DRAFT

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

LCAP Year: 2018-19

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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	Cypress School District

Contact Name and Title	Tandy Taylor, Director, Instructional Services	Email and Phone	ttaylor@cypsd.org (714) 220-6920

2017-2020 Plan Summary
THE STORY

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

The Cypress School District serves a diverse community located in a suburban community in North Orange County. We serve approximately 4,000 students annually, with 35% Socioeconomically Disadvantaged, 16% English Learner, 8% Special Education, and <1% Foster. In partnership with staff, parents and the community the Local Control and Accountability Plan was developed using the Cypress School District vision, mission and core values. The LCAP provides a roadmap to ensure a high quality, well-rounded curriculum that inspires academic success, open and transparent communication, and engaging learning environments for all students.

Mission	Vision	Core Values
We inspire and empower … Every Student, Every Moment, for Every Opportunity!	Engaging in dynamic learning for success in an ever-changing world.	In the Cypress School District, We work with respect and integrity, We embrace innovation and diversity; We model compassion, resilience, and perseverance.

LCAP HIGHLIGHTS

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

The LCAP is organized into three goals: curriculum and instruction, communication, and safe and engaging environments.

Curriculum & Instruction	Communication	Safe & Engaging Classrooms
Standards-Based Instruction	Two-Way Communication	Student Services
English Learner Support	One-Way Communication	Positive Learning Environment
Special Education Support	Input & Engagement	Attendance
Professional Development	Access & Resources	Facilities
Monitoring & Assessing	Outreach	
Instructional Support	Community Involvement	

REVIEW OF PERFORMANCE

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

Greatest Progress

The Cypress School District (CYPSD) has met or exceed all expectations overall, as measured by the LCFF rubrics, including Socioeconomically Disadvantaged and English Learners. The LCAP goals and actions were well designed to meet our student and community needs. CYPSD implemented the actions and services outlined in the LCAP, making measurable progress toward the district LCAP goals.

We are very proud of our programs: Science, Technology, Engineering and Math (STEM) and Music. These programs were developed with the purpose to provide access for all students including, English Learners, Special Education, and Socioeconomically Disadvantaged, to ensure a vibrant teaching experience that enhances and expands the classroom. Lessons are designed to meet the needs of the diverse student population we serve.

Beginning in the summer of 2016, CYPSD installed six STEM labs and six music rooms at each of our six schools. The classrooms were designed to meet the unique needs of each curricular focus. Within the STEM room, the furniture allows for flexible seating allowing the teachers to adjust the room to meet the diverse needs of their students. Technology includes Chromebooks and three flat-screen TVs that can project both student and teacher computers. Each music room has a large flat- screen TV, auditory system, and music sound equipment. The work was completed in April 2017.

CYPSD hired two STEM teachers on special assignment (TOSA) to assist with the roll-out of STEM and Next Generation Science Standards (NGSS). It was identified by the Orange County STEM Initiative Committee to begin the CYPSD roll-out with a focus on engineering. In the 2017/18 school year, the STEM TOSAs trained 100% of CYPSD teachers on Next Generation Science Standards (NGSS) through grade-specific units of study. Two STEM parent education classes were held providing parents with an opportunity to learn about NGSS and how to support STEM education at home. In the 2018/19 school year, we will be fully implementing the currently developed TK-6 STEM modules. The STEM TOSAs will provide embedded professional development through co-planning, co-teaching and modeled lessons.

CYPSD has three credentialed music teachers to provide general music to all TK-6 grade students. Each week students received direct music lessons that were engaging and interactive with the music standards embedded in the learning. To highlight the learning and efforts of the students, each school had an end-of-year spring performance. Additionally, selected students participated in an after-school choir or world music program. Next school year, we will add two additional credentialed music teachers. This will enable CYPSD to grow the choir and world music ensemble and add an enrichment after-school band program.

In addition to our STEM and music programs, our Instructional Learning Coaches continue to provide professional development and support to all certificated staff. The coaches delved into data, supporting teachers in analyzing and designing instruction to meet student needs. The Instructional Learning Coaches will continue in their current role for the 2018/19 school year.

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

Greatest Needs

Using the LCFF Rubrics, CYPSD does not have any overall performance areas in the "Red" or "Orange" performance bands. In the area of English Language Arts, Mathematics and Suspensions were identified with an overall performance level of "Green." English Learner progress was indicated as "Yellow." While English learner progress was indicated as Yellow, the overall performance status is high as indicated on the California School Dashboard.

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

While overall CYPSD is meeting or exceeding in all areas, we have identified the following subgroups that are two performance levels below "all students" performance levels: Socioeconomically Disadvantaged, Students with Disabilities, Homeless and African Americans in the area of English Language Arts.

For the 2018/19 school year, CYPSD has adopted a new Language Arts series that aligns better with the learning expectations of TK-6 grade students. Principals will meet with grade-level teams three times in the 2018/19 school year to review performance data including SBAC, district assessments, and attendance. Grade-level teams will identify areas of need and develop action plans to address student learning gaps. The Instructional Learning Coaches will continue to work with teachers in the 2018/19 school year through teacher release time. During the release time, teachers will have an opportunity to collaborate with peers, observe demonstration lessons with a debrief, and facilitated planning supported by of the Instructional Learning Coaches. CYPSD will provide three full-days of ELA/ELD professional development and three two hour professional development sessions, with a focus on ELA/ELD implementation. At least seven times in the year, grade-level teams across the district will meet to discuss student work and share best practices.

Students with Disabilities are two performance levels below "all students in the area of suspensions. CYPSD is providing staff professional development that addresses a way to provide alternative means of discipline, including restorative practices. The select staff has been trained and earned a certificate as a behavior interventionist. In the 2017/18 school year, CYPSD hired a Teacher on Special Assignment (TOSA), Behavior/Inclusion Specialist. The Behavior/Inclusion Specialist will assist in the implementation of a districtwide Response to Instruction and Intervention as it relates to student behavior.

Student Group Report

Cypress Elementary - Orange County

Enrollment: 3,969   Socioeconomically Disadvantaged: 32.6%   English Learners: 15.1%   Foster Youth: 0.3%   Grade Span: K-6   Charter School: No   **Dashboard Release:** Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	🟢	🔵	🟢	🟢	🟠	🟢	-	🟢	🔵	🟢	-	🔵	🟢
English Learner Progress (1-12)	🟡	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	🟢	🟢	-	🟠	🟠	🟠	🟠	-	🟢	🟢	🟡	-	🟢	🟢
Mathematics (3-8)	🟢	🔵	-	🟡	🟢	🟡	🟢	-	🔵	🔵	🟢	-	🟢	🟢

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

See above.

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	$42,550,380.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,612,932.00

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

General fund salaries, utilities, and associated costs are not included in LCAP unless directly related to providing activities and services to the unduplicated student count.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$33,251,466.00

Annual Update

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

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
 	
Priority 1- Basic
  a. Highly qualified staff
  b. Standards-aligned materials
 	
Baseline
  c. 100% of English Learners are instructed using core materials and state standards
  d. Academic Indicator: ELA- Status: High Change: Maintained Math- Status: High Change: Maintained
 	
17-18
a. Maintain b. Maintain
	Priority 1- Basic
	  a. 100% of staff are highly qualified - Williams Act
	  b. 100% of students have access to Core Curriculum - Williams Act

Priority 2- Implementation of State Standards
  c. Implementation of Board adopted academic content and performance standards for all students
  d. English Learners will have access and instruction utilizing the adopted standards
 	
Baseline
  c. 100% of English Learners are instructed using core materials and state standards
  d. Academic Indicator: ELA- Status: High Change: Maintained Math- Status: High Change: Maintained
 	
17-18
c. Maintain d. Maintain
	Priority 2 Implementation of State Standards
	CYPSD met the annual measurable outcomes as indicated by:
	  c. 100% of students received instruction aligned to State Standards
	  d. 100% of English Learners are instructed using core materials and state standards

Expected	Actual

Priority 4- Pupil Achievement
 	
Pupil Achievement as measured by all of the following, as applicable:
 	
    e. Academic Indicator
    f. English Learner Progress Indicator
 	
Baseline
 	
    e. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities.
    f. English Learner Progress Indicator: Status: Very High
       Change: Maintained
 	
