adoption, supplemental materials for grades 3-5 in math, purchase of Illuminated Education Software, SRI reading diagnostic, Moby Max, Nearpod, and STEM supplies for elementary and middle schools.

* Technology-In order to support effective common core instruction implementation, the District shall provide a 2:1 ratio in technology for students in grades 1-5, and 6-8 in the core subjects of ELA and math.

*Reduced student to staff ratios at the 2nd-grade level. This is the best use of LEA-wide service in support of our unduplicated student count because lower class size will support English language acquisition and pre-achieving students in developing academic mastery of the content/skills required to be successful in school and as an active community member. Teachers will support students through small group instructional practices and Tier I interventions.

Goal 2: Pupil Achievement: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in rigorous activities, problem-solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of

learners and their strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting. The actions for student achievement will ensure that the conditions for learning are conducive for students to engage in a supportive learning environment where teachers are implementing best practices and timely interventions as they monitor data to support students in the unduplicated group and other significant student groups.

*Qualitative measures to provide the best "first" instruction for all students, including for low-income pupils, foster youth, and English Learners, and Redesignated English Learners in every TK-8th grade classroom is underscored by the District's commitment to the following signature practices: Depth and Complexity, Thinking Maps with a focus on writing-middle schools, the 4 C's, and Guided Reading-Elementary. The District is also working on refining their district-wide curriculum matrices in ELA and Math along with the common assessments to measure student mastery of these standards.

*ELD instruction and support classes will be enriched with the integration of rigorous writing instruction and an introduction to the new ELD framework. Administrators and teachers will continue to receive training on the new ELD standards and Framework in the 17-18 school year. District monitoring of EL data will continue to be a high priority. The yearly ELD Boot Camp accelerated instruction at the start of the school year will continue to provide our EL students with a bridge to the new school year prior to taking the CELDT/ELPAC exam. Some middle schools will allocate funds to provide additional intervention for EL students to prepare them for the CELDT/ELPAC exam.

*ELD classes in the middle schools will support language acquisition via technology and close the achievement gap for our students in an effort to meeting Reclassification criteria. The services by Dr. Ivannia Soto will serve to provide our teachers with research-based ELD strategies for both integrated and designated ELD.

*Data Reflection-Teachers will be provided release time to disaggregate data of students in UDP using our meta reflection protocol. Students who will be closely monitored in this process are SED, ELs, RFEPs, and our Foster Youth. This time will be used to monitor student progress and develop RTI opportunities for students to receive the support that is needed in the core areas.

*Grade Level Matrix Development-Teachers will be provided release time to update and create grade level matrices that delineate targets that students will meet through a formative assessment process in the areas of ELA and math. (Teachers will define the focus standards they will teach to all students and the common assessments that they will use to measure attainment of the standards). Special attention will be given to differentiation strategies and assessments to support students in UDP using our meta reflection protocol. Students who will be closely monitored in this process are SED, ELs, RFEPs, and our Foster Youth. This time will be used to monitor student progress and develop RTI opportunities for students to receive the support that is needed in the core areas.

*CELDT/ELPAC Administration-A team of paraprofessionals and certificated employees will administer the CELDT/ELPAC for proper placement of our district's English learner students and interventions, such as Response to Intervention support to close the achievement gap in meeting the academic standards.

Goal 3: Engagement: The following actions are the best use of LEA-wide service in support of our unduplicated student count because students will participate in engaging and supportive academic, socio-emotional, and behavioral interventions as they interact with English only peers as well as teaching acceptance for all types of student needs and strengths. This will provide for equal access to learning and opportunities for underserved students that may not be available to them outside of the school setting due to socioeconomic status or other factors. The actions for engagement will ensure that the conditions for learning are conducive for students to engage in a supportive learning environment where they feel a strong level of connectedness and parents feel comfortable coming to school sites because barriers have been removed by providing the following supports.

*Additional Social, Emotional, Academic Support will be provided to students with the addition of: a counselor, Certified Nurse, 9 Intervention Specialists, Site Intervention funds for during/ after school tutoring, 2 Math Instructional coaches, Reading 180 Intervention program at the middle schools, a behavior support team (MTSS Team) that will include a psychologist, behavior specialist, 2 FT behavior support aides, and a .5 administrator. This is funded through mental health funds.

*Parent Involvement-We will be enhancing our District Wide Parent Academy to encourage parent involvement and provide much-needed resources and workshops on relevant topics for our English Learners, SED, and Foster parents. A new focus will be to provide our parents with training in the area of decision making to build their capacity as members of the LCAP Parent Advisory Groups, DELAC, SSC, ELAC, and PTA.

*Counseling/Social worker support-To maintain and expand existing counselors/social workers to ensure high student engagement and school connectedness across the district. They will also be used to help monitor attendance at the school sites with a large focus on students who are chronically absent.

*PBIS staff development will be offered to certificated staff over three years via school cohorts to develop and maintain safe learning communities.

*Bilingual Liaisons will provide support to parents and be a bridge to communication with the feeder elementary schools. The liaisons will maintain the parent centers at the middle schools to provide parent education and resources.

*Opportunity Program will continue to provide support to middle school students who are having difficulty transitioning to a traditional middle school environment. Individualized plans will be created collaboratively with the middle school sites to enable the student to return to home school once goals are met.

*Translation services will be provided to ensure that all families regardless of home language are able to communicate with the school faculty and share any concerns regarding their child's education. This will help eliminate any obstacles that may exist at school sites with the hope of increasing parent engagement.

*Media clerk support is provided at the middle schools to support students who are limited in researching resources and/or do not have access to technology.

*CHKS-The administration of the California Healthy Kids Survey allows us to survey both 5th and 7th-grade students in the areas of school safety and school connectedness. The data gathered will help guide the staff development and resources provided to students and staff members.