17-18
 	
e. Maintain f. Maintain
	Priority 4- Pupil Achievement
	
	CYPSD partially met the annual measurable outcomes as indicated by:
	
	    e. ELA status was maintained but there was a decline due to the recalibration of the status indicator
	       Math status was maintained and showed an increase in status e. Academic Indicator:
	       ELA- Status: High Change: Declined Math- Status: High Change: Increased
	    f. English Learner Progress Indicator:
	       CYPSD partially met the annual measurable outcomes as indicated by fewer students reclassified due to changes in the English Language Assessment.
	       Status: High
	       Change: Decline

Course Access- Priority 7/8
 	
    g. Course Access
 	
17-18
 	
g. Maintain
	Course Access Priority- 7/8
	
	CYPSD met the annual measurable outcomes as indicated by:
	
	    g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities

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
Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, and Foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2,7)	Cypress School District provided a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that included higher order thinking application, and creativity. Differentiated instruction and assignments used met the needs of all students (e.g. GATE, English Learner, and Foster). All students had equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act.	Core Curriculum 4000-4999: Books And Supplies Base $250,000	Core Curriculum 4000-4999: Books And Supplies Base $1,218,709
		Supplemental curriculum, including Software/Webware 4000-4999: Books And Supplies Supplemental $278,737	Supplemental curriculum, including Software/Webware 4000-4999: Books And Supplies Supplemental $278,737
		Technology such as devices and ancillaries for students, teachers, and administrators 4000-4999: Books And Supplies Supplemental $49,816	Technology such as devices and ancillaries for students, teachers, and administrators 4000-4999: Books And Supplies Supplemental $49,816

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade- level academic standards that are expected of all students. (Priority: 2)	The instructional program for English Learner (EL) students aligned to the ELD standards for their respective grade levels.	English Language Development Aides 2000-2999: Classified Personnel Salaries Supplemental $56,887	English Language Development Aides 2000-2999: Classified Personnel Salaries Supplemental $59,437
		Summer CELDT to facilitate proper class placement-Teachers 1000-1999: Certificated Personnel Salaries Supplemental $13,499	Summer CELDT to facilitate proper class placement-Teachers 1000-1999: Certificated Personnel Salaries Supplemental $5,361
		Summer CELDT to facilitate proper class placement-Classified 2000-2999: Classified Personnel Salaries Supplemental $6,277	Summer CELDT to facilitate proper class placement-Classified 2000-2999: Classified Personnel Salaries Supplemental $5,820

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)	Implemented a high-quality program for Students with Disabilities (SWD). SWDs had equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan.	Classroom Teachers-ESY 1000-1999: Certificated Personnel Salaries Special Education $55,657	Classroom Teachers-ESY 1000-1999: Certificated Personnel Salaries Special Education $74,750
		Classified Staff-ESY 2000-2999: Classified Personnel Salaries Special Education $40,286	Classified Staff-ESY 2000-2999: Classified Personnel Salaries Special Education $69,000
		Administrator Designee 1000-1999: Certificated Personnel Salaries Base $10,000	Administrator Designee 1000-1999: Certificated Personnel Salaries Base $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)	Assessed, monitored and reported student academic progress by using a variety of data (work samples, observations, and assessments) to determine student progress. Action plans were implemented and revised as needed to ensure students are making progress toward proficiency.	Educational Assessment Data Management System/Measured Progress 5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000	Educational Assessment Data Management System/Measured Progress 5800: Professional/Consulting Services And Operating Expenditures Supplemental $22,000
		Data Analyst/Technician 2000-2999: Classified Personnel Salaries Base $64,575	Data Analyst/Technician 2000-2999: Classified Personnel Salaries Base $64,575
		Student Management System 5000-5999: Services And Other Operating Expenditures Base $30,000	Student Management System 5000-5999: Services And Other Operating Expenditures Base $38,000
		Materials and printing 4000-4999: Books And Supplies Supplemental $5,000	Materials and printing 4000-4999: Books And Supplies Supplemental $8,758

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide each site with instructional support that will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on district identified sub-groups. (Priority: 7)	Provided each site with instructional support, Instructional Learning Coaches, Coordinator, STEM TOSAs and three music teachers who assisted the implementation of 21st Century teaching skills, curriculum development, general music, instruction, state preschool and the integration of technology into the classroom, with a focus on district identified sub-groups.	Instructional Learning Coaches 1000-1999: Certificated Personnel Salaries Supplemental $415,000	Instructional Learning Coaches 1000-1999: Certificated Personnel Salaries Supplemental $382,866
		Coordinator, Assessment and Technology 1000-1999: Certificated Personnel Salaries Supplemental $149,650	Coordinator, Assessment and Technology 1000-1999: Certificated Personnel Salaries Supplemental $149,650
		2 STEM Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Other $175,000	2 STEM Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Other $255,244
		3 Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental $240,000	3 Music Teachers 1000-1999: Certificated Personnel Salaries Other $382,866
		6 Technology Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental $6,000	6 Technology Lead Teachers 1000-1999: Certificated Personnel Salaries Supplemental $6,000
		6 STEM Liaisons 1000-1999: Certificated Personnel Salaries Supplemental $6,000	6 STEM Liaisons 1000-1999: Certificated Personnel Salaries Supplemental $6,000
		Early Learning Programs: School Readiness and State Preschool staff 2000-2999: Classified Personnel Salaries Other $394,000	Early Learning Programs: School Readiness and State Preschool staff 2000-2999: Classified Personnel Salaries Grant $404,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Library Clerks 2000-2999: Classified Personnel Salaries Base $98,319	Library Clerks 2000-2999: Classified Personnel Salaries Base $98,319

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include: ~ State Standards ~ District Core/Supplemental Curriculum ~ Using data to drive instruction ~ Positive Behavior Supports ~ Differentiation (Priority: 4, 7)	All certificated and classified staff attended professional development of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. Professional development was provided during staff meetings, in-services, workshops, release days, etc. Professional development includes: ~State Standards and frameworks for ELA/ELD, mathematics and NGSS ~District approved Core/Supplemental Curriculum ~Learning Environments ~Using data to drive instruction ~Positive behavior supports ~Differentiation	Pupil Free and Minimum Days- Certificated 1000-1999: Certificated Personnel Salaries Base $477,222	Pupil Free and Minimum Days- Certificated 1000-1999: Certificated Personnel Salaries Base $477,222
		Pupil Free and Minimum Days- Classified 2000-2999: Classified Personnel Salaries Base $72,77	Pupil Free and Minimum Days- Classified 2000-2999: Classified Personnel Salaries Base $72,775
		Release Time, Extra Pay, Stipends-Certificated 1000-1999: Certificated Personnel Salaries Supplemental $266,500	Release Time, Extra Pay, Stipends-Certificated 1000-1999: Certificated Personnel Salaries Supplemental $366,500
		Beginning Teacher Support and Assessment (BTSA) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000	Beginning Teacher Support and Assessment (BTSA) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000
		Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD) 5000-5999: Services And Other Operating Expenditures Supplemental $170,000	Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD) 5000-5999: Services And Other Operating Expenditures Supplemental $147,498

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.

Cypress School District's goal was implemented as written in the LCAP as supported by the budgeted expenditures. Additionally, through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as outlined.

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

Our actions/services were effective as evidenced by:
~LCFF Rubrics the Cypress School District's actions/services maintained a high-level performance (status), as indicated on Academic Indicators (ELA, Math, English Learners).
~Teachers report the district made strong progress on standards-based instruction with the adopted course of study, with a strong focus on STEM, music, writing, and professional development.
~81.5% of parents, 76.7% of certificated staff, and 89.4% of classified staff indicated that our progress toward goal one is effective or highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were significant material differences between budgeted expenditures and estimated actual expenditures:
Core Curriculum - CYPSD adopted and purchased a State Standards-aligned ELA/ELD materials and Intensive Intervention Salaries for STEM TOSAs, Instructional Learning Coaches, and Music Teachers - the expenditures reflect the full cost including benefits. Additionally, there was an increase in release time to allow for three coaching sessions per teacher.

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.

While the actions will not change, the expenditure will be aligned with additional funding and/or reflect the cost of personnel in the following areas:
~Core and supplemental materials, including software
~ELD Aides
~Instructional Learning Coaches
~STEM TOSAs
~Music Teachers, including hiring 2 additional teachers
~Staffing for summer English language proficiency testing

Additionally, the funding for School Readiness and State Preschool staff source will be corrected from other to grant. To better align with current guidance on the use of the CA Dashboard, the metrics will be aligned to indicate our performance in "Pupil Achievement: Academic Indicator and English Learner Progress Indicator."

Goal 2

Provide a wide variety of parents/guardians and community involvement opportunities with open and transparent communication to assure accurate, timely information.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Community Relations

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
 	
Priority 3- Parental Involvement
   a. Parents will be provided with opportunities to participate in decision- making district and school advisory committees.
   b. Parent participation in district and school involvement opportunities with outreach to Socioeconomically Disadvantaged (SED), English Learner and foster families.
   c. District staff will participate in community/advocacy groups which support all students, including English Learners, Foster and Socioeconomically Disadvantaged (SED) students.
   d. District newsletters (10 times per year)
   e. Monthly newsletters and board meeting highlights.
 	
Baseline
   a. 100% of schools had a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC. 52852/35147.
     100% schools had an identified parent representative for LCAP and District English Language Advisory Committees.
	Priority 3- Parental Involvement
	CYPSD continued to maintain the following annual measurable outcomes
	
	   a. 100% of schools had a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC.52852/35147.
	     100% schools had an identified parent representative for LCAP and District English Language and District Advisory Committees (DELAC/DAC).
	   b. Provided district parent education classes, with interpreter provided, located at various times and locations: My Math (5 sessions), STEM/NGSS (2 Sessions), SBAC (2 Sessions)
	   c. District staff participated in Rotary, PTA Roundtable, Association of California School Administrators, Anaheim Union High School District Articulation Committees.
	   d. District newsletters (10 times per year), monthly board meeting highlights (12 times per year) were sent to all staff, parents and subscribed community members. Newsflash (press releases) were sent on an as-needed basis.

Expected	Actual
b. Four district parent education classes, with interpreter provided, located at various times and locations. c. District staff participates in Rotary, PTA Roundtable Association of California School Administrators, Anaheim Union High School District Articulation Committees. d. Monthly District newsletters (10 times per year) Monthly Board Meeting Highlights (12 times per year) **17-18** a. Maintain b. Maintain c. Maintain d. Maintain	

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
Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)	Provided for a variety of means for two-way communication between staff, parent, community, and district such as conferences, meetings, email, and phone calls.	Formal Parent Conferences 1000-1999: Certificated Personnel Salaries Base $160,000	Formal Parent Conferences 1000-1999: Certificated Personnel Salaries Base $160,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll- out plan for parent portals to access student information, re-registration, and grade book. (Priority: 3)	Provided timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revised and updated policies and guidelines for website, social media and parent portals to access student information and annual registration.	Materials 4000-4999: Books And Supplies Base $2,000	Materials 4000-4999: Books And Supplies Base $2,000
		District Website 5000-5999: Services And Other Operating Expenditures Base $5,300	District Website 5000-5999: Services And Other Operating Expenditures Base $5,300
		Communication System: School Messenger 5000-5999: Services And Other Operating Expenditures Base $6,000	Communication System: School Messenger 5000-5999: Services And Other Operating Expenditures Base $6,000
		Constant Contact 5000-5999: Services And Other Operating Expenditures Base $3,000	Constant Contact 5000-5999: Services And Other Operating Expenditures Base $3,000
		Re-registration support 2000-2999: Classified Personnel Salaries Base $5,000	Annual registration support 2000-2999: Classified Personnel Salaries Base $7,203

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will participate in decision- making regarding school and district priorities reflecting the demographics by: ~ LCAP committee to be representative of district demographics ~ School Site Councils, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC ~ District English Learner Committee (DELAC), in accordance with Education Code 35147. ~ Community Advisory Council (Special Education) (Priority: 3) ~ District Advisory Committee (DAC) ~ District English Learner Committee (DELAC) ~ Community Advisory Council (Special Education)	Parents were able to participate in decision-making regarding school and district priorities through: ~ LCAP Committee ~ School Site Council, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC	Materials 4000-4999: Books And Supplies Supplemental $1,000	Materials 4000-4999: Books And Supplies Supplemental $423

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parents with the resources and access to be active participants in their student's educational program through a variety of means: ~ Standards-based report cards. ~ Progress reports for students not meeting expectations/standards. ~ Written explanation and/or FAQs to explain student expectations and learning goals. ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety and School Safety. ~ Variety of meeting times and locations to accommodate parent's diverse schedules. ~ Promote parent participation: providing a variety of school/district involvement activities; Career Day; Read Across America; Back-to-School; Open House. (Priority: 3)	Provided parents with the resources and access to be active participants in their student's educational program through a variety of means: ~ Standards-based report cards ~ Progress reports, as needed for students not meeting expectations/standards. ~ Written explanation and/or FAQs to explain student expectations and learning goals. ~ Offered parent education classes including topics such as My Math/Course I, STEM/NGSS, and SBAC. ~ Meetings were held in the morning and evening hours and to accommodate parent's diverse schedules. ~ Utilized the following means to promote parent participation in school/district involvement activities: Career Day, Read Across America, Back-to-School, Open House and end-of-year school-wide music performances.	Parent Education Classes 4000-4999: Books And Supplies Supplemental $6,000	Parent Education Classes 4000-4999: Books And Supplies Supplemental $238

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)	The district and schools provided targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including Special Education, foster parents and parents of English Learners. All sites made accommodations, as appropriate, for parents with disabilities. Outreach included, written communication provided in a variety of languages, use of on-demand translation and/or ASL Interpreters, invite a friend.	Translator-Korean 2000-2999: Classified Personnel Salaries Base $26,500	Translator-Korean 2000-2999: Classified Personnel Salaries Base $26,500
		Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code. 5000-5999: Services And Other Operating Expenditures Supplemental $20,000	Additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code. 5000-5999: Services And Other Operating Expenditures Supplemental $20,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share district vision and mission. Participation in community groups such as: ~ Rotary ~ Arts Association ~ PTA ~ ACSA ~ AUHSD Articulation (Priority: Local)	District administrators and appropriate staff participated in community organizations and articulation opportunities to build relationships and share district vision and mission: ~ Rotary ~ Arts Association ~ Parent Teacher Association ~ Association of California School Administrators ~ Anaheim Union High School District Articulation ~ OC STEM ~ Orange County Department of Education	Conference Attendance 5000-5999: Services And Other Operating Expenditures Supplemental $5,000	Conference Attendance 5000-5999: Services And Other Operating Expenditures Supplemental $5,000

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 Cypress School District's goal was implemented as designed. Through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as stated in our LCAP.

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

85.8% of parents, 85% of certificated staff and 94.8% of classified staff indicated that our progress toward goal two is effective or highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While the actions will not change, the expenditure will be aligned with additional funding to add a vendor: Qualtrics.

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.

CYPSD has approved Qualtrics as a vendor

Goal 3

Provide an engaging, safe, and secure learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
Priority 1-Basic
    a. 100% will meet or exceed maintenance standards-Williams Act
 	
Baseline
    a. 100% of school meet or exceed maintenance standards-Williams Act
 	
17-18
a. Maintain
	Priority 1-Basic
	CYPSD met the annual measurable outcome:
	    a. 100% of the school met or exceed maintenance standards-Williams Act

Priority 5 Pupil Engagement
    b. School attendance rates
    c. Chronic absenteeism rates
 	
Baseline
    b. 96% attendance rate
    c. Estimated 6% chronic absenteeism rate, official data is not yet available d. Less than 1%
	Priority 5 Pupil Engagement
	CYPSD met the annual measurable outcome:
	    b. Met an overall 96% attendance rate
	    c. Exceed expectation with 4.6% chronic absenteeism rate

Expected	Actual
17-18 b. Maintain c. Maintain	

Priority 6 School Climate (Engagement
    d. Pupil suspension rates
    e. Pupil expulsion rates
    f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Baseline
    d. Less than 1%
    e. Less than 1%
    f. Surveys measuring a sense of safety and school connectedness is administrated February/March
17-18
d. Maintain e. Maintain f. Maintain
	Priority 6 School Climate (Engagement) CYPSD met the annual measurable outcome:
	    d. Less than 1%
	    e. Less than 1%
	    f. Surveys measuring a sense of safety and school connectedness is administrated February/March. 86.9% of students, 89% of parents/guardians, 86.3% of certificated staff, 100% of classified staff responded they felt connected or highly connected to the school community.

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
Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including: ~ District-wide enrollment process and re-enrollment of all students ~ Revising and updating attendance accountability ~ District School Registered Nurse, Licensed Vocational Nurse ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse ~ Review and adjust Clerical Staffing as appropriate (Priority: 5)	Provided systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including: ~ District-wide pre-enrollment process and annual registration of all students ~ Aeries Analytics for principals to regularly monitor attendance rate and chronic absenteeism rates ~ District/school registered nurse licensed vocational nurse ~ Implemented a School Readiness Program with a School Readiness teacher and nurse ~ A school health clerk ~ No additional staff was added	District Nurses (1.5) 1000-1999: Certificated Personnel Salaries Base $116,391 Licensed Vocational Nurse 2000-2999: Classified Personnel Salaries Other $37,806 School Readiness Nurse (.5) 1000-1999: Certificated Personnel Salaries Other $50,000 Review and adjust Clerical Staffing as appropriate 2000-2999: Classified Personnel Salaries Base No associated cost at this time	District Nurses (1.5) 1000-1999: Certificated Personnel Salaries Base $116,391 Licensed Vocational Nurse 2000-2999: Classified Personnel Salaries Other $37,806 School Readiness Nurse (.5) 1000-1999: Certificated Personnel Salaries Other $50,000 Review and adjust Clerical Staffing as appropriate 2000-2999: Classified Personnel Salaries Base No associated cost at this time

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data. (Priority: 5,6)	Provided Aeries, student information system and the Aeries Analytics dashboard to monitor attendance rates and student discipline data. Additionally, provided DAC and DELAC with regular attendance information for monitoring purposes.	Student information system- Aeries Goal 1- Student Information System	Student information system- Aeries Goal 1- Student Information System

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population. Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning: ~ County Child Welfare Agency ~ OCDE Homeless Liaison Network ~ 211 Support ~ OC Partnership ~ HOPES Collaborative	District staff attended ongoing meetings at Orange County Department of Education (OCDE). Information was shared with staff on how to work with a diverse parent population. District staff coordinated services for homeless and foster students to ensure a continuity of their educational program, by utilizing the following support groups to improve our McKinney-Vento student's conditions: ~ County Child Welfare Agency Articulation ~ OCDE Homeless Liaison Network ~ 211 Support ~ OC Partnership ~ HOPES Collaborative ~ First International Doers Ministries ~ Straight Talk	Director of Student Support Services 1000-1999: Certificated Personnel Salaries Base $157,850	Director of Student Support Services 1000-1999: Certificated Personnel Salaries Base $157,850

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To align with the diverse community needs, review and annually update district student calendars to maximize student attendance and minimize cost. (Priority: 5)	Aligned 2018/19 and 2019/20 student calendars to meet community needs with Anaheim Union High School District's (AUHSD) pupil-free days. Communicated with AUHSD Back-to-School and Open House date to prevent overlap.	No anticipated cost	No cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high quality, clean and secure facilities in accordance with the Williams Act. ~ Review and adjust classified staffing as appropriate ~ Review and plan for technology upgrades and improvements. (Priority: 1)	Maintained high quality, clean and secure facilities, in accordance with the Williams Act. ~ Implemented Raptor system ~ Did not find a need to adjust staffing at this time ~ Reviewed and planned for technology upgrades and improvements through the Cypress School District Technology Committee	No anticipated cost	Raptor System 5000-5999: Services And Other Operating Expenditures Base $3,241

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 Cypress School District's goal was implemented as designed. Through surveys and committee meetings, stakeholders have identified that we implemented and/or provided services as outlined.

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

Our actions/services were effective as evidenced by:
~ High attendance rates
~ Low suspension/expulsion rated
~ 83% of parents, 69.9% of certificated staff, and 100% of classified staff indicated on the LCAP survey that our progress toward goal three is effective or highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

It was determined to implement the Raptor System, a school screening tool that screens for registered sex offenders and other types of violations that require restricted access, coordinate volunteers, and provide a picture ID for all visitors, volunteers on campus.

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.

We will continue to fund Raptor in the coming school year. It will be found in expenditures.

Stakeholder Engagement

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?

A Local Control Accountability Plan (LCAP) Advisory Committee was established which included parents from each school site, Bargaining Units (ACT, CSEA), management representative, community group (Boys and Girls Club of Cypress) and Community Advisory Council (Special Education). The committee met three times to review the data and make recommendations on how to best meet the needs of the CYPSD students aligned to District Goals and State Priorities. The committee participated in the analysis and revision recommendations of the LCAP. The LCAP committee met three times in the 2018/19 school year. The District English Language Advisory Committee (DELAC) received implementation and progress of the LCAP. Additionally, the committee reviewed the district Goals and gave recommendations on how to meet the academic needs of English Learner (EL) students over the course of three meetings. The DELAC has recommended the updated LCAP be submitted to Board for approval.

Each school held School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings allowing for committee members to review data and district goals and then make recommendations for school and district actions and budget recommendations. Stakeholder input on what is working and recommendations for next steps were collected and shared. Each site has a minimum of four meetings annually.

In addition to regular updates each month, a presentation on the implementation and progress of the LCAP was presented to the Board in February. The Local Educational Agency (LEA) used the following quantitative data for the analysis of the goals: Smarter Balanced, English Language Arts and Math proficiency, California Standards Test (CST) Science, California English Language Development Test (CELDT), attendance rates, suspension/expulsion rates, and facilities inspection data.

Once a month, the Superintendent and Administrative Director of Human Resources/Induction have a formal meeting with the leadership of ACT (Association of Cypress Teachers), and CSEA (California School Employees Association). The leadership representatives are the President and Vice President. ACT leadership meetings are held on the first Wednesday of the month, and CSEA leadership meetings are held on the third Monday of the month. Each meeting lasts two to three hours. During these meetings, bargaining units discuss their unit's perspective as it relates to district goals and needs of their membership.

The Director, Instructional Services, attended a CSEA meeting at the request of the leadership team to review the LCAP and elicit input on areas of strength and need.

As appropriate, teachers and classified staff have had on-going opportunities to provide input through the district and school committees, including school leadership teams, surveys, and informal meetings. Principals have shared district and school data. Additionally, Cypress School District personnel who work with Student with Disabilities (SWD) meet regularly. Specialized Academic Instructor (SAI) meetings are ongoing, bi-monthly and are attended by all Resource Specialists and Special Day Class Teachers in the district, to review and collaborate on the progress of students with exceptional needs. School Psychologists meetings are held on a monthly basis. All five School Psychologists have access to and have been an integral member in sharing information regarding data of our Special Education Students with their school teams, principals, parents, students, and community. Speech and Language Pathologist (SLP) meetings are held on a monthly basis. These meetings facilitate the continual conversation regarding the improvement of programs, strategies, and services to our students with special needs. The SLPs use data and assessments to drive this discussion. All teachers were provided the opportunity to participate in a district-wide survey that focused on the State's eight priorities.

Additionally, advisory groups and identified stakeholder groups collected qualitative evidence. Results from the LCAP survey are included in the annual update of each goal.

The Superintendent, Director of Instructional Services, Director of Special Education & Student Services, and Educational Leaders walk-through TK/K to grade 6 classrooms including Resource, Speech, and Special Day classes to observe and interview students regarding their thoughts on their learning and learning environment. 100% of classrooms were visited in the school year. In addition to the observation and interviews, students in TK/K-6 grades participated in a survey aligned to the State's eight priorities, asking the students to reflect on their learning environment and safety. Results on the LCAP survey are included in the annual update of each goal.

The Superintendent met monthly with the Parent Teacher Association (PTA) at their site council roundtable. During these meetings, parents are provided with updates and afford the opportunity to provide insight and feedback as it relates to the LCAP and parent communication/involvement. A districtwide LCAP parent survey was administered in the spring as outreach to ensure all parents had an opportunity to have their voice heard. Results from the LCAP survey are included in the annual update of each goal.

The Cypress School District has made available all materials presented at the LCAP meetings. There is a dedicated email address for any stakeholder to submit questions and/or comments. On June 1, 2018, a draft of the plan was made available to allow all stakeholders an additional window of opportunity to give input and ask questions regarding the proposed plan.

On June 11, 2018, the Cypress School District held a public hearing. There were no questions or comments.

Impact on LCAP and Annual Update

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

Through analysis and stakeholder input, it was determined that we are making steady progress toward obtaining the Cypress School District's goals.

Goal 1: Instructional Program
Goal 2: Parent/Guardian Community Involvement
Goal 3: Engagement, Safety, and Facilities

After discussion and careful review from all stakeholders, input was evaluated and used as a guide to developing the LCAP Actions and Services, aligned to District Goals and State Priorities. A wide variety of data was used to analyze the LCAP implementation to determine if the CYPSD goals were obtained. Data reviewed included:
~ Standardized Tests
~ Standards Based Grades
~ Reading Counts
~ Student work samples
~ Formal and informal observations
~ Stakeholder Surveys
~ Attendance Rates
~ Suspensions and Expulsions

Stakeholder review and analysis of the LCAP indicated the district continues to be effective in taking steps to reach the identified goal and metrics. There were no new actions identified. Data, including the LCFF rubrics, demonstrated the students of CYPSD are meeting and exceeding State performance averages. Reflection demonstrated the actions indicated in the plan were predominately implemented. This reflection and analysis provided guidance for the update for 2018/19 of the Local Control and Accountability Plan (LCAP) three-year plan beginning the 2017/18 school year. Stakeholder input aligned to the District's Strategic Plan and the State Priorities. Once the Actions and Services had been identified, priorities were established and the LCAP was drafted. Based on Stakeholder input there were no significant content changes to the three-year plan, rather expenditures were aligned to areas of focus.

PUBLIC HEARING
On June 11, 2018, the Cypress School Board held a public hearing.

The LCAP approval is scheduled for June 21, 2018.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There is an ongoing need to ensure that CYPSD maintains high-quality materials are in every classroom and a staff of highly qualified teachers and instructional aides, as defined by state and federal law. The shift to newly adopted State Standards and Frameworks in the content areas and aligned CAASPP assessments creates a need for new instructional materials aligned to these new expectations for all core subject areas with professional development and instructional support to meet the diverse needs to the student population.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1- Basic a. Highly qualified staff b. Standards-aligned materials	a. 100% of staff are highly qualified - Williams Act b. 100% of students have access to Core Curriculum - Williams Act	a. Maintain b. Maintain (For Actual Outcome see the Annual Update)	a. Maintain b. Maintain	a. Maintain b. Maintain
Priority 2- Implementation of State Standards c. Implementation of Board adopted academic content and performance standards for all students d. English Learners will have access and instruction utilizing the adopted standards	c. 100% of students received instruction aligned to State Standards d. 100% of English Learners are instructed using core materials and state standards	c. Maintain d. Maintain (For Actual Outcome see the Annual Update)	c. Maintain d. Maintain	c. Maintain d. Maintain
Priority 4- Pupil Achievement Pupil Achievement as measured by all of the following, as applicable: e. Academic Indicator f. English Learner Progress Indicator	e. Academic Indicator: ELA- Status: High Change: Maintained Math- Status: High Change: Maintained f. English Learner Progress Indicator: Status: Very High Change: Maintained	f. Maintain (For Actual Outcome see the Annual Update)	e. Maintain f. English Learner Progress Indicator: Status: High	e. Maintain f. Maintain from 2018/19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Access- Priority 7/8 g. Course Access	g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities.	g.Maintain (For Actual Outcome see the Annual Update)	g. Maintain	g. Maintain

Planned Actions / Services

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

Action   1

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

Students to be Served:

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

Location(s):

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

All Students	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)	Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education aligned to the adopted California State Standards that includes higher order thinking application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250,000	$150,000	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

Year	2017-18	2018-19	2019-20
Amount	$278,737	$225,054	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Supplemental curriculum, including Software/Webware	4000-4999: Books And Supplies Supplemental curriculum/materials, including Software/Webware	

Year	2017-18	2018-19	2019-20
Amount	$49,816	$179,816	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators	

Action 2

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners | Limited to Unduplicated Student Group(s) | All Schools |

Actions/Services

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

2018-19 Actions/Services

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$56,887	$80,000	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries English Language Development Aides	2000-2999: Classified Personnel Salaries English Language Development Aides	

Year	2017-18	2018-19	2019-20
Amount	$13,499	$15,000	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Summer CELDT to facilitate proper class placement-Classified	2000-2999: Classified Personnel Salaries Summer ELPAC (replaced CELDT) to facilitate proper class placement-Classified	

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)

Students with Disabilities	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan.(Priority: 2)	Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan.(Priority: 2)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,657	$55,657	
Source	Special Education	Special Education	
Budget Reference	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY	

Year	2017-18	2018-19	2019-20
Amount	$40,286	$40,286	
Source	Special Education	Special Education	
Budget Reference	2000-2999: Classified Personnel Salaries Classified Staff-ESY	2000-2999: Classified Personnel Salaries Classified Staff-ESY	

Year	2017-18	2018-19	2019-20
Amount	Base	Base	
Source	Special Education	Special Education	
Budget Reference	1000-1999: Certificated Personnel Salaries Administrator Designee	1000-1999: Certificated Personnel Salaries Administrator Designee	

Action 4

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)	Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress	

Year	2017-18	2018-19	2019-20
Amount	$64,575	$64,575	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Data Analyst/Technician	2000-2999: Classified Personnel Salaries Data Analyst/Technician	

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Management System	5000-5999: Services And Other Operating Expenditures Student Management System	

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Materials and printing	4000-4999: Books And Supplies Materials and printing	

Action 5

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide each site with instructional support who will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)	Provide each site with instructional support who will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the district identified sub-groups. (Priority: 7)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$415,000	$415,000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches	

Year	2017-18	2018-19	2019-20
Amount	$149,650	$276,397	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Coordinator, Assessment and Technology	1000-1999: Certificated Personnel Salaries Coordinator, Assessment and Technology	

Year	2017-18	2018-19	2019-20
Amount	$175,000	$175,000	
Source	Other	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment	

Year	2017-18	2018-19	2019-20
Amount	$240,000	$579,665	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Music Teachers	1000-1999: Certificated Personnel Salaries 5 Music Teachers	

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers	

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 6 STEM Lead Teachers	1000-1999: Certificated Personnel Salaries 6 STEM Lead Teachers	

Year	2017-18	2018-19	2019-20
Amount	$394,000	$394,000	
Source	Other	Grant	

Year	2017-18	2018-19	2019-20
Budget Reference	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff	

Year	2017-18	2018-19	2019-20
Amount	$98,319	$102,878	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Library Clerks	2000-2999: Classified Personnel Salaries Library Clerks	

Action 6

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions / Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include: ~ State Standards ~ District Core/Supplemental Curriculum ~ Using data to drive instruction ~ Positive Behavior Supports ~ Differentiation (Priority: 4, 7)	All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained in and will implement adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include: ~ State Standards ~ District Core/Supplemental Curriculum ~ Using data to drive instruction ~ Positive Behavior Supports ~ Differentiation (Priority: 4, 7)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$477,222	$477,222	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated	1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated	

Year	2017-18	2018-19	2019-20
Amount	$72,775	$72,775	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified	

Year	2017-18	2018-19	2019-20
Amount	$366,500	$366,500	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated	

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)	

Year	2017-18	2018-19	2019-20
Amount	$266,500	$170,000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 2

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Local Priorities: Community Relations

Identified Need:

There is a need to maintain parents/guardians and community as active partners in their child's educational program that welcomes them into the school for engagement and volunteer opportunities. It is identified there is a diverse population in CYPSD and there is a need to ensure that all families have access to the school community in a wide variety of ways with open and transparent communication between school and home. In all parent and staff input meetings and in the CYPSD survey data, it was identified that parents feel connected to their school. There is a need to provide expanded parent education opportunities at a variety of times to meet the demands of the working and stay-at-home parent. All of these outreach efforts will engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, student behavior, and student attendance.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3- Parental Involvement a. Parents will be provided with opportunities to participate in decision-making District and School advisory committees. b. Parent participation in District and School involvement opportunities with outreach to Socio-economically Disadvantaged (SED), English Learner and foster families c. District staff will participate in community/advocacy groups which support all students, including English Learners, Foster and Socio-Economically Disadvantaged (SED) students d. Monthly newsletters and Board Meeting Highlights	a. 100% of schools had a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as r required in EC 52852/35147. 100% of schools had an identified parent representative for LCAP and District English Language Advisory Committees. b. Four district parent education classes, with interpretation provided, located at various times and locations. c. District staff participates in Rotary, PTA Roundtable Association of California School Administrators, Anaheim Union High School District Articulation Committees. d. Monthly district newsletters (10 times per year), Monthly Board Meeting Highlights (12 times per year)	a. Maintain b. Maintain c. Maintain d. Maintain (For Actual Outcome see the Annual Update)	a. Maintain b. Maintain c. Maintain d. Maintain	a. Maintain b. Maintain c. Maintain d. Maintain

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

<div align="center">OR</div>

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)	Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$160,000	$160,000	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Formal Parent Conferences	1000-1999: Certificated Personnel Salaries Formal Parent Conferences	

Year	2017-18	2018-19	2019-20
Amount	$2,500	$2,500	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	

Action 2

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information, re-registration, and grade book. (Priority: 3)	Provide timely communication to parents/guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information, re-registration, and grade book. (Priority: 3)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	

Year	2017-18	2018-19	2019-20
Amount	$5,300	$5,300	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures District Website	5000-5999: Services And Other Operating Expenditures District Website	

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger	

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	
Source	Base	Base	

Year	2017-18	2018-19	2019-20
Budget Reference	5000-5999: Services And Other Operating Expenditures Constant Contact	5000-5999: Services And Other Operating Expenditures Constant Contact	

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$5,000	$5,000	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Re-registration support	2000-2999: Classified Personnel Salaries Re-registration support	

Action 3

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parents will participate in decision-making regarding school and district priorities reflecting the demographics by: ~ LCAP committee to be representative of District demographics ~ School Site Councils, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC ~ District English Learner Committee (DELAC), in accordance with Education Code 35147. ~ Community Advisory Council (Special Education) (Priority:3)	Parents will participate in decision-making regarding school and district priorities reflecting the demographics by: ~ LCAP committee to be representative of District demographics ~ School Site Councils, as indicated on site by-laws ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC ~ District English Learner Committee (DELAC), in accordance with Education Code 35147. ~ Community Advisory Council (Special Education) (Priority:3)	
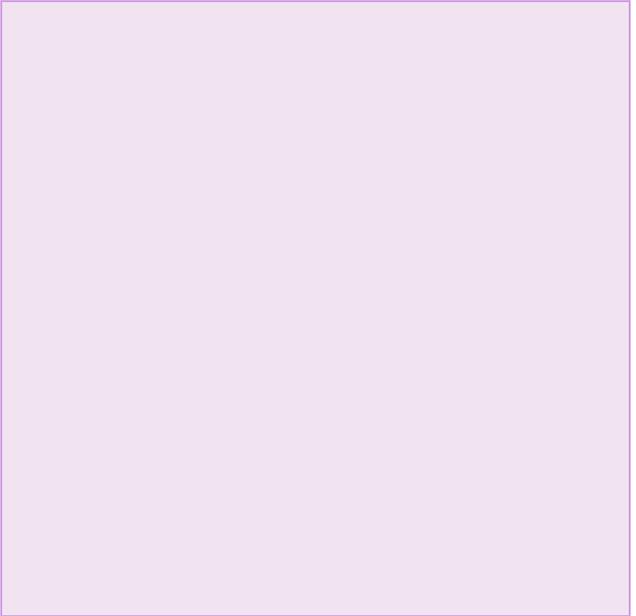
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	

Year	2017-18	2018-19	2019-20
Amount		$17,000	
Source		Supplemental	
Budget Reference		5000-5999: Services And Other Operating Expenditures Qualtrics Platform: Research, Surveys, Forms	

Action   4

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parents with the resources and access to be active participants in their student's educational program through a variety of means: ~ Standards-based report cards ~ Progress reports for students not meeting expectations/standards. ~ Written explanation and/or FAQs to explain student expectations and learning goals. ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety and School Safety.	Provide parents with the resources and access to be active participants in their student's educational program through a variety of means: ~ Standards-based report cards ~ Progress reports for students not meeting expectations/standards. ~ Written explanation and/or FAQs to explain student expectations and learning goals. ~ Offer parent education classes including topics such as Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety and School Safety.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies Parent Education Classes	4000-4999: Books And Supplies Parent Education Classes	

Action 5

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of District and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

2018-19 Actions/Services

The district and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of District and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities. (Priority: 3)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,000	$26,000	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Translator-Korean	2000-2999: Classified Personnel Salaries Translator-Korean	

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.	

Action 6

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share District vision and mission. Participation in community groups such as: ~ Rotary ~ Arts Association ~ PTA ~ ACSA ~ AUHSD Articulation (Priority: Local)	District administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share District vision and mission. Participation in community groups such as: ~ Rotary ~ Arts Association ~ PTA ~ ACSA ~ AUHSD Articulation (Priority: Local)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference Attendance	5000-5999: Services And Other Operating Expenditures Conference Attendance	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 3

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The Cypress School District's students are engaged with school, and the average attendance rate is 96% district-wide. There is a need to support students and monitor the chronic absenteeism.

CYPSD recognizes the on-going need to provide appropriate behavioral interventions. Student discipline and behavioral intervention data indicate there is a need to increase support for students with a multi-tiered support system that will refine behavior management activities, and provide intensive behavioral supports for students with needs in this area. In order to ensure the safety and well-being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes in technologies create the need for periodic updates of communications and maintenance systems. Modern systems ensure adequate infrastructure for safe and effective learning environments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1-Basic a. 100% will meet or exceed maintenance standards-Williams Act	a. 100% of school meet or exceed maintenance standards-Williams Act	a. Maintain (For Actual Outcome see the Annual Update)	a. Maintain	a. Maintain
Priority 5 Pupil Engagement b. School attendance rates c. Chronic absenteeism rates	b. 96% attendance rate c. Estimated 6% chronic absenteeism rate, official data is not yet available	b. Maintain c. Maintain (For Actual Outcome see the Annual Update)	b. Maintain c. Maintain	b. Maintain c. Maintain
Priority 6 Engagement d. Pupil suspension rates e. Pupil expulsion rates f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	d. Less than 1% e. Less than 1 % f. Surveys measuring a sense of safety and school connectedness is administrated February- March	d. Maintain e. Maintain f. Maintain (For Actual Outcome see the Annual Update)	d. Maintain e. Maintain f. Maintain	d. Maintain e. Maintain f. Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including: ~ District-wide enrollment process and re-enrollment of all students ~ Revising and updating attendance accountability ~ District School Registered Nurse, Licensed Vocational Nurse ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse ~ Review and adjust Clerical Staffing as appropriate (Priority: 5)	Provide systemic and comprehensive Student Services, supporting all students, including healthcare support to help monitor and support student access to their educational program including: ~ District-wide enrollment process and re-enrollment of all students ~ Revising and updating attendance accountability ~ District School Registered Nurse, Licensed Vocational Nurse ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse ~ Review and adjust Clerical Staffing as appropriate (Priority: 5)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$116,391	$116,391	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries District Nurses (1.5)	1000-1999: Certificated Personnel Salaries District Nurses (1.5)	

Year	2017-18	2018-19	2019-20
Amount	$37,806	$37,806	
Source	Other	Other: MAA	
Budget Reference	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse	

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	
Source	Other	Grant	
Budget Reference	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)	

Year	2017-18	2018-19	2019-20
Amount	No associated cost at this time	No associated cost at this time	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate	

Action 2

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data. (Priority: 5,6)	District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data. (Priority: 5,6)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 1- Student Information System	Goal 1- Student Information System	
Source			
Budget Reference	Student information system-Aeries	Student information system-Aeries	

Action 3

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

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)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Unchanged Action	Unchanged Action	Unchanged Action

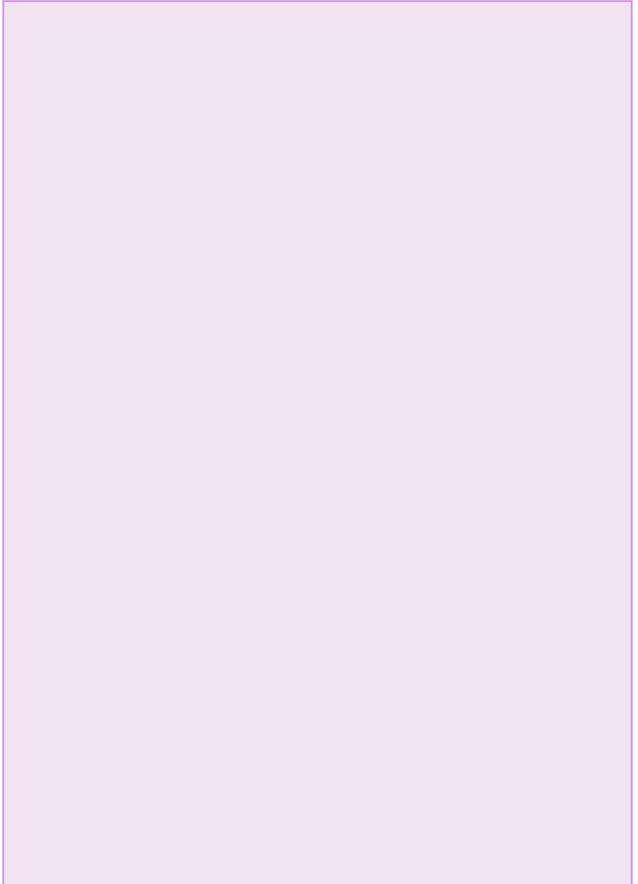| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population. Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning: ~ County Child Welfare Agency ~ OCDE Homeless Liaison Network ~ 211 Support ~OC Partnerships ~ HOPES Collaborative ~ First International Doers Ministries ~ Straight Talk ~ Provide counseling outreach for eligible students and families (Priority: 8)	District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem-solve to better support every student. Information will be shared with staff on how to work with a diverse parent population. Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning: ~ County Child Welfare Agency ~ OCDE Homeless Liaison Network ~ 211 Support ~OC Partnerships ~ HOPES Collaborative ~ First International Doers Ministries ~ Straight Talk ~ Provide counseling outreach for eligible students and families (Priority: 8)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$157,850	$157,850	
Source	Base	Base	
Budget Reference	Director of Student Support Services 1000-1999: Certificated Personnel Salaries	Director of Student Support Services 1000-1999: Certificated Personnel Salaries	

Action 4

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)

Students to be Served	Location(s)
All	All Schools

OR

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)

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To align with the diverse community needs, review and annually update District student calendars to maximize student attendance and minimize cost. (Priority: 5)	To align with the diverse community needs, review and annually update District student calendars to maximize student attendance and minimize cost. (Priority: 5)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No anticipated cost	No anticipated cost	
Source			
Budget Reference			

Action 5

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain high quality, clean and secure facilities in accordance with the Williams Act ~ Review and adjust Classified staffing as appropriate ~ Review and plan for technology upgrades and improvements. (Priority: 1)	Maintain high quality, clean and secure facilities in accordance with the Williams Act ~ Review and adjust Classified staffing as appropriate ~ Review and plan for technology upgrades and improvements. (Priority: 1)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No anticipated cost	$3,241	
Source		Base	
Budget Reference		5000-5999: Services And Other Operating Expenditures Raptor	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,612,932	8.59%

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

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

The Cypress School District saw an increase in funds from $1,839,991 to $2,611,025. The Cypress School District continues to be committed to improve and increase services for a minimum proportionality percentage of 8.59% for English Learner (EL), Socioeconomically Disadvantaged (SED) and foster students (unduplicated students), as compared to services to all students. Cypress School District historically serves fewer than 15 foster students at any given time. To determine how to best use the funds, the Cypress School District has engaged all stakeholders in the development of the LCAP through the analysis of data to determine the socioeconomically disadvantaged, foster and English Learner students' areas of strength and areas of need. Cypress School District continues to be a high achieving district, with our English Learners performing at or above the performance levels of their English speaking peers. The Socioeconomically disadvantaged students continue to show an achievement gap within the district, although they outperform peers when compared to county and state-wide average. Data included Grades 3-6 Smarter Balanced Assessments, California English Language Development Test, and local data including Scholastic Reading Inventory, grades, attendance and suspension, surveys, and stakeholder meetings. Data indicated that we would primarily need to utilize our funds districtwide and focus on closing the achievement gap for underperforming students in the identified unduplicated count pupil subgroups. Since the district's population of English Learner socioeconomically disadvantaged and foster is small and scattered across the district, it was determined there was a need to provide select actions and services districtwide. The actions and services described below for districtwide and schoolwide implementation are principally directed toward socioeconomically disadvantaged (low- income), English Learners and foster students and proven most effective based on the research.

GOAL 1

All certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. The professional development will address the needs of EL, SED and at-risk populations. Instructional Learning Coaches, STEM TOSAs, and lead teachers will provide follow-up with a focus on the district identified instructional initiatives and programs and use data to inform instructional decisions. Jim Knight's research on of the Kansas Coaching Project says, "Effective coaching makes it easier for teachers to learn and implement new ideas. Indeed, without follow-up such as coaching, most professional learning will have little effect." This supports the implementation of research-based best practices through coaching cycles and on-demand support to meet the diverse needs of each classroom. Robert Marzano, an educational researcher, found that groups of teachers who work together to improve student learning have the potential to transform major aspects of teaching and learning. The Student Information System (SIS), Aeries, and the data management system, IO Education, enables CYPSD to assess, monitor and report student academic progress by using a variety of data gathered to be used by the teacher, grade, school, and district to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/state/local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. The Assessment and Technology Coordinator will provide support and training on the use of the data management system and how to use the reports to identify areas of need including EL, and SED students groups. John Hattie, an educational researcher, found that when instructional coaching conducted over-time in conjunction with data team analysis of how students learn to inform instruction student growth is impacted with an effect size of .51(anything with an effect size above .4 is considered effective).

TK-6 students will receive music instruction by credentialed music teachers. Below are some highlights on how students benefit from music education in schools:

~ Elementary students in high-quality school music scored higher on tests of general and spatial cognitive development, the abilities that form the basis for performance in math and engineering and scored higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community.

~ African-American and Hispanic parents generally believe more strongly in a wide array of potential benefits from music education, are more likely to have seen these positive impacts on their own child and more strongly support expanding music education programs.

~ Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without a music program.

~ Everyday listening skills are stronger in musically-trained children than in those without music training. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory.

~ Lastly Arne Duncan, Secretary of Education, Letter to Schools and Community Leaders, 2009 "At this time when you are making a critical and far-reaching budget and program decisions…I write to bring to your attention the importance of the arts as a core academic subject and part of a complete education for all students. The Elementary and Secondary Education Act defines the arts as a core subject, and the arts play a significant role in children's development and learning process. The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively."

For an extensive list, visit https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools.

Research Instructional strategies for English learners and at-risk will be employed including differentiated instruction. This is based on Vygotsky's Theory (https://files.eric.ed.gov/fulltext/EJ854351.pdf), meeting the student where he/she for instruction. In addition to small group instruction, the instructional software will be utilized as well as support with assistance for English Learners with pre-teaching and/or reteaching skills and concepts with an ELD Aide. (http://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-el-student-achievement)

GOAL 2
Robert Marzano in his book, "What Works in Schools: Translating Research into Action" identified three key areas for parent involvement and communication: governance, participation, and volunteering. Marzano's research indicates there is a direct impact on student achievement when parents are involved in these areas. Through the LCAP, we have identified governance bodies and actively encourage and seek parents including parents of ELs and SED students. Additionally, we provide parent education opportunities and resources to teach the parent how to be actively involved and participate in their child's learning. Lastly, at the site level, schools encourage and support all parents in volunteering in a wide variety of ways.

GOAL 3
There are no actions funded through LCFF supplemental.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,839,691	6.28%

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

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

The Cypress School District's increase in funds is $1,947.866. The Cypress School District is committed to improve and increase services for a minimum proportionality percentage of 6.75% for English Learner (EL), Socioeconomically Disadvantaged (SED) and foster students (unduplicated students), as compared to services to all students. Cypress School District historically serves fewer than 15 foster students at any given time. To determine how to best use the funds, the Cypress School District has engaged all stakeholders in the development of the LCAP through the analysis of data to determine the socioeconomically disadvantaged, foster and English Learner students' areas of strength and need. Cypress School District has historically been a high achieving district, with our English Learners frequently at or above the performance levels of their English speaking peers. The socioeconomically disadvantaged students do show an achievement gap within the district, although they outperform peers when compared to county and statewide average. Data included grades 3-6 Smarter Balanced Assessments, California English Language Development Test, and local data including Scholastic Reading Inventory, grades, attendance, and suspension. This data indicated that we would primarily need to utilize our funds districtwide and focus on closing the achievement gap for underperforming students in the identified unduplicated count pupil subgroups.

The actions and services described below for districtwide and schoolwide implementation are principally directed toward socioeconomically disadvantaged (low-income), English Learners (EL) and foster students and proven most effective based on research (John Hattie's 'research on visible learning, Robert Marzano's research on effective instructional strategies supports districtwide implementation of the above focus areas):

GOAL 1

~Standards-based instruction utilizing core and supplemental instructional materials aligned to state standards,

~Intervention resources and supports for English Learners, Special Education, and students with an achievement gap - ELD Aides, summer CELDT, ESY

~Professional development with a focus on meeting the diverse needs of our EL, SED, and foster students

~Instruction supports utilizing Instructional Learning Coaches, STEMS TOSAs, and music teachers with a focus on differentiation

~Collection of a wide variety of instructional and performance data. Principals will facilitate the revisions and updates to action plans.

~Utilize outside vendors for a Student Information System (Aeries), Data Management System (EADMS), and contracts for professional development

GOAL 2

~Communication resources and tools including translation and interpretation

~Opportunities for input and engagement through a variety of means such as decision-making councils/committees, parent education, and surveys

~Provide interpretation and translation for English speaking parent(s)/guardian(s)

~Provide resources and support to families to access the school community

~Staff involvement in community groups

GOAL 3

~Maintaining positive learning environments through articulated discipline plans and supports

~Student Services supports, nursing, LVN, homeless and foster liaison

~Maintaining and improving school and district facilities

By coordinating resources, it allows for the district to effectively utilize the supplemental fund allocated under LCFF model aligned to district goals and state priorities.

Instructional materials that align to State Standards, intervention, professional development, Instructional Learning Coaches, STEM Coaches, Music Teachers, lead teachers, and coordinated services will be provided to ensure equity and access will be used to meet the proportionality requirements. Teachers will craft differentiated lessons in order to meet the instructional needs, based on the level of English fluency for English Learners including, English Language Development (ELD). Instructional aides will be utilized to support English Learners in providing pre-teach and re-teaching of skills and concepts, as determined by the classroom teacher. Instructional learning coaches will provide services in the area of monitoring unduplicated student performance, revising and updating action plans. Additionally, the coaches will provide professional development, coaching and collaboration to support teachers in providing differentiated instruction for the identified students with a focus on closing the achievement gap. Certificated and classified staff will be provided target professional development to support their individual roles in relationship with the unduplicated count students. This may include conferences, release time, pupil free, minimum and shorten days. Administrators are responsible for monitoring implementation of core instructional programs and supplement materials to ensure equity and access.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
    A. The implementation of state board adopted academic content and performance standards for all students, which are:
        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
        b. Mathematics – CCSS for Mathematics
        c. English Language Development (ELD)
        d. Career Technical Education
        e. Health Education Content Standards
        f. History-Social Science
        g. Model School Library Standards
        h. Physical Education Model Content Standards
        i. Next Generation Science Standards
        j. Visual and Performing Arts
        k. World Language; and
    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
    B. How the school district will promote parental participation in programs for unduplicated pupils; and
    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
    A. Statewide assessments;
    B. The Academic Performance Index;
    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
    E. The English learner reclassification rate;
    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
    A. School attendance rates;
    B. Chronic absenteeism rates;
    C. Middle school dropout rates;
    D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,985,547.00	4,997,642.00	4,182,047.00	4,581,505.00	0.00	8,763,552.00
Base	1,484,932.00	2,453,844.00	1,484,932.00	1,392,731.00	0.00	2,877,663.00
Grant	0.00	409,000.00	394,000.00	394,000.00	0.00	788,000.00
Other	656,806.00	675,916.00	262,806.00	87,806.00	0.00	350,612.00
Special Education	95,943.00	143,750.00	95,943.00	95,943.00	0.00	191,886.00
Supplemental	1,747,866.00	1,315,132.00	1,944,366.00	2,612,932.00	0.00	4,557,298.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,985,547.00	4,997,642.00	4,182,047.00	4,581,505.00	0.00	8,763,552.00
1000-1999: Certificated Personnel Salaries	2,298,769.00	2,545,700.00	2,398,769.00	2,866,682.00	0.00	5,265,451.00
2000-2999: Classified Personnel Salaries	802,425.00	845,435.00	802,425.00	835,820.00	0.00	1,638,245.00
4000-4999: Books And Supplies	595,053.00	1,334,709.00	595,053.00	571,370.00	0.00	1,166,423.00
5000-5999: Services And Other Operating Expenditures	239,300.00	224,798.00	335,800.00	259,540.00	0.00	595,340.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00	47,000.00	50,000.00	50,000.00	0.00	100,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,985,547.00	4,997,642.00	4,182,047.00	4,581,505.00	0.00	8,763,552.00
1000-1999: Certificated Personnel Salaries	Base	921,463.00	911,463.00	921,463.00	921,463.00	0.00	1,842,926.00
1000-1999: Certificated Personnel Salaries	Grant	0.00	5,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	225,000.00	638,110.00	225,000.00	50,000.00	0.00	275,000.00
1000-1999: Certificated Personnel Salaries	Special Education	55,657.00	74,750.00	55,657.00	55,657.00	0.00	111,314.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,096,649.00	916,377.00	1,196,649.00	1,839,562.00	0.00	3,036,211.00
2000-2999: Classified Personnel Salaries	Base	267,169.00	269,372.00	267,169.00	271,728.00	0.00	538,897.00
2000-2999: Classified Personnel Salaries	Grant	0.00	404,000.00	394,000.00	394,000.00	0.00	788,000.00
2000-2999: Classified Personnel Salaries	Other	431,806.00	37,806.00	37,806.00	37,806.00	0.00	75,612.00
2000-2999: Classified Personnel Salaries	Special Education	40,286.00	69,000.00	40,286.00	40,286.00	0.00	80,572.00
2000-2999: Classified Personnel Salaries	Supplemental	63,164.00	65,257.00	63,164.00	92,000.00	0.00	155,164.00
4000-4999: Books And Supplies	Base	252,000.00	1,220,709.00	252,000.00	152,000.00	0.00	404,000.00
4000-4999: Books And Supplies	Supplemental	343,053.00	114,000.00	344,960.00	417,463.00	0.00	762,423.00
5000-5999: Services And Other Operating Expenditures	Base	44,300.00	52,300.00	44,300.00	47,540.00	0.00	91,840.00
5000-5999: Services And Other Operating Expenditures	Supplemental	195,000.00	172,498.00	291,500.00	212,000.00	0.00	503,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	50,000.00	47,000.00	50,000.00	50,000.00	0.00	100,000.00

Total Expenditures by Object Type and Funding Source

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,381,200.00	4,444,084.00	3,577,700.00	3,956,918.00	0.00	7,536,525.00
Goal 2	242,300.00	236,511.00	242,300.00	259,300.00	0.00	501,600.00
Goal 3	362,047.00	317,047.00	362,047.00	365,287.00	0.00	727,334.00
Goal 4				0.00	0.00	0.00
Goal 5				0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